

## Squirrel Class Newsletter Autumn 2 2025



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.

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 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 Wednesday and due back on a Monday so we can mark and set new homework. Please can you read at home with your child as much as possible, 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.

### **Dates to remember:**

Tuesday 4<sup>th</sup> November - Multiplication Check Workshop (year 4 parents only)

Monday 17<sup>th</sup> November - Squirrel class 'Who do you admire?' dress up day

Monday 17<sup>th</sup> November - Book Fair

Wednesday 19<sup>th</sup> November - Squirrel trip to Blist Hill

Thursday 20<sup>th</sup> November - Non-uniform day

Thursday 4<sup>th</sup> December - Movie Night - 'That Christmas'

Thursday 11<sup>th</sup> December - Autumn 2 Praise Collective Worship

Friday 12<sup>th</sup> December - Christmas Pop up shop

Tuesday 16<sup>th</sup> December - Carols by Candlelight

Thursday 18<sup>th</sup> December - Christmas Service and Christmas Party

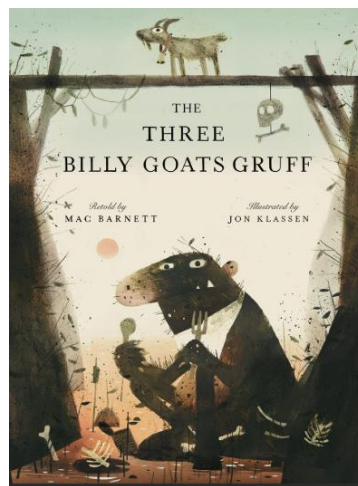
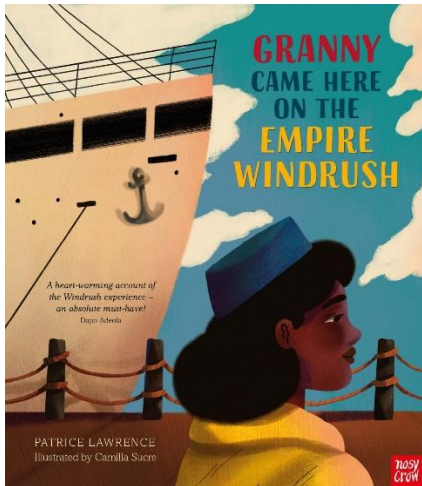
Friday 19<sup>th</sup> December - Whole school Christmas Panto Trip 'Jack and the Beanstalk'

Best wishes,

Miss Morris and Mrs Bourdeau

**English:**

Books we will be exploring: *Granny came here on the Empire Windrush*, *The Three Billy Goats Gruff*



<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>- Write factual sentences.</li> <li>- Demarcate sentences with the correct punctuation.</li> <li>- Use co-ordinate conjunctions.</li> <li>- Use subordinate conjunctions.</li> </ul>	<p><b>Key Vocabulary:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• capital letter</li> <li>• full stop</li> <li>• conjunction</li> <li>• sentence</li> <li>• verb</li> <li>• noun</li> <li>• adjective</li> <li>• adverb</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• lonely</li> <li>• different</li> <li>• admire</li> <li>• poem</li> <li>• rhyme</li> <li>• repetitive</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>• capital letter</li> <li>• full stop</li> <li>• conjunction</li> <li>• sentence</li> <li>• verb</li> <li>• noun</li> <li>• adjective</li> <li>• adverb</li> </ul>	<ul style="list-style-type: none"> <li>• lonely</li> <li>• different</li> <li>• admire</li> <li>• poem</li> <li>• rhyme</li> <li>• repetitive</li> </ul>
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<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>- What was the Empire Windrush?</li> <li>- Why was there a migration of people coming to Great Britain?</li> <li>- How does the illustrator show loneliness?</li> <li>- What is a rhyming couplet?</li> <li>- Which lines of the poem are repeated?</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Comprehend factual writing.</li> <li>• Write factual sentences.</li> <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:

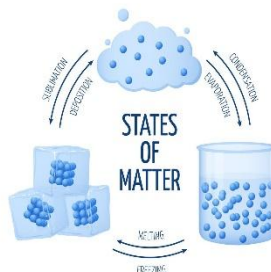
Units of work: Addition/Subtraction, Multiplication/division and Area



Learning Objectives:	Key Vocabulary:	
<ul style="list-style-type: none"><li>- Add and subtract across boundaries.</li><li>- Add and subtract 2,3,4 and 4 digit numbers.</li><li>- To identify number bonds to 100.</li><li>- Estimate answers</li><li>- Exchange amounts when adding/subtracting.</li><li>- Explore number patterns and inverse operations.</li><li>- Explore times tables from 2 - 12.</li><li>- Use multiplication knowledge to find area of 2D shapes.</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><li>• partition</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• part/whole model</li><li>• place value chart</li><li>• add</li><li>• subtract</li><li>• equals</li><li>• divide</li><li>• share</li><li>• multiply</li></ul>
Key Questions:	Skills:	
<ul style="list-style-type: none"><li>- Which place value column does this number sit in?</li><li>- When do we need to exchange?</li><li>- How do we exchange borrow from other place values?</li><li>- How do we find the area of this shape?</li></ul>	<ul style="list-style-type: none"><li>• Identify different place values.</li><li>• Use column addition and subtraction methods.</li><li>• Multiply and divide in times table from 2 - 12.</li></ul>	

## Science:

Units of work: States of Matter



<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>- To identify solids, liquids and gases using their properties.</li><li>- Explain the different stages of the water cycle.</li><li>- Describe how temperature affects the rate/speed of evaporation and the water cycle.</li><li>- Describe the process melting, freezing, condensing and evaporating.</li><li>-</li></ul>	<b>Key Vocabulary:</b> <ul style="list-style-type: none"><li>• solid</li><li>• liquid</li><li>• gas</li><li>• freezing</li><li>• melting</li><li>• evaporation</li><li>• matter</li><li>• properties</li><li>• condensation</li><li>• water cycle</li><li>• temperature</li><li>• plan</li><li>• method</li><li>• test</li><li>• result</li><li>• record</li><li>• conclude</li></ul>
<b>Key Questions:</b> <ul style="list-style-type: none"><li>- What are the properties of solids, liquids and gases?</li><li>- What is a molecule?</li><li>- What is the water cycle and how does it work?</li><li>- How does temperature affect liquid evaporation?</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>• Summarise results and write conclusions.</li></ul>

## History

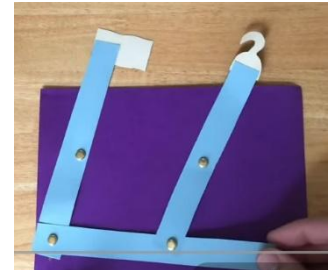
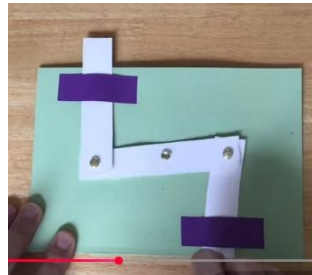
Unit of work: Victorian Era



<b>Learning Objectives:</b>	<b>Key Vocabulary:</b>	
<ul style="list-style-type: none"><li>- To understand who the Victorians were.</li><li>- To compare daily life for rich and poor Victorian children.</li><li>- To understand Victorian school life and rules.</li><li>- Explore different types of jobs children were expected to do.</li><li>- To understand what the Industrial Revolution was.</li><li>- To explain how different famous Victorians changed the UK.</li><li>- To identify Victorian traditions, we still have in modern life.</li></ul>	<ul style="list-style-type: none"><li>• Victorian</li><li>• Queen Victoria</li><li>• Industrial revolution</li><li>• Education</li><li>• Tradition</li><li>• monarch</li></ul>	<ul style="list-style-type: none"><li>• empire</li><li>• sanitation</li><li>• workhouse</li><li>• telegraph</li><li>• mill</li><li>• Chimney sweep</li><li>• Steam engine</li><li>• Railway</li></ul>
<b>Key Questions:</b>	<b>Skills:</b>	
<ul style="list-style-type: none"><li>- Who were the Victorians?</li><li>- What was it like for rich and poor Victorian children?</li><li>- What were Victorian schools like?</li><li>- What jobs did children do in Victorian times?</li><li>- What was the Industrial Revolution?</li><li>- How did the Victorians change Britain?</li><li>- What legacy and traditions did the Victorians leave behind?</li></ul>	<ul style="list-style-type: none"><li>• To compare past and present.</li><li>• To use experience and knowledge to understand how daily life has changed.</li><li>• To research and record.</li></ul>	

## DT

Unit of work: Levers and Linkages



<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>- To use a waving hand mechanism to create movement.</li><li>- To create and use levers to move multiple parts.</li><li>- To create pop-ups using lever and linkages.</li><li>- Design and make a moving Christmas card.</li><li>-</li></ul>	<b>Key Vocabulary:</b> <ul style="list-style-type: none"><li>• lever</li><li>• linkages</li><li>• movement</li><li>• pop up</li><li>• mechanism</li><li>• design</li><li>• make</li><li>• evaluate</li></ul>
<b>Key Questions:</b> <ul style="list-style-type: none"><li>- What is a lever?</li><li>- How can we create links?</li><li>- How are levers and links used in daily life?</li><li>- What lever/link can we use to create movement?</li></ul>	<b>Skills:</b> <ul style="list-style-type: none"><li>• To develop design and evaluation skills.</li><li>• Learn, explore and experiment with different levers and links.</li></ul>

**Music:**

Unit of work: Caribbean (Instrumental)



<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>- To understand the main features of calypso music.</li><li>- To improvise a vocal part in the style of calypso.</li><li>- To understand why and how percussion instruments can be used in calypso music.</li><li>- To recognise and perform quavers from staff notation.</li><li>- To improvise in a calypso style using a pentatonic scale.</li></ul>	<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Calypso</li><li>• griot</li><li>• harmony</li><li>• kaiso</li><li>• pentatonic scale</li><li>• steel pans</li><li>• syncopation</li></ul>
<p><b>Key Questions:</b></p> <ul style="list-style-type: none"><li>- What is calypso?</li><li>- How can percussion be used in calypso?</li><li>- What is a quaver?</li><li>- What is staff notation?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• To show a use of a repetition beat or rhythm.</li><li>• Develop skills in reading staff notation.</li><li>• Improvise beats and rhythms to fit with a style of music.</li></ul>

**R.E:**

Unit of work: What is the 'trinity' and why is it important for Christians?



<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>- To explain what the <i>Gospel</i> is and give examples of stories within.</li><li>- To compare representations of the baptisms of Jesus.</li><li>- To describe how Christians show their beliefs about God the Trinity in Worship.</li><li>- To compare how infant baptisms differ from adults.</li><li>- To create a personal interpretation of the 'Trinity'</li></ul>	<p><b>Key Vocabulary:</b></p> <table border="1"><tr><td data-bbox="802 443 1145 931"><ul style="list-style-type: none"><li>• trinity</li><li>• gospel</li><li>• Christianity</li><li>• baptism</li><li>• Jesus</li><li>• holy spirit</li><li>• father</li><li>• son</li></ul></td><td data-bbox="1145 443 1489 931"><ul style="list-style-type: none"><li>• worship</li><li>• prayer</li><li>• interpretation</li><li>• representation</li></ul></td></tr></table>		<ul style="list-style-type: none"><li>• trinity</li><li>• gospel</li><li>• Christianity</li><li>• baptism</li><li>• Jesus</li><li>• holy spirit</li><li>• father</li><li>• son</li></ul>	<ul style="list-style-type: none"><li>• worship</li><li>• prayer</li><li>• interpretation</li><li>• representation</li></ul>
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<p><b>Key Questions:</b></p> <ul style="list-style-type: none"><li>- What is 'gospel'?</li><li>- What is the 'Trinity'?</li><li>- How do Christians show their beliefs in the 'Trinity' through worship?</li><li>- How are the parts of the 'Trinity' represented in different ways</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Explain what a 'Gospel' is and give examples of stories within.</li><li>• Identify and compare different representations of the 'Trinity'.</li><li>• Describe how Christians show their beliefs about God the Trinity in Worship.</li><li>• Name and explain the 3 parts of the 'Trinity'.</li></ul>			

## Computing:

Unit of work: Coding, Writing for different audiences

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 explore how font size and style can affect impact of a text.</li><li>- Produce a news report and community campaign.</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>• font</li><li>• report</li><li>• campaign</li><li>• audience</li><li>• communication</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>- How can we share information using devices?</li><li>- How can we share our writing online?</li><li>- What is a journalist?</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>• Develop word processing skills.</li></ul>	

**RSE/PSHE:**

Unit of work: Valuing difference



<b>Learning Objectives:</b>	<b>Key Vocabulary:</b>	
<ul style="list-style-type: none"><li>- To give examples of respectful language.</li><li>- To recognise that there are different types of family.</li><li>- To define the term community.</li><li>- To explain that people living in the UK have different origins.</li><li>- To recognise the factors that make people similar to and different from each other.</li><li>- To understand and explain some of the reasons why different people are bullied.</li></ul>	<ul style="list-style-type: none"><li>• Respect</li><li>• Cooperation</li><li>• Politeness</li><li>• Courtesy</li><li>• Manners</li><li>• Family adoption</li><li>• Fostering</li><li>• Race</li><li>• Disability</li><li>• prejudice</li></ul>	<ul style="list-style-type: none"><li>• same-sex couples</li><li>• blended family</li><li>• belonging</li><li>• community</li><li>• identify</li><li>• differences</li><li>• similarities</li><li>• colour</li><li>• gender</li><li>• sexuality</li></ul>
<b>Key Questions:</b>	<b>Skills:</b>	
<ul style="list-style-type: none"><li>- What is a community?</li><li>- How are people similar and different?</li><li>- What does the word race mean?</li><li>- What does the word origin mean?</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>	

**French:**

Unit of work: On the move



<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>- To discuss and recognise different names of modes of transport.</li><li>- Explain how you get to school.</li><li>- Give and understand directions/instructions.</li><li>- Describe people, places, things and actions orally and in writing.</li><li>- To begin to have conversations in the context of travel.</li></ul>	<p><b>Key Vocabulary:</b></p> <table border="1"><tr><td data-bbox="802 499 1145 987"><ul style="list-style-type: none"><li>• les transports</li><li>• velo</li><li>• voiture</li><li>• autobus</li><li>• pied</li><li>• train</li><li>• cheval</li><li>• camion</li><li>• helicoptere</li><li>• avion</li><li>• moto</li></ul></td><td data-bbox="1145 499 1489 987"><ul style="list-style-type: none"><li>• allez</li><li>• tout droit</li><li>• tournez</li><li>• a droite</li><li>• a gauche</li><li>• chaud</li><li>• friod</li><li>• voila</li></ul></td></tr></table>		<ul style="list-style-type: none"><li>• les transports</li><li>• velo</li><li>• voiture</li><li>• autobus</li><li>• pied</li><li>• train</li><li>• cheval</li><li>• camion</li><li>• helicoptere</li><li>• avion</li><li>• moto</li></ul>	<ul style="list-style-type: none"><li>• allez</li><li>• tout droit</li><li>• tournez</li><li>• a droite</li><li>• a gauche</li><li>• chaud</li><li>• friod</li><li>• voila</li></ul>
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<p><b>Key Questions:</b></p> <ul style="list-style-type: none"><li>- How do you say car, train, bus or plane in French?</li><li>- How do I get to?</li><li>- What does (action word) Mean?</li></ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• To listen and understand the French language.</li><li>• To speak and respond in conversational French.</li><li>• Recognise words and patterns in the French language.</li></ul>			