



Summer term.

Our topic for the summer term is 'The Enchanted Woodland'

This is an exciting new topic all to do with nature and the British woodlands.

English

Before half term we will be reading, 'Toys in Space' by Mini Grey and after half term we will be reading, 'Goldilocks and Just the One Bear' by Leigh Hodgkinson. We will also be exploring some poetry.

English skills

Join words and clauses using 'and'

Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Add suffixes where no change is needed to the root word e.g. ed, -ing, -er, -est

Change the meaning of verbs and adjectives by adding the prefix un-

Use simple description

Sequence sentences to form short narratives (link ideas or events by pronouns)

Use a capital letter for places and days of the week.

Phonics

We will be learning the following phonemes and graphemes following the Unlocking Letters and Sounds scheme:

/ch/ (picture), /ch/ (catch), /i/ (fudge), /m/ (lamb), /n/ (gnat), /n/ (knit), /r/ (wrap), /s/ (listen), /s/ (house), /z/ (please), /u/ (some), /i/ (happy), /i/ (donkey), /ear/ (here), /ear/ (deer), /ar/ (father), /ar/ (half), /air/ (there) /air/ (pear), /air/ (bare), /or/ (al), /or/ (four), /or/ (caught), /ur/ (learn), /ur/ (word) /oo/ (could) /oo/ (put), /ai/ (day), /ai/ (came), /ee/ (sea), /ee/ (theme), /ee/ (happy), /ee/ (chief), /ee/ (key), /igh/ (pie), /igh/ (by), /igh/ (like), /oa/ (low), /oa/ (toe), /oa/ (bone), /yoo/ (cue), /yoo/ (tune), /yoo/ (stew), /oo/ (clue), /oo/ (June), /oo/ (blew), /sh/ (special), /sh/ (station), /sh/ (sugar), /sh/ (chef).

Maths

Count, read and write numbers to 100 numerals: count in multiples of 2s, 5s and 10s.

Recognise, find and name a half as one of two equal parts of an object, shape or quantity

Describe position, direction and movement, including whole, half, quarter and three-quarter turns

Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.

Recognise and know the value of different denominations of coins and notes.

Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).

Geography

Locate the oceans around the world. Use maps to identify given locations. Use basic geographical vocabulary to discuss seasons and weather, identifying weather patterns in the UK.

Music

Sing and chant songs and rhymes expressively.

Perform actions to music in time to a beat.

Listen to, copy and create rhythm patterns.

2- and 3-time, beat, beat groupings.

Create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).

Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns.

Computing

Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.

Know where to go for help if I am worried about something I see online.

Understand what algorithms are.

Create and debug simple programs.

Predict the behaviour of simple programs.

PSHE

Identify different types of feelings.

Manage different types of feelings.

Know how change and loss can make us feel.

Learn where money comes from and how to make a good choice when spending it.

Know ways to save money and keep it safe.



Know some different jobs people do.

MFL

Recognise and understand the Spanish words for modes of transport and explain the different ways to travel in Spanish. Know that some simple Spanish words may not be decodable using phonics.

RE

Judaism – Belonging.

Why is learning to do good deeds so important to Jewish people?

Judaism - Prayer and Worship.

Why do Jewish families say so many prayers and blessings?

DT

Research bogarts and what they are, design and make a clay bogart inspired by an enchanted creature.

Discuss what we like and dislike about bogarts based on picture and sketches. Use clay techniques to shape the clay and add texture using tools to carve and smooth out detail. Select natural materials to use in my design.

Science

Plants; Investigate common wild and garden plants, including deciduous and evergreen trees, basic structure of a variety of common flowering plants/trees.

Plant Structure; Observe closely using simple equipment (over time). Identify and describe a plant and tree .

Begin to make deliberate observations about what they see, hear, smell and feel.

Weather and seasons.

PE

Perform different types of jumps

Run at different speeds

Use a racket effectively to strike a ball or shuttle

Perform different types of throw

Run with speed in competitive activities.

Art

Identify colours associated with each season and prepare a colour palette to reflect choices

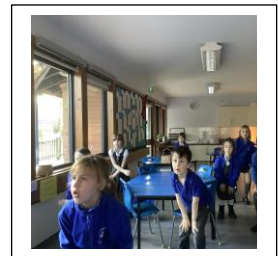
Explore different brush sizes and apply colour using dotting and spattering paint.

Investigate the life of our key artist: Sarah Pye

Explore the artistic style of our key artist.

Use and apply the work of other artists to inspire own work.

Control brushes in different ways to create a woodland landscape.



Reading

Boom Reader

Please record hearing your child read on Boom Reader at least once a week. If you are having difficulties with Boom Reader please let us know and we will be happy to help.

Here are our top tips for reading at home...

When your child reads their reading book to you:

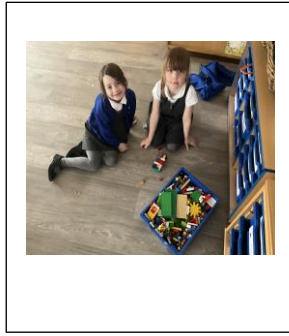
- 5 – 10 minutes
- Choose a time that works for you
- Be positive and celebrate successes
- Encourage them to point to the graphemes
- Encourage them to say the phonemes (sounds) and blend them together
- Be patient and let them try and work it out
- Support your child to read common exception words by sight (words such as you/ the that can not be decoded using phonics)

When you share a book with your child (for example your child's library book):

- Continue to read regularly to your child even as they become more independent with their own reading.
- Model how to read a book – left to right, turning pages
- Ask questions about what has happened and characters' feelings
- Support vocabulary
- Predict what will happen next
- Make connections
- Model your love of reading!

Weekly learning:

Please find a snapshot of our weekly learning on our class page and ideas for supporting your child at home. Find the Skipper page here: <https://31xschool.com/skipper-class/>



Contact

Don't forget, if you have any questions or concerns please contact Tracy via email t.bailey@3lxschool.com
Please continue to report school absences by telephoning the school office on 01202 822460 or via office@3lxschool.com

Paper copies of newsletters are available if requested via the office.



The Heath Academy Trust *inspire transform together*
Registration Number 09809895