

# SUN CLASS – SUMMER 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**

**RESPECT**  
**FRIENDSHIP**  
**RESPONSIBILITY**



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



**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.

**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

### **BIRD by Crystal Chan**

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 into school to share/swap with another child. We also love to hear about any reading recommendations.

Reader of the Week: Each week, teachers nominate a child who has shown a real 'love of reading' to visit our very own All Saints Book Shop to choose a book.

**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:**

#### **Non-Fiction**

Biography: Modelled biography, biography of family member and a biography of Martin Luther King

Recount: The events of The Greensboro Four protests

Non chronological report: Civil Rights Movement

Script writing

## Poetry

Narrative poetry

Protest poetry

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

**Maths:** Our maths topics this term will be:

Shape

Position and direction

Converting Units

Fractions, Decimals and Percentages

Ratio

Algebra

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

**PE:** In summer term, PE will be on a Monday and Friday.

Session 1: Rounders/cricket Session 2: Athletics

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

**ART: Pattern and Motif**

Scale and proportion/ using perspective to create an illusion of three dimensions

Mixed media compositions

Artist Study: Van Gogh, Banksy (street art) and Jackson Pollock (abstract expressionist)

**SCIENCE:**

**Seasonal Changes: Earth and Space**

Our objectives are:

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

Describe the movement of the Moon relative to the Earth

Describe the Sun, Earth and Moon as approximately spherical bodies

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

## **Forces and Magnets**

Our objectives are:

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

## **FRENCH**

A la Plage and Au Cafe

## **RE**

In RE this term, we will be studying the following units: Why is pilgrimage important to some religious believers?

Kingdom of God

## **PSHCE**

Keeping Safe/ Ourselves, growing and changing

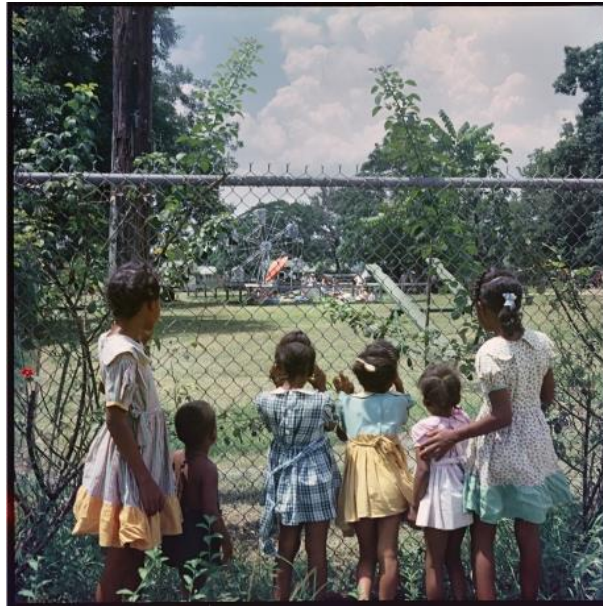
**Music:** Blues unit

## HISTORY SUBJECT BRANCH: PEOPLE WHO MAKE A DIFFERENCE

### SIGNIFICANT EVENTS AND PEOPLE

#### DIVERSITY

#### PRIMARY PROVOCATION



**American Civil Rights Movement**

#### **KEY KNOWLEDGE**

Know and describe the key events of a historically significant person's life and explain their influence within their time.

That there are different versions of past events and know the reasons behind them.

Where the key events/key persons studied are placed on a timeline and how they relate to each other (relating this new knowledge to previous time periods studied since year 1).

Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.

Compare beliefs and behaviour with another period studied.

## **KEY SKILLS**

Use a range of primary and secondary sources to collect evidence about the past.

Choose reliable sources of evidence to answer questions realising that there is often not a single answer to historical questions.

Investigate own lines of enquiry by posing questions to answer.

Use a variety of ways to communicate knowledge and understanding including extended writing.

**In our topic this term we will be studying The American Civil Rights Movement which will include the following:**

*An introduction to The Civil Rights Movement including key locations on a map*

*Place key events of The Civil Rights Movement on a timeline*

*Learn about key events including: The Montgomery bus boycott, Little Rock, Greensboro Four, March on Washington*

*Recognise that in addition to movement leaders, everyday people participated in the freedom struggle e.g. Freedom rides, Lunch Sit Ins*

*To understand the significance of Martin Luther King in the Civil Rights Movement*

*To know the main events leading up to the assassination of Martin Luther King*

*Identify the inequalities remaining in the present-day United States*

*Make links to other subjects: Music – protest songs*



***This term our home learning tasks will link to science. 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. The focus for this term's at home activities is science***

<b>A model of The Solar System</b>	<b>Using lego or KNEX make a moon rover</b>	<b>Observe how the moon changes each day - keep a log</b>
<b>Create a space themed board game</b>	<b>Make a game using magnets</b>	<b>Show the stages of the moon with a pack of Oreos!!</b>
<b>Make a balloon powered rocket</b>	<b>Have a look at the STEM website and choose an activity</b>	<b>Learn to use a compass</b>
<b>Investigate what objects in your home are magnetic</b>	<b>Write a biography of a famous scientist</b>	<b>Make a Top Trumps game based on planets in The Solar System</b>

Useful websites to support learning

[Play Games and More at NASA Kids' Club! | NASA](#)

[Space at Primary Level | STEM](#)

[Exploring Space | Science Museum](#)

[The Ogden Trust: resources to support physics](#)