

Class 2 Topic Letter

Summer term 2 - 2023



Mrs Thomsen will be teaching all week.
Mrs Chisholm HLTA will cover teachers' PPA time.



English:

In our English lessons this half term we will be finishing our non-chronological report, then learning to write a

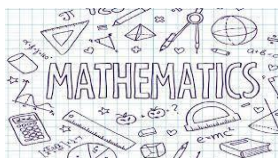
Biography and advert based on our book Libba, written by Laura Viers.

Reading: We will have reading time every day, where the children will be able to quiz on their reading book and to read to Mrs Thomsen. We will choose our 'class book' and through reading this, we will maintain our positive attitudes to reading and understanding of what we have read.

Spelling: We will continue with our spelling homework each week. While in class we will work on spelling strategies to help us.

Grammar: Year 3: Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. **Year 4:** Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. • Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials.

Key vocabulary: noun, verb, adjective, adverb, conjunction, time connective, paragraph, fronted adverbial, comma, full stop, brackets, exclamation mark, question mark, speech marks, heading, subheading, first and third person, past and present tense, fiction, non-fiction, subordinate clause, preposition, constant, vowel, dialogue.



Maths:

This half term we will be continuing our learning about time and then moving onto shape, position and direction and

statistics for year 4.

Year 3: Pupils should be taught to:

- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks, estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight, know the number of seconds in a minute and the number of days in each month, year and leap year, compare durations of events.
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them; recognise angles as a property of shape or a description of a turn; identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle; identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- interpret and present data using bar charts, pictograms and tables; solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Year 4: Pupils should be taught to:

- Read, write and convert time between analogue and digital 12- and 24-hour clocks, solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes; identify acute and obtuse angles and compare and order angles up to two right angles by size; identify lines of symmetry in 2-D shapes presented in different orientations; complete a simple symmetric figure with respect to a specific line of symmetry.
- Describe positions on a 2-D grid as coordinates in the first quadrant; describe movements between positions as translations of a given unit to the left/right and up/down; plot specified points and draw sides to complete a given polygon.

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Key Vocabulary:

analogue, dialogue, minutes, seconds, hours, days, weeks, months, hours, shapes, 2D, 3D, angles, vertical, parallel, perpendicular, data, statistics, bar charts, pictograms, tables.

Computing: In computing this half term, we will be looking at: **Programming B – Events and actions.**

This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.

Key vocabulary for this topic:

Scratch, sprite, program, programming, motion, sound, event blocks, sequence.

KEY QUESTION: Can I programme my sprite?



In R.E: we will do our best to find out the answer to the question:

How and why do people mark the significant events of life?

We will discuss what it means to reach a 'milestone' in life and how different faiths celebrate these. We will compare them to how we celebrate them in our own lives.



Key Vocabulary: Multi faith, Christianity, Hindu, Judaism, events, celebrations.

MFL:

In Spanish and German: Animals.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.

Read carefully and show understanding of words, phrases and simple writing.

Key Question? How do the animals differ in different languages?

Key vocabulary:



In Art this half term we will be researching and learning about the artist Henry Rousseau and linking this to our Geography topic. We will also create our own art work in the style of Rousseau.

Key vocabulary: sketch, draw, colours, tools, materials, shading, Henri Rousseau, layering, observational, sketch books

Key Question: Who was Henry Rousseau?

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<p>In Science, we are becoming scientists and learning all about Living things and their habitats. By the end of the term we will be able to:</p> <ul style="list-style-type: none"> Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups. Recognise that environments can change throughout the year and that this can sometimes pose dangers to living things. <p>Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Note: Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.</p> <p>General scientific vocabulary: Investigate, Measure, Changes, Prove, Observe, Predict, Simple Tests, Identify, Classify, Groups, Gathering/Recording Data, Equipment, Questioning, experiment.</p> <p>Key vocabulary: algae , amphibians ,birds ,fish ,fungi ,mammals ,micro-organism ,reptiles ,species ,vertebrate / invertebrate</p> <p>Key Questions: What are the seven life processes? How can we sort and group animals? What are vertebrate animals? Which living things can be found in the local area? What is a classification key? How is our environment changing?</p>	
<p>In Geography this half term: We will become Geographers and learn all about Rainforests. During the unit we will:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of South America. (Brazil) Human geography including: types of settlement and land use. Economic activity including trade links and the distribution of natural resources. Understand what a rainforest is Know where rainforests can be found Locate countries on a world map Know where the Equator is Northern and Southern Hemisphere Where the Tropics of Cancer and Capricorn are Know that climate zones as part of knowledge of the Equator and Tropics and climate of rainforests Know about the layers of the rainforest Know about biomes including the different types of rainforest Know and name animals that live in the rainforest - be able to recall animals Understand why rainforests are under threat <p>Key Vocabulary: Forest floor, Canopy, Emergent layer, Deforestation , Sustainability, tropical, rainforest, South America, Brazil, Equator, Amazon, Climate, Tropic of Cancer, rainfall</p> <p>Key Questions: Where are the rainforests of the world? Why are rainforests under threat?</p>	

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In Music this term Year 3 and 4 will be continuing to take part in the First Access Music Project and will continue to learn to play the violin.



Key vocabulary: violin, bow, strings, wax, pitch, tempo, duration, group, individual.

Key Questions: Can I play in a group?

In P.E:

Our PE this year will take place every **TUESDAY** afternoon. We will start with our Swimming lessons at Willoburn Leisure centre. Those not swimming will be having Badminton lesson in the Willoburn Sports hall.

We will then travel back to school where we will have a carousel of sports for the rest of the afternoon. Mrs Athey, Mrs Chisholm and Mrs Morris will be teaching rounders', Athletics and Kwik Cricket.

In RHSE/ PSHE we will be looking at: Living in the wider world.

Shared responsibilities -

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

Key vocabulary: self-assured, thoughtful, aspiration, goal, authority, co-operation, compromise.

Key Question? How can I contribute to my community and the wider world?

Reminders:

- Please can your child continue to come into school wearing their PE kit every TUESDAY.
- Please remember to bring a warm, waterproof coat to school every day.
- Please remember to bring a change of shoes for playtimes - each day.

Homework:

- Reading - Please hear your child read for 30 minutes each night and record this in their reading record.
- Spellings - Each week your child will be given a spelling pattern to research and to learn. We will be encouraging the children to research the spelling pattern and find new words with the pattern and bring them in to add to our spelling wall which will be added to throughout the week. There will be a formal spelling test every Monday but we also expect learnt spellings to be used in the children's work throughout the week. We would also like your child to develop their spelling fluency by regularly going on Sumdog Spellings.
- Maths - Our maths homework is paper based and we use the CGP Maths Books. Work will be set each Friday to be handed in the following Friday. In Year 3 and 4 we place great importance on learning x tables so there will be tables set to learn each week and this will be informally tested throughout the week during lessons and during the formal test once a week on a Friday.