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## **Class Two - HOME SCHOOL LINK LEARNING OVERVIEW**

### **Summer Term 2019**

Class 2 have chosen the topic of 'Rainforests' for this term. This will be a busy term, with a short first half of term, KS1 SATs, Year 1 Phonics Screening and a summer performance to rehearse! Class 2 are always up for a challenge though! Full coverage of the statutory curriculum is ensured through careful planning and monitoring.

#### **English**

To fit in with our Rainforest topic, Class 2 will start the term off by writing letters to the animal agony aunt, Dr K Fisher. We will also look at a wide range of fables, including Rosen's version of Aesop's Fables, children will write their own fables and try them out on a live audience. We will become poets and children will explore how simile and metaphor can be used to create powerful images, through reading and discussing poems. We will be writing non-fiction texts during topic time and take a look at the structure of script writing whilst rehearsing for the summer performance.

**How to help:** If any children have books at home which include a moral that they would like to share with the class, please send them in! Go to the library to find fables, fiction, poetry books or non-fiction books about rainforests. Can your child recite a favourite poem for the class? Please try to keep reading to and listening to your child read regularly (at least 3 times per week please) – Karate reading continues! Weekly spellings based on Spelling Shed (Year 2,3) or phonic sounds (Year 1) will be sent home in your child's homework book and will be tested each Monday. Please try to practice these at home as it really makes a difference!

#### **Maths**

In maths this term we will focus on multiplication and division, finding the most efficient methods to multiply or divide, including formal written methods (Year 3). We will further develop our knowledge of shape, space and measures as well as data handling and addition & subtraction. Place Value (understanding the value that a number has depending on its position within a number, for example, the '3' in the number 535 has a value of 30, which is equal to 3 tens, which is equal to 30 ones) will be reinforced throughout the term.

**How to help:** Having a sound knowledge of place value is key in maths. Ask your child what the value of a digit is in a number. Number spot when you are out and about. Continue to work on identifying and ordering numbers 0-100 and securing knowledge with number bonds to 5, 10, 20, 100. Count stairs as you walk up and down, asking what one more or one less stair would equal. Use sweets or Lego blocks to make groups. Which group has more? Which group has less? Are the groups equal? How do you know? How could we sort them? Please ensure that your child knows the difference between 'teen (eg. 18) and 'ty (eg. 80). Practise recognising and writing numbers as words too. Ask questions such as, 'If I start on 0 and count on in fives will I say the number 55?', 'If I start on 4 and count on in twos will I say the number 17?', 'If I start at 10 and count on in tens will I say 100?' Continue to practice days of the week and months of the year as well as telling the time using both analogue and digital clocks. If possible let them use money so that they can consolidate their knowledge of the value of different notes and coins, and ask them to write amounts using £ and p. Give problems such as, 'Show 19p using only 2p, 5p and 10p coins. Find three different ways to do it. Make up 'number stories' with your child, for example, 'There were 35 sheep in the field. 15 sheep escaped. How many sheep were left in the field?'

Weekly maths homework will be sent home in homework books.

#### **Physical Education**

The children will receive weekly lessons of cricket with Brendan Worth on Tuesdays, as well as an additional PE lesson on Wednesdays with Arena.

**How to help:** Please ensure children have PE kits, including appropriate footwear, and water bottles in school every day.

**Please ensure ALL items of clothing are clearly named.**

If your child participates in any sporting events outside of school and has achieved a medal or certificate, we would love to hear about it!

## **Rainforests**

This engaging topic will introduce children to rainforests around the world. They will learn what they are, where they are, what they contain and who lives there! Along the way they will develop their skills by creating reports, creating their own rainforests, and becoming David Attenborough!

### **Science – Plants/Animals**

Children will learn about the four main layers of a rainforest. They will find out about the plants and the creatures that grow in the different layers and how they are adapted to live there. They will explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. They will recognise that living things can be grouped in a variety of ways and identify how animals and plants are adapted to suit their environment in different ways. By looking at deforestation, children will also recognise that environments can change and that this can sometimes pose dangers to living things.

### **Geography**

Children will locate vegetation belts around the world and identify the position and significance of latitude, longitude, and the Equator. They will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They will locate the world's continents and countries concentrating on their environmental regions, key physical characteristics and create a 3D map of a rainforest. By thinking about life in a rainforest, children will understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food. They will also explore the effect humans can have on their environment.

### **DT/Art & Design**

Children will design, make and evaluate a 3D model of a rainforest. Children will look at the artwork of Henri Rousseau and develop their art techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

### **Music**

Children will create a class piece by thinking about the sounds of the rainforest. They will produce creative work, exploring their ideas and recording their experiences.

### **In addition:**

Throughout each topic, the children will be having Computing, Spanish, Guided Reading, PSHE and RE lessons also.

### **Notes for Parents:**

Weekly spellings: As well as practicing spelling these words/sounds, it would be great if you could help your child to spot them in any books they read or have read to them as it helps to develop fluency and will help them when they come to write them independently in their own writing.

Weekly maths: Please record any maths done in home learning books.

**Home Learning menu:** Activities on the Home Learning Menu are optional but it's great to reinforce the home/school learning link by encouraging your child to complete some of these fun activities. Please encourage your child to be as independent with their Home Learning Menu tasks as possible. Maths, Spelling and Reading Home Learning is required.

**Home Learning books will be collected each Monday and returned each Tuesday. Please ensure your child has their Home Learning book in their bookbag every Monday so home learning can be marked. Please ensure Reading Record books are in book bags every day.**

If you have any knowledge or expertise in anything related to our topics and would like to contribute by sharing your skills with the class, please let us know. Thank you to parents for all your support and encouraging such fantastic learning! If you have any questions, please do not hesitate to come and speak with me.

**Please note that morning snack is only provided for KS1 children. Children in Year 3 may bring in their own healthy snack for play time. We also encourage you to put water rather than juice in your child's bottle, as then it can be refilled as required.**

*Mrs Thunming*