

A vibrant collage of school supplies. In the top left, a pink ruler with a heart-shaped cutout. Below it, a small notepad with a pink flower. To the left of the central text, a blue pencil with '2B' on the eraser. In the top center, a blue and red pen. To the right, a pink calculator with smiley faces. Below the calculator, a blue pencil sharpener. In the bottom left, a brown circular protractor. In the bottom right, a brown set square. The background features soft, radiating lines in shades of pink and red.

WELCOME
back to
SCHOOL
Badgers



Welcome!

Welcome back to school!
We are so pleased to see everyone
back after the summer holidays.
I am really excited to be Badgers
teacher and can't wait to be learning
together.

Miss Gover teaches
us on Monday,
Tuesday, Wednesday
Thursday afternoon
and Friday.

Mrs North teaches us
on Thursday mornings.

Meet Badgers team





What we have
been up to today.

- Reminding ourselves of our class routines.

- Looking at our values and expectations.

- In Maths we started our unit on place value.

- In PSHE we created profiles all about ourselves.



Exploration

Being curious, thinking
and looking to solve problems.

We don't stop others
from their learning journey.

We take turns when talking,
listening to others and
sharing our ideas as well.



Resilience

I know how to react,
respond, recover and retry.

We work hard on all we do.

We ask for help when we need it.



The Federation of Burley and Sopley
Primary Schools
— SCHOOL VALUES —



Responsibility

Good for me, good for you,
good for everyone.

We are responsible for looking
after school property.

We are responsible for saying
please and thank you.



Compassion

Walking in someone
else's shoes.

We keep each other safe.

We use kind words.

A day in Badgers...

- The day will start at 8:40 walking in through Badgers door where I will meet you.
- Lunch boxes will be stored on the trolley and bags on the peg.
- Learning will start from 8:40 with early morning work and a register will be taken at 8:50. Entry after this will be classified as late.
- After registration, morning lessons will begin before break and then again after lunch.
- At the end of the day Badgers will be released from the classroom door.

A typical week...

- > Daily maths and English
- > Guided reading four times a week
- > Weekly science, RE and French
- > Project based topic
- > Handwriting, arithmetic, Spelling
- > PE twice a week (Wednesday and Thursday)

What is coming up this term



How can art help us explore big issues — and make our voices heard?

In this project we will be focusing on two key subjects to answer the big question.

Art and ICT

We will also apply knowledge and skills from previously taught projects so they are not forgotten!

Badgers Yr 4/5

Autumn term

2026

RE

In RE we will be considering what good and evil means through the story of **Rama and Sita** and the Hindu festival of **Diwali** and how their choices can make a difference to others.

COMPUTING

We will using be simple formulae to solve calculations including =sum. We will also be editing and formatting different cells in a spreadsheet.

PE

In PE we will be developing our ball skills through striking and fielding games. We will also be developing our one leg balance through our floor work.

MATHS

We will be developing our understanding of number and place value including comparing, ordering and rounding numbers. Before moving onto addition and subtraction.

PSHE

We will be working through our first Happymind unit 'Meet our brain'.

ART

We will be using art to explore global issues. We will be learning to create an individual response that centres around global warming and ice worlds.

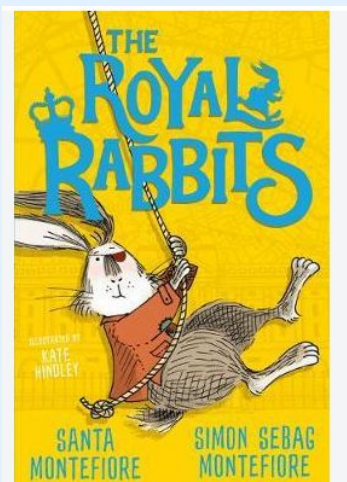
ENGLISH

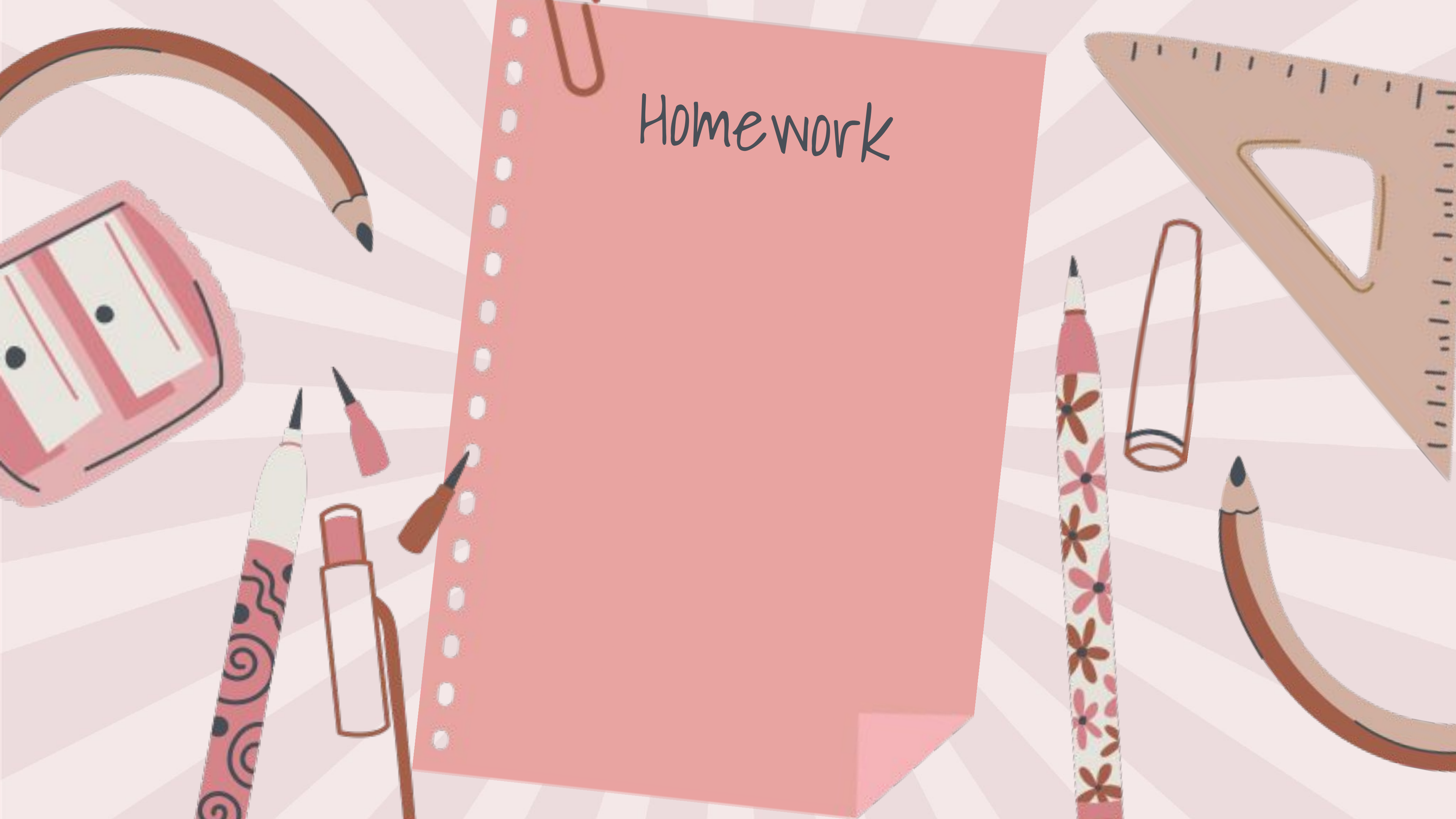
In English we will be writing a persuasive speech using the book 'The Crown' as our text driver before writing our own narratives using the short film 'Soar'.

SCIENCE

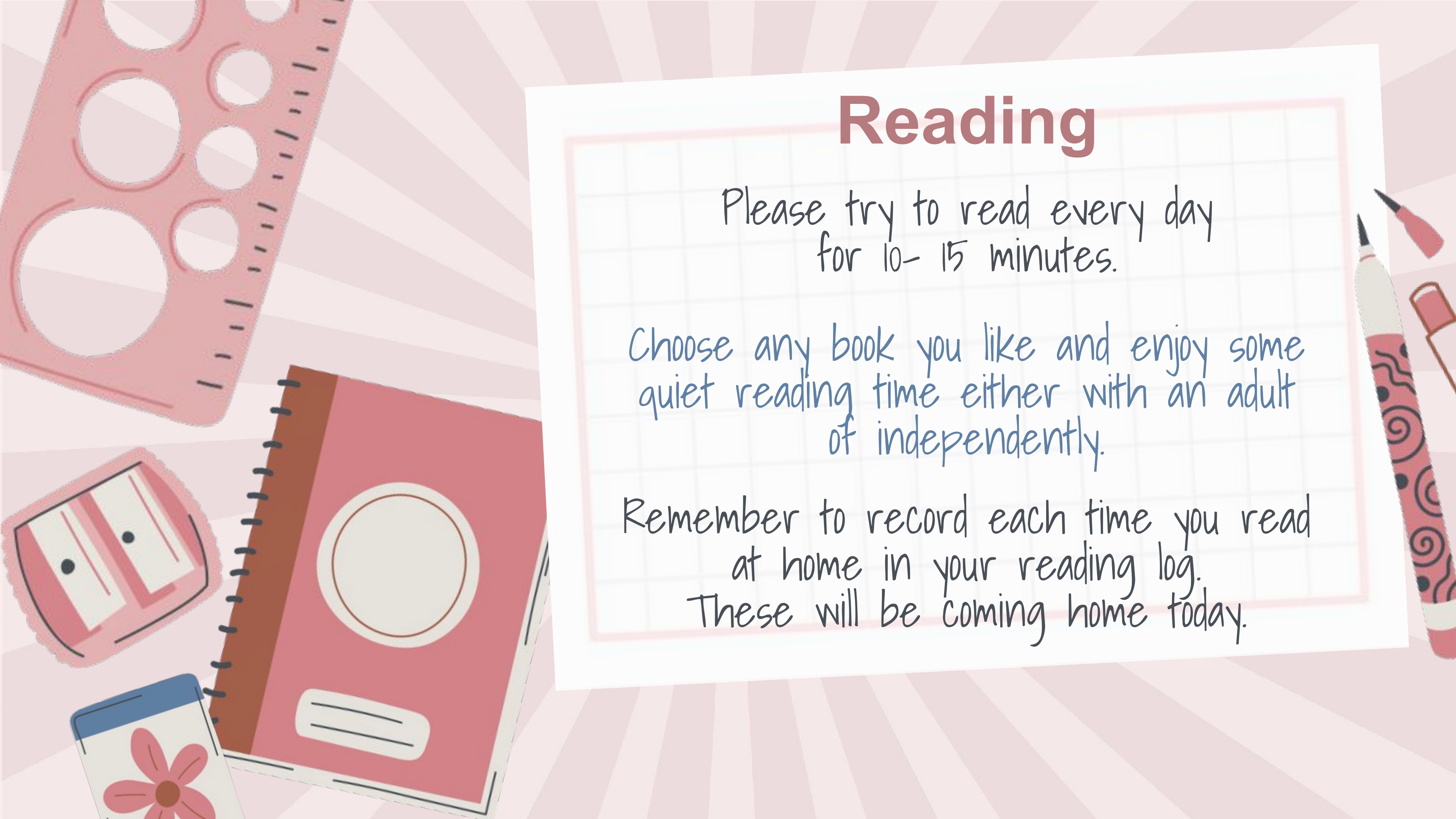
In Science we will be learning how light travels from a source, reflects off objects into our eyes, and creates shadows when blocked.

How can art help us explore big issues — and make our voices heard?





Homework



Reading

Please try to read every day
for 10- 15 minutes.

Choose any book you like and enjoy some
quiet reading time either with an adult
or independently.

Remember to record each time you read
at home in your reading log.
These will be coming home today.

New Curriculum Spelling List Years 3 and 4

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

New Curriculum Spelling List Years 5 and 6

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

Spelling Challenge - Level 8

Bronze

accommodate
☐

accompany
☐

according
☐

aggressive
☐

ancient
☐

appreciate
☐

available
☐

average
☐

awkward
☐

bargain
☐

bruise
☐

communicate
☐

community
☐

competition
☐

controversy
☐

criticise
☐

☐

☐

☐

☐

☐

Silver

curiosity
☐

desperate
☐

develop
☐

embarrass
☐

equip
☐

equipped
☐

equipment
☐

exaggerate
☐

excellent
☐

existence
☐

explanation
☐

familiar
☐

forty
☐

harass
☐

hindrance
☐

identity
☐

☐

☐

☐

☐

☐

Gold

interfere
☐

leisure
☐

lightning
☐

marvellous
☐

muscle
☐

necessary
☐

neighbour
☐

occupy
☐

parliament
☐

prejudice
☐

privilege
☐

programme
☐

recognise
☐

recommend
☐

restaurant
☐

sacrifice
☐

☐

☐

☐

☐

☐

BRONZE

Spelling Challenge - Level 8

I'm Ready... Test me!

SILVER

Spelling Challenge - Level 8

I'm Ready... Test me!

GOLD

Spelling Challenge - Level 8

I'm Ready... Test me!

Spelling

Statutory words. - Each week we ask if you can practise your Spelling Bee set of words at home.

Please bring your Spelling book into school every Thursday so we can check how you are doing and move you on to the next set of words when you are ready.



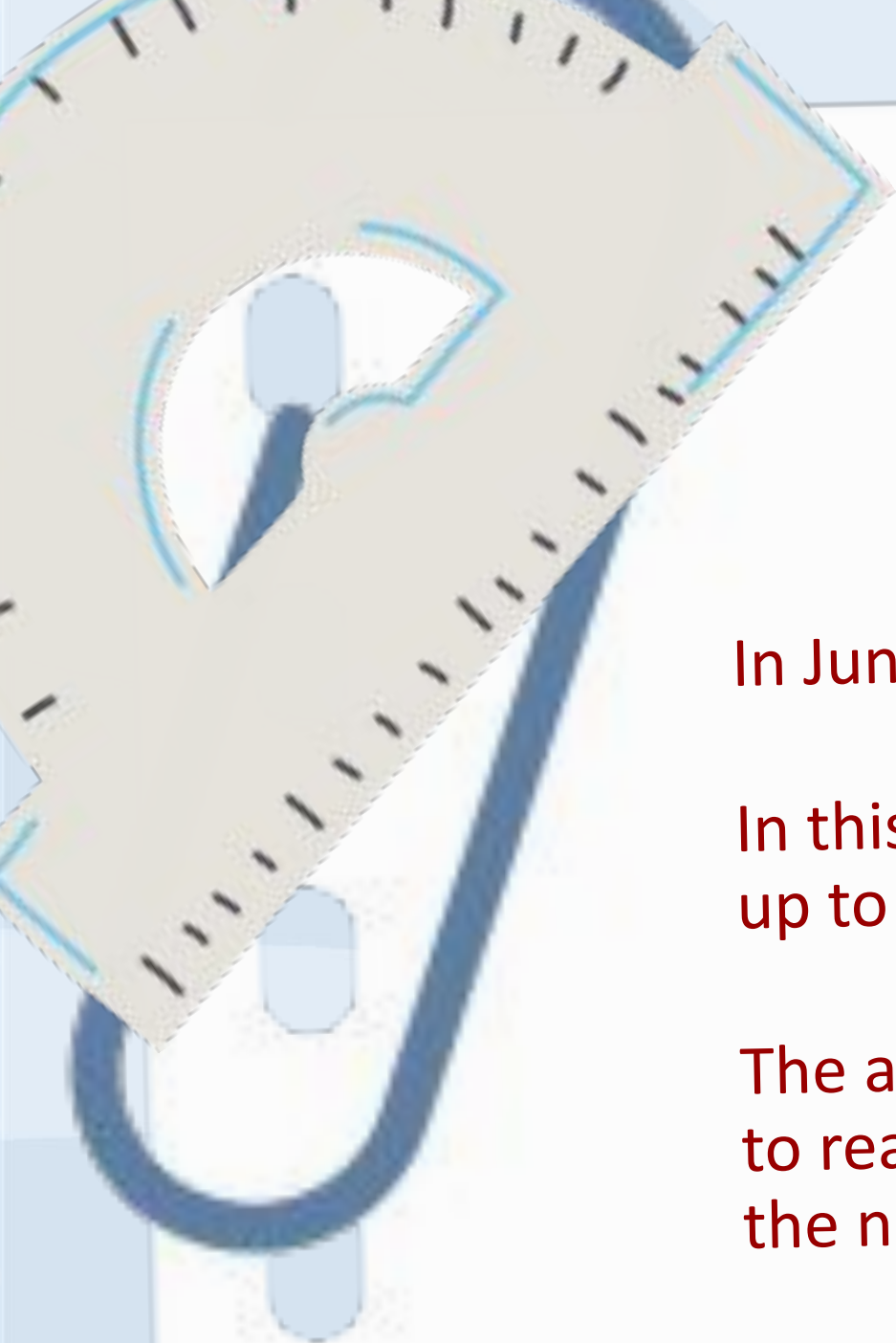
Yr 4 Multiplication test

In June, the Year 4 children will sit the KS2 times table test.

In this test children will be assessed on their knowledge of the times tables up to and including 12x12.

The assessment is conducted on computers and children will have 6 seconds to read and answer each question before automatically being moved onto the next.

There will be opportunities to practice and get used to the test format in school but to increase the competency and confidence additional practice at home is recommended. Times Tables Rock Stars (TTRS) is brilliant for this.



The background of the entire image features a series of light-colored, diagonal stripes. Various school supplies are illustrated in a flat, cartoonish style. In the top left, a brown pencil is curved. Below it is a pink and white pencil sharpener. In the bottom left, there is a pink pen with a black swirl pattern, a small pink eraser, and a brown pencil. In the top right, a large wooden ruler is shown. Below it is a pink pen with a floral pattern, a brown paperclip, and a brown pencil. The central focus is a pink, spiral-bound notepad with a folded bottom-right corner.

Handwriting

We will continue to practise our handwriting daily.

We will focus on correct letter formation and size with appropriate letter joining to develop and embed a fluent style.

SCHOOL UNIFORM

- Black school shoes or black trainers for outdoor use
- Black plimsolls for inside use (optional)
- Grey trousers, grey skirt, grey pinafore/dress or grey shorts
- Green gingham dress
- Black, white or grey socks or tights
- White or green polo shirt or a plain white shirt
- Green sweatshirt, hoodie, cardigan or fleece (school logo optional)
- Waterproofs
- Wellington boots

PE Kit – All kit should be plain with no sports branding or slogans

- PE Tech T-shirt in house team colour with school logo (red, green, blue or yellow)
- Black PE Shorts or Skort
- Black tracksuit bottoms
- Black leggings
- Black cycling shorts (these must be at least mid-thigh length)
- Sports trainers – not fashion trainers

Water bottles

These should be plain and with a sports bottle top only to minimise leaks in the classroom. These should contain water only, not squash.

Uniform

Check our school website for a reminder of our uniform.

Please only bring small rucksacks which can fit in your box.

Mobile phones and Smart watches are not allowed in school.

If pupils need to bring a mobile phone they can leave it in a box in the school office.

Faithful citizens of New York,

My speech I shall give you, won't be the best one ever, since I've not had much time to think it out, as Kong has brought me up to our beloved Empire State building! But, I must try. Don't walk away when you hear of the sympathy I am showering upon the subject of this ^{speech} letter. Yes, Kong is what I'd like you to hear about. If you walk away now, you may continue in your life to see only the worse side of things. If you don't finish ^{listening to me,} ~~reading this letter,~~ you may never learn how to prevent that from occurring. ^{happening.}

^{nothing} No one could possibly compare to the ^{events} ~~happenings~~ that have occurred over the past two days, yet I continue to ^{speech} ~~write~~, not about the negative side of one so reckless, but the positive side of one so generous. Kong, mighty, terrifying, has saved my life several times, and it just seems so unfair for him that we are doing this to him now. My heart is overflowing with guilt, and yours should too. Kong may be scary, hoing, powerful, ^{much} ~~lingly~~, and many more, but we can't judge him by his appearance, which, I know is hard, but that doesn't mean we can't do it. If you were Kong, would you ~~seem~~ find it fair if you had saved someone's life more than once, and now you were being attacked?

Year 5

End of year writing expectations

Year 4

Monday 9th October 2017.
Dear Diary,

Today the most unexpected thing happened.

I was out looking for dolphins in my boat like I have been doing for the past few days, but no dolphins were appearing. So I knew something was ~~wrong~~. Suddenly I saw a smooth black rock bob out of the water, so I stopped to avoid it. Somehow it moved under the boat and tipped it sideways. I unexpectedly fell out, and latched the boat drift slowly away. I stared at the creature with amazement. A dark, starting ~~glared~~ glared at me and a small hole at the top puffed a cloud of water into the sky. It was then I realised it was a whale. It opened its mouth slowly, like a cat yawning after an 100 year nap. Its teeth were much longer than my hand, and wickedly pointed. A image of a sperm whale and a squid flashed through my mind. For a moment I thought it might think I was a squid, so I tried to back it away with my hands. It slipped on the whale's skin, and it was such a strange texture. It was smooth and ~~like~~ like glass, but I could feel vibrations under it, the blood pumping inside. I snatched my hand away, like I had just touched a pot of lava. The whale made a small click, as if

it was ~~also~~ checking me inside out, like a officer at an airport, checking to see if I was carrying something criminal. Then it bumped me in my boat, like a sour grape it didn't want to eat. It was slightly annoying it didn't like me, and I looked up at it. Then it disappeared into the ocean world.