

Dear parents,  
Hope you had a lovely break. This is the overview of what the children are going to be learning in Summer term. Please ensure that the home-school communication is filled in every morning **before** school, so we are aware of any changes to routine or dysregulations. Could I ask that all children have a spare set of clothes in class, a raincoat and a pair of wellies that can be left in school. Please also provide your child with a bottle of water daily and a snack (fruit). **We are asking for donations of packs of biscuits to support social skills through our snack times, wet wipes and tissues.**

As the weather get warmer, please ensure your child has sun cream on and a sun hat brought into school daily.

Many thanks,  
Berry Team.

### Geography/History:

During Summer 1, we will be learning about Kenya. We will be learning about different continents, animals, climate and exploring the different living and culture styles.

### Life skills

#### Summer 1

##### Learning to learn

- Attention
- Concentration
- Following instructions
- Flexibility
- Making choices
- Motivation and engagement
- Planning and organisation
- Time management
- Imitation

#### Summer 2

##### Community inclusion

- Awareness of the wider world
- Use of leisure time
- Adapting to new environments
- Learning scripts to support independence
- Community outings
- Rules and responsibilities

### English

During English, we will be looking at a variety of text which encourages different vocabulary. We will look at describing settings, appearances and learning how to sequence stories. Alongside this, we will continue with different ability phonics lessons through using little Wandle to encourage reading and comprehension. Books for the summer term are: The Tiny Seed, The Enormous Turnip, Supertato and the Evil Pea, The wonkey donkey and Llama Llama red pyjama. There will also be a creative writing week.

### Maths

Throughout Summer we will be looking at various areas of maths. This will be taught to the ability of the children. They will be experiencing maths by learning through sensory objects and manipulatives. The areas we will be covering during the Summer term are: capacity, temperature, position and direction. We will then recap all the topics from the whole year.

### Science

In Summer 1, the children will be learning all about plants. They will be growing their own radishes and focusing on what a plant needs to survive, healthy plants and seasonal changes.

For Summer 2, the children will be going back over different topics from the year to consolidate their learning.

### Mainstream

Depending on your child's ability and interests, the children will be spending some time attached to the mainstream class. This will include time for P.E. We will be also attending many school events which include assemblies and special occasion days.

Please be aware that some of the material taught in Berry class maybe subject to change depending on the children and their needs.

### Computing/P.E/Music:

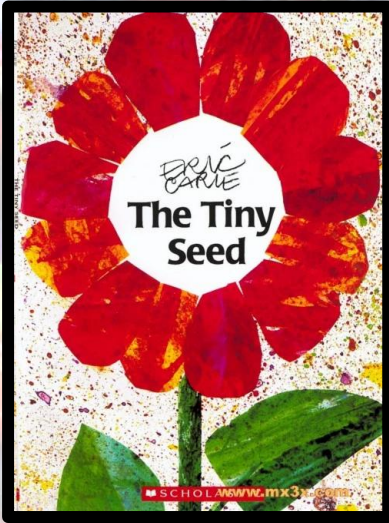
We will be continuing our coding journey using code.org. The children will learn to follow extensive instructions with key words to crack the codes.

During P.E we will be continuing our gymnastic practice but also preparing for sports day.

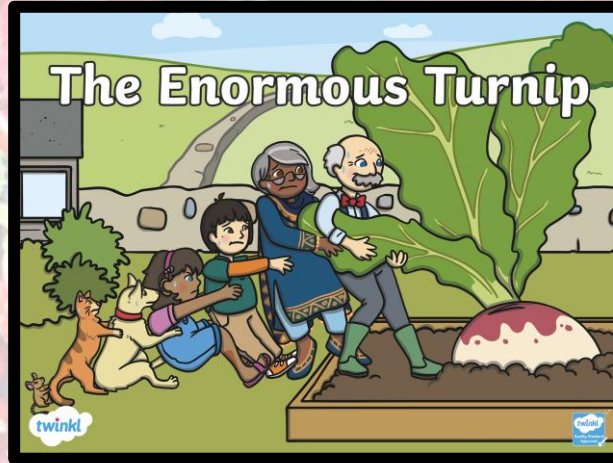
In music, we will be continuing playing the glockenspiels where the children will be learning to follow and beat and a rhythm.

Berry Class  
Summer Term overview  
School Topic: Amazing Animations

Book list For Summer Term



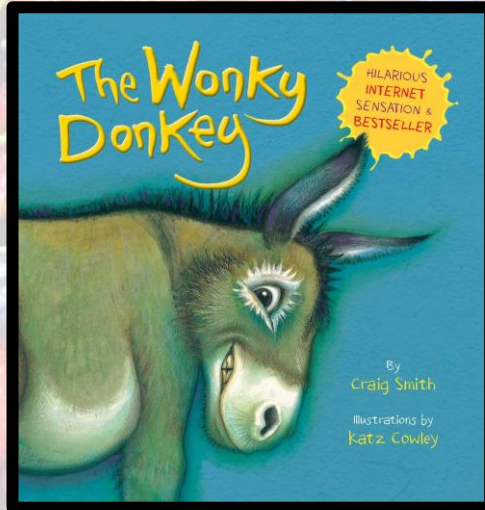
The Tiny Seed



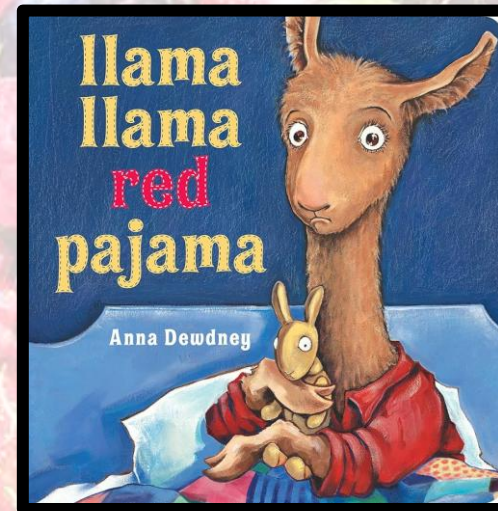
The Enormous Turnip



Supertato - Evil Pea Rules!



The Wonky Donkey



Gruffalo's Child

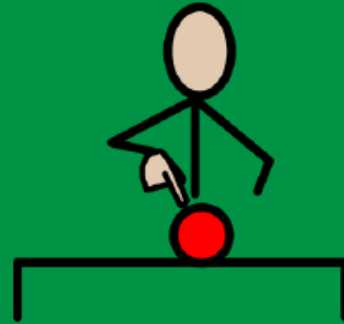
During this time, there will be a week included for our creative writing.



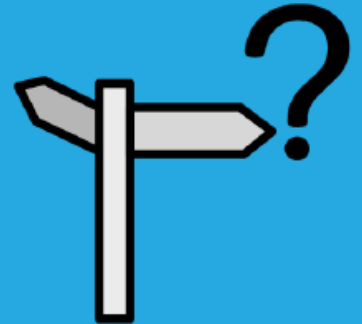
who



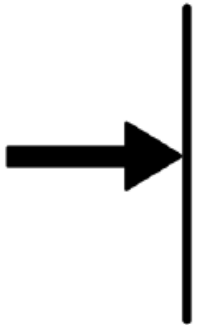
doing



what



where



to who



describe



when



how

# LANGUAGE FOR THINKING QUESTION LEVELS BOOKMARK

Level A

Level B

Level C

What's happening?  
 What is X doing?  
 What did X get .....?  
 What is X for?  
 What do you do with it?  
 Who?  
 Where?  
 Has it happened to you? (how did you feel/what did you say/What did you do?)  
 Sentence completion  
 Find one that can










What could they say?  
 What's going to happen next?  
 What is it made of?  
 What is in .....?  
 What is an X?/What does X mean?  
 Why? (obvious)  
 When?  
 How did they feel?  
 Find something you can X but is not a Y.  
 Tell me a X that is not a Y.  
 Tell me about this picture in one sentence.  
 Tell me about this picture using the word X.  
 Tell me how you ....  
 How will ....?  
 If (obvious)  
 What is the problem?

What else might happen?  
 What else ....?  
 What if?  
 Why?  
 X should happen, why?  
 Why is it made of that?  
 Why not?  
 Why wouldn't ....?  
 Why shouldn't ....?  
 Why does X need to Y?  
 Why are they X and not Y?  
 Why is X better than Y?  
 How do you know?  
 How could she X ....?  
 Difference between X and Y?  
 Same about X and Y?  
 What should?  
 Think of 3 things that both X and Y have. Tell me.











## Blank level questioning

When reading with your child at home,  
 please use these blank level questions to  
 develop their comprehension skills.

### Blank's Level One Questions

|  |  |
|--|--|
| What/who did you see?<br>         | Say this....<br>  |
| What did you touch?<br>          | What can you hear?<br>   |
| Where is the ___?<br>           | Is it a ___?<br>Yes  No  |
| Can you find one like this?<br> | What is it?<br>   |

### Blank's Level Two Questions

|  |   |
|--|---|
| What colour is it?<br>                  | What shape is it?<br>  |
| What size is it?<br>                   | How does it taste?<br>                                      |
| What does it smell like?<br>          | What does it feel like?<br>                                |
| What do we do with this?<br>          | Name something from (semantic category)<br>                |
| How is a ___ and a ___ different?<br> | What is the ___ doing?/<br>Show me the one that is ___<br> |