BADGERS

CLASS INFORMATION 2025

BADGERS CLASS INFORMATION

CLASS TEACHER: MRS YENDALL

LSA'S: MRS HOPKINS & MRS JACKSON

COVER: MRS GHIRARDELLI (WEDS 11 -2 & FRIDAY PM)

MISS NORTH - THURSDAY PM

W	8:30 – 8:45 8:50 – 9:05		9:00 - 10	10:00 assembly		10:30 – 11:30	11:30 – 12		1 -2			2 – 3:10
M	Sentence Intervention	Handwriting	English Mrs Yendall			Maths Mrs Yendall	Spelling Mrs Yendall		Spelling/ Handwriting Mrs Yendall	French Mrs Yendall		PE Mrs Yendall Storytime
T	Sentence Intervention	Spelling - handwriting	English Mrs Yendall			Maths Mrs Yendall	Reading Mrs Yendall		Computing Mrs Yendall	Science Mrs Yendall		
W	Sentence Intervention	Sentence- Handwriting	English Mrs Yendall			Maths Mrs Yendall	Spelling Mrs Ghirardelli		Spelling Mrs G	PSHE Mrs G		History/ Geog Mrs Yendall
T	Sentence Intervention	Strawberry Jam	PE Mr Pearce			Forest School Mr Pearce	Reading Mrs Yendall/ Mrs Jackson		RE Miss North			Music Miss North
F	Sentence Intervention	Spelling Handwriting Practice	Belton's Best	English Mrs Yendall		Maths Mrs Yendall	Reading Mrs Yendall		PSHE/ Art & DT Swimming in First Term Mrs Ghirardelli			

PE & FOREST SCHOOL

PE WILL BE ON:-
MONDAY PM
THURSDAY AM

FOREST SCHOOL :- THURSDAY AM (PLEASE ENSURE YOUR CHILD HAS WELLIES / OLD TRAINERS & SUITABLE CLOTHING IN SCHOOL)

THIS HALF TERM WE WILL BE SWIMMING ON FRIDAY PM.

HOMEWORK/ SPELLING

HOMEWORK:- FRIDAYS AND DUE BACK THE FOLLOWING THURSDAY

SPELLING:- TESTS WILL BE ON FRIDAYS

CURRICULUM OVERVIEW AUTUMN TERM 1

BADGERS
AUTUMN 2025

AS WRITERS...

Using the award winning 2012 Guardian advert 'Three Little Pigs', this Writing Root gives the children opportunities to explore journalistic writing by identifying viewpoint and bias. It also looks at other writing which requires a 'stance' or point of view portrayed from a particular angle, such as a diary, a defence case for a lawyer and balanced debate/discussion text. There will be opportunities for embedded grammar work throughout, in particular that of active and passive voice and the role these can play in reported events.

AS GEOGRAPHERS...

We will be looking at the big question

What is life like in the Alps?

The unit introduces pupils to the concept of tourism in mountainous areas, examining activities like skiing and hiking and encourages map skills by locating the Alps within Europe

AS SCIENTISTS...

The children will look at living things and their habitats by building on work from previous years and deepens the children's understanding of life cycles, reproduction and animal characteristics. New concepts such as asexual reproduction and metamorphosis are introduced to help the children understand how life cycles are constantly progressing, whilst pre-existing concepts are continually referenced and built upon to aid recall and scaffold learning. A blend of science and creativity will capture the children's imagination during our Mission Assignments, where they will have the opportunity to dissect an egg, pretend to be David Attenborough or Jane Goodall as they research their favourite creature and even create their own reports on world-renowned scientists.

IN PHSE...

This unit helps pupils understand the importance of empathy, respect, and effective communication. The unit also addresses the impact of stereotypes related to gender, race, and religion, encouraging pupils to challenge discriminatory attitudes and behaviours. This unit reinforces key concepts, fostering a deeper understanding of healthy relationships and personal identity.

AS MATHEMATICIANS...

We will be using all of our knowledge in mastering activities, both mental and written. We will look at place value and the four operations using different manipulatives and representations to help us. A continuous thread for both year groups will be applying their knowledge, especially times tables, to reasoning problems.

AS LINGUISTS...

The children will learn all about the weather. They will build on previous knowledge and pupils will need to remember how each weather phrase starts.

AS PEOPLE OF FAITH IN RE..

What does it mean if Christians believe God is holy and loving?

We will be thinking about the question- Do Christians believe God is holy and loving?

As ARTISTS- We will be studying movement. This brand-new unit offers

fresh, engaging content designed to reinforce key skills, inspire creativity and support pupils' artistic development. The updates include a clearer and more structured progression of knowledge and skills, broader exposure to diverse artists and new educational videos for both teachers and pupils.

AS MUSICIANS...

Children will be learning about pulse. In this unit, children will work in small groups, composing rhythm patterns which are then practised with an emphasis on maintaining pulse. They will explore graphic and standard notation, using crotchets, quavers, minims, semibreves and rests and compare how these representations can look when placed side by side.

AS SPORT STARS ..

The children will be learning about playing in a team by working on skills in football, rugby, kabaddi and hockey.

PHONICS GRID

Whole Scheme Sound Mat

Key
- Level 2
- Level 3
- Level 5
- Level 6

Sound	Graphemes
a	a
oo	oo
b	b
n	n, gn, kn
e	e, ea
ar	ar
c	c, k, ck, ch
ng	ng
v	v
i	i
or	or, ore, aw, al, a
ch	ch, tch
p	p
w	w, wh
o	o
ur	ur, er, ir
d	d
qu	qu
x	x
u	u, oo, o
ow	ow, ou
f	f, ff, ph
r	r, wr
y	y
ai	ai, ay, a_e, a
oi	oi, oy
g	g
s	s, ss, c
z	z, zz, s
ee	ee, y, ea, e_e, e, ie, ey
ear	ear, eer
h	h
sh	sh, ch
zh	s
igh	igh, i, ie, i_e, y
air	air, are, ear
j	j, dge, g, ge
t	t
tion	tion
oa	oa, o_e, ow, o, oe
ure	ure
l	l, el, ll, al, le, il
th	th
ture	ture
oo	oo, ue, u_e, ew
yoo	u_e, ue, u, ew
m	m, mb
th	th

Please note: some sounds and sound families may vary due to regional accents

twinkl phonics

SPELLING

HERE ARE A LIST OF WORDS THE CHILDREN WILL NEED TO KNOW BY THE END OF YEAR 6.

Year 5 and 6 Statutory Spellings

accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	

GRAMMAR TERMINOLOGY

Grammar and Punctuation Knowledge Organiser

Creating atmosphere and integrating dialogue to convey character and advance the action.

As the darkness shrouded the town, cries could be heard from out at sea.

"Help!" cried Mick.

"Is that a lifeboat in the distance?" yelled James.

"I can't see in this tremendous storm," replied Mick. " Keep on shouting and wave your red scarf."

"Help! HELP!" bellowed the boys in eerie unison.

Using coordinating and subordinating conjunctions.

The seven coordinating conjunctions
and, but, for, nor, or, so and yet

Subordinating conjunctions		
after	once	until
although	provided that	when
as	rather than	whenever
because	since	where
before	so that	whereas
even if	than	wherever
even though	that	whether
if	though	while
in order that	unless	why

Vocabulary and using a range of cohesive devices, including adverbials, within and across sentences and paragraphs.

I can use verbs, adjectives, adverbs or adverbial phrases to 'WOW' the reader.

Verbs: whispered, bellowed, stomped, screamed
Adjectives: miscreant, abhorrent, enchanting, discreet
Adverbs: obnoxiously, frantically, awkwardly, inquisitively

Adverbial phrases: information on where, when or how:
Place: Sauntering through the woods, he came to a clearing.
Time: Later that night, the sound of the 'thing' made her eyes open.
Manner: Silent and foreboding, the school building loomed in front of me.
Manner: Quickly and quietly, it slipped under the water.

Using passive and modal verbs mostly appropriately.

Passive verbs: when the object of the sentence is having something done to it, the verb is **passive**. It emphasises what happened.
The cakes had been eaten by the bird.

Active voice: when the object in the sentence is doing something, the verb is **active**.
The bird had eaten everything!

Modal verbs: suggest likelihood of something happing.
can would could must may shall might should will

Jim should sing tonight.
We might be able to watch a film.

Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.

Varying sentence openers:

Using adverbs (how)
Victoriously, Charlie emerged from the undergrowth.

Using prepositions (where)
On the other side of the road, I could see my future.

Connective opener (when)
Last thing at night.

Using similes
The darkness enveloped him like a blanket, as he crept through the tunnel.

'ing' opener
Tim, hoping for silence, snuck into the staffroom.

'ed' opener
Exhausted by the race, Tim slumped to the ground.

Grammar and Punctuation Knowledge Organiser

Maintaining legibility, fluency and speed in handwriting.

Take care over handwriting and presentation.

"I can't see in this tremendous storm," bellowed Mick. " Keep on shouting and wave your red scarf."

Punctuation that should be second nature

A B C	Colonel Comma	.	!	?
Colonel Comma's	it is = it's	,	" "	…
In the dead of night, Colonel Comma crept through the field.			"Stand to attention," shouted Colonel Comma.	
Both boys' writing had fantastic punctuation.		Colonel Comma (a respected member of society) visited the school.		
Colonel Comma looked sad — it was the first missed full stop of the day.		Colonel Comma marched home, proud of his work that day.		

Using a wide range of clause structures, sometimes varying their position within their sentence.

I can vary my sentences by:

Use short sentences for effect
Tim froze.

3 part sentences for description
He wore a dark cloak, shiny shoes and red

3 part sentences for action.
Tim ran down the lane, jumped over a hedge and collapsed.

Questions to draw the reader in.
What was that?

Adding in clauses to create complex sentences:

Who	Tim, who was tired, ran home.
Which	The cat, which looked mean, ran home.
That	The car, that was made of metal, shone in
'ing'	Tim, hiding from the dark shadow, crept into the room.
'ed'	Tim, frightened by the noise, put his hands over his ears.
More information	Tim, who was always on his own, ate his lunch.

Punctuation to learn this year

Colonel Comma, anger burning in his eyes, glared at Sergeant Sabotage.	Punctuation expected includes: full stops, capital letters and commas.	You will need: full stops at the end of a sentence; capital letters for names; speech marks for speech and brackets for addition information.
Commas for embedded clauses	**Colon** to introduce a list	**Semi-colon** in a list with detailed items
Punctuation is not just a necessity: it is a way of life.	I read the punctuation book; it was very helpful.	Your duties include: • checking for errors • using punctuation well • doing your best
Colon to mark boundary between independent clauses	**Semi-colon** to mark boundary between independent related clauses	**Bullet points** to list information

MATHS VOCABULARY

YEAR 6 MATHS KNOWLEDGE ORGANISER

Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19…
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36…
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24…
square numbers	the result when a number has been multiplied by itself	25 (5^2 = 5x5) 49 (7^2 = 7x7)
cube numbers	the result when a number has been multiplied by itself 3 times	8 (2^3 = 2x2x2) 27 (3^3 = 3x3x3)

Fractions, decimals & percentages

$1/100$	0.01	1%	÷ 100
$1/20$	0.05	5%	÷ 20
$1/10$	0.1	10%	÷ 10
$1/5$	0.2	20%	÷ 5
$1/4$	0.25	25%	÷ 4
$1/2$	0.5	50%	÷ 2
$3/4$	0.75	75%	÷ 4, x3
1	1	100%	÷ 1

Angles

full turn	360°
half turn	180°
right angle	90°
acute angle	< 90°
obtuse angle	> 90°
reflex angle	>180°
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L		

2D shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygon = shape with straight sides
regular = all sides/angles the same
irregular = sides/angles **not** same

Types of triangle
scalene   equilateral   isosceles

Types of quadrilateral
parallelogram   trapezium   rhombus

AREA
is the amount of space inside a 2D shape usually measured in cm² or m².

Area of a triangle = (base x height) ÷ 2

Area of a parallelogram = base x height
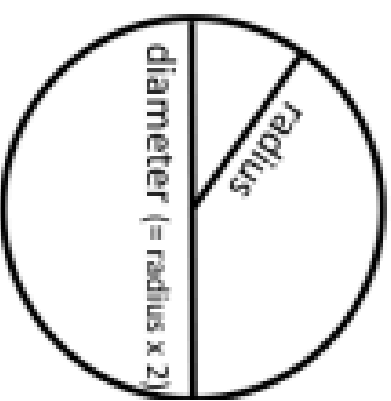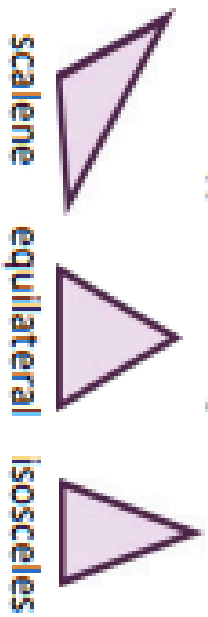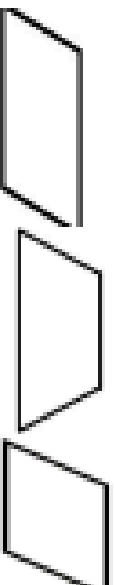(Height = perpendicular height)

Shape vocabulary

perimeter = measure around the edge (**circumference** = perimeter of a circle)

horizontal line
vertical line
parallel lines
perpendicular lines (at right angles)
diameter (= radius x 2)
radius

Measurement conversions

1 centimetre	10mm
1 metre	100cm
1 kilometre	1,000 m
1 mile	1.6 km
1 kilometre	0.625 ($^5/_8$) mile
1 kilogram	1,000 grams
1 litre	1,000 millilitres

| Month	Days
January	31
February	28 (29 in leap year)
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31

1 year = 365 days (≈ 52 weeks)
Leap year = 366 days

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then they axis (vertical). E.g. (3,-4) = go right 3, down 4.

3D shapes

	square-based pyramid	triangular-based pyramid	triangular prism
faces (the flat sides)	5	4	5
edges	8	6	9
vertices (the points where the edges meet)	5	4	6

Volume = the amount of space a 3D shape takes up, usually measured in cm³ or m³
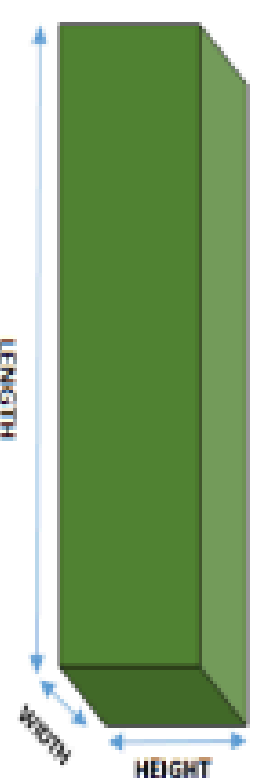
Volume of a cuboid = length x width x height

LENGTH   WIDTH   HEIGHT

The mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4.
(Because 4 + 5 + 3 + 4 = 16, and 16 ÷ 4 = 4)

made by Sophie Bartlett @ MissieBee

MATHS TIMES TABLE GRID

36 Essential Facts to Learn

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