

Welcome to Badgers

Meet the teacher

Tuesday 9th September



Staffing



Miss Moores - Monday, Tuesday and Wednesday morning

Mrs Welshman - Thursday and Friday

Mrs Milsom - Wednesday afternoons

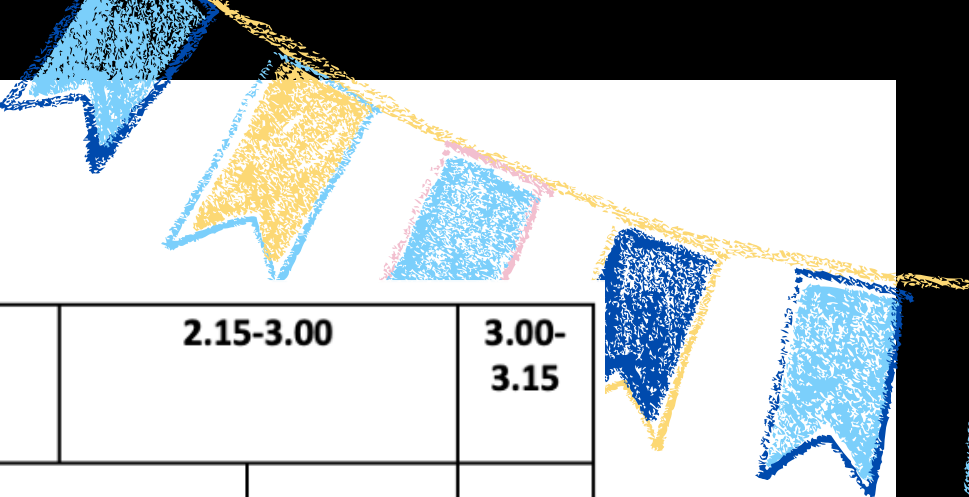
Ms Gregory - Monday-Friday

Miss Travers- Monday-Friday



**Chance to Shine cricket
Prime Sports
Volunteer readers**

Timetable



	8.40 - 8.50	8.50 - 9.00	9.00-10:00		10.00 - 10.30	10.30 - 10.50	10.50 - 11.10	11.15 - 11.25	11.25 - 12.25	12.25 - 1.15	1.15-2.15		2.15-3.00		3.00- 3.15		
MONDAY	REGISTRATION/ERIC	EARLY MORNING MATHS	MATHS		STORMBREAK	GUIDED READING	WORSHIP	WHOLE SCHOOL PLAYTIME	SPELLING	ENGLISH	LUNCH AND PLAYTI ME	NUMBER SENSE	CURIOUS CITY		PSHE	CLASS READER	
TUESDAY			MATHS		STORMBREAK	GUIDED READING			SPELLING	ENGLISH		NUMBER SENSE	CURIOUS CITY				
WEDNESDAY			MATHS		STORMBREAK	GUIDED READING			SPELLING	ENGLISH		NUMBER SENSE	MUSIC Mrs Milsom		FRENCH Mrs Milsom		
THURSDAY			GUIDED READING	PE – Prime Sports					SPELLING	ENGLISH		NUMBER SENSE	MATHS	COMPUTING			
FRIDAY		CELEBRATION ASSEMBLY		MATHS					GUIDED READING	SPELLING		ENGLISH	NUMBER SENSE	RE	PE - Cricket		
STORMBREAK				FOREST SCHOOL (Every 4 weeks)													



Badgers Class Curriculum Overview—Autumn 1

Enquiry : What is sound?

Being Authors and Readers

Reading for Pleasure – Danny Cheung does not do maths
Narrative and Diary: Marshmallows
Instructions: My Strong Mind
Grammar – use subordinating and coordinating conjunctions, use 'a' and 'an' correctly, use present and past tense correctly, use expanded noun phrases. Year 4 also use future tense correctly, use standard English verb inflections accurately and use adverbs and adverbials.
Punctuation – use inverted commas, use capital letters, full stops, question marks, exclamation marks and commas for a list. Year 4 also use commas after simple fronted adverbials and use apostrophes for contractions and possession.
Composition – Use ideas from their reading and modelled examples to plan their own writing, proofread, compose and rehearse sentences orally. Year 4 also draft, redraft and edit their writing and organise their writing into paragraphs around a theme.



Being Scientists

How are sounds made?
 – identify how sounds are made, associating some of them with something vibrating.
How do we hear sounds?
 – recognise that vibrations from sounds travel through a medium to the ear
What is pitch?
 – find patterns between the pitch of a sound and features of the object that produced it
What is volume? How does distance affect sound?
 – find patterns between the volume of a sound and the strength of the vibrations that produced it
Working scientifically:
 – set up simple practical enquiries, comparative and fair tests
 – use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions



Being Mathematicians

Place Value:
 – Represent and partition numbers up to 1,000/10,000
 – Find 1,10, 100 and 1,000 more or less
 – Number lines to 1,000/10,000
 – Compare and order numbers
 – Rounding to the nearest 10, 100 and 1,000
 – Roman Numerals
Addition and Subtraction:
 – Addition and subtraction up to 4-digit numbers
 – Estimating answers and inverse operations
 – Efficient methods



Being Philosophers

Christianity – How does believing Jesus is their saviour inspire Christians to save and serve others?
 PSHE – Me and my relationships



Being Athletes

Football / Cricket



Being Linguists

I am learning French



Being Engineers

How are products designed to protect our ears?
Which materials are best at blocking sound?
 – investigate and analyse a range of existing products
 – evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Being Musicians

Mamma Mia (70s and 80s)



Being Computer Scientists

Computing Systems and networks: The Internet

Times Tables



1		2	
$3 \times 3 = \underline{\hspace{1cm}}$	$6 \times 6 = \underline{\hspace{1cm}}$	$3 \times 3 = \underline{\hspace{1cm}}$	$3 \times 3 = \underline{\hspace{1cm}}$
$9 \div 3 = \underline{\hspace{1cm}}$	$4 \times 4 = \underline{\hspace{1cm}}$	$5 \times 5 = \underline{\hspace{1cm}}$	$25 \div 5 = \underline{\hspace{1cm}}$
$6 \times 6 = \underline{\hspace{1cm}}$	$3 \times 3 = \underline{\hspace{1cm}}$	$2 \times 2 = \underline{\hspace{1cm}}$	$2 \times 2 = \underline{\hspace{1cm}}$
$2 \times 2 = \underline{\hspace{1cm}}$	$4 \times 4 = \underline{\hspace{1cm}}$	$9 \div 3 = \underline{\hspace{1cm}}$	$3 \times 3 = \underline{\hspace{1cm}}$
$6 \times 6 = \underline{\hspace{1cm}}$	$4 \div 2 = \underline{\hspace{1cm}}$	$3 \times 3 = \underline{\hspace{1cm}}$	$4 \times 4 = \underline{\hspace{1cm}}$
$6 \times 6 = \underline{\hspace{1cm}}$	$5 \times 5 = \underline{\hspace{1cm}}$	$4 \times 4 = \underline{\hspace{1cm}}$	$16 \div 4 = \underline{\hspace{1cm}}$
$3 \times 3 = \underline{\hspace{1cm}}$	$3 \times 3 = \underline{\hspace{1cm}}$	$5 \times 5 = \underline{\hspace{1cm}}$	$5 \times 5 = \underline{\hspace{1cm}}$
$4 \times 4 = \underline{\hspace{1cm}}$	$2 \times 2 = \underline{\hspace{1cm}}$	$2 \times 2 = \underline{\hspace{1cm}}$	$6 \times 6 = \underline{\hspace{1cm}}$
$5 \times 5 = \underline{\hspace{1cm}}$	$5 \times 5 = \underline{\hspace{1cm}}$	$4 \times 4 = \underline{\hspace{1cm}}$	$5 \times 5 = \underline{\hspace{1cm}}$
$2 \times 2 = \underline{\hspace{1cm}}$	$25 \div 5 = \underline{\hspace{1cm}}$	$6 \times 6 = \underline{\hspace{1cm}}$	$3 \times 3 = \underline{\hspace{1cm}}$
$3 \times 3 = \underline{\hspace{1cm}}$	$4 \times 4 = \underline{\hspace{1cm}}$	$4 \div 2 = \underline{\hspace{1cm}}$	$2 \times 2 = \underline{\hspace{1cm}}$
$4 \times 4 = \underline{\hspace{1cm}}$	$2 \times 2 = \underline{\hspace{1cm}}$	$5 \times 5 = \underline{\hspace{1cm}}$	$4 \div 2 = \underline{\hspace{1cm}}$
$16 \div 4 = \underline{\hspace{1cm}}$	$6 \times 6 = \underline{\hspace{1cm}}$	$2 \times 2 = \underline{\hspace{1cm}}$	$6 \times 6 = \underline{\hspace{1cm}}$
$4 \times 4 = \underline{\hspace{1cm}}$	$36 \div 6 = \underline{\hspace{1cm}}$	$16 \div 4 = \underline{\hspace{1cm}}$	$4 \times 4 = \underline{\hspace{1cm}}$
$3 \times 3 = \underline{\hspace{1cm}}$	$2 \times 2 = \underline{\hspace{1cm}}$	$6 \times 6 = \underline{\hspace{1cm}}$	$6 \times 6 = \underline{\hspace{1cm}}$
$25 \div 5 = \underline{\hspace{1cm}}$	$3 \times 3 = \underline{\hspace{1cm}}$	$4 \times 4 = \underline{\hspace{1cm}}$	$36 \div 6 = \underline{\hspace{1cm}}$
$6 \times 6 = \underline{\hspace{1cm}}$	$2 \times 2 = \underline{\hspace{1cm}}$	$5 \times 5 = \underline{\hspace{1cm}}$	$3 \times 3 = \underline{\hspace{1cm}}$
$5 \times 5 = \underline{\hspace{1cm}}$	$4 \div 2 = \underline{\hspace{1cm}}$	$36 \div 6 = \underline{\hspace{1cm}}$	$6 \times 6 = \underline{\hspace{1cm}}$
$36 \div 6 = \underline{\hspace{1cm}}$	$4 \times 4 = \underline{\hspace{1cm}}$	$4 \times 4 = \underline{\hspace{1cm}}$	$5 \times 5 = \underline{\hspace{1cm}}$
$5 \times 5 = \underline{\hspace{1cm}}$	$5 \times 5 = \underline{\hspace{1cm}}$	$3 \times 3 = \underline{\hspace{1cm}}$	$2 \times 2 = \underline{\hspace{1cm}}$

2, 3, 4, 5 and 6 squared

$2 \times 2 = 4$							
$3 \times 2 = 6$	$3 \times 3 = 9$						
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$					
$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 4 = 20$	$5 \times 5 = 25$				
$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 5 = 30$	$6 \times 6 = 36$			
$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 5 = 35$	$7 \times 6 = 42$	$7 \times 7 = 49$		
$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 5 = 40$	$8 \times 6 = 48$	$8 \times 7 = 56$	$8 \times 8 = 64$	
$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 5 = 45$	$9 \times 6 = 54$	$9 \times 7 = 63$	$9 \times 8 = 72$	$9 \times 9 = 81$



What to bring to school?

- Reading book and reading record every day
- Water bottle
- Snack
- PE kit on Thursday and Friday

NAME: _____

Please no toys!



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Golden Rules:



Stars:



Christian Values:

Kindness

Perseverance

Thankfulness

Certificates:

Headteacher award
Pupil of the week
Learnimals

Houses:

Chaffeymoor

Queen Oak

Sandways

