



## Summer Term 2026 Learning Letter – Penguin Class

COMMUNICATION / LITERACY	MATHS	SKILLS FOR LIFE	PERSONAL DEVELOPMENT
<p><b>In our English Communication lessons, we will focus on:</b></p> <p><b>Summer 1</b> Letters and Postcards: Letters</p> <p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>Can I be your dog- Troy Cummings</li> <li>Dear Teacher -Amy Husband</li> </ul> <p><b>Coverage</b></p> <ul style="list-style-type: none"> <li>Explore letter convention</li> <li>Explore sentence building and punctuation (full stop)</li> <li>Write letters using 'to' and 'from' conventions</li> <li>Role play letter writing (delivering to someone and reading a letter)</li> </ul> <p><b>Summer 2:</b> Poetry Humorous Poems:</p> <p><b>Key Texts:</b></p> <ul style="list-style-type: none"> <li>Caterpillar Cake – Matt Goodfellow</li> </ul> <p>Hide and Seek Zany Zoo Little Boat</p> <p><b>Coverage</b></p> <ul style="list-style-type: none"> <li>Explore humorous poetry</li> <li>Explore rhyme</li> <li>Answering questions about poems they have read</li> <li>use as a stimulus to writing</li> <li>Explore expanded noun phrases (putting more than one adjective together to describe a noun)</li> <li>Creating and sharing own poetry</li> </ul> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Talk to your child about characters you watched in a film and link this with their actions.</li> <li>Discussions with your child about what they can remember from the story read/watched and sequencing.</li> <li>Discuss their interest in animals if any (farms, zoo, endangered species) and research together to find more information.</li> </ul>	<p><b>Summer 1:</b></p> <p>Number: Multiplication and Division □(&lt;=5+ / &lt;=10+)</p> <ul style="list-style-type: none"> <li>Solving practical problems involving doubling (x)</li> <li>Solving practical problems involving halving (+)</li> <li>Exploring odd and even numbers</li> <li>Sharing / grouping objects equally (+)</li> <li>Counting repeated groups of the same number of objects (in steps) to find the total (x)</li> </ul> <p>Mastery focus: Time</p> <p><b>Summer 2:</b></p> <p>Measurement Capacity and Volume</p> <ul style="list-style-type: none"> <li>Awareness of comparison in estimating and predicting</li> <li>Comparing directly and indirectly (using fraction vocabulary – full, half full, empty)</li> <li>Relationship between size and number of units</li> <li>Using units (non-standard/standard) to estimate, measure and compare</li> <li>Recording measurements</li> </ul> <p>Mastery focus: Time</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Talk to your child about patterns, shapes in and around the home and outside in everyday life encouraging them to use the right vocabulary</li> <li>Play games adding parts of your food while eating and estimating amounts of eg eggs, fruit in the house and then count them.</li> <li>Play counting games at home, march, listen to songs.</li> <li>Count favourite objects, sing known nursery rhymes to support learning.</li> </ul>	<p>Throughout the Autumn term we will be working on the skills for life to support towards our personal goals for independence.</p> <p><b>Summer 1</b> : Community Inclusion: Participating in shared activities</p> <p>Take part in paired / small group activities involving turntaking and sharing</p> <p>Take part in activities or play with toys enjoyed by others (early introduction to hobbies)</p> <p>Take part in activities working towards a common goal e.g. a group art project Assessment Framework: Relationship building with peers / adults, sharing, turntaking</p> <p><b>Summer 2:</b></p> <p>Food Tech: Delicious Dough Pizzas exploring different ingredients that affect the consistency of the dough e.g. yoghurt, wholegrain flour</p> <p>Dough balls with sweet fillings e.g. chocolate, jam</p> <p>Technical Content Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Assessment Framework Kneading / weighing and measuring</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Support your child in being independent – making a drink for themselves, making snacks and cook at home,, getting dressed and personal hygiene</li> <li>Encourage your child to comb their hair supported or not. Role play in the house.</li> <li>Encourage your child to dress and take responsibility for their clothing.</li> <li>Encourage your child to brush teeth and maintain a good routine for them to develop their skills. Role play at home.</li> </ul>	<p>Summer 1: PSHE: The word I live in taking care of the environment</p> <p>Cultural Development: School values 'Collaborate'</p> <p>Summer 2: PSHE: Self care, support and safety public &amp; private</p> <p><b>Cultural development</b> Global Diversity Awareness (including but not exclusively pride parade)</p> <p><b>Religious education</b> : How should we treat each other?</p> <p>Key features: Looking at charity, volunteering, and giving and how this goes across all faiths and world views</p> <p>Core concept – multifaith</p> <p><b>Ways you can help your child:</b></p> <ul style="list-style-type: none"> <li>Talk about trusted adult e.g. parents, carers, teachers</li> <li>Discuss the importance of letting adults know what they are doing online/ outside.</li> <li>Support them understand personal space and respect it at home. Discuss examples of difference between family members and others.</li> <li>Encourage your child to brush teeth and maintain a good routine for them to develop their skills. Role play at home.</li> <li>Encourage your child to comb their</li> </ul>



<ul style="list-style-type: none"> <li>• Visit farms, zoo and play based learning at home using animals.</li> <li>• Create imaginary characters and discuss their appearance, behaviour, powers.</li> <li>• Read with your child daily – magazines, books, newspaper, fiction and non-fiction.</li> <li>• Use phonics play at home.</li> </ul> <p><b>Creativity and the world:</b>  <b>Summer 1</b>  <b>Music:</b> Composing - Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or midnight woodland</p> <p>Sky Music Hub – Travelling Around  Music Express – Midnight Wood</p> <p><b>Art: Fabricate</b>  <b>Key artists: Gunta Stölzl, Beth Evans</b></p> <p><b>Key stimuli: Stolz examples of weaving, Evans examples of batik</b></p> <p><b>Key skills: weaving, batik</b></p>	<p><b>SCIENCE:</b>  <b>Summer 1</b>  Science: Plants 2  how water is transported within plants, lifecycle of flowering plants  ELEMENTS OF  2.4.4 Plants</p> <p><b>Summer 2:</b>  Sound and vibration vibrations, pitch, volume and distance  ELEMENTS OF  4.1.4 Sound</p> <p><b>Ways you can help your child:</b>  -use multiple puzzles, sand, food based items for pupils to experience changes in matter.  -include pupils in cooking and making snacks showing them what they food items are and what the finished product is.  -play based activities exploring  -family pictures from childhood  -pets, adult pictures growing up</p>	<ul style="list-style-type: none"> <li>• Encourage your child to support in cleaning their room and be part of house chores rota organising their belongings.</li> <li>• Encourage your child to get involved in cleaning, car washing and other cleaning routines in the house while you are doing these. Role play.</li> </ul> <p><b>GEOGRAPHY:</b>  Field Study: River Granta</p> <p>Key content:  Human and physical geography:  describe and understand key aspects of:  physical geography, including: rivers, and the water cycle  Enquiry based learning: What are rivers and where do they come from / go to? What happens there? describe and understand key aspects of rivers and the water cycle</p> <p>Skills and fieldwork:  use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>HISTORY:</b>  Britain beyond 1066: Transport</p> <p>Key content:  Ordering the different ways people have travelled from before the invention of cars to the modern day, why people needed to travel both in the past and today, the invention of the car/boat/train /aeroplane, exploring old fashioned vs modern examples, relating to their own transport experiences</p> <p>Skills:  Putting evidence in chronological order  Comparing sources  Asking and answering questions</p>	<p>hair supported or not. Role play in the house to promote independence.</p> <p><b>Digital Literacy / ICT</b></p> <p><b>Summer 1</b>  Mouse and trackpad skills (EY)  (Framework: Cause and effect / mouse Skills)</p> <p>Connected world:  Self image and identity – exploring likes and dislikes, communicating preferences, communicating ‘no’, stop or I’ll tell when feeling uncomfortable</p> <p><b>Summer 2</b>  Pictograms  (Framework: Coding and Programming)</p> <p>Connected world: Health, wellbeing and lifestyle – take part in activities which have rules working within rules, identifying simple rules for tech use in class e.g. no food near them or only when an adult says it is time for free choice</p>
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Historical Threads:  
Movement of people  
Technological Development

## PHYSICAL DEVELOPMENT

Fundamentals – run, change direction, stop, throw catch

Swimming

### ***Ways you can help your child:***

- Access Go noodle, Joe Wicks and wake and shake exercises at home <https://www.gonoodle.com/> [https://www.youtube.com/watch?v=AKIid\\_e-loE](https://www.youtube.com/watch?v=AKIid_e-loE) [https://www.youtube.com/watch?v=Oq\\_f0\\_QO\\_Ko](https://www.youtube.com/watch?v=Oq_f0_QO_Ko)
- Go for walks, bike ride & scooter rides in local area
- Cosmic Yoga & Meditation - <https://cosmickids.com/>
- Visit soft play, playgrounds, clip & climb, roller staking, Bounce, swimming pools
- Ensure you child is getting the right amount of sleep, including a good bedtime routine with down time away from technology and TV at least half an hour before sleep time.