



# Owls Learning Overview - Summer 1

## Phonics: Sounds-Write

All children should know their initial sounds and be able to use them to read and write words. Please read the Sounds-Write document for more information.

The children will continue to learn extended sounds previously taught and be learning the following new sounds:

/u/ sound: <oo>, <u>, <oul>, <ou>, <o> (book, bush, would, cousin, won)

/s/ sound: <s>, <ss>, <st>, <c>, <ce>, <se>, <sc> (sing, miss, bristle, cell, force, goose, scene)

/l/ sound: <l>, <ll>, <al>, <el>, <il>, <le>, <ol> (along, Bill, pedal, model, pencil, ramble, petrol)

We will spend 2 weeks on each sound. Then we will have a spelling test using words we have been looking at. There will be homework linked to these sounds as well.

## Reading

Read every day; fiction or nonfiction. This should be a mixture of you reading to your child and them reading to you. If your child is a struggling reader, do not expect them to be able to read sounds that they haven't learnt and encourage them to say the sounds and read the word (blend). If they come to tricky words that they are struggling to read, say it for them. If they have not read the page/paragraph fluently (with the exception of 1 or 2 words that they may have struggled with), read it again to build up fluency.

This half term, our class reader will be 'BFG' by Roald Dahl.

In Guided Reading, we will be looking at the text 'The Bear and the Piano' by David Litchfield.

## Writing

Write sentences that make sense using initial sound words and words with the extended sounds that we have learnt (read the Sounds-Write document for more information). Remind them to sound out (segment) each word as they write it. Also remind them to start sentences with a capital letter and end with a full stop, exclamation mark or question mark. We will also be talking about the structure of sentences; how they need a subject (who or what the sentence is about) and a verb (doing, being or having word).

We will be writing a descriptive colour poem, then moving onto writing a wishing story looking at a story called Lighthouse Keeper's lunch.

## Maths

- Count in 2's, 10's and 5's
- Multiplication and division
- Make arrays
- Working on Fractions: halves and quarters of shapes and numbers

## Geography

We are learning about hot and cold world.

- Comparison between Antarctica and Australia.
- We will be looking at the continents and oceans and where are they on a map, globe and satellite image.
- Similarities and differences in climate
- Diversity of wildlife
- Climate, polar, equatorial and desert regions.

## Science

To understand plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen
- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers
- Observe and describe how seeds and bulbs grow into mature plants

## Art

**In the jungle**

- Post Impressionism
- Layered painting
- Jungle backgrounds using leaves and flowers
- *Henri Rousseau*

## RE

What can we learn from Sacred books?

- Retell sacred stories
- Look at rules of how we treat each other.
- Write rules of how to take care of a sacred text

## PE

This term we will have 1 lesson of PE a week (Monday mornings) this is to allow time for Forest School. Please ensure earrings are out for the lesson or spacers are worn. We will be working on sending and receiving, reaction and response and preparing for sports day.

## Forest School

This term the whole class will be going into the Forest on a Wednesday. Forest school is a holistic approach to learning and we believe it will benefit the whole class.

Please send in long sleeve tops and trousers for the children to change into, and waterproof suits, (for the rainier days), we should all have wellies in school already.