

Leavening Community Primary School

Oak Trees Curriculum Newsletter

Spring Term 2 2026



Welcome back Oak Tree families!

We are back and into the swing of a very short half term (5 Weeks!). This term is our new whole school topic 'It's a wonderful world'. This will be launched by a special visit on **Friday the 27th of February** from a certain robot dog! We will be participating in a workshop about the change in technology and development of AI.

Rock steady remains on a **Tuesday** for those who participate. **Forest school** will also be on a **Tuesday** this term!

Violins continue to be on a **Monday** and **PE** on a **Friday**! Our sports tournaments continue as follows. This term we have one tournament on the **11th of March – year 5 and 6 football tournament**.

15th Apr	Y5/6	League 2	Basketball, Handball, Netball
29th Apr	Y5/6	All schools	Quick Rounders & Cross Country
3rd June	Y3/4	League 2	Basketball, Handball, Netball
1st July	Y5/6	All schools	Olympics
15th July	KS1	League 2	Mixed Sports

Spellings will be continuing on a **Wednesday**. Please try and encourage ed shed use at home!

Make sure to sign up to a parents evening slot and keep checking the newsletters for dates and updates!

As always, the homework grid is attached to the bottom of this newsletter. This homework is designed to encourage family talk linking to school and to give children a prompt to get creative at home! We always celebrate our homework and this terms celebration date is **Monday 23rd March**.

Thanks for your support,

From Miss T and Team Oak Trees!

English:

In English writing lessons this term we will be looking at writing instructions with a difference. We will be exploring how we can help advise someone on being mentally tough and using strategies to perseverer and keep trying new things. We will be starting this topic by discovering the structure of an instructional text by following a step-by-step guided to making a paper boat.

We will be reading the book “Journey to the River Sea” by Eva Ibbotson. This lovely book links to our class geography topic (Exploring and comparing North and South America). We will also be continuing our 60 second reads in guided reading and year 6 will completing some stamina SATs practise!

Maths:

Year 5 and 6 will be moving on from our fractions topic to looking at decimals and percentages, alongside daily SATs arithmetic practice.

Year 3 and 4 will be continuing fractions and moving onto time next!

Year 4s will also be continuing to focus their timestable practise – check out timestables.co.uk for some fun ways to learn your timestables!

Science:

This term, Year 3/4 will be developing their understanding of living things and their habitats. Children will learn that living things can be grouped in different ways and will explore how scientists use classification and identification keys to help name and sort plants and animals in both the local area and wider environment.

They will also investigate how environments can change over time and discuss how these changes can sometimes pose dangers to living things. Through hands-on activities, pupils will practise using and creating their own identification keys, building important skills in observation, comparison and scientific enquiry.

This term, Year 5/6 will be learning about key figures in biology, including Carl Linnaeus, who developed the system scientists use to name and classify living things. Pupils will also explore the work of other famous biologists such as Charles Darwin, Jane Goodall, and David Attenborough.

Children will learn how these scientists’ discoveries have shaped our understanding of classification, evolution, and conservation, and will consider why studying and protecting living things is so important today. Through research and discussion, pupils will develop their scientific vocabulary and enquiry skills.

Geography:

This term in Geography, pupils will be comparing and discovering North America and South America. Children will explore where these continents are in the world, key countries and cities, physical features (such as mountains and rivers), and different climates and biomes.

They will also compare human and physical geography, looking at how people live in different environments and how location, climate and resources influence daily life. Map skills will be developed through the use of atlases, globes and digital maps.

Computing:

Year 3/4 will be learning about data logging, using digital devices to collect information (such as temperature, light or sound levels) and then interpreting the results. They will practise asking scientific questions, recording data accurately, and spotting patterns in what they find.

Year 5/6 will be developing their skills with spreadsheets, learning how to organise data into tables, use formulas to calculate totals and averages, and present information clearly using charts and graphs. These skills will link closely with their work in maths and science, helping them analyse and explain real data.

PSHE:

KS2

In Personal, Social, Health Education (PSHE) we will be learning about 'Healthy Me'. In Years 3 and 4 our pupils will be exploring:

- Exercise
- Fitness challenges
- Food labelling and healthy swaps
- Attitudes towards drugs
- Keeping safe and why it's important
- online and off line scenarios
- Respect for myself and others
- Healthy and safe choices

In Years 5 and 6 our pupils will be exploring:

- Smoking, including vaping
- Alcohol
- Alcohol and anti-social behaviour
- Emergency aid
- Body image
- Relationships with food
- Healthy choices
- Motivation and behaviour

RE:

Year 3 and 4

In RE, children in Years 3 and 4 will explore how family life and festivals show what matters to Jewish people. They will learn about key Jewish beliefs and how these are reflected in daily life, family traditions and special celebrations. Children will study important festivals such as Shabbat, Passover and Hanukkah, understanding how these help Jewish people remember their history, show gratitude and strengthen family and community bonds. Pupils will be encouraged to reflect on the importance of family, belonging, tradition and values, making links to their own experiences and our Together We Can ethos of respect, understanding and community.

Year 5 and 6

In RE, children in Years 5 and 6 will explore whether beliefs are best expressed through arts and architecture or through charity and generosity, focusing on Christian, Muslim and non-religious (including Humanist) perspectives. Pupils will learn how Christians and Muslims may express their beliefs through places of worship, religious art and design, as well as through charitable giving and supporting others. They will also explore how Humanists express their values through ethical actions, kindness and social responsibility. Children will be encouraged to think critically, discuss different viewpoints respectfully and reflect on how beliefs and values can influence how people choose to live their lives, linking to our Together We Can ethos of respect, community and supporting others.

PE:

Year 3 and 4

In PE, Year 3 and 4 children will build on fundamental football skills, developing greater control, consistency and understanding of simple tactics in line with the Key Stage 2 national curriculum. Pupils will take part in small-sided games, learning how to work as a team, keep possession and begin to make decisions about attacking and defending.

Football skills appropriate for Year 3 and 4 include:

- Dribbling with control and awareness – keeping the ball close while moving into space
- Passing over short and medium distances – using inside and outside of the foot with improving accuracy
- Receiving under pressure – controlling the ball with feet, thigh or chest
- Shooting with increased accuracy – aiming for target areas of the goal
- Changing direction and shielding the ball – protecting the ball from opponents
- Basic defending skills – marking a player and tracking back
- Simple team tactics – moving into space, supporting teammates, understanding positions

Year 5 and 6

In PE, Year 5 and 6 children will refine and apply advanced football skills in competitive game situations, as outlined in the upper Key Stage 2 national curriculum. Pupils will develop tactical awareness, communication and leadership while applying skills with increasing speed, accuracy and control.

Football skills appropriate for Year 5 and 6 include:

- **Advanced dribbling** – using feints, turns and changes of pace to beat opponents
- **Accurate passing over varied distances** – including through balls and switching play
- **Receiving on the move** – first touch into space ready for the next action
- **Shooting using different techniques** – inside foot, laces, volleys (where appropriate)
- **Attacking tactics** – creating space, timed runs, supporting play
- **Defensive tactics** – marking space and players, intercepting passes, timing tackles safely
- **Game understanding** – maintaining formation, understanding roles and rules in competitive play
- **Communication and leadership** – organising teams, encouraging others and demonstrating sportsmanship

Music

As musicians we will be developing our inner ear and aural memory. We will develop our inner ear to explore the music of Beethoven, learning the melody and accompaniment of Ode to Joy exploring musical terms to describe what we are learning through sound.

French

As French linguists we will be securing and developing our vocabulary of animals in French building on the range of animals and adjectives we can understand. We will be working on our French grammar understanding the rules we need to apply when using adjectives. Year 3 and 5 will be working on vocabulary linked to jungle and zoo animals, Year 4 will be exploring pets whilst Year 6 will be looking at animals and their habitats. We will be using our listening, speaking, reading and writing skills alongside singing songs and playing games in French.

Homework

My expectation is for you to attempt at least one of each row of homework across the term. On **Monday 23rd March** we will complete our homework sharing session where we will celebrate all our achievements together! (Across 2 pages)

Dojo homework acknowledgement:

1 Piece = 2 Dojos

4 Pieces = 8 Dojos

7 Pieces = 16 Dojos

2 Pieces = 4 Dojos

5 pieces = 10 Dojos

3 Pieces = 6 Dojos

6 Piece = 13 Dojos

<p>Homework: “Celebrations and What Matters to Us” Children create a simple poster, booklet or short presentation about a celebration that is important to their family (this could be religious or non-religious). They should include:</p> <ul style="list-style-type: none"> • What the celebration is • How their family prepares • What happens during the celebration • Why it is important to them or their family • Any special foods, traditions or objects linked to it 	<p>Homework: “Beliefs in Action or Design?” Children choose one of the following tasks:</p> <p>Option A – Beliefs Through Action (Charity & Generosity) Research a charity linked to Christian, Muslim or Humanist values (or another charity that helps people). Include:</p> <ul style="list-style-type: none"> • What the charity does • Who it helps • How it shows beliefs or values in action • Why helping others matters <p>Option B – Beliefs Through Arts & Architecture Research a place of worship, religious artwork or meaningful building. Include:</p> <ul style="list-style-type: none"> • What it is and who it is important to • Key design features or symbols • What beliefs or values it represents • Why places or art can help express belief 	
<p>Postcard from Another Place Create a postcard pretending that you’ve visited North America or South America.</p> <p>Include:</p> <p>A small drawing of a famous landmark or natural feature.</p> <p>A few facts about the climate, animals, or people.</p> <p>A short message describing what you “saw”.</p>	<p>Compare Two Places Draw or create a simple poster comparing:</p> <p>A place in the UK</p> <p>A place in North or South America Think about: weather, animals, homes, and landscapes.</p>	<p>Classification key: Make a classification key of a collection of objects you have. They could be coins, teddies, kitchen utensils (with a grown-up) or any other random assortment of items.</p> <p>Sort them into categories that split them into group.</p> <p>E.g. for teddies – are they a bear or a different animal, Do they have dark or light fur? Are they soft or firm?</p>

Make a fact card about an animal from North or South America

Or

(Year 5 and 6 – A famous biologist)

(Year 3 and 4 – A wild animal of your choice)

Instructional influencer

Can you write instruction about a task you find interesting? It could be an origami fold or how to juggle!
Show off your hidden talents with your instruction writing.

Homework ideas space! Plan your ideas from our homework launch.

