



LKS2 Summer Term 2 2021

Topic Overview

This half term we will be introducing the children to the **Extreme Weather Volcanoes**. We will be learning to understand key aspects of physical geography in the context of volcanoes, explain how volcanoes are formed, explore what happens when a volcano erupts. We will visit several well known volcanoes and look into the history of the famous eruption of Mount Vesuvius which caused the disruption of Pompeii in our English lessons based on our focus text '**Escape from Pompeii**'.

Subject Focus

Geography

Programmes of Study

English

Our VIPERS focus text this term will be '**Bad Nana**' by Sophy Henn. We will continue to develop the children's vocabulary, inference, prediction, explanation and summarising skills but our main focus will be to refine these skills before the end of the Summer term. Other texts we will be using this term will be closely linked to our topic on Volcanoes such as the beautifully illustrated '**Escape from Pompeii**'. By the end of the term, children will have written a **setting description**, a **recount diary entry** based on the eruption of Mount Vesuvius and the destruction of the city of Pompeii. We will link our English this term closely with our topic with children having the opportunity to write a **persuasive letter** for or against living near a volcano.

Spelling and Grammar:

Year 3:

- Form nouns in writing using a range of prefixes e.g. super-, anti-, auto-.
- Begin to use nouns or pronouns appropriately for clarity, cohesion and to avoid repetition.
- Use a pattern of three for description and expand as appropriate e.g. he was very old, totally bald and really smiley.
- Adapt the chosen form to the audience.
- Expand a range of vocabulary to use interesting and varied word choices, including words and phrases appropriate to their spelling ability e.g. newly learnt subject specific vocabulary.
- Experiment with a greater range of simple adverbials, including some fronted adverbials e.g. As the sun was setting.
- We will focus on the confidence and competency with all of the above, applying to a range of writing genres, across the curriculum this term.

Year 4:

- Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did, instead of I done.
- Can write in a lively and coherent style.
- Can advise assertively, although not confrontationally, in factual writing.
- Use an increasing range of sentence structures for effect e.g. a series of short sentences to increase pace.
- Understand the following terminology: determiner.
- Continue to extend the range of sentences with more than one clause, by using a wider range of conjunctions.
- We will focus on the confidence and competency with all of the above, applying to a range of writing genres, across the curriculum this term.

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| Maths | <p>In Maths, children will continue to be taught the skills following the Ready to Progress Criteria and prioritise areas which need to be revisited as highlighted by assessments completed last term.</p> <p>We will be continuing to put a large push on time tables and reasoning this term.</p> |
| Geography | <p>Physical geography:</p> <ul style="list-style-type: none"> ● Describe and understand key aspects of physical geography in the context of volcanoes, explain how volcanoes are formed, explore what happens when a volcano erupts. <p>Place knowledge:</p> <ul style="list-style-type: none"> ● - explore why people live in volcanic areas and what the various benefits of this can be for people, such as fertile soil and mining opportunities. ● -compare a volcanic area to a non-volcanic area. |
| DT | <p>Design a fabric volcano picture.</p> <p>Use running stitch & cross stitch to create a simple volcano cross stitch. Children will sew second layers onto the blue background, then either sew or glue upper layers on top so it must be simple.</p> <p>-Create paper/card templates, mark and cut out pieces of fabric. -pin templates on to the background piece of material and sew. -Attach final layer (lava) using glue or by sewing. -If time- create a frame for your picture, or attach it to a card in order to hang it.</p> |
| Science | <p>Animals including humans</p> <ul style="list-style-type: none"> ● To explain how living things obtain food. ● To understand what is meant by a balanced diet and state why animals, including humans, need the right type of nutrients that they cannot make their own food. They get nutrition from what they eat. ● To identify and explain the three main functions of a skeleton. ● To identify and name bones. ● To sort animals based on their skeletons. |
| Music | <ul style="list-style-type: none"> ● We will be continuing to use Charanga. |
| PE | <ul style="list-style-type: none"> ● The children will be looking at developing their Athletics skills and the skills needed for Rounders. |
| Computing | <ul style="list-style-type: none"> ● Children will be learning events and action with the use of the programming software Scratch. Children begin by moving a sprite in four directions (up, down, left, and right). They 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. The children 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. |
| PSHE/RSE | <ul style="list-style-type: none"> ● We are going to follow the 'Growing up with Yasmine and Tom' which is an online resource to help our scholl deliver sex and relationships education (SRE) as part of personal, social, health and economic (PSHE) education programme. It has been produced by the charity FPA. It is designed to be an age-appropriate, fun, interactive way for your child to learn about their body (including growing up/puberty), life cycles, feelings, relationships, gender stereotypes and keeping safe (including keeping safe online). |
| Spirituality | <ul style="list-style-type: none"> ● This term's focus will be on prayer with the key question - Does prayer change things? |

Curriculum Enrichment



Home Learning



To be confirmed...

Reading:

10 minutes of reading each day should be completed. Please send a copy/ picture of your child's reading record to their class teacher in order for them to receive dojos.

Homework

- Spellings
- PurpleMash

Reminders



PE lessons have changed for this term due to **Swimming** for Year 4 on **Wednesdays**.

PE Days:

Macaw- Monday and Wednesday (swimming)

Flamingo- Monday and Thursday.

Hummingbirds- Monday and Wednesday (swimming)

Water bottles are welcomed in the classroom. **These should only contain water and must be labelled.** Children will bring these home daily.

Please, bring back children's home books to be changed regularly. New books will only be issued to your child once the old ones have been returned. Please, have a good look at home!

What can you do at home?

- Reading regularly at home with your child is of crucial importance. This can be listening to them read but also reading to them.
- Children need to be practising their times tables daily. By the end of Year 4, there is an expectation that the children should know all their timetables facts.
- Children need to log on to TTRockstars and practice their assigned Times Tables.
- Spellings are sent out on a Friday and children will be tested on the following Friday.
- Practicing reading and the spelling of the Year 3 and 4 Common Exception Words at home.

Diary Dates



2nd July 2021- Virtual experience with Puffin book illustrator Jen Carney.

6th July 2021 – Transition day

8th July 2021 – Sports day (Weather permitting)

22nd July 2021 – Last day of term

