



Our summer term theme is **TRANSPORT & JOURNEYS:** *Challenge: To design and create a sensory nature trail running through woodland at Sarehole Mill.*

Curriculum areas	Coverage linked within Subject Areas	Supporting learning at home
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<p><b>English</b> Literacy &amp; language, reading skills</p>	<p><b>English Objectives:</b></p> <p><b>Reading:</b> A wide range of books and stories with Transport and Journeys themes, as well as travel blogs, letters, postcards and travel journals.</p> <p><b>Writing:</b> Noticing common features and themes in stories with familiar settings; analysing plots and suggesting reasons for actions and events.</p> <p>Identifying with characters and making links with own experiences. Planning, structuring and writing stories organised into clearly sequenced paragraphs.</p> <p>Comparing settings in different stories and analyse descriptive words and phrases.</p> <p><b>Writing - Vocabulary, Grammar, Punctuation:</b></p> <p>Reinforcing use of full stops, capital letters, question marks, exclamation marks, speech bubbles, speech marks and bullet points.</p> <p><b>Colon</b> before a list e.g. <i>What you need:</i> <b>Ellipses</b> to keep the reader hanging on. <b>Prepositions</b> <i>next to, by the side of, in front of, during etc.</i> <b>Powerful verbs</b> e.g. <i>stare, tremble, slither.</i> <b>Boastful Language</b> e.g. <i>magnificent, unbelievable, exciting.</i> <b>Vary long and short sentences:</b> <b>Long sentences</b> to add description or information. <b>Short sentences</b> for emphasis and making key points.</p> <p><b>Accelerated Reader Scheme:</b> Developing comprehension skills in guided reading and individual reading sessions in class.</p> <p><b>Daily phonics teaching:</b> Applying phonic knowledge and skills to decode words. Developing these skills to write words and sentences.</p>	<p><b>Story Writing</b> To complement our work on story writing, when reading stories with your child, encourage discussion around:</p> <ul style="list-style-type: none"> <li>• How the story begins, e.g. 'Once upon a time', 'one day' etc.</li> <li>• How different settings and characters are introduced.</li> <li>• Discuss events that build up to the main event or dilemma of the story.</li> <li>• Different types of endings, for instance, happy endings.</li> <li>• Visit <a href="http://www.literacyshed.com">www.literacyshed.com</a> for some great narrative clips.</li> </ul> <p><b>Travel Writing, Letters and Postcards</b> Looking at printed holiday memorabilia, traditional postcards and familiarising your child with the layout of formal letters and envelopes would also be a useful starting point for their work in class this term.</p> <p><b>Suggested Texts:</b> The Journey by Neil Griffiths and Scott Mann Man on the Moon by Simon Bartram Journey by Aaron Becker Mr Gumpy's Outing &amp; Mr Gumpy's Motor Car by John Burningham The Journey by Francesca Sanna All Aboard the Discovery Express by Emily Hawkins Transport non-fiction texts</p> <p><b>Reading</b> Please continue to read the Accelerated Reading Scheme books at home with your child. Your child's log-in details and further information can be found in their Reading Log. Continuing to read to and talk about a range of books with your child is an effective way of instilling a life-long love of books. Reading stimulates your child's imagination, curiosity and memory, as well as building important language, vocabulary and literacy skills.</p> <p>A weekly spelling practice sheet will be sent home every Friday to support their progress. Please continue to encourage your child to learn these for the spelling test that will take place on the following Friday.</p> <p><b>Phonics</b> <a href="http://www.mrthorne.com">http://www.mrthorne.com</a> <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a></p>
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<p><b>Maths</b> <i>Concrete, pictorial and abstract number problems</i></p>	<p><b>Maths Objectives:</b></p> <p><b>Geometry - Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• Identify and describe properties of 2D shapes, including number of sides and symmetry.</li> <li>• Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.</li> <li>• Identify 2D shapes on the surface of 3D shapes.</li> <li>• Compare and sort common 2D and 3D shapes and everyday objects.</li> </ul> <p><b>Geometry - Position and Direction</b></p> <ul style="list-style-type: none"> <li>• Describe position such as middle, on top of, between and near.</li> <li>• Describe movement in both direction including whole, half, quarter and three-quarter turns.</li> <li>• Describe direction such as left, down and forwards.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise, find, name and write fractions of a length, shape, set of objects or quantity.</li> <li>• Recognise a quarter of an object, a shape and a quantity.</li> <li>• Write simple fractions, e.g. <math>\frac{1}{2}</math> of 6 = 3.</li> <li>• Recognise the equivalence of simple fractions.</li> </ul> <p><b>Measurement - Time</b></p> <ul style="list-style-type: none"> <li>• Telling and write the time to five minutes, including half past and quarter past/to the and half past the hour and draw the hands on a clock face to show these times.</li> <li>• Know the number of minutes in an hour and number of hours in the day.</li> <li>• Recognising days, weeks, months and years.</li> </ul>	<p><b>Out and about and at home:</b></p> <p>Reinforce your child's recall of number bonds by taking turns to roll a dice and seeing how quickly you can say the number needed to add to the number on the dice to make either 10 or 20.</p> <p>Discuss the differences between 2D and 3D shapes. Look around the house for 2D and 3D objects and allow your child lots of opportunity to <b>feel</b> the edges, faces and corners. Encourage exploring similarities and differences between shapes.</p> <p>Go on a bus or train together and look up timetables on the internet. Discuss different times and which trains/buses are earlier or later than others. Practise telling the time with your child. Use both digital and analogue clocks. Ask them to be your 'timekeeper', e.g. 'tell me when it is half past four because then we are going swimming'.</p> <p>Buy your child a watch and encourage them to read the time to the hour or half past. Talk about times you do things in the day (get up, have lunch, have tea and go to bed). Involve your child in filling in a calendar of important dates and talk about when they are happening. 'Stop the Clock' and 'Bang on Time' are fun, interactive games that can be found on this website. <a href="http://www.teachingtime.co.uk">http://www.teachingtime.co.uk</a></p> <p>Please visit <a href="http://www.adamup.co.uk">www.adamup.co.uk</a>. This is a website created and performed by Mr Summerfield and Mr Kordan (Hazel Oak Maths Co-ordinator). Students will already be familiar with the songs and it is a hit at school! In addition to music videos, there is a host of downloadable worksheets covering a range of abilities.</p> <p>You will also be provided with a password and username giving access to <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a>. This site provides a range of activities including tests and games. It is especially useful as it keeps a record of your child's progress.</p> <p>Weekly practice of times tables is essential and any opportunity to discuss fractions, division or sharing equally whilst preparing meals in the kitchen, for example, cutting slices (fractions) of pizza for sharing or whilst out shopping are valuable learning experiences.</p>
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## Challenge

Humanities, Design  
and Technology,  
Music, Drama and  
Fine Arts

### Challenge Objectives:

**To create a sensory nature trail at Sarehole Mill running through the woodland area on this site.**

- To contribute planning, designing and making fixtures for the Sarehole Mill project.
- To take ownership and feel part on a community project.
- To find out about local transport history including Birmingham's canals, railways, cars.
- How did the railways change people's lives as well as industry?
- To understand how easily connected we are to other parts of the world-spiritually, politically and logistically.

### Places to Visit:

**Sarehole Mill** There are lots of fun events happening at Sarehole Mill this term including 'Origins of Middle Earth Walk', food fairs, den building and autism friendly 'Morning Explorer' days. Visit their website for more information.

<http://www.birminghammuseums.org.uk/sarehole>

**Wythall Transport Museum** This is a fun and informative day out with lots to see, from old buses to mini railway rides. They are bringing one of their old buses into school on 17th May! <http://www.wythall.org.uk>

**Birmingham Airport** offers a free aircraft viewing area, whether you want to follow aircraft arrivals and departures, want a family day out to see aircraft up close or want to observe the comings and goings on the airfield below.

<https://www.birminghamairport.co.uk/at-the-airport/terminal-facilities/aircraft-viewing-area/>

Their website also contains useful advice and booklets for parents and carers of children with autism which help explain what to expect when visiting or travelling from an airport for the first time.

<https://www.birminghamairport.co.uk/at-the-airport/terminal-facilities/special-assistance/>

Why not download the Flight Tracker 'Planes Live' an application that lets you track aeroplanes all over the world?

**Brindley Place Canal Trip** leaving from Birmingham City Centre, is a relaxing and interesting way to see another aspect of the city, complete with a guided tour. <http://visitbirmingham.com/media-centre/>

**Coventry Transport Museum** is a fantastic day out for all the family with plenty to see and do. It is also home to Thrust SSC and Thrust 2, the world's two fastest cars! <http://www.transport-museum.com>

<p><b>Science</b></p>	<p><b>Science Objectives:</b></p> <p><b>Linking with our visit to Sarehole Mill and the overall Challenge to create a sensory trail running through woodland on this site, this term's science lessons will have a Biology focus.</b></p> <ul style="list-style-type: none"> <li>• Identifying similarities and differences between local environments.</li> <li>• Recognising and identifying features of plants, including parts that can be eaten.</li> <li>• Investigating what conditions plants need in order to be able to grow.</li> <li>• Observing plants as they grow from a seed.</li> </ul>	<p><b>Out and about and at home:</b></p> <p>Use your local library or the internet to research the different environments found in this country. Compare plants that grow in ponds with those that grow in gardens.</p> <p>When you are out and about talk about different plants you see in different environments. Talk about what conditions your flowers and plants need to be able to grow.</p> <p>Try growing plants in pots from seed and talk about the changes they can see as the plants start to grow. Sunflowers or sweet peas are easy to grow at home and you could measure and record their height each week.</p> <p>Involve you child in designing a small area of your garden, then pop along to your local garden centre and buy some flower seeds or maybe some vegetable seedlings to plant out together.</p> <p>Packwood House and Baddesley Clinton are two local National Trust properties with extensive grounds and gardens waiting to be explored and enjoyed. Check their websites for up to date information about activities taking place for families and children during the summer months.  <a href="https://www.nationaltrust.org.uk/baddesley-clinton">https://www.nationaltrust.org.uk/baddesley-clinton</a>  <a href="https://www.nationaltrust.org.uk/packwood-house">https://www.nationaltrust.org.uk/packwood-house</a></p> <p>Take a picnic and explore local nature reserves and wildlife centres such as Moseley Bog or the Parkridge Centre in Brueton Park, Solihull.  <a href="http://www.warwickshirewildlifetrust.org.uk/reserves/parkridge-brueton-park">http://www.warwickshirewildlifetrust.org.uk/reserves/parkridge-brueton-park</a>  <a href="https://www.woodlandtrust.org.uk/visiting-woods/wood/38361/moseley-bog-local-nature-reserve/">https://www.woodlandtrust.org.uk/visiting-woods/wood/38361/moseley-bog-local-nature-reserve/</a></p> <p>To experience a very different plant environment, why not visit The Spirit of Africa Akamba Heritage Centre in Shirley?  <a href="http://www.akamba.co.uk">http://www.akamba.co.uk</a></p> <p>BBC Bitesize website - Primary/KS2 Science/The Living World/Plants  <a href="https://www.bbc.co.uk/education/topics/zy66fg8">https://www.bbc.co.uk/education/topics/zy66fg8</a></p>
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<b>Healthy Lifestyles</b> PSHE, RE, PE & Cooking	<b>PHSE Objectives:</b> <b>Jigsaw - A Mindful Approach to PSHE Relationships</b> <ul style="list-style-type: none"> <li>• Family Roles and Responsibilities</li> <li>• Friendship</li> <li>• Keeping Myself Safe</li> <li>• Being a Global Citizen 1 &amp; 2</li> <li>• Celebrating My Web of Relationships</li> </ul>	<p>Talk about members of your family and where they come from.</p> <p>Make a simple family tree together and bring to school to share.</p> <p>Talk about what makes a good friend and how in we can be a good friend to others.</p> <p>Talk about people in our community who help us (police, fireman, doctors, nurses).</p>
	<b>RE Objectives:</b> <ul style="list-style-type: none"> <li>• Why are some journeys and places special?</li> <li>• Understanding, tolerance, respect of other faiths and beliefs.</li> </ul>	<p>Find out about different religious and spiritual journeys that people take part in around the world.</p>
	<b>PE Objectives: (REAL PE Scheme)</b> <ul style="list-style-type: none"> <li>• Pupils will be developing and applying physical skills of agility, reaction and response.</li> <li>• There will also be a focus on increasing pupils' knowledge and understanding of basic health and fitness principles.</li> <li>• BEAM (Balance, Education and Movement) exercises are integrated into weekly PE lessons, with the aim of improving pupils' co-ordination and balance.</li> <li>• Balance Bike sessions that aim to teach pupils the skills they need to learn to ride a bike will also be introduced.</li> </ul>	<p>Make time to enjoy physical activities at home and take opportunities to join in games with others.</p> <p>Be a role model by including physical activity in your own daily/weekly routine.</p> <p>Enjoy being outdoors in the better weather and playing simple active games together.</p> <p>Go to the local park and play ball games with friends and family members.</p> <p>Speak to your child about the positive benefits of PE and how it can contribute to leading a healthy lifestyle.</p> <p>Encourage your child to try a range of activities. PE promotes equality of opportunity across genders in all physical activities and sports.</p> <p>Walk to school week 21-25 May                      Bike Week 9 - 17 June</p>
	<b>Cooking Objectives:</b> <ul style="list-style-type: none"> <li>• Pupils will be encouraged to make healthy choices and try new foods.</li> <li>• Increasingly independent food preparation and cookery skills using a range of ingredients, methods and equipment.</li> <li>• Understanding the importance of health and safety in the kitchen, including food safety and hygiene principles.</li> </ul>	<p>Discuss and write out menus for family meals.</p> <p>Cook and try some new foods together from different places around the world.</p> <p>Talk about healthier food choices whilst out food shopping or planning meals and snacks.</p> <p>The Eatwell Guide, updated and published by Public Health England (PHE) can be downloaded from the Food: A Fact of Life website and gives up to date advice on how to achieve a healthy, balanced diet.  <a href="http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=20&amp;sectionId=129&amp;contentId=799">http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=20&amp;sectionId=129&amp;contentId=799</a></p>

<p><b>P4C</b></p>	<p><b>P4C Objectives:</b></p> <ul style="list-style-type: none"> <li>• Developing thinking, reasoning and questioning skills through enquiries into a range of topics and ideas.</li> <li>• Active participation in discussions, using speaking and listening skills to reflect and gain a deeper understanding of their own and others' place in the world.</li> </ul>	<p>P4C, which stands for Philosophy for Children, aims to develop children's thinking and questioning skills and underpins a caring ethos, where children learn to listen to and respect one another. They are able to challenge and explore the beliefs and values of others, as well as developing their own views. P4C</p> <p>This website shares some ideas for encouraging children to create and explore questions in response to stories, films and pictures. The ideas for questioning and discussion could be used by parents talking with individual children. P4C helps build children's confidence, express their ideas and say what they feel is right.</p> <p><a href="https://p4c.com/philosophize-with-your-children/2/">https://p4c.com/philosophize-with-your-children/2/</a></p>
<p><b>Other useful websites</b></p>	<p><a href="http://www.oxfordowl.co.uk/">http://www.oxfordowl.co.uk/</a> <a href="http://www.topmarks.co.uk/">http://www.topmarks.co.uk/</a></p>	