

## 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.

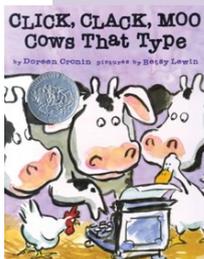


Please can I ask that your child has a NAMED water bottle in school. Water bottles do not need to be expensive purpose-made bottles. An empty plastic bottle is just as effective.

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.

Thank you.

Mr Woods  
Class 2 Teacher



## Literacy

This term we shall be enjoying a comedy tale called 'Click, Clack, Moo – Cows That Type' by Doreen Cronin. With this story we will work through the stages of learning the story and its language structure. Following on from this, we will extend our characterisation work by developing further our dialogue writing, including accurate speech punctuation, extended reporting clauses and the use of verbs and adverbs to give depth to the character speaking.

For the remainder of the term we will be looking at the non-fiction text type of *Recount*. 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. We will then use 'Click, Clack, Moo – Cows That Type' as a basis for our *Recount* writing along with other cross-curricular work.

## 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 will be securing our understanding of how to add the suffixes *-ed* and *-ing* to verbs to change the tense of the sentence. This will include the full range of different spelling patterns at the end of the verb.

Following on from this, we shall be working on apostrophes for contraction followed by singular and plural possession.

## Spelling

Throughout the year we shall spend time looking at the different spelling rules and conventions and integrate these into our literacy work.

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 national curriculum statutory list of words for Year 3&4.

Each of the weekly lists are also 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.

## Maths

During the first few weeks of this term, we will be focussing heavily on developing our skills with time: reading time in both analogue and digital form, 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.



## Science

Our topic this term for science is *Teeth and Eating*.

In this topic we will look at three main aspects:

- Human and animal teeth including the different types of teeth and how an animal's teeth reflects the diet they have
- The digestive system and how an animal extracts the nutrients from the food it eats
- Food chains – how energy is passed from one animal to another as animals (and plants) are eaten by other animals

## History

During the first few weeks of this term, Class 2 and 3 will bring the Maya Civilisation to an end with an independent piece of work showcasing everything they have learned over the spring term. We will then move on to our next History topic: *The Stone Age to the Iron Age*. The children will explore where the Stone Age gets its name; look at the survival of early man; how Skara Brae was discovered and why it was so important in our understanding of the Stone Age. We will also look at the importance of copper mining and how children worked in the mines during the Bronze Age.

## Art/DT

Due to a very busy last term, we have yet to have our Mayan Art/DT day so we plan to have this during our summer term. We are going to incorporate some cooking in to our Maya DT where the children will be making their own Maya hot chocolate and corn tortillas. We will also be using the Maya writing system within our Art Day as the children were so keen to learn about it.

## Computing

This term we shall continue looking at how video can be stored and manipulated digitally. This will include the children editing and enhancing a video recording of their Easter holiday presentations and using the software Movie-Maker to add effects to their video.

In our online safety lessons we will spend time considering how people can 'hide' behind an online identity. For example, an avatar created within an online environment may not fully reflect a person's true identity and intentions.

## RE

This term's topic is entitled: *Whose world is it? How was the world created and why should I care for it today?* This unit of work will enable the children to explore the question of how the world was created and issues around the relationship between humans and the environment. They will have the opportunity to learn about the beliefs of Christians, Jews, Muslims and Hindus as well as exploring scientific views about how the world began. They will focus on how the beliefs that faiths hold may determine how followers relate to, and care for, the natural world. The children will be encouraged to think for themselves about how and why the natural world is important to them and why they should care about what happens to it.



## Music

This half term the children will develop their ability to recognise and use pentatonic scales, and create short melodies and accompaniments. They will experiment with the notes of the scale and play them on a range of pitched instruments, individually and together as a class. The children will use the scale to create simple songs and accompaniments.

## Spanish

¡Hola a todos! (Hello everyone!). I hope you have all had a lovely Easter break

During the first half of this term, children in Y3-Y4 will start a new topic in Spanish: Food. They will learn the name of some traditional Spanish and English food. They will also learn the name of some desserts and drinks. The linguistic focus is on definite 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.**

The focus for this term's unit of work is **Physical Skills**, with a physical focus on Agility: Reaction/Response and Static Balance: Floor work.

The learning goals for this unit are:

- I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.
- I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.
- I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.

## PSHE

For the last term of the school year we will continue with the very important topic of the development of *Positive Mindset*. The children have, across the course of the year, spent time thinking of ways to become 'Superlearners' and we will continue this very important work across the course of the Summer Term.

The message is simple: Learning is life-long; it's not always easy; it requires effort; effort = reward.

This important work should be continued at home. Please look on our website and find the information toolkit co-constructed last term with the whole school entitled 'How to Become A Super-learner'.

