

SUN CLASS – SPRING 2025

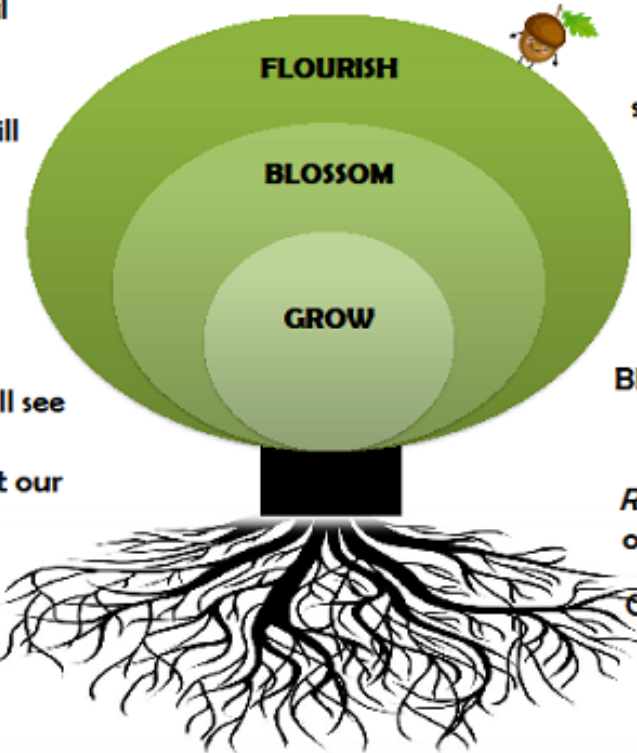
THE ALL SAINTS KIRKBY OVERBLOW TREE

When our behaviour attitudes and personal development are:

FLOURISHING you will see us *creating opportunities to demonstrate our commitment to our values.*

BLOSSOMING you will see us *using our values consistently to support our behaviour choices.*

GROWING you will see us *trying to use our values to support our behaviour choices.*




When the quality of our learning is:

FLOURISHING you will see us *revising, reviewing, justifying and demonstrating. Connecting our knowledge across space and time.*

BLOSSOMING you will see us *using, applying and experimenting. Remembering and linking our knowledge over time.*

GROWING you will see us *practising and repeating key skills and recalling key facts.*

Our six VALUES are the roots of our learning and our behaviour.




KINDNESS
POSITIVITY

PERSEVERANCE

RESPONSIBILITY

RESPECT
FRIENDSHIP





In Sun Class we are taught by Mrs Honey, Mrs Pilgrim and Mr Rodrigues

Rock Star Maths: In Sun Class, pupils take part in a daily Rock Star Maths challenge. They have up to 3 minutes to correctly answer as many questions as possible. Classic songs help them keep the pace! The aim is that they improve their time and score during the year. Please encourage your pupils to learn their multiplication tables at home. The multiplication table/s they are learning will be sent out each week on a Friday.

Reading: In Sun class, we enjoy a positive reading environment in which books are enjoyed and shared by all. Pupils are given daily opportunities to read independently, and some pupils will read with an adult. Every child will have two 45-minute sessions of guided reading a week. This term our guided reading text will be

Skellig by David Almond

Please encourage your child to read at home daily although at this age it does not have to be with an adult.

We encourage the sharing of books that have been enjoyed so when your child has finished reading a book, they can bring it in to school to share/swap with another child. We also love to hear about any reading recommendations.

Spellings: Spellings will continue to be learned in school, where we can give more support to methods used, allowing the spellings to be more embedded.

Writing:

Narrative Focus – The Golden Compass

Script writing, descriptive text, the use of dialogue to move the action in a narrative forward.

Non-Fiction

Hybrid text: The March of the Penguins

Non chronological report: A species of penguin

Discussion text: Should tourists be allowed to visit Antarctica?

Explanation text: Why an animal is in danger of becoming extinct

Instructions: How to make a rainforest themed drink

Poetry: They will be exploring the following features: alliteration, simile, metaphor, and personification in creating poems about the Rainforest. They will also be reading a selection of poetry from the Caribbean.

For more detail, please see link to whole school English document.

Maths: Our maths topics this term will be:

Division: formal methods of calculation

Fractions: multiplying and dividing

Decimals and percentages

Area and Perimeter

For more detail, please see link to whole school maths document.

PE: In spring term, PE will be on a Monday and Friday. This term the

Session 1: Dance Session 2: Basketball/Tchoukball

On these days, your child should come to school in their PE kit, which should include a waterproof top.

ART: Polar Lands/ The Rainforest

Exploring cool colours using a range of media

Cold landscapes - watercolour

Penguin paintings

Tropical flower paintings – close up/ insect view

Close observational drawings of flowers – different types of pencil

Artist Study: Frida Kahlo (portraits) and Vincent Van Gogh

SCIENCE:

Evolution and inheritance

Recognising that living things have changed over time and how fossils provide information about this.

Understanding how offspring vary from their parents.

Identify how animals and plants adapt to suit their environments.

Plants

Describe the process of seed dispersal

Describe how nutrients are taken in through roots

Understand how leaves make food for the plant

RE

In RE this term, we will be studying the following units:

What difference does the resurrection make for Christians?

Gospel – what would Jesus do?

PSHE

Relationships: Families and friendships

MUSIC

Body and tuned percussion – THE RAINFOREST

Composition to represent the festival of colour (Holi)

GEOGRAPHY SUBJECT BRANCH: PLACE

WHAT A WONDERFUL WORLD

Contrasting Locations: Polar Lands/Rainforests

KEY LINE OF ENQUIRY:

"Take only photographs, leave only footprints"

How can we enjoy and protect these contrasting locations?

KEY KNOWLEDGE

Identify key topographical features (including hills, mountains, coasts and rivers) and land-use patterns and understand how some of these have changed over time.

Identify the position and significance of latitude and longitude, the Tropics of Cancer and Capricorn and time zones.

Compare and contrast geographical features of different places (UK, Antarctica and Brazil).

Describe and understand the key aspects of physical geography, including climate zones, biomes and vegetation belts.

KEY SKILLS

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use six figure grid references, symbols and keys to build knowledge of the wider world.

Undertake surveys to collect data based on a hypothesis or key question.

Create maps of locations identifying patterns (such as land use, climate zones, population density, height of land)

The following grid contains some suggestions of activities your child may like to complete at home to support them with the work we do in class. I would love to see any completed tasks and they will have an opportunity to share them in class.

Plan a holiday to Brazil. Write an itinerary showing the places you will visit	Make an information leaflet about three endangered animals	Design and make a rainmaker instrument
Design a poster to encourage people to protect endangered animals	Make a list of essentials you would need to take on a visit to Antarctica	Make your own rainforest model showing the different layers
Write a diary entry from a visit to either Antarctica or the Brazilian rainforest	Label a map of South America Countries/Capitals	Research expeditions to the North and South Pole
A painting/collage of the rainforest	Make a fact sheet about Antarctica	Make a game of top trumps based on animals living in Antarctica

Useful websites to support learning

[Geography Primary Resources | National Geographic Kids \(natgeokids.com\)](https://www.natgeokids.com/)

[Geography resources for creative learning both in the classroom and at home. \(3dgeography.co.uk\)](https://www.3dgeography.co.uk/)

[KS2 Geography - BBC Bitesize](https://www.bbc.com/1/learningzone/ks2/geography)

[Antarctica | National Geographic Society](https://www.nationalgeographic.com/antarctica/)

[Antarctic Factsheet - British Antarctic Survey \(bas.ac.uk\)](https://www.bas.ac.uk/antarctic-factsheet)