

WELCOME TO CONIFER CLASS



Mrs Ackland
Class Teacher Mon-Thurs



Miss Wilson
HLTA Friday



Mrs Brown
Teaching Assistant



Miss Abraham
Teaching Assistant



Mrs Babidge
Teaching Assistant

We are very much looking forward to welcoming your child to Conifer Class.

Please do feel free to stay behind if you have any questions.



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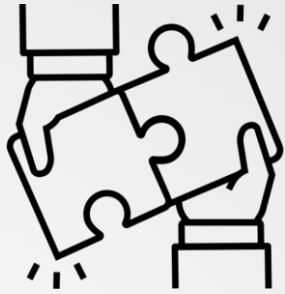
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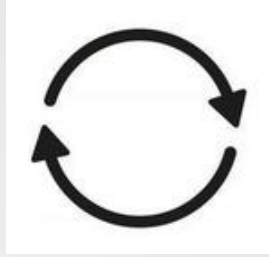
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We know children become brilliant learners and make best progress if they are:



Collaborative



Disciplined



Persistent



Imaginative



Inquisitive

We achieve this through an engaging curriculum which enables us to practice the above through a range of themes and topics. This continues up through the school so that by year 6, there is a clear journey of development on the skills we introduce in reception.



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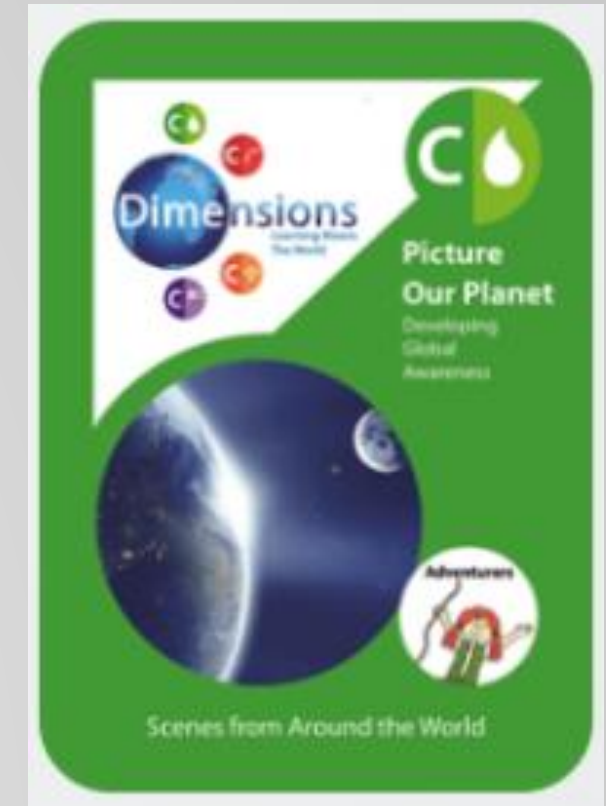
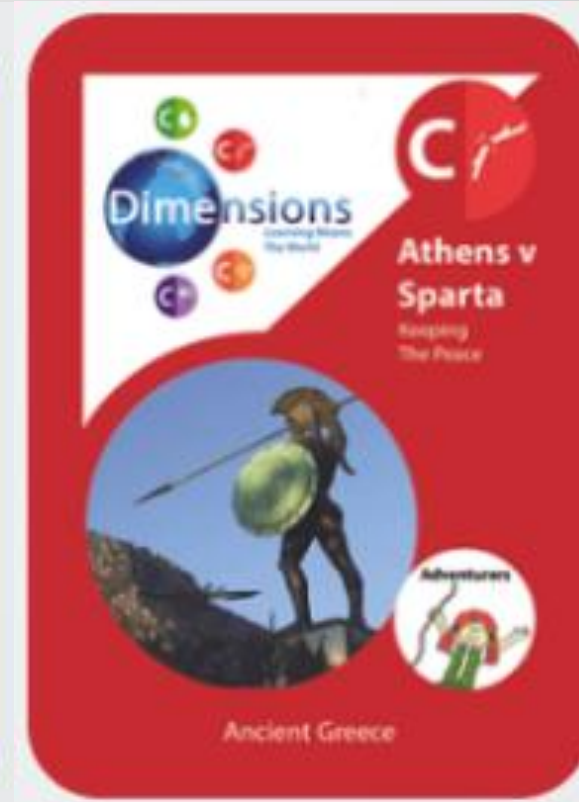
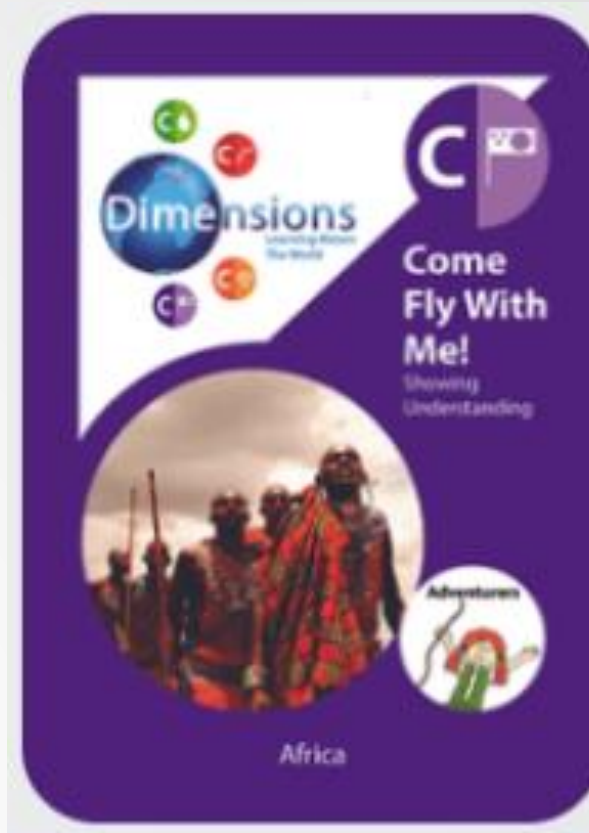


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OUR CURRICULUM



Dimensions curriculum is built around four key themes (communication, conflict, conservation and culture). These themes build on each other yearly. The curriculum incorporates world issues and helps us develop children to be 'fit for the future'.



OUR CURRICULUM

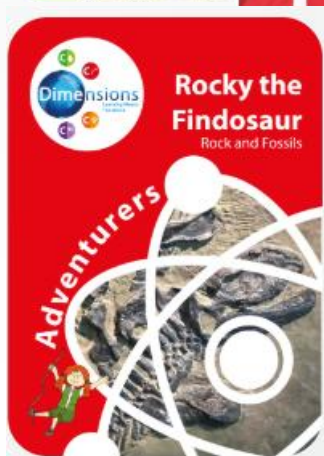
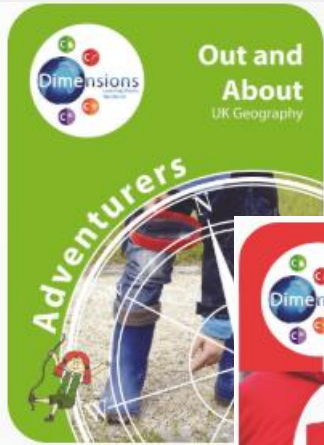


Further to these key themes, the children will develop key curriculum knowledge and skills when exploring some shorter themed units.

Our curriculum is also enhanced through some exciting trips and experiences.

We are updating our trips in line with this year's curriculum.

We also hope to offer Science workshops from Mountbatten Science Academy throughout the year.



**Local Area Study
Autumn Term**



**Hillier Gardens
History Experience
Spring Term**



**Ancient Greeks Day
Summer Term**



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OUR CURRICULUM



**Year 4
Swimming
Lessons**



**Year 4
Pbone Lessons**



**Outdoor
Learning**



Year 4 Residential



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OUR CURRICULUM

Please check the website for information regarding what your child is learning in school.



[Our School](#) [Key Information](#) [Curriculum](#) [Parents](#) [News](#) [Family of Schools](#) [Contact](#)



 COMMUNICATION

 **Conifer Class
Autumn 1**

That's all Folks!

That's All Folks!™ is a thematic unit based around the history and development of animation and cartoons. It primarily takes in elements of history, art and computing / ICT and starts with learning about the beginnings of animation, looking at zoetropes and flip books, before moving on to the dawn of the Disney age. Then, the process of animation is explored further, with an opportunity for pupils to exchange their own design ideas and create their own animated films.

History
Pupils will learn that animation is a process that has developed and changed greatly over time. They will explore the concept of the moving image through making flipbook animations and Zoetropes. They will learn about famous animated characters such as Mickey Mouse and Wallace and Gromit before using computer animation software to create their own modern animations.

Art
Pupils will be introduced to a wider range of brushes and explore using them in different tasks. They will develop their painting technique by using the brushes to produce different effects, including those of stippling and pointillism. Pupils will also be introduced to Jack Kirby, a famous comic artist. They should recognise some of his work and use him as an inspiration to produce their own.

Computing
Pupils will understand about the concept of animation - from the definition to techniques - to help them link what they see on television and in the media to the practices used to create them. Pupils will also learn about the history of animation, understand the different types of animation and create their own for others to watch.

Design Technology
Pupils will embed and build on previous knowledge of how to construct and use levers by integrating them with linkages. They will explore a range of lever and linkage types and their methods of construction. In this second part, pupils will design a puppet with a scissor mechanism that could be used in a stop-motion animation. Thoughtful and considered design is needed in this task.

PSHE
PSHE in That's All Folks focuses on setting targets/goals and recognising personal strengths and weaknesses in order to set reasonable and achievable targets. Pupils will identify what they consider to be their strengths and then the things that they consider themselves not to be so good at. They will then discuss what they would like to achieve in the future and look at setting some goals that might help them to achieve their dreams. They will also look at setting themselves some short term goals that are achievable and identify some people who have done things that may seem impossible but through targets and hard work have achieved their goals.

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YEAR GROUP CURRICULUM OVERVIEWS

- Chestnut Class
- Willow Class
- Conifer Class
- Beech Class
- Oak Class



English



Mathematics



Geography



History



Science



Physical Education



Art and Design



Computing



Design Technology



Modern Foreign Languages



Music



PSHE

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In Lower Key Stage 2, most children are fluent readers and can talk confidently about the stories they read, demonstrating a good understanding of characters, events and key themes. They build on these skills by reading longer, more complex texts, exploring richer vocabulary, deeper themes and more subtle character development, while developing strategies to support comprehension.

Children will take a STAR reading test at the end of each half term. The test will determine an appropriate level of challenge to support your child's progress in reading (their ZPD).

Dot quizzes support children's developing comprehension skills and ensure they are reading with enough speed and accuracy to understand and enjoy the story.

Accelerated Reader Meeting for Year 2 and 3 Parents – Monday 21st September 2026 at 3:30pm

'Just Reading' and 'Reading Fluency' lessons support the development of children's reading speed, comprehension and prosody. Reading high-quality texts in these lessons enables children to engage with exciting vocabulary and take part in rich discussion around a class text.

Children have lots of opportunities to read independently in class or to other children. They may also read with their teacher or another adult in school throughout the term.

Children will have two books: Their 'ZPD' reading book and a free-choice library book.

Reading at home

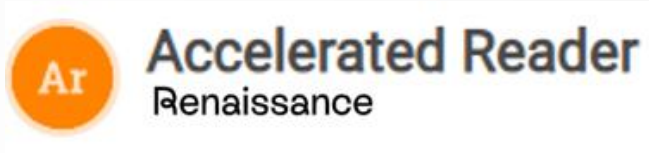
Conifer Class

As children become confident and fluent readers, they naturally begin to explore longer and more challenging texts. Continuing to listen to your child read aloud and discussing the story together can make a significant difference to their reading development. Talking about new vocabulary, characters, events and themes helps children develop important comprehension skills, such as inference and prediction, which are essential for understanding and enjoying what they read.

Reading regularly also supports many other areas of English. Seeing words in print helps children expand their vocabulary, improve their spelling, and develop a deeper understanding of grammar and punctuation. Most importantly, sharing books and conversations about reading helps foster a lifelong love of reading and learning.



Children should read for a minimum of 15 minutes per day. If they achieve an average pass rate of 85% in book quizzes, they will reach their individual target and be awarded a reading badge.



Engagement with reading is monitored through Accelerated Reader. Teachers track children's accuracy and number of book quizzes to ensure they are reading regularly and at an appropriate level. Where less than expected progress is identified or when book quizzes or scores are inconsistent, we will contact you about supporting reading at home.



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YEAR 4 Multiplication Check

*All children in year 4 complete a multiplication check

*Monday 7th June 2027 – 2-week assessment window opens

*The Multiplication Check is a statutory on-screen assessment consisting of 25 times table questions, with children having exactly six seconds to answer each one.

Try it out Time left: 6

$5 \times 6 =$

1	2	3
4	5	6
7	8	9
	0	Enter

***Monday 12th October 2026 – Multiplication Check Information Meeting
for Parents – 3:30pm***

Routines



An adult will open the door each morning and greet the children.

School starts at 8.50am, with the register completed by 9.00am.

(If the door is closed, please sign in at the School Office)

We finish at 3.30pm and will only release children into the care of agreed family members/family friends

Routines

Please check your child has ...

- A water bottle
- A snack
- A coat/sunhat (when applicable)
- Their ZPD Reading book
- Pencil case resources
- Trainers

...in school everyday

PE will be held on a specific day each week. The children will need to wear their PE kit to school on that day.

Details of kit can be found on the school website - please be aware that lots of PE takes place outside.

Conifer Class PE day is TUESDAY.

You will be notified via email of any changes to this day

Please label everything!

Routines and Expectations

Children in KS2 will need a clear, labelled pencil case

Please monitor and refresh resources as needed



- * Clear, named pencil case
- * Eraser
- * Pencil Sharpener
- * 15cm ruler
- * Drywipe whiteboard pen
- * Mini Whiteboard Rubber or small piece of cloth
- * Small set of colouring pencils
- * Green biro
- * Glue stick

Home Learning Expectations

Please listen to your child read every day

SPELLING

There will be a spelling test **every Monday**. To support their practise in school, children need to practise their spellings by engaging with games set on Spelling Shed.

We expect children to achieve consistently high scores in their weekly spelling tests and that spelling in their independent work reflects this.



MULTIPLICATION

Children should engage with TTRockstars often to ensure they develop quick recall of times tables facts.

We expect children to be able to recall all multiplication and division facts (1-12) with speed and accuracy. We want all children to use this knowledge to support confident calculation and problem solving in maths lessons.



Home Learning Expectations LKS2

Maths and English/SPaG homework will be set weekly to support upcoming learning or consolidate and extend class learning.

Weekly Home Learning Year 3:

- **10 new spellings** (tested every Monday)
- **Either Maths or SPAG** (based on learning in class)
- **Times Table Rockstars** (at least 4 sessions a week to be completed)

Weekly Home Learning Year 4:

- **10 new spellings** (tested every Monday)
- **Maths** (based on learning in class- set by Mrs Evans)
- **SPAG fortnightly** (based on learning in class)
- **Times Table Rockstars** (at least 4 sessions a week to be completed)

Homework will be set on **Friday** for children to complete by the following **Thursday**. A homework feedback session in class will cover key common errors.

I will give details about homework on Google Classroom. There may also be additional links or resources on there to help you when necessary.

How can you help?

- Regular reading at home
- Becoming a parent volunteer
- Supporting and encouraging your child to complete their Home Learning
- Supporting our Facebook posts and engaging with Curriculum Newsletters.
- Celebrating hard work, struggles and making mistakes
- **E-safety :**  [Help your child stay safe online - Kids Online Safety](#) [Keeping Children Safe Online | NSPCC](#)
- Ensuring your child has a good night sleep and a nutritious breakfast and that they have everything they need each day for school
- Communicating with myself if any worries or concerns arise.

SUPPORTING SCHOOL
EXPECTATIONS:

BE READY

BE RESPECTFUL

BE SAFE

Communication

- Messages can be passed on via the school office: schooloffice@awbridge.uwinat.co.uk
We endeavour to respond to all communication within 2 working days during school hours.
- All information about Topics and learning across the curriculum can be found on the school web page – Look out for Step into School dates too for a hands-on experience of your child's learning.
- Work Sharing afternoons and Parent's Evenings will inform you of your child's progress.
- Spelling Tests will be sent home so you can celebrate the results.
- Unacceptable or persistent behaviour will be shared with you so that you can reinforce our school behaviour expectations with your child. This will be at the end of the school day, if possible, or by telephone or email if we are unable to have a face-to-face conversation.
- Certificates, celebrating our school values are given at weekly Celebration Assemblies.

Together we are a team in supporting your child's learning and development at school so please do get in touch if you have concerns or would like to share some important news.



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