

Squirrel Class Newsletter Spring 1 2026



Dear Parents, Carers and Guardians,

We hope you have a restful half term break. This half term the children will be taught by Miss Morris and supported by Mrs Bourdeau and Miss Levi.

This half term PE will be on Monday, so please could children come to school with their **PE kits of black shorts or tracksuit bottoms, red T-shirt, black PE jumper and sports shoes suitable for the outdoors.**

Forest school will be on Thursday for Squirrel class. Can children please bring in suitable clothing for their session, long sleeves, full-length trousers, wellies and a waterproof coat must be worn in the forest school area. **Please could forest clothes be brought in a separate bag so muddy/wet clothing does not go into school bags after the session.**

Homework will be sent out on a **Thursday** and due back on a **Monday** so it can be marked and new homework, 5 dojo points will be given to each child who brings their homework in completed on Monday.

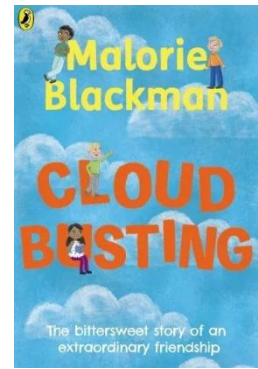
Spellings will be set each **Monday** with a test on the **Friday**, these will be put on dojo at the beginning of term and sent home for practice. 5 dojos will be awarded to children to each week for practicing spellings in their homework books.

Please send in a water bottle every day. We ask that only water is sent in as this is the healthiest choice for the children. Toast is also available at the beginning of the school day for 20p per day. Children will also have access to a healthy tuck shop and milk is available to order from the office.

Best wishes,
Miss Morris, Mrs Bourdeau and Miss Levi

English:

Books we will be exploring: Cloud Busting



Learning Objectives: <ul style="list-style-type: none">- Demarcate sentences with correct punctuation.- Create expanded noun phrases using descriptive language.- Use a range of conjunctions.- Write simple dialogue sentences.- Write in a role.- Write a range of poems using rhyme and different structures.	Key Vocabulary: <ul style="list-style-type: none">• capital letter• full stop• conjunction• sentence• verb• noun• adjective• adverb• question• exclamation• inverted commas• speech• role• character• poem• verse• line• rhyme• rhyming couplet	
Key Questions: <ul style="list-style-type: none">- What is happening in this poem?- What is the character feeling?- Whose voice are we hearing?- Why do you think there is a short/long sentence used here?- What do you imagine when you read/hear this poem?- What is a verse?- Why is that line/word repeated?	Skills: <ul style="list-style-type: none">• Comprehend factual writing.• Write factual sentences.• To write sentences using correct punctuation.• Sequence sentences to form a narrative.• Form letters correctly (develop joining).• Proof and edit written work.	

Maths:

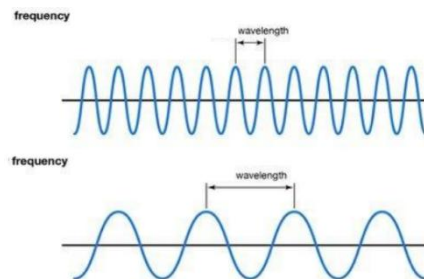
Units of work: Multiplication/division, Length and perimeter



Learning Objectives: <ul style="list-style-type: none">- Explore times tables from 0 - 12.- Explore number patterns and inverse operations.- To understand the concept perimeter.- To measure lengths using different units accurately.- To add and subtract lengths.- To calculate perimeter.	Key Vocabulary: <ul style="list-style-type: none">• Multiply• Divide• Equals• Fact family• Inverse• Perimeter• Measure• Centimetre• Millimetre• Kilometre• Metre• length	
Key Questions: <ul style="list-style-type: none">- How many groups do you need to use?- How many are in each group?- What value are you counting in?- How do you measure accurately using a ruler?- Which unit of measure is mm, cm, m, km?- Which unit of measure would you use?	Skills: <ul style="list-style-type: none">• Use a range of concrete and pictorial methods.• Multiply and divide in times table from 2 - 12.• Identify different units of measure.	

Science:

Units of work: Energy (Sound and Vibrations)



<p>Learning Objectives:</p> <ul style="list-style-type: none"> - To describe how sounds are created. - To describe how sounds are heard through different mediums. - To describe the relationship between vibration strength and volume. - To describe the relationship between volume and distance. - To describe pitch and how to change it. - To explain how insulating materials can muffle sound. 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Sound • Vibration • Volume • Pitch • Eardrum • Sound waves • Insulator • air • bar chart • observe • plan • predict • proof • record • research 	
<p>Key Questions:</p> <ul style="list-style-type: none"> - How is sound created? - What mediums can sound pass through? - What is a soundwave? - What unit of measure is volume/pitch measured in? - How can we change the pitch of a sound? - How do insulators change sound? 	<p>Skills:</p> <ul style="list-style-type: none"> • To set up simple practical comparative and fair tests. • To understand and suggest variables for an investigation or experiment. • To record and present data from investigations/experiments. • Draw simple conclusions and make new predictions based on your findings. • Identify differences and similarities. 	

Geography

Unit of work: European Adventure



Learning Objectives:	Key Vocabulary:	
<ul style="list-style-type: none"> - To identify Europe and it's countries. - To identify countries in different regions of Europe. - To describe major physical/human features in Europe. - To compare human/physical features of the UK and another European country. 	<ul style="list-style-type: none"> • Europe • Continent • Country • Region • Human/physical feature • Map • Atlas • Border • City • Population • Capital • Transport • landmark 	<ul style="list-style-type: none"> • Northern • Southern • Western • Eastern • Mountain • River • Sea • Climate • Culture • Landscape
Key Questions:	Skills:	
<ul style="list-style-type: none"> - Where is Europe? - Which countries can you find in Europe? - Which region would you find....? - What is a human/physical feature? - How is (country) different/similar to the UK? - 	<ul style="list-style-type: none"> • Use an atlas to locate different countries and continents. • Locate different countries in Europe and label them correctly. • Identify capital cities from landmarks and physical features. 	

ART

Unit of work: Collage - Mixed media landscapes



Learning Objectives: <ul style="list-style-type: none">- To create texture.- To draw and paint from observation.- To create depth using collage.- To use acrylic paint to create contrasting textures.- To create a multi-media landscape.	Key Vocabulary: <ul style="list-style-type: none">• Media• Texture• Layer• Collage• Acrylic• Water colour• Shade
Key Questions: <ul style="list-style-type: none">- What are different types of media we can use in art?- How can we use layering to create texture?- What techniques can we use with acrylic paint?- What is texture?- What is collage?	Skills: <ul style="list-style-type: none">• Use a range of media.• Create texture and effect.• Layer different medias.• Develop sketching skills.• Develop painting techniques.

Music:

Unit of work: Body percussion (Rainforest)

Body Percussion



Learning Objectives: <ul style="list-style-type: none">- To identify structure and texture in music.- To use body percussion.- To create musical rhythms using body percussion.- To create simple tunes.- To build and improvise a composition.	Key Vocabulary: <ul style="list-style-type: none">• body percussion• combine• compose• contrast• pitch• repetition• rhythm• structure• dynamics• layers• loop• tempo• texture• tune• sections• inspiration	
Key Questions: <ul style="list-style-type: none">- What is pitch, tempo or dynamics?- What different sounds can our bodies make?- How can we make a repeating pattern more interesting?- How can we use layers in music using different body sounds?- What makes a successful group performance?	Skills: <ul style="list-style-type: none">• Recognising the use and development of motifs in music.• Identify gradual changes in dynamic and tempo.• Identify scales dynamics (crescendo/decrescendo)• Improvise and compose.• Layer music• Develop melodies.	

R.E:

Unit of work: What do Hindus believe God is like?



Learning Objectives:	Key Vocabulary:	
<ul style="list-style-type: none">- To describe what Hindus believe about God.- To explain how different Hindu Gods/Goddesses represent different parts of Brahman.- To retell the Hindu story of creation.- To compare stories of creation.- To create a representation of Samara.- To describe Puja.- To describe the festival of Diwali.	<ul style="list-style-type: none">• Hindu• God• Brahman• Brahma• Vishnu• Shiva• Aum• Ultimate reality• Lakshmi• Ganesha• Durga• Saraawati• Deity• Samara	<ul style="list-style-type: none">• Wake• Dream• Sleep• Spirit• Preserve• Creator• Destroyer• Birth• Life• Death• Rebirth• Karma• Moksha• Trimurti• Puja• Diwali
Key Questions:	Skills:	
<ul style="list-style-type: none">- What is Brahman?- Which Gods are part of Brahman?- What is Karma and what does it decide?- How is the Hindu creation story similar/different to the Christian story of creation?- What is Samara?- Which Goddess is welcomed during the festival of Diwali?	<ul style="list-style-type: none">• To identify Hindu deities and how they help Hindus describe God.• To make clear links between stories (Svetaketu, Ganesh, Diwali) and what Hindus believe about God.• To make links between beliefs about God and Hindus live (worship, chosen deity, shrine, Diwali)• To identify different ways Hindus worship.• To raise questions and suggest answers about the cycle of create/preserve/destroy in the world today.• To make links between the Hindu idea of everyone having a 'spark' of God in them and the value of people in the world today.•	

Computing:

Unit of work: Logo and Animation



Learning Objectives: <ul style="list-style-type: none">- To input simple instructions using correct language in 2logo.- To create letters using 2logo.- Use repeat command to create shapes.- To use and build procedures.- To animate and object.- To use the Onion Skin tool.- To create a short Stop Motion.	Key Vocabulary: <ul style="list-style-type: none">• logo• command• grid• debugging• procedure• repeat• animation• animate• background• stop motion• frame• pause• Onion skinning	
Key Questions: <ul style="list-style-type: none">- What is a logo?- How can we repeat a command?- What is animation?- What is stop motion?	Skills: <ul style="list-style-type: none">• To create instructions, test and debug.• Develop vocabulary in computing terms.• Explore and use new programmes.• Develop and edit animations.	

RSE/PSHE:

Unit of work: Keeping Safe



Learning Objectives: <ul style="list-style-type: none">- Identify situations which are safe or unsafe.- Suggest how you could keep yourself safe.- Understand that medicines are drugs and suggest ways that they can be helpful/harmful.- Discuss what it feels like to be safe.- To recognise potential risks being online.	Key Vocabulary: <ul style="list-style-type: none">• Danger• Safety• Risk• Feelings• Consequence• Medicines• helpful• Harmful• Drug• Unsafe• Safer• Internet• Search engine• Fake news• Phishing• misinformation• instructions•	
Key Questions: <ul style="list-style-type: none">- What do we mean by keeping safe?- Who are the people that keep us safe?- How can we keep ourselves safe?	Skills: <ul style="list-style-type: none">• To understand how to keep yourself safe.• To recognise who helps to keep you safe.	

<ul style="list-style-type: none"> - How can medicines be helpful/harmful? - What is it like to feel safe? - How can we stay safe online? - 	<ul style="list-style-type: none"> • Identify risks. • To discuss emotions when you have felt unsafe.
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French:

Unit of work: *Going Shopping*



<p>Learning Objectives:</p>	<p>Key Vocabulary:</p>	
<ul style="list-style-type: none"> - To name fruits and vegetables. - To discuss different types of clothing. - To name different shops and what items can be brought in them. - To role play using correct vocabulary. 	<ul style="list-style-type: none"> • Vetements • legume • Les pommes • Les oranges • Les fraises • Les bananes • Des oignons • Le brocoli • La carotte • Le pommes de terre • Le chou • Une robe • Un pantalon • Une jupe • Un chemise 	<ul style="list-style-type: none"> • La fromagerie • La boucherie • La boulangerie • La patisserie • La marche • La bijouterie • La confiserie • La magasin de chaussures • Le magasin de jouets • La magasin de vetements
<p>Key Questions:</p>	<p>Skills:</p>	
<ul style="list-style-type: none"> - Where can you buy...? - How do you say (object) in French? - How much is the (object)? 	<ul style="list-style-type: none"> • To understand the names of different foods and clothing in French. • To use conversational French confidently • To understand questions being asked and respond correctly. • 	