

Class 2 Topic Letter - Summer Term 1 2026

Class Teacher – Mrs Fortescue

Supported by Mrs Chisholm, Miss Forrest and Mrs Coxon

Welcome back to school. We hope that you have all had a good Easter break. This topic letter outlines our learning opportunities over the next half term.

English

This half term we will be learning about and writing the following genre,

- **Playscripts** - Text(s) used will be: Counting on Katherine by Helaine Becker
- **Poetry** - Text(s) used will be: Crazy Hair by Neil Gaiman

We will begin the half term by spending the first week back focussing on punctuation and grammar. We will also continue to improve spelling by using the Spelling Shed assignments as well as the CGP homework books. The children also take part in daily handwriting lessons. **In addition it is important to hear your child read at home and discuss what they read as this will support their understanding of the text, a skill which is very important across all areas of the curriculum.**

Maths

This half term we will be learning about:-

Mass and capacity - it would be helpful to help your child to notice measures of grams, kilograms, millilitres and litres on packaging at home for example on cereal packages at breakfast or even use the scales at the supermarket for loose fruit and veg.

Fractions - this will be a recap on skills learned already

Telling the time - both analogue and digital time and 12 and 24 hour clock. It is always very helpful if you can support your child in this learning by asking them to tell you the time or ask questions such as what time will it be in 20 minutes?

By the end of year 4 all children are expected to know all of the times tables up to 12 x 12 and in June there is a formal assessment of this where they have about 30 seconds to answer each question. We will be working on this in school. However, using TTRS and learning a set times table per week is an important part of your child's homework.

Geography - Sustainability

The main objective of this topic is for the children to understand through the use of a number of examples what sustainability entails and how they might approach applying those principles to their own lives. It is important for young geographers to grasp that sustainability is not just confined to how we interact with the environment. It also has equal relevance to many aspects of their life, especially in the context of personal and social wellbeing. We will explore the following questions.

What does being sustainable actually mean?

How can we help make our school more sustainable?

Why are we seeing more wind and solar farms in the countryside?

How is sustainable development helping the lapwing out of the red?

P.E -

Swimming - The children will have an early lunch on a Tuesday and leave for Willowburn leisure centre at 12 noon. We will arrive back at school by 2pm.




Cricket - Tom Vickers will be leading our cricket lessons on a Wednesday afternoon and he will be

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<p>How are solar cookers helping Sunita and her family live more sustainably?</p>	<p>supported in this by Mrs Fortescue and Miss Forrest</p>
<p>Science - Soil (continued) This unit of work will help the children to:</p> <ul style="list-style-type: none"> ● Recognise that soils are made from rocks and organic matter. ● Explore different kinds of soils, including those in the local environment.. ● Investigate different soils and identify similarities and differences between them and observe what happens when rocks are rubbed together or what changes occur when they are in water. ● Raise and answer questions about the way soils are formed. ● Understand how to look after soil and its importance in food production both locally and globally. <p><u>Key Vocabulary:</u> Soil, topsoil, subsoil, texture, structure, nutrients, erosion, weathering, decomposition, minerals, organic matter, micro-organisms, sand, silt, clay, bedrock, peat, loam</p>	<p>For R.E, we use the Northumberland County Council Agreed Syllabus for Religious Education and this half term we will be looking at the following question:</p> <p>For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>This will include finding out what Pentecost is, what Christians think about Pentecost and how it informs some Christian’s beliefs. The children will make links with previous learning and look at art work depicting Pentecost. We may also create a display for the worship table in the hall</p> 
<p>Art - Prehistoric art</p> <p>This unit explores prehistoric art, recreating the style of cave artists using charcoal and natural pigments. Pupils experiment with colour mixing, and creating large-scale artworks, enhancing both artistic skills and historical knowledge. This will lead us into the next half term's history topic 'stone age to Iron age'.</p> <p>Charcoal, composition, negative image, pigment, positive image, prehistoric, proportion, scaled up, Sketch, smudging, texture, tone</p>	<p>MFL - French - En Classe</p> <p>By the end of this unit the children will have the knowledge and skills to present both orally and in written form what they have and do not have in their pencil cases and/or school bag in French. Mrs Chisholm will be teaching French this half term.</p> <p>Un livre, un cahier, un crayon, un stylo, un taille-crayon, un bâton de colle, une règle, une calculatrice, une trousse, une gomme, un sac à dos, des ciseaux</p>

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Music - Ballads (continued)

In this unit of work we will learn to

- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.

Key Vocabulary

Ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarise, tune, verse, vocabulary, volume

Computing - Systems and networks (1)

Through this unit we will learn to

- Recognise that a network is two or more devices connected and its purpose.
- Identify key components that make up the school's network.
- Explain the difference between wired and wireless connections.
- Recognise that files are saved on a server.
- Understand the role of the server in a network when requesting a website.
- Identify parts of a website's journey to reach your computer.
- Recognise that routers connect to send information.
- Understand that data is broken into packets.

Key Vocabulary

Device, file, internet, network switch, packet data, router, server, the cloud, user, wi-fi, wired, wireless, wireless access point

PSHE -

We will be looking at friendships and understanding feelings in PSHE.
Following this we will begin to recap the habitats and changes in conditions within our school environment. The children will then choose some aspects of 'helping nature' from the 'Wild Challenge' for schools on the RSPB website. This will involve the children in carrying out shared responsibilities for protecting the environment and how everyday choices can affect the environment (e.g. reducing, reusing, recycling and food choices)
The children will also be able to make links with their learning in science and is also linked with our open afternoon on Friday 24th April.

Class Information

- P.E day - Wednesday
- Swimming (Tuesday)
- Homework will be given out on a Friday and should be returned the following Friday. Homework should be completed in pencil and should be neatly presented.
- Please read with your child regularly and record this in their reading record.
- Friday 24th April - Open afternoon