Newsletter

Term 4
2025-2026

BROOK SCHOOL
A Small School on a Big Adventure

Welcome back to Term 4!

We hope you all enjoyed a good break.

This is the first of our new termly newsletters. On this newsletter you can find key dates for the term ahead, celebration news from the end of Term 3, staffing updates and clubs. Curriculum overviews for each class this term are at the end of the newsletter.

Daily and weekly reminders of events, as well as news or notices, will be sent via Class Dojo. Teaching teams will continue to post on their class pages, and we will also post on the 'school story' page too.

Staffing News part 1:

We are very sad to share that our lovely Miss Sam Brown will be leaving Brook at the end of this week. Miss Brown has worked at Brook for 13 years and has decided that it is time for her to explore new adventures. Although we are very sad to say goodbye, we are also very happy for her and wish her all the very best!

Miss Brown currently supports Young Oaks but, over her time here, has supported many children and teachers across the school in different classes. She has been an excellent and dedicated TA and she will be missed by children, staff and parents.

On Friday at 10.45, we will say goodbye in our assembly. If you would like to come along to join us, please do.

Staffing News part 2:

We are pleased to share that we have successfully recruited two new TAs to join our team:

- Mr Howcroft starts today and will be based in Young Oaks, taking over from Miss Brown.
- Miss Gardiner will start in Term 5 (after the Easter break) and will support different classes and pupils across the school.

We also have a current advert (closing today) for an additional part-time TA to support across the school. We will keep you updated on this.

End of Term 3 Celebrations:

Attendance winners for the term: **Saplings!**
House Team winners for the term: **Bees! (Own clothes this Friday)**

Term 4 Clubs:

School Clubs must be paid for and booked through Arbor.
This term, clubs will run from week 2 (next week) to week 6 (week beginning 30th March) Clubs **will** run on the last week of term.

Club	Run by	Day/time	Pupils	Weeks	Cost
Multi-skills	SET – Mr Preston	3.15-4.15 Tuesday	Saplings Young Oaks	5 weeks	£2x5 = £10
Football	SET – Mr Preston	3.15-4.15 Wednesday	Young Oaks Mighty Oaks	5 weeks	£2x5 = £10

Creepy Claws Club is also taking place next term and Rock Steady continues during the school day.

Miss Jones will also run a weekly lunchtime 'chill' club which children will be invited to attend (not bookable).

Diary dates for this term:

TERM 4 – 2025/26			
Week	**Day/Date**	**Event**	**Further information**
1	**Mon 23rd Feb**	***Term 4 begins***	
	Mon 23rd Feb	Last swimming session	Yr5
	Fri 27th Feb	Own clothes for Winning House Term 3	Bees
2		***All clubs start this week***	
	Mon 2nd March	Top up Swimming lessons begin – 3 weeks	Some of Mighty Oaks
	Tues 3rd March	Environment-led learning – Mighty Oaks	Off-site
	Thurs 5th March	World Book Day	Fancy dress optional!
3	Tues 10th March	Environment-led learning – Saplings	Off-site
	Thurs 12th March	Environment-led learning – Young Oaks	Off-site
4	Thurs 19th March	Environment-led learning – Mighty Oaks	On-site
	Thurs 19th March	Class Assembly – Saplings	Hall, 9.00am
	Fri 20th March	Swimming lessons end	Yr6/Yr5
5	Tues 24th March	Rock Steady Assembly!	9.00am, hall, parents of children who do Rock Steady are invited to come along!
	Tues 24th March	Environment-led learning – Saplings and Little Acorns	On-site
	Thurs 26th March	Environment-led learning – Young Oaks	On-site
6	Thurs 2nd April	Easter Service – St. Mary's Church	9.30am, all welcome
	Thurs 2nd April	BRILLIANT BROOK DAY - Enrichment	
	Thurs 2nd April	End of Term reports issued	
	Thurs 2nd April	Easter Fundraising event - TBC	After school
	Thurs 2nd April	***End of Term 4***	

Little Acorns

Term 4 (odd cycle)

English	• **Key Text:** Non-fiction books on transport, "The Train ride", "Astro Girl", "Whatever Next", "Roaring rockets", "Who sank the boat?", "Naughty Bus". • **Key Skills:** Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. • **Phonics:** Revision on Bug Club, Phase 3, Units 8-9, Bug Club Phase 3, Units 10-11 • Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment
Maths	• Mass and capacity • Growing 6,7,8 • Length, height and time • Building 9 and 10 • Explore 3D shapes
Understanding the World	• Compare and contrast transport from the past to present day • Understand that some places are special to members of their community. Draw information from a simple map. • Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces, including floating and sinking.
Expressive Arts and Design	• Create collaboratively sharing ideas, resources and skills. Develop storylines in their pretend play. Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses.
Personal, social and emotional development	• Show resilience and perseverance in the face of challenge. • Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. • Build constructive and respectful relationships.
Physical Development	• Develop the foundations of a handwriting style which is fast, accurate and efficient. • Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport • *Recap Curly Caterpillar letters* • *Ladder Letters – l, l, j, t, u, y.*
R.E.	• **Which times are special and why? Easter and Lent** • give examples of special occasions and suggest features of a good celebration • recall simple stories connected with Christmas / Easter and a festival from another faith • say why Christmas / Easter and a festival from another faith is a special time for Christians /members of the other faith • use new vocabulary to identify some similarities and differences between religious communities in Britain • respond imaginatively and expressively to what happens at their favourite times.

Music	• **Up and down**
	  • Make up new lyrics and accompanying actions.
	  • Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.
	  • Use appropriate hand actions to mark a changing pitch.
	• **Five fine bumble bees**
	  • Improvise a vocal/physical soundscape about minibeasts.
	  • Sing in call-and-response and change voices to make a buzzing sound.
	  • Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.
	  • Listen to a piece of classical music and respond through dance.

P.S.H.E.	• **Self-regulation: Listening and following instructions**
Science, History and Geography specific learning	• Know that there are many different species of animals • Know that animals and humans need food and water • I can recognise planet Earth from space • I understand that people in the past (or civilizations) have made changes to our lives today

Saplings

Term 4 (odd cycle)

English

- **Key Text:** The Storm Whale by Benji Davies
- **Genres of writing:** Letter to inform, Diary, Recount, Narrative
- **Key Skills:** Formation of nouns using suffixes such as –ness, –er and by compounding, Use of the suffixes –er, –est in adjectives, Co-ordination, Use of capital letters, full stops and question marks to demarcate sentences, Apostrophes to mark singular possession in nouns

Maths

- **Multiplication and division**
- Length, height
- statistics

Science

Animals including humans (term 3 and 4)

- What parts make up the human body?
- Which parts of our bodies do we need to see, hear, smell, taste and touch?
- What is an animal?
- How can we group animals?
- Do all animals eat the same things?

History

- **The Ice Age - Why was it important?**
- What was Ice Age Britain like?
- How did the Ice age end and enable people to return to Britain?
- What was life like for people when they settled back in Britain?
- How did the final change occur and what did this mean for people?

D&T

- **Structures: Freestanding structures**
- Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. (construction)
- Know how to make freestanding structures stronger, stiffer and more stable. (improving)
- Develop, model and communicate their ideas through talking, mock-ups and drawings. (visualising)

R.E.

- **How and why do we celebrate special and sacred times (Easter and Eid)**
- Why do Christians celebrate Easter?
- How do Christians celebrate Easter?
- How do Muslims celebrate Eid-al-Fitr?
- How do the different special times compare?

P.E.

- **Dance:** The Seasons
- **Multi-skills:** Bat and Ball 1

Music

- **Swing-along with Shostakovich**

2- and 3-time • Beat • Beat groupings • 20th century classical music

Charlie Chaplin

pitch (high and low), duration (long and short), dynamics/volume (loud and soft)

P.S.H.E.

- **Safety and the changing body (term 3 and 4)**
- Learning how to communicate safely with adults; considering who keeps us safe in our community; learning steps to crossing the road safely; identifying which substances should or should not go in the body; learning how to call 999; knowing the difference between secrets and surprises; learning about appropriate and inappropriate contact.

Computing

- **Creating media – Digital photography**
- To use a digital device to take a photograph
- To make choices when taking a photograph
- To describe what makes a good photograph
- To decide how photographs can be improved
- To use tools to change an image
- To recognise that photos can be changed

Creativity

Young Oaks

Term 4 (odd cycle)

English

- **Key Text: Varjak Paw *(Tale of fear)***
- **Genres of writing:** Instruction, Poster, Newspaper, Narrative (Tale of fear)
- **Key new Skills:** Noun phrases expanded by the addition of modifying adjectives, Use of inverted commas and other punctuation to indicate direct speech

Maths

- **Main Teaching: Multiplication and Division**
- Fractions, mass and capacity

Science

- **States of matter**
- How Many States of Matter Are There?
- Can Temperature Change the State of An Object?
- Can All Liquids Be Frozen to Become Solids?
- What Are the Stages of The Water Cycle?
- Does Temperature/ Location Affect Rates of Evaporation?

History

- **Ancient Egyptian Civilisation**
- When and why did people settle in the Nile valley?
- How did Ancient Egypt become wealthy?
- What happened when an Egyptian pharaoh died?
- How did the civilisation of Egypt end?

Art & Design

- **Textiles: Enid Marx and William Morris**
- I can select appropriate materials, giving reasons
- I can use a variety of techniques: weaving and stitching to create different textural effects
- I can develop skills in stitching, cutting and joining (form)
- I can decorate textiles with stitching to add colour and detail
- I can experiment with a range of media by overlapping and layering in order to create texture, shape, effect and colour

R.E.

- **What does it mean to be a Hindu in Britain today?**
- How do Hindus show their faith at home?
- How do Hindus show their faith in their communities?
- What does Karma mean for Hindus?
- What are the four aims of life for Hindus and how does this guide how they live?

P.E.

- **Games:** Striking and Fielding fundamentals
- **Dance:** Rainforest

Music

- **Fanfare for the common man**

Fanfare • Timbre • Dynamics • Texture • Silence

Spain habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.

P.S.H.E.

- **Safety and the changing body (term 3 and 4)**

Learning about being kind and staying safe online; learning how to identify and deal with cyberbullying; understanding the difference between secrets and surprises; learning how to treat bites and stings; considering who influences our choices; learning about road safety and how to call the emergency services (Y3); thinking about how our bodies change as we go through puberty (Y4)

Computing

- **Creating media – audio production**
- To identify that sound can be recorded
- To explain that audio recordings can be edited
- To recognise the different parts of creating a podcast project
- To apply audio editing skills independently
- To combine audio to enhance my podcast project
- To evaluate the effective use of audio

Languages

- **In a French classroom**

Mighty Oaks

Term 4 (odd cycle)

English

- **Main text: MacBeth (abridged)** ***(Character flaw tale)***
- **Genres of writing:** Poster, Letter to inform, Speech, Narrative
- **Key Skills:**How words are related by meaning as synonyms and antonyms, Use of the passive to affect the presentation of information in a sentence, Use of the colon to introduce a list and use of semi-colons within lists , using a wide range of devices to build cohesion within and across paragraphs

Maths

- **Main Teaching: Fractions and decimals**
- Area, perimeter and volume
- Percentages

Science

- **Electricity (part 2)**
- How can we represent a simple circuit in a diagram?
- How does the number of batteries affect the brightness of the bulb?
- What else impacts the brightness of a bulb in a circuit?
- What can affect the function of a component in a circuit?
- How can I use my knowledge of electrical components to make a device?

History

- **How did the Ancient Greeks influence our lives today?**
- How was life in Athens and Sparta similar?
- How did people make decisions in ancient Athens?
- What is the legacy of Greek culture on later periods in British history?
- Who were the great Greek thinkers and what is their legacy?

D&T

Mechanisms: Cams

- Investigate famous manufacturing and engineering companies relevant to the project. (mechanics)
- Understand how cams can be used to produce different types of movement and change the direction of movement. (systems thinking)
- Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. (creative problem-solving)

R.E.

- **What does it mean to be a Muslim in Britain today?**
- How are the five pillars significant in Muslim worship and belief?
- How do Muslims use the Holy Qur'an?
- How does the Holy Qur'an compare to other forms of guidance?
- What are the key functions of a mosque and how does it support the beliefs of Muslim people?

P.E.

- **Games:** Striking and Fielding
- **Dance:** Electricity

Music

- **Ain't gonna let nobody**

Civil rights movement • Spiritual, gospel, RnB, choral • Vocal improvisation • Chords C minor and G7

P.S.H.E.

- **Safety and the changing body (term 3 and 4)**
- Learning about online friendships and how to stay safe online; drugs, alcohol and tobacco and the influences that others have on us; how to deal with a choking emergency and understanding puberty and menstruation (Y5) and **conception, pregnancy and birth**

Computing

- **Creating media – web page creation**
- To review an existing website and consider its structure
- To plan the features of a web page
- To consider the ownership and use of images (copyright)
- To recognise the need to preview pages
- To outline the need for a navigation path
- To recognise the implications of linking to content owned by other people

Languages

- **French weather**