

Dear Parents and Children in Class 2

Welcome back to the summer term – I hope you have all had a restful Easter break.

I do hope you have had a successful time planning, preparing and practising the presentation homework. I am looking forward to seeing the results of everyone's hard work during the first week of term.

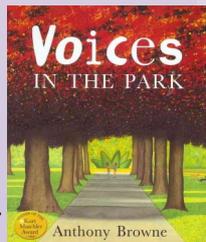
Please can I ask that your child has a NAMED water bottle in school. Water bottles do not need to be expensive purpose-made bottles. An empty plastic bottle is just as effective.

We are now finalising arrangements for our residential. If you or your child have any reservations about the trip, please feel free to contact me so we can resolve them before they become bigger worries.

Geoff Woods  
Class 2 Teacher

### Literacy

This term we shall be enjoying another Anthony Browne story *Voices in the Park*. With this story we will work through the stages of learning the story and its language structure, whilst understanding the plot type of 'Tragedy' and the character type of a 'Gateway'. This story is a bit different in that there are four characters who each tell their interpretation of the same story. So, we will work on each story separately before bringing them back together and looking at where the four stories overlap. We will then look at what makes good dialogue writing and produce a toolkit for our own writing. Once we have this toolkit, we will write an imaginary conversation and character development between the two main characters at a key point in the story.



For the remainder of the term we will be looking at the non-fiction text type of *Persuasion*. This will include looking closely at the language structure, the flow of the text and the grammatical conventions such as tense, person and which word classes are used most significantly. In particular we will consider the emotive language used in a persuasive text and the way 'sentence starters' can be used to influence our reader and draw them in to the text. We will then use 'Voices in the Park' as a basis for our *Persuasion* writing.

### Spelling

Throughout the year we spend time looking at the different spelling rules and conventions and integrate these into our literacy work. This term we will be reviewing the spelling rules for adding suffixes to words such as adding *ed* or *ing* to modify the tense of a verb.

In addition to this, the children will be issued, on a weekly basis, with a set of words to learn at home. These words will be tested on the following Friday (although occasionally our spelling test day might change due to circumstances that week). At other times during the term we will also have additional assessment spelling tests; however the words for these tests are not published in advance.

Many of the words included in our spelling tests come from the National Curriculum statutory list of words for Year 3&4. A copy of this list is attached to this newsletter.

Each of the weekly lists will also be available on *SpellAnywhere*. However, I would urge a note of caution on the use of *SpellAnywhere*. It is of very little value if the children use *SpellAnywhere* without selecting the 'Audio Only' function. Please feel free to ask for more detail on this if your child makes use of *SpellAnywhere* for independent practice.

## Punctuation & Grammar

In addition to our Literacy work, where we focus on the text structure of writing, we will also spend time developing our punctuation and grammar skills. This will be through a combination of separate *Word Work* lessons and activities integrated into our main Literacy lessons.

During this term we shall be working on apostrophes for contraction followed by singular and plural possession, and then move on further by looking at how we change words, and their word class, with a range of prefixes and suffixes.

## Maths

During the first few weeks of this term, we will be focussing heavily on developing our skills with time; reading time, calculating time differences and then solving word problems.



For the remainder of the term, we will first, briefly, revisit our understanding of our addition and subtraction written methods. After this we will spend time strengthening our understanding of fractions including recognising and creating equivalent fractions.

- Targets:
- Consolidate written addition and subtraction methods particularly with increasingly complex numbers
  - Understand and apply skills with fractions including finding equivalent fractions

## Science

This term we will be learning about a number of different aspects concerning our bodies. Firstly, we will learn about the different food groups and how we need a good balance of foods from the different groups to be healthy. Then we will look at the human skeleton along with a look at how our muscles and joints use the skeleton to provide us with movement and strength.



## History

This term we shall be starting our new topic which will take us up to the end of this academic year: Ancient Greece. We will begin to look at where Ancient Greek civilisation existed within history and look at some significant events from this period of time. The children will learn about the Greek Empire and also look at the religious beliefs of the people and some of the gods they worshipped. We will also be looking at history-based stories and gaining knowledge and understanding from these.

## Art/DT

Our artwork will link to our history topic. We will explore Greek art including jewellery, pottery and sculpture.

## Computing

This term we will be returning to the topic of programming in order to strengthen our previous skills. However, this time we are not going to use software on a computer to practise our programming. Instead we are going to use programmable devices so we can compare the similarities of programming whilst recognising the range of different interfaces we can program.

- Targets:
- Be able to program a device using the skills previously learnt such as loops and branching commands

## RE

This term's topic is entitled *Hinduism: What can we learn from some aspects of the Hindu religion?* This unit will introduce the pupils to some of the key concepts of Hinduism. It looks at the Hindu belief in a Supreme Being (God) and how this belief is conveyed through practices and worship. This unit helps pupils to understand the place of ritual and festivals in Hindu life, making links to their own experience of religious or family celebrations. We will encourage the

children to look at underlying religious beliefs and ideas. We will consider Hindu practices and festivals in India and in the UK and how they are similar and different.

## Music



Class 2 will be using Edvard Grieg's piece *In the Hall of the Mountain King* as their musical inspiration. They will learn a song based on the music, use tuned percussion to play a melodic ostinato and un-tuned percussion to create additional accompaniments.

## Spanish

¡Hola a todos! (Hello everyone!).

For the next few weeks Class 2 will learn the months in Spanish. We will learn how to ask and answer questions about birthdays and dates.

We will also learn vocabulary about classroom objects.

The class will use the verb form *tengo* (I have) and encounter the negative form of it. There will be a focus on singular and plural forms of nouns and articles.

## PE

Our planned PE sessions will be swimming on a Monday afternoon and PE on a Thursday afternoon. Please ensure your child has their complete PE kit in school, including outdoor footwear (separate from their normal school shoes) for the entire week, as last minute changes can sometimes occur. PE is a statutory, not optional, part of the school

curriculum and as such every step possible must be taken to ensure your child can take part. Please note it is also not acceptable for children to wear items of their school uniform such as polo shirt/shoes as their PE kit.

In our **Cricket Unit** children learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In Cricket games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. When fielding, they try to prevent runs or points being scored.

## PSHE

This term we will continue to develop the *Growth Mindset* concept. We will do this in assemblies and will use stories, poems and songs to reinforce the learning. The aim is to develop open-mindedness in our children and an appreciation that learning can be tricky at times but that success is a reward for keeping trying.

In the words of Shakira: "**Try Everything**".

## Word list – years 3 and 4

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

Year 3&4 high frequency words:

- |            |               |             |
|------------|---------------|-------------|
| 1. about   | 30. knew      | 59. there   |
| 2. across  | 31. know      | 60. these   |
| 3. after   | 32. last      | 61. think   |
| 4. again   | 33. little    | 62. those   |
| 5. almost  | 34. made      | 63. thought |
| 6. also    | 35. many      | 64. though  |
| 7. because | 36. might     | 65. took    |
| 8. been    | 37. more      | 66. used    |
| 9. before  | 38. much      | 67. very    |
| 10. being  | 39. must      | 68. want    |
| 11. both   | 40. new       | 69. were    |
| 12. but    | 41. next      | 70. what    |
| 13. came   | 42. often     | 71. when    |
| 14. could  | 43. once      | 72. where   |
| 15. does   | 44. other     | 73. while   |
| 16. every  | 45. right     | 74. who     |
| 17. first  | 46. second    | 75. why     |
| 18. from   | 47. seen      | 76. with    |
| 19. goes   | 48. should    | 77. write   |
| 20. gone   | 49. some      | 78. would   |
| 21. good   | 50. something | 79. your    |
| 22. great  | 51. sometimes |             |
| 23. had    | 52. such      |             |
| 24. half   | 53. take      |             |
| 25. have   | 54. than      |             |
| 26. heard  | 55. that      |             |
| 27. here   | 56. their     |             |
| 28. how    | 57. them      |             |
| 29. just   | 58. then      |             |

