

## Squirrel Class Newsletter Autumn 1 2025



Dear Parents, Carers and Guardians,

We hope you have had a wonderful and adventure filled summer and are ready for the Autumn term. This half term the children will be taught by Miss Morris and supported by Mrs Bourdeau.

This half term PE will be on Wednesday, so please could children come to school dressed in their PE kits (sports shoes suitable for the outdoors, shorts or tracksuit bottoms, T-shirt and a jumper).

On Friday's children are invited to wear Forest School clothing as we will be spending time down in the forest each Friday afternoon for one of our curriculum lessons. Please remember children need to be wearing long sleeves and full-length trousers in the forest area. Please can you make sure that children bring in a spare pair of shoes.

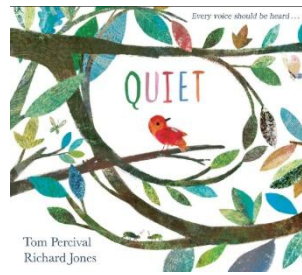
Homework will be sent out on a Tuesday and due back on a Monday so we can mark the books and set new homework. Please can you read at home with your child as much as possible and we will also be reading with them at school.

Please send in a water bottle every day. We ask that only water is sent in as this is healthiest choice for the children. The children will continue to have fruit provided at snack time and 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 and Mrs Bourdeau

**English:**

Books we will be exploring: Quiet, The Last Wolf



Learning Objectives:	Key Vocabulary:	
<ul style="list-style-type: none"> <li>- Demarcate sentences with the correct punctuation.</li> <li>- Use co-ordinate conjunctions.</li> <li>- Use subordinate conjunctions.</li> <li>- Use expanded noun phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• capital letter</li> <li>• full stop</li> <li>• conjunction</li> <li>• sentence</li> <li>• mechanical</li> <li>• destroyed</li> <li>• courage</li> <li>• overwhelming</li> <li>• ominous</li> <li>• trembling</li> <li>• riotous</li> <li>• bird</li> </ul>	<ul style="list-style-type: none"> <li>• bracken</li> <li>• lurked</li> <li>• lynx</li> <li>• stump</li> <li>• shadowy</li> <li>• forest</li> <li>• firmly</li> <li>• hopeless</li> <li>• belonging</li> </ul>
Key Questions:	Skills:	
<ul style="list-style-type: none"> <li>- What do you notice?</li> <li>- How is the character feeling?</li> <li>- Why did the author use this word/phrase?</li> <li>- How can we extend this sentence?</li> </ul>	<ul style="list-style-type: none"> <li>• To write sentences using correct punctuation.</li> <li>• Sequence sentences to form a narrative.</li> <li>• Form letters correctly (develop joining).</li> <li>• Proof and edit written work.</li> </ul>	

**Maths:**

Units of work: Place Value

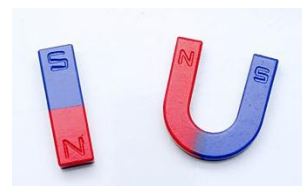
Thousands	Hundreds	Tens	Ones
Th	H	T	O

Learning Objectives:	Key Vocabulary:	
<ul style="list-style-type: none"> <li>- Identify and represent 3 and 4 digit numbers using concrete and pictorial resources.</li> <li>- Partition numbers to 1000.</li> <li>- Order and compare numbers.</li> <li>- Estimate numbers on a number line.</li> <li>- Round numbers to the nearest 10, 100 and 1000.</li> </ul>	<ul style="list-style-type: none"> <li>• one</li> <li>• ten</li> <li>• hundred</li> <li>• thousand</li> <li>• value</li> <li>• order</li> <li>• compare</li> <li>• represent</li> </ul>	<ul style="list-style-type: none"> <li>• part/whole model</li> <li>• place value chart</li> <li>• dienes</li> <li>• number arrows</li> </ul>

<ul style="list-style-type: none"> <li>- Represent numbers using Roman Numerals.</li> </ul>	<ul style="list-style-type: none"> <li>• partition</li> <li>• estimate</li> </ul>	<ul style="list-style-type: none"> <li>• value counters</li> <li>• roman numerals</li> </ul>
<b>Key Questions:</b> <ul style="list-style-type: none"> <li>- How many tens are there in ....?</li> <li>- Which column shows ones, tens, hundreds or thousands?</li> <li>- How many ones are in ten?</li> <li>- How many tens are in a hundred?</li> <li>- How many hundreds are in a thousand?</li> <li>- When do we use a place holder?</li> <li>- What is the number line counting up in?</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Identify values in 3 and 4 digit numbers.</li> <li>• Estimate on number lines of higher value.</li> <li>• Use place value charts and counter accurately.</li> <li>• Use key skills to develop understanding and ability to answer problem solving questions.</li> <li>• Identify number patterns of higher value.</li> </ul>	

**Science:**

Units of work: Forces and magnets



<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>- Describe the effects of forces and their uses.</li> <li>- To interpret how/why objects move differently.</li> <li>- Compare properties of magnets.</li> <li>- To plan method for an investigation.</li> <li>- To record and explain results.</li> </ul>	<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• bar chart</li> <li>• conclusion</li> <li>• control</li> <li>• variable</li> <li>• attract</li> <li>• repel</li> <li>• north pole</li> <li>• south pole</li> <li>• magnet</li> <li>• pattern</li> <li>• predict</li> <li>• fair test</li> <li>• magnetic</li> <li>• friction</li> <li>• contact</li> <li>• non-contact</li> <li>• force</li> <li>• magnetism</li> </ul>	
<b>Key Questions:</b> <ul style="list-style-type: none"> <li>- What is a force?</li> <li>- What is friction?</li> <li>- What is a magnet?</li> <li>- What are the two ends of a magnet called?</li> <li>- Which materials are magnetic/non-magnetic?</li> <li>- What are some uses for magnets?</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• To record and present data.</li> <li>• Use prior learning and knowledge.</li> <li>• Write a method for an investigation.</li> <li>• Test fairly and record results.</li> <li>• To understand how magnets are used in daily life.</li> </ul>	

## Geography

### Unit of work: Volcanoes



<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>- To locate volcanoes around the world.</li><li>- To identify the layers of the Earth.</li><li>- To identify features of a volcano.</li><li>- To explore the impact volcanoes, have on people and the environment.</li><li>- To classify and sort rocks.</li></ul>	<b>Key Vocabulary:</b> <ul style="list-style-type: none"><li>• volcano</li><li>• crater</li><li>• lava</li><li>• magma</li><li>• vent</li><li>• conduit</li><li>• gas</li><li>• active</li><li>• dormant</li><li>• erupt</li><li>• sill</li><li>• inner core</li><li>• outer core</li><li>• crust</li><li>• lower mantle</li><li>• upper mantle</li></ul>	
<b>Key Questions:</b> <ul style="list-style-type: none"><li>- Where in the world can volcanoes be found?</li><li>- What are the Earths layers made up of?</li><li>- How are volcanoes formed?</li><li>- What are the different features that make up a volcano?</li><li>- What different types of volcanoes and eruptions are there?</li><li>- How are volcanic regions in the world different/similar from the UK?</li><li>- What types of rocks can be found in a volcanic region?</li></ul>	<b>Skills:</b> <ul style="list-style-type: none"><li>- Use an atlas to locate different countries and continents.</li><li>- Locate different countries around the world and label them correctly.</li><li>- Identify and sort different varieties of rocks.</li></ul>	

## ART

Unit of work: Portraits and expression



<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- To draw/sketch facial features accurately.</li> <li>- To understand and apply facial proportions.</li> <li>- To explore colour and symbols to show expression.</li> <li>- To explore how abstract facial features can show emotion.</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• portrait</li> <li>• facial feature</li> <li>• proportion</li> <li>• abstract</li> <li>• Post-impressionism</li> <li>• Expressionism</li> <li>• Surrealist</li> <li>• Vincent Van Gogh</li> <li>• Amedeo Modigliani</li> <li>• Frida Kahlo</li> <li>• Pablo Picasso</li> </ul>	
<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>- What is a portrait?</li> <li>- How did Frida Kahlo show expression in her portraits?</li> <li>- How do different colours show emotion?</li> <li>- What did Pablo Picasso do differently when creating his portraits?</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To create light tones and shading using different art mediums</li> <li>• To develop a variety of techniques such as blending, smudging, glazing, and blotting.</li> <li>• To identify/draw shapes within facial features.</li> <li>• To sketch a face using correct proportions.</li> <li>• To explore expressions and abstract artwork.</li> </ul>	

## R.E:

Unit of work: What do Christians learn from the creation story?



<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- To order concepts of God and Creation from the 'big story'.</li> <li>- To identify connections between the 'big story' and what Christians believe about God and Creation.</li> <li>- To describe how Christians are caretakers of the world because they believe God is the creator.</li> <li>- To describe how Christians celebrate and show thanks of the world around them.</li> </ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Creation</li> <li>• Christians</li> <li>• Forgiveness</li> <li>• Gratitude</li> <li>• The Fall</li> <li>• Celebrate</li> </ul>	
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<ul style="list-style-type: none"> <li>- Does believing in God make a difference in how people the Earth or not?</li> <li>- To make links with 'the fall' and why things go wrong in the world.</li> <li>- To describe how and why Christians might pray to God and ask for forgiveness.</li> </ul>		
<b>Key Questions:</b>	<b>Skills:</b>	
<ul style="list-style-type: none"> <li>- What concepts are included in the story of Creation?</li> <li>- What do Christians believe about God and Creation?</li> <li>- What is 'the fall' and how does it relate to modern day?</li> <li>- What do Christians do to help take care of the world around them?</li> <li>- Why do Christians ask God for forgiveness?</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and order the concepts of God and Creation.</li> <li>• Make connections between the 'big story' and what Christians believe about God and Creation.</li> <li>• Describe how Christians are caretakers of the world because they believe God is the creator.</li> <li>• Make links with 'the fall' and why things go wrong in the world.</li> <li>• Describe how and why Christians might pray to God and ask for forgiveness.</li> </ul>	

## Music:

Unit of work: South Africa (Instrumental Music)



<b>Learning Objectives:</b>	<b>Key Vocabulary:</b>	
<ul style="list-style-type: none"> <li>- To correctly label all staff notation features.</li> <li>- To share ideas about south African music.</li> <li>- To learn and play 'Put on your gumboots!'</li> <li>- Create and perform an eight beat rhythm pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Afropop</li> <li>• bar lines</li> <li>• dynamics</li> <li>• gumboot dance</li> <li>• marimba</li> <li>• minim</li> <li>• rest</li> <li>• south African jazz</li> <li>• treble clef</li> </ul>	<ul style="list-style-type: none"> <li>• bar chimes</li> <li>• crotchet</li> <li>• glockenspiel</li> <li>• harmony</li> <li>• metallophone</li> <li>• ostinato</li> <li>• semibreve</li> <li>• time signature</li> <li>• xylophone</li> </ul>
<b>Key Questions:</b>	<b>Skills:</b>	
<ul style="list-style-type: none"> <li>- What does this music notation tell us?</li> <li>- What is a bar line?</li> <li>- What is a harmony?</li> <li>- How do you know when to rest when playing sheet music?</li> </ul>	<ul style="list-style-type: none"> <li>• To play different musical patterns accurately and in time with others.</li> <li>• To play the rhythmic pattern/ sing the tune accurately and in time.</li> </ul>	

## Computing:

Unit of work: Coding, Online Safety

Learning Objectives:	Key Vocabulary:	
<ul style="list-style-type: none"> <li>- To design, code, test and debug different computer programs.</li> <li>- To understand how to use coordinates in a computer.</li> <li>- To use number variables in programming.</li> <li>- To identify risks when using online games.</li> <li>- To understand and explain what Phishing and plagiarism is?</li> <li>- To identify how screen time could affect your health.</li> </ul>	<ul style="list-style-type: none"> <li>• code</li> <li>• debug</li> <li>• coordinate</li> <li>• variable</li> <li>• program</li> </ul>	<ul style="list-style-type: none"> <li>• phishing</li> <li>• malware</li> <li>• plagiarism</li> <li>• screen time</li> </ul>
Key Questions:	Skills:	
<ul style="list-style-type: none"> <li>- What does debug mean?</li> <li>- Why should you test a code before allowing others to use it?</li> <li>- How can coordinates be used in programming?</li> <li>- What is Phishing?</li> <li>- What is Malware?</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• Plan an algorithm and test it.</li> <li>• Create a program using 'IF' statements.</li> <li>• Explain what variables are and how they are used in programming.</li> <li>• Create a playable game.</li> <li>• To develop their knowledge and understanding of being safe online.</li> <li>• To gathers ideas and habits to encourage healthy screen time.</li> </ul>	

RSE/PSHE:



Unit of work: Me and my relationships

Learning Objectives:	Key Vocabulary:	
<ul style="list-style-type: none"> <li>- To understand how rules keep us and others safe.</li> <li>- To explain how you feel during a friendship issue?</li> <li>- To identify emotions and understand different points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• rules</li> <li>• safety</li> <li>• rules</li> <li>• friendship</li> <li>• compromise</li> <li>• solve</li> </ul>	<ul style="list-style-type: none"> <li>• conflict</li> <li>• calm</li> <li>• apologise</li> <li>• strategies</li> <li>• listen</li> </ul>
Key Questions:	Skills:	

<ul style="list-style-type: none"> <li>- What rules do we have in the classroom/at school?</li> <li>- Who is special to you?</li> <li>- What does compromise mean?</li> <li>- How can we understand how someone else is feeling?</li> </ul>	<ul style="list-style-type: none"> <li>• To develop emotional literacy.</li> <li>• To further develop empathy and care for others.</li> <li>• To develop listening skills.</li> </ul>
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**French:**

Unit of work: All Around Town



<b>Learning Objectives:</b>	<b>Key Vocabulary:</b>	
<ul style="list-style-type: none"> <li>- Describe where you live.</li> <li>- Explain and discuss key features in your town.</li> <li>- To count to 100 in 10's.</li> <li>- Ask for and say an address.</li> <li>- Recall words and phrases translating them into French and English.</li> </ul>	<ul style="list-style-type: none"> <li>• Paris</li> <li>• Marseille</li> <li>• Lyon</li> <li>• Toulouse</li> <li>• Nice</li> <li>• Lille</li> <li>• Bordeaux</li> <li>• Montpellier</li> <li>• Strasbourg</li> <li>• Nantes</li> </ul>	<ul style="list-style-type: none"> <li>• j'habite a</li> <li>• ou habite-tu?</li> <li>• un magasin</li> <li>• une ecole</li> <li>• une</li> <li>• boulangerie</li> <li>• une piscine</li> </ul>
<b>Key Questions:</b>	<b>Skills:</b>	
<ul style="list-style-type: none"> <li>- Where do you live?</li> <li>- What is in your town?</li> <li>- What is your address?</li> <li>- What is 50 in French?</li> <li>- How do you say....?</li> </ul>	<ul style="list-style-type: none"> <li>• To listen and speak new vocabulary accurately.</li> <li>• Explore sound patterns and link to previous learning.</li> </ul>	