

# Class 2

## Summer 2

### Learning Letter

Dear parents and carers,

Welcome back! This, is a letter for all things related to Class 2, including key information about homework and our curriculum.

If you have any questions, please do not hesitate to ask or email [e.sidley@rbk.n-yorks.sch.uk](mailto:e.sidley@rbk.n-yorks.sch.uk)

Yours sincerely,

Mrs Sidley

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#### Day to day routine

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>PE</u></p> <p>Full PE kit must be in school.</p>			<p><u>PE</u></p> <p>Full PE kit must be in school.</p>	<p><u>Celebration Assembly</u></p> <p>Every 3 weeks, please check the newsletter for dates.</p>



Children should bring bottles with water or diluted juice in daily to keep hydrated. Please ensure that all pencil cases are restocked ready for the start of term.



**Homework – Given on a Friday needs to be handed in no later than the following Thursday.**

We are expecting that children complete the following homework each week:

**Reading and Math's:** The children will have a reading and math's activity worksheet or an activity assigned to them on the 'Learning by Question' platform. The children's logins for this are in their homework book.

**Reading – At least 15 minutes Daily**

Reading every day and written in children's reading record. This can be a coloured banded book or a reading for pleasure book from home.

Below, there is additional topic-based homework that can be completed over the half term to deepen and extend knowledge learnt in school. This needs to be handed in via homework books or emailed to class teachers by **Monday 13<sup>th</sup> July.**

## Additional Homework Task

### French

Plan a Holiday to France

Pretend you are going on holiday to France.

Create a holiday poster or leaflet including:

Where you are going

How you will travel

What you will pack

Activities you will do

The weather

Try to include French vocabulary and phrases.

### Homework ideas...

### Geography task

Design a Desert Survival Kit

Imagine you are travelling across a desert.

Draw and label 6–10 items you would pack and explain:

Why each item is important

How it would help you survive?

### D.T

#### **Family Recipe Challenge**

Ask a family member to teach you a favourite recipe.

Find out:

Where the recipe comes from

Ingredients needed

Steps to make it

You could present it as a recipe card.

### R.E – Year 3,4,5 & 6

#### **‘What does it mean to be a Hindu in Britain today?’**

The children will describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.

### PSHE

#### **Safety and the changing body**

The children in **Year 5/6** will learn to understand some ways to check that a news story is real. Understand how they should behave online and the impact negativity can have. Ensure the safety of themselves and others. Conduct a primary survey and seek medical help. Accurately name all the relevant parts of the body. Understand the changes their own gender will go through during puberty. List the range of changes they will go through during puberty.

The children in **Year 3/4** will learn end an email which describes some of the best ways to avoid being tricked by fake emails. Understand the reasons for legal age restrictions. Demonstrate an understanding of how search engines work and whether information is useful. Understand some of the risks of smoking and some of the benefits of being a non-smoker. Identify a casualty who is having an asthma attack. Understand choices that they can make and those that are made for them. Understand it is most important to ensure the safety of myself and others when faced with an emergency situation. Explain rules for keeping safe near roads.

### Math's

The children in **Year 5/6** will be exploring Position and Direction, Statistics and Converting Units. The children in **Year 3/4** are exploring Money, Statistics and shape

### P.E – Year 3,4,5 &6

#### **Leadership**

This unit develops children's understanding of what it means to be an effective Play Leader and how to communicate clearly in different ways. Children will explore the STEP principle to adapt activities and ensure inclusion for all participants

### Computing – Year 3,4,5 &6

#### **Quizzing**

The children will create a picture-based quiz for young children. Learn how to use the question types within 2Quiz. Explore the grammar quizzes. Make a quiz that requires the player to search a database. Develop skills in creating surveys and questionnaires and use a survey to gain information

## **Class Curriculum Overview**

### Science

#### **Year 5/6 Making connections – how reflective are space blankets?**

The children will recall key knowledge from previous units. Apply knowledge in new contexts. When working scientifically, pupils who are secure will be able to: Carry out a full scientific enquiry.

#### **Year 3/4 Making Connections – how does food affect muscle fatigue?**

The children will recall key knowledge from previous units and apply knowledge in new contexts.

### Music – Year 3,4,5 & 6

#### **Songs of World War 2**

The children will learn to use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time and recall the counter-melody line.

### D.T – Year 3,4,5 & 6

#### **Cooking and Nutrition – Come Dine with me!**

The children will find a suitable recipe for their course. Record the relevant ingredients and equipment needed. Follow a recipe, including using the correct quantities of each ingredient. Write a recipe, explaining the process taken and explain where certain key foods come from before they appear on the supermarket shelf.

### French – Year 3,4,5 & 6

#### **Planning a French holiday**

The children will learn to read and understand a simple story. Identify use of present and future tenses in reading and listening. Know how to form the near future tense. Speak in sentences, integrate familiar language into a new context, create a written paragraph including present and future tenses and use a bilingual dictionary confidently.

### Geography– Year 3,4,5 & 6

#### **Would you like to live in a desert?**

The children will summarise the characteristics of a desert biome, locate and explore features of a desert. Describe the physical features of a desert environment. Explain the different ways humans can use deserts. Describe some of the threats of deserts environments and explore the similarities and differences between two physical environments.