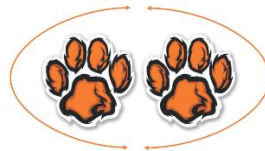




**NORTH RIGTON**  
CHURCH OF ENGLAND PRIMARY SCHOOL

## TEAMWORK TIGERS – SUMMER 2025



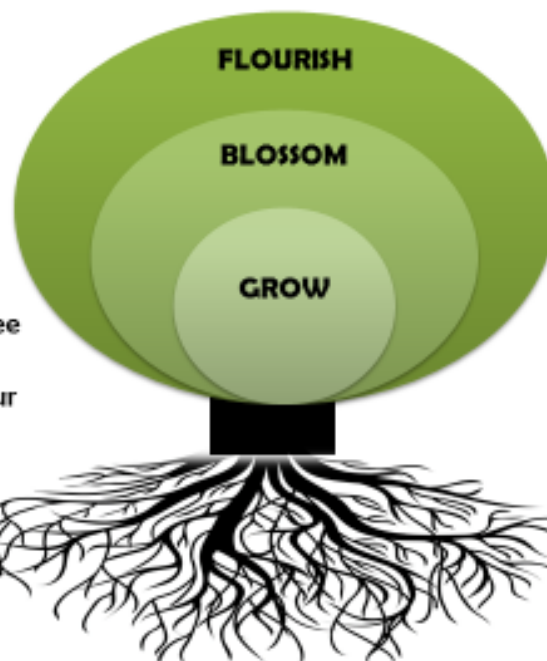
### THE NORTH RIGTON TREE

When our behaviour is:

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

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

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



When our learning is:

**FLOURISHING** you will see us *choosing, changing, reasoning, justifying and demonstrating.*

**BLOSSOMING** you will see us *using, applying and experimenting.*

**GROWING** you will see us *practising and repeating.*



**KOINONIA**

**POSITIVITY**

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

**PERSEVERANCE**

**INDEPENDENCE**

**COMPASSION**

**RESPECT**



In Teamwork Tigers, the children are taught by

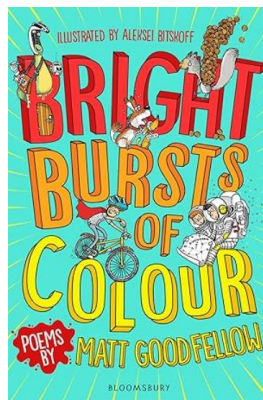
Mrs Graham and Mrs Gardiner



**TTRockstars:** All children in Tigers have access to TTRockstars. This platform is used to support fluency in times tables and can be accessed on a laptop or iPad. [TTRS-Parent-Guide.pdf](#)

**Reading:** In Tigers 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:

Bright Bursts of Colour by Matt Goodfellow



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 North Rigton 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. We use Read, Write Inc. to support this.

**Writing:**

Non-Fiction

- Creating a balanced argument for/against a topic of choice based on The Happy News

- Newspaper report to summarise key events

## Poetry

- Guided reading book is linked to poems
- Analysis of poetry types
- Writing in different poetry types for emotive responses

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

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

## Measurement

- Time
- Scales

## Number

- Four operations
- Fractions, decimals and percentages

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

**PE:** PE will be on a Wednesday and Thursday.

Session 1: Cricket/Tennis

Session 2: Athletics

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

**Science (Additional Unit):**

## Materials

Our objectives are:

- compare and group materials based on their properties, including hardness, transparency, magnetism and ability to conduct heat and electricity;
- suggest materials for a given purpose, explaining why some materials will be suitable and why other materials will not be suitable;
- explain the process of dissolving and sort materials based on whether they are soluble or insoluble;
- understand how to recover a solute from a solution using evaporation;
- separate a variety of mixtures using the processes of sieving, filtering, magnetism and dissolving;
- explain the difference between reversible and irreversible reactions, giving examples of each.

### **French:**

- Visiting a town in France
- French sports/Olympics

### **RE:**

- People of God – How can following God bring freedom and justice?
- What will make our city/town/village a more respectful place?

### **PSHE:**

- How can we keep safe in our local area?
- How can we manage risk?

### **Computing:**

- Programming and Controlling
- Using Data

## **WE ARE ARTISTS (MUSIC AND ART)**

### **PRIMARY PROVOCATION:**

***"To awaken human emotion is the highest level of the Arts."***

Isadora Duncan



### **KEY KNOWLEDGE AND SKILLS (ART)**

- Use a sketch book to explore ideas and test materials and techniques, adapt their own work and improve original ideas
- Develop knowledge about colour, colour relationships, the colour wheel and the selection and combination of colours to convey mood and emotion
- Develop skills in analysing the use of colour to convey emotion in a wide range of artwork and artistic movements
- Develop knowledge about a wide range of art movements and how artists linked to these movements have combined specific skills and techniques to convey mood and emotion
- Gaining an overview of the history of art and detailed insights into specific art movements concerned with depicting emotions and moods in striking and contrasting ways
- Design and create images using key artists and artwork as models to depict emotion and mood in a variety of different ways including realism, exaggeration and distortion and abstract art
- DRAWING, develop accuracy and drawing skills such as proportion, expression

- Annotate their creative process
- Identify, explain and develop techniques used by artists to deliberately portray emotion and mood.
- to use a range of techniques and media, including painting
- Increase proficiency in the handling of different materials
- PAINTING Colour mix using primary and secondary colours to create all of the colours, tints and shades they need, additionally developing an understanding of complementary and contrasting colour
- Develop skills in combining harmonious, complementary, contrasting warm and cold colours for specific emotional impact
- Develop skills in using hues, tints and shades to convey emotion and mood
- Explore and develop skills in using drip painting and printing
- Research the works of Warhol, Banksy, Turner, Kandinsky, Pollock, Klee, Munch, Delaunay, and the following art movements: The Expressionism, Abstract Expressionist Art, Pop Art, Street Art , Romanticism and Realism to record the rationale and context behind artistic achievements and movements
- explore and refine a range of techniques, materials, processes and media, including digital media, to draw, model, design, paint and print images which convey specific emotions and moods
- Use the skills of key artists to inspire originality and impact when developing models and images
- Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

### **KEY KNOWLEDGE (MUSIC)**

- Know and use correct musical vocabulary

- Know that musical features are deliberately used and integrated to create mood, atmosphere and emotional impact
- Know the correct name for percussion instruments and make links between percussive pieces and elements of world music
- Know about classical musicians and pieces,
- Know that specific features are used and integrated deliberately by musicians to create mood and emotional impact in classical music, film scores, pop songs and world music
- Know about Samba music, its origins, mood and cultural history
- Know about the history of music with understanding that music reflects the time and culture within which it was written

### **KEY SKILLS (MUSIC)**

- Listen carefully, developing and demonstrating musical understanding and increasing aural memory
- Link understanding of musical features and techniques to analysis of moods created and how they are created in a range of genres including classical, pop, film scores and Samba
- Appraise, describe and compare different kinds of music written to create similar emotional impact using appropriate musical vocabulary
- Perform by ear and use graphic notations and ICT to support creative work,
- Perform increasingly complex pieces such as rounds, harmonies/dissonance and solos
- Compose their own instrumental and vocal music perform their own and others' compositions in ways that reflect their meaning and intentions. - here to create specific moods and emotional impact

- Compose for specific criteria such as creating a mood and emotional impact and performing this at an event
- Compare and contrast composers showing respect for cultural and historical contexts
- Appraise, describe and compare different kinds of music using appropriate musical vocabulary
- Evaluate how the venue, occasion and purpose affects the way a piece of music is created

## **ENJOYING LEARNING TOGETHER AT HOME**

This term our home learning tasks will link to art and music. 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. We would love to see any completed tasks and they will have an opportunity to share them in class.

You could help your child at home by ...

<b>Listening carefully to a piece of contemporary music and a historical piece of music. How do they both make you feel?</b>	<b>Create a musical instrument which evokes an emotion</b>	<b>Continue with TTRockstars at home to aid mathematical fluency</b>
<b>Learn a simple piece of musical notation</b>	<b>Create an art history notebook with research and notes</b>	<b>Read daily at home</b>
<b>Write a biography of a famous artist</b>	<b>Recreate a famous piece of artwork</b>	<b>Useful websites:</b> <a href="#">KS2 - England - BBC Bitesize</a> <a href="#">Free eBook library   Oxford Owl from Oxford University Press</a> <a href="#">Homework-and-Learning-at-Home-Sept-2022-.pdf</a>



<b>Write a musical review or an art review</b>	<b>Photograph a person/place that inspires you and write about it</b>	<b>Make a Top Trumps game based on 20<sup>th</sup> century art/music</b>
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