



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 <u>Yendall</u>					Maths Mrs <u>Yendall</u>	Spelling Mrs <u>Yendall</u>				Spelling/ Handwriting Mrs <u>Yendall</u>	French Mrs <u>Yendall</u>	PE Mrs <u>Yendall</u> Storytime	
T		Sentence Intervention	Spelling - handwriting	English Mrs <u>Yendall</u>					Maths Mrs <u>Yendall</u>	Reading Mrs <u>Yendall</u>				Computing Mrs <u>Yendall</u>	Science Mrs <u>Yendall</u>		
W		Sentence Intervention	Sentence- Handwriting	English Mrs <u>Yendall</u>					Maths Mrs <u>Yendall</u>	Spelling Mrs Ghirardelli				Spelling Mrs G	PSHE Mrs G	History/ Geog Mrs <u>Yendall</u>	
T		Sentence Intervention	Snowberry Jam	PE Mr Pearce					Forest School Mr Pearce	Reading Mrs <u>Yendall</u> / Mrs Jackson				RE Miss <u>North</u>	Music Miss North		
F		Sentence Intervention	Spelling Handwriting Practice	Belton's Best		English Mrs <u>Yendall</u>			Maths Mrs <u>Yendall</u>	Reading Mrs <u>Yendall</u>				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 2

AS WRITERS...

We will use the narrative The Raven Player which is based on the Mayan. The sequence of learning begins with a ball arriving in the classroom with a warning asking children if they dare to play the most dangerous game of all time! Children go on to use the information they have learned to write instructions for pole-a-toh posters, a missing scene, newspaper reports, conduct debates and write analytical essays. We will then study an abridged version of The Tempest by William Shakespeare. During this sequence of learning children have the chance to explore the themes, ideas and characters in the play as well as writing opportunities, such as character descriptions and comparisons, scene/setting descriptions and diary entries. They also explore the conventions of writing playscripts, including (characterization through) dialogue, stage directions and how to convey action, as well as some Shakespearean conventions, such as the comic punishment. The Writing Root culminates in children having the opportunity to write their own 'tempest' story to be read or performed.

AS MATHEMATICIANS...

We will be using all of our knowledge in mastering activities, both mental and written. We will look at multiplication, division and fractions 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. We will spend time focusing on being fluent Mathematicians.

AS HISTORIANS...

We will be looking at the big question

Were the Vikings raiders, traders or something else?

They will investigate chronology and learn about where the Vikings come from. They will understand the terms primary and secondary sources to evaluate the impact of Viking invasions.

BADGERS

AUTUMN 2 - 2025



AS SCIENTISTS...

Building on previous Living Things units this Year 6 National Curriculum course helps children identify the kingdoms of life and to classify living things within those kingdoms. The children will be introduced to the

Linear system of classification and will be able to develop their practical scientific skills through investigating mould growth on bread and mushroom spore dispersal.

AS COMPUTER SCIENTISTS...

We will study search engines and understand how search engines work and develop search skills to find relevant and accurate information online.

IN PHSE...

We will be focussing on Health & Wellbeing while learning about the importance of relaxation and sleep, understanding how to cope with failure, learning how to set goals and how to achieve goals, taking precautions while in the sun, healthy meals and ingredients, learning about different emotions and possible ways of dealing with a difficult situation.

AS LINGUISTS.....

By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/ a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as they will supports the change from 1st person singular to 3rd person singular.

AS PEOPLE OF FAITH IN RE..

We will be thinking about the question- Why do Hindus want to be good?

AS ARTISTS...

We will be exploring mark making for showing depth, emotion and movement. They will confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

AS MUSICIANS....

Children will be listening to a variety of music that includes a range of time signatures. They will hear, explore and create their own ostinatos using a variety of textures of body percussion and voices. In small groups, children will create a piece in 5/4 time signature, built around several composed ostinato patterns.

AS SPORT STARS ..

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

PHONICS GRID

Whole Scheme Sound Mat

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

Key

Level 2 Level 5

Level 3 Level 6

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

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

Page 1 of 2

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 happening.

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

ABC	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

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 ($5^2 = 5 \times 5$) 49 ($7^2 = 7 \times 7$)
cube numbers	the result when a number has been multiplied by itself 3 times	8 ($2^3 = 2 \times 2 \times 2$) 27 ($3^3 = 3 \times 3 \times 3$)

Fractions, decimals & percentages

$\frac{1}{100}$	0.01	1%	$\div 100$
$\frac{1}{20}$	0.05	5%	$\div 20$
$\frac{1}{10}$	0.1	10%	$\div 10$
$\frac{1}{5}$	0.2	20%	$\div 5$
$\frac{1}{4}$	0.25	25%	$\div 4$
$\frac{1}{2}$	0.5	50%	$\div 2$
$\frac{3}{4}$	0.75	75%	$\div 4, \times 3$
1	1	100%	$\div 1$

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		

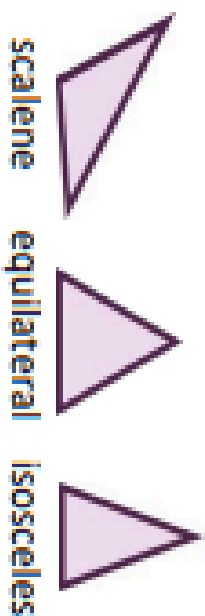
YEAR 6 MATHS KNOWLEDGE ORGANISER

2D shapes

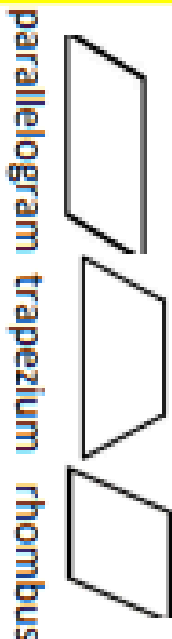
Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

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

Types of triangle



Types of quadrilateral



AREA

is the amount of space inside a 2D shape
usually measured in cm^2 or m^2 .

Area of a triangle

$$= (\text{base} \times \text{height}) \div 2$$

Area of a parallelogram

$$= \text{base} \times \text{height}$$

(Höheit = perpendicular height)

Measurement conversions

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 centimetre	10mm
1 metre	100cm
1 kilometre	1,000 m
1 mile	1.6 km
1 kilometre	0.625 ($\frac{5}{8}$) mile
1 kilogram	1,000 grams
1 litre	1,000 millilitres

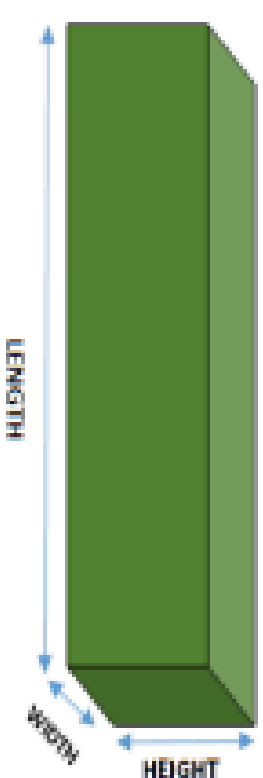
Co-ordinates

Read co-ordinates along the x axis
(horizontal) first, then the y 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 cm^3 or m^3



$$\text{Volume of a cuboid} = \text{length} \times \text{width} \times \text{height}$$

Shape vocabulary

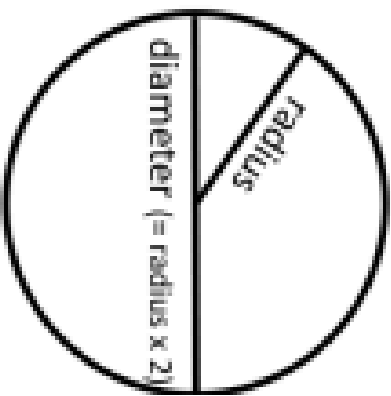
perimeter = measure around the edge (**circumference** = perimeter of a circle)

horizontal line

parallel lines

vertical line

perpendicular lines
(at right angles)



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.

$$(\text{Because } 4 + 5 + 3 + 4 = 16, \text{ and } 16 \div 4 = 4)$$

MATHS TIMES TABLE GRID

36 Essential Facts to Learn

x2	x3	x4	x5	x6	x7	x8	x9
$2 \times 2 = 4$							
$3 \times 2 = 6$	$3 \times 3 = 9$						
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$					
$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 4 = 20$	$5 \times 5 = 25$				
$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 5 = 30$	$6 \times 6 = 36$			
$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 5 = 35$	$7 \times 6 = 42$	$7 \times 7 = 49$		
$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 5 = 40$	$8 \times 6 = 48$	$8 \times 7 = 56$	$8 \times 8 = 64$	
$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 5 = 45$	$9 \times 6 = 54$	$9 \times 7 = 63$	$9 \times 8 = 72$	$9 \times 9 = 81$