

# Leavening Community Primary School

## Oak Trees Curriculum Newsletter Summer Term 2 2025



Hello families,

Welcome back to the final term of the year! As always, we have lots of exciting learning opportunities coming up and some great experiences. Keep up to date with our fortnightly newsletter. Our topic this term is “**Identity**”, with a focus on diversity and celebrating uniqueness.

At the end of the term we will be saying goodbye to our year 6 class of 2025 and welcome our new year 3s into Oak Tree class during transition week. Year 6 – make the most of your final term at primary school!

We also have the school play to look forward to, called Pantastic, on the 4<sup>th</sup> of July. Costume lists will be sent out in the first week. Please let myself or other staff members know if you need a hand with costuming.

PE will remain on a Friday afternoon – keep coming into school with the appropriate kit. Forest school will be returning this term and will take place on a Wednesday afternoon. Long sleeves and long trousers are a must to protect your child in the forest.

Sun safety – summer hats and suncream are important!

Spellings remain on a Monday, continuing to use Ed Shed for home and in school practise. Times tables learning is essential for mathematic confidence – try [timestables.co.uk](https://www.timestables.co.uk) for some support at home!

Homework grids will be attached at the bottom of this letter – have a go at some low pressure, creative projects to help connect your children’s learning between school and home!

I look forward to seeing you soon!

Miss Templeman

## **English:**

We will be looking at writing holiday brochures and rounding up our persuasion skills – linking to our geography topic of Europe.

We will look at letter writing/post card sending.

We will also explore poetry through our guided reading with a focus on similes and metaphors.

## **Maths:**

Year 3/4 :

- Shape
- Position and direction
- Statistics

Year 5/6:

- Statistics/data presentation
- Position and direction
- Shape

## **Science:**

This term in science, we are exploring forces and learning how they impact the world around us. We will find out the main forces that support our world and test them out in some experiments. We will test out Newtons laws and see practical uses of forces in the wider world – such as engineer careers.

## **Geography:**

This term in Geography, we are exploring Europe! We'll begin by locating European countries on a map and learning about some of their capital cities, rivers, and mountain ranges. We'll then look at how the climate and landscape in different regions affect how people live, from farming and transport to food and tourism. We'll also explore cultural traditions, languages, and how countries work together in the European Union. By the end of the term, children will be able to compare different parts of Europe and explain how geography shapes everyday life.

## **PE:**

In PE we will be learning tennis. This Tennis unit will build on some of the skills visited previously, as well as introducing a variety of new skills and techniques associated with tennis. In this unit, children will further develop their striking and hitting skills by learning how to hit different groundstrokes. Children will be introduced to the overhead tennis serve, where they will use this in conjunction with developing a volley shot. They will gain experience in a match environment by competing in a variety of tennis mini-games, applying the skills they have learnt while developing an understanding of the rules and scoring in tennis. The unit will be rounded off with the children evaluating their own performance and identifying areas where they can improve.

## **PSHE:**

In PHSE we will be exploring ' Changing Me'

### Year 3 and 4

Being unique

Confidence in change

Accepting change

Preparing for transition

Environmental change

### Year 5 and 6

Self- and body image

Influence of online and media on body image

Growing responsibility

Coping with change

Preparing for transition

\*In addition please refer to the letter sent on Thursday 15th May with regards to the coverage of the sex and relationship education curriculum.

## **RE:**

In Years 3 and 4, children will explore the question "Why do people pray?" by learning about prayer. They will discuss how prayer can offer comfort, guidance, and connection to the divine. Through comparing how different religions pray, children will reflect on shared ideas and unique practices, deepening their understanding of how and why people express their faith through prayer.

In Years 5 and 6, children will explore the question "If God is everywhere, why go to a place of worship?" They will investigate the significance of places of worship in Christianity, Hinduism, and Judaism, and consider why these spaces are important to believers. Through this enquiry, they will learn how sacred places help to build a sense of community, identity, and belonging, even for those who believe God is present everywhere.

## **DT/Art:**

We will be exploring wallpaper printing and pattern making to design backgrounds.

We will also do some sewing and fabric joining to turn old fabrics into something new.

### **Computing:**

Year 3 and 4 will be exploring presenting information in a round up of the skills they have developed over the year. They will be linking this learning to their RE topic.

Year 5 and 6 will be presenting data through the use of spreadsheets and learning how to apply different commands to create different ways of showing information.

### **French:**

As French linguists we will be learning to talk about our hobbies in French. We will be expressing what we enjoy doing and explaining what days of the week we do the activities. We will practise recognising what hobbies other people do as well. A variety of activities will develop our speaking, listening, reading and writing skills.

### **Music:**

As musicians we will be preparing the songs for the Summer production: Pantastic! We will be developing our ability to sing in harmony and express the lyrics of a variety of songs. Some of us will be building our confidence in readiness to perform solo numbers.

## Homework

My expectation is for you to attempt at least one of each row of homework across the term. On Tuesday the 20<sup>th</sup> of May, we will complete our homework sharing session where we will celebrate all our achievements together!

Dojo homework acknowledgement:

1 Piece = 2 Dojos

4 Pieces = 8 Dojos

7 Pieces = 16 Dojos

2 Pieces = 4 Dojos

5 pieces = 10 Dojos

8 Pieces = 19 Dojos

3 Pieces = 6 Dojos

6 Piece = 13 Dojos

9 Pieces = 25 Dojos

<p><u>Dream holiday destination</u> Write/record/tell us about your dream holiday destination. Why do you want to go there? What would you do? What is the weather like?</p>	<p><u>Letter</u> Write and send a letter to anyone!</p>	<p><u>Similes and metaphors</u> Can you use similes and metaphors to write a poem describing something. Don't include the name of the thing and we will play guess what in homework celebration!</p>
<p><u>Forces in action</u> Can you take a picture/draw a picture of forces in action at home or outside! Caption your picture explaining what force you see!</p>	<p><u>European landmark model</u> Build/make/design/draw/create a model of a famous European landmark. Think about why that place is important!</p>	<p><u>European food</u> Research a classic European dish! Could you try and make it? Could you draw it? Write a recipe?</p>
<p><u>Weather report</u> Can you act out/video/talk about the weather in a European city. Use real data and present it however you like!</p>	<p><u>PE</u> Tennis Dribbling Practise your control and movement with a racket and ball in hand. Find an open space and set out two markers about 3-4 metres apart. Beginning behind one marker, place a tennis ball on to your racket and roll the tennis ball around the rim, while walking towards the other marker. When you reach it, turn around and walk back to the start.</p>	<p><u>Computing/Maths</u> Create a data set – interview your family/friends about a topic. What do you notice about the data.  For example – What is your favourite ice cream flavour?  What information can you gather and find out?</p>

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Look and learn beyond the classroom | Have high aspirations and fulfil our potential  
Care, share and belong | Lead, teach and learn with passion

