

# Leavening Community Primary School

## Oak Trees Curriculum Newsletter Summer Term 2 2026



Hello all,

Summer term 2 is here already, I can't believe how fast each year goes. As we come to the end of another school year, we have lots of lovely things planned to celebrate all the hard work and achievements. Our topic this term is **natural disasters** and we will be putting on our geographical and scientific hats on to explore the power of nature and the earth.

We have lots of events to look forward to also such as sports day on the **12<sup>th</sup> June**, **the sausage sizzle on the 26<sup>th</sup> of June** and **the rock steady concert on the 7<sup>th</sup> of July** – plus lots more! Do check the school newsletter Ms Kemp sends out each fortnight for continuously updated dates, times and news.

Our school production has been announced – this year we will be performing the **Wizard of Oz!** We are already so excited to work on this over the term and look forward to seeing you at the show on **Friday 10<sup>th</sup> July (9.30am and 2.15pm)**.

PE remains on a Friday afternoon. We will not do **forest schools** weekly this term – however we will be doing a session on the **8<sup>th</sup> of June, 22<sup>nd</sup> of June and the 13<sup>th</sup> of July**.

Sports tournaments this term:

3rd June	Y3/4	League 2	Basketball, Handball, Netball
1st July	Y5/6	All schools	Olympics

Remember to send in hats and suncream when (if) the weather becomes hot and sunny (fingers crossed!). We cannot send children out into the sun without sun hats! Children must bring water bottles daily to remain hydrated – please send sensible ones that won't become a spill hazard!

Finally, we say goodbye to our year 6 cohort this term – we have lots of lovely things planned to celebrate year 6 and to help guide them through their final term before secondary school.

Thanks for your support,

From Miss T and Team Oak Trees

## **English:**

In English, Oak Trees will be writing diary entries from different characters' perspectives, inspired by The Wizard of Oz and our Geography learning on natural disasters. The children will work on including thoughts, feelings and descriptive language to bring their writing to life, imagining what it would be like to experience dramatic events such as tornadoes first-hand.

We will also be looking at poetry that is written in a shape and picking meaningful topics to write our own shape poems about. We will explore famous shape writing poets and look at why and how this craft happens.

## **Maths:**

Year 3 and 4 pupils will be looking at money and statistics.

Year 5 and 6 will be consolidating learning through some practical application projects to put their mathematical skills across the year to real life use.

Year 4s will also be continuing to focus their timestable practise – check out [timestables.co.uk](http://timestables.co.uk) for some fun ways to learn your timestables!

## **Science:**

In Science this term, Oak Trees will be exploring the fascinating topic of light. We will be investigating how light travels, how shadows are formed, and how reflection helps us to see objects. The children will take part in practical investigations and make predictions like real scientists. We may even have a chance to perform some shadow puppet stories!

## **Geography:**

In Geography, we will be learning about natural disasters including earthquakes, volcanoes, tsunamis and tornadoes. The children will explore the structure of the Earth, including the crust, mantle and core, and discover how movements beneath the Earth's surface can cause natural disasters to occur. We will investigate how tectonic plates move, why volcanoes erupt, and how powerful events such as earthquakes and tsunamis are triggered. The children will also learn about the impact these disasters can have on people and environments around the world. As part of this topic, we will explore important job roles linked to natural disasters, including volcanologists, seismologists, meteorologists, rescue workers and emergency response teams, discovering how these professionals help people stay safe before, during and after disasters occur.

## **Computing:**

In Computing, Year 3/4 will be exploring the concept of repetition in programming using the Scratch environment. The children will begin by completing an activity similar to their previous work in Logo, helping them to identify similarities between the two programming environments. They will then learn about the difference between count-controlled loops and infinite loops, using this knowledge to modify and improve existing animations and games. By the end of the unit, the children

will design and create their own game that uses repetition, applying the different stages of programming design throughout their project.

In Computing, Year 5/6 will be developing their programming skills using a range of constructs in a new but familiar environment, alongside the use of a physical device – the microbit. The unit will begin with the children creating and testing a simple program within the new environment before transferring it to their microbit. They will then complete three progressive projects across Lessons 2, 3 and 4, with each task building in complexity and depth. This unit will give pupils the opportunity to apply their coding knowledge in creative and practical ways.

### **PSHE:**

In PSHE this half term, the Year 3 and 4 children will be exploring the Jigsaw unit *Changing Me*. Through sensitive and age-appropriate lessons, the children will learn about the physical and emotional changes that happen as they grow older, including changes linked to puberty. They will discuss friendships, self-esteem, personal hygiene and managing feelings and emotions positively. The unit encourages children to ask questions respectfully, build confidence and understand that change is a normal and important part of growing up.

In PSHE this half term, the Year 5 and 6 children will be continuing their learning through the Jigsaw unit *Changing Me*. The children will explore the physical, emotional and social changes that occur during puberty and adolescence, while also preparing for the transition to secondary school. Lessons will focus on relationships, personal identity, managing change and understanding how to keep themselves healthy and safe. The unit supports children in developing confidence, resilience and respect for themselves and others as they move towards the next stage of their education. As part of this unit, Year 6 children will also take part in age-appropriate sex education lessons. Parents and carers were previously consulted on this aspect of the curriculum and further information can be found on the school website or requested directly from school.

### **RE:**

In RE, Year 3/4 will be exploring how different people are guided in the choices they make in life. The children will begin by learning about the Golden Rule and how it is understood in Christianity, Humanism and Judaism. They will then explore guidance for living from these three worldviews, considering how believers decide what is 'right' and 'wrong'. The unit will also look at teachings about temptation in Christianity and Judaism, helping pupils to reflect on what religious stories suggest about making difficult choices. Finally, the children will investigate the life of a religious figure and consider how religious teachings may influence the actions and decisions of believers.

In RE, Year 5/6 will be learning in depth about how different religious and spiritual worldviews respond to issues of racism and human unity. The children will explore how religions promote respect for others through the teachings of sacred texts and the work of different religious leaders who have encouraged equality and understanding. Throughout the unit, pupils will engage in thoughtful discussion and enquiry into significant human questions that religion and worldviews address.

This will help them to develop the skills to understand, evaluate and reflect on different responses, as well as begin to form and express their own considered views.

### **PE:**

In PE this half term, the Year 3 and 4 children will be developing their cricket skills through a range of fun and active sessions. They will focus on the fundamentals of batting, bowling, catching and fielding, while learning how to work as a team and apply tactics within small-sided games. The children will also develop their coordination, communication and resilience as they build confidence and understanding of the rules of cricket.

In PE this half term, the Year 5 and 6 children will be further developing their cricket skills and applying them in more competitive game situations. They will refine techniques in batting, bowling and fielding, explore strategic play and develop leadership and teamwork skills through match scenarios. The children will also focus on sportsmanship, decision-making and resilience, building confidence as they work collaboratively and independently within the game.

### **DT:**

In DT we will be looking at building a range of different shelters and what factors to consider when planning where and how a shelter should be built. We will consider different scenarios such as heavy rain, desert temperatures, storms, flooding and evaluate our shelters carefully.

### **Music:**

As Musicians we will compose music in response to a visual stimulus to represent an enchanted woodland with water, witches and fairies. We will create ostinato and melodic motifs, and Year 5 and 6 will also use chords. When learning about musical motifs we will use our listening skills to identify how composers use the elements of music to represent characters. We will develop our use of musical language. Later in the term we will focus on the songs for our end of year musical. Listening skills will be developed exploring the songs we have been challenged to prepare, increasing our musical vocabulary and developing our abilities to use our inner ears. We will use our inner ear and musical memory to recall all the songs. We will develop our performance skills – singing with accuracy of pitch, attention to dynamics and phrasing and interpreting the songs through actions.

### **French:**

As French linguists we will learn compass points and develop our awareness of the different regions in France. We will learn some of the rivers, seas, mountain ranges and main cities in France. We will be able to state where we live, what our nationality is and the language that we speak. We will also increase our awareness of other places in which French is the first language.

## Homework

My expectation is for you to attempt at least one of each row of homework across the term. On **Monday 13<sup>th</sup> July** we will complete our homework sharing session where we will celebrate all our achievements together. This date will not be changed if people forget! (Across 2 pages) This homework has been set by Miss Wilson!

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><b>Extreme Shelter Designer</b> Using any form of media (drawing, computer software, Minecraft, cardboard model, etc.), design a shelter that could survive in an extreme environment. Choose one:</p> <ul style="list-style-type: none"> <li>• Tornado</li> <li>• Earthquake</li> <li>• Tsunami</li> <li>• Flood</li> <li>• Volcano</li> </ul> <p>Think carefully about:</p> <ul style="list-style-type: none"> <li>• What materials you would use</li> <li>• How the shelter would protect people</li> <li>• Where it would be built</li> <li>• What special features it would need</li> </ul> <p><b>Challenge:</b> Label your design and explain why each feature would help people stay safe.</p>	<p><b>£10 Shopping Challenge</b> Using an online shopping website, catalogue, magazine, or by visiting a shop, see what the most random collection of items you could buy for £10! <b>Year 3/4:</b></p> <ul style="list-style-type: none"> <li>• Spend as close to £10 as possible without going over.</li> <li>• Record each item and its price.</li> <li>• Work out how much money you have left.</li> </ul> <p><b>Year 5/6:</b></p> <ul style="list-style-type: none"> <li>• Spend exactly £10.</li> <li>• Record each item and its price.</li> <li>• Show your calculations.</li> </ul> <p>This is an imaginary challenge – NO NEED TO SPEND REAL MONEY!</p>	<p><b>Natural Disaster Expert</b> Create a poster about one natural disaster:</p> <ul style="list-style-type: none"> <li>• Tornado</li> <li>• Tsunami</li> <li>• Volcano</li> <li>• Earthquake</li> </ul> <p>Your poster should include:</p> <ul style="list-style-type: none"> <li>• What it is</li> <li>• How it happens</li> <li>• Where it is most likely to occur</li> <li>• How it affects people and places</li> <li>• How people can stay safe</li> <li>• An interesting fact that might surprise your classmates.</li> </ul>
<p><b>Weather Reporter</b> Create a 1-minute weather report for a place that experiences extreme weather. You could:</p> <ul style="list-style-type: none"> <li>• Write a script</li> <li>• Record a video</li> <li>• Perform it to the class</li> </ul> <p>Include:</p> <ul style="list-style-type: none"> <li>• The location</li> <li>• The weather conditions</li> <li>• Any weather warnings</li> <li>• Advice on how people should stay safe</li> </ul>	<p><b>Shape Poem Creator</b> Create a shape poem about something linked to our learning, such as:</p> <ul style="list-style-type: none"> <li>• A tornado</li> <li>• A volcano</li> <li>• Light</li> <li>• A shadow</li> <li>• An enchanted woodland</li> </ul> <p>Arrange your words into the shape of your chosen object.</p>	<p><b>Light Source Hunt</b> Find 10 light sources around your home or outdoors. Sort them into:</p> <ul style="list-style-type: none"> <li>• Natural Light sources,</li> <li>• Man-made Light sources</li> </ul> <p>Examples might include the Sun, a torch, a lamp, a candle, or a phone screen.</p>

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



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

