

### EYFS newsletter

We are in our final half term of the year...where has this year gone?

We are so proud of all the hard work the children have put in this year. We can now see how much their perseverance has paid off.

This half term we will be focusing on supporting the children in their transition to year 1. We will spend time discussing their excitement, worries and answer any questions they may have. This will be a gradual process to ensure the smoothest transition as possible.

Please see the class teachers emails below if you need to contact your child's class teacher.

Class 1 Miss Lindschau [a.lindschau@cvps.omegamat.co.uk](mailto:a.lindschau@cvps.omegamat.co.uk)  
Class 2 Miss Hardman [l.hardman@cvps.omegamat.co.uk](mailto:l.hardman@cvps.omegamat.co.uk)  
Class 3 Miss Saxon [l.saxon@cvps.omegamat.co.uk](mailto:l.saxon@cvps.omegamat.co.uk)

#### Dates for this half term

Wednesday 3rd June-Summer fair

Thursday 18<sup>th</sup> June-EYFS sports day

Tuesday 23<sup>rd</sup> June-Parents evening

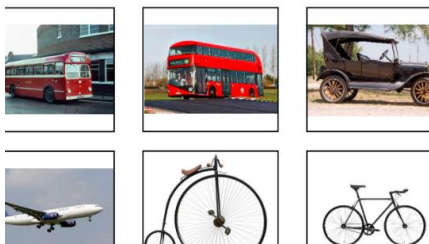
Thursday 25<sup>th</sup> June-Parents evening

Tuesday 7<sup>th</sup> July-EYFS disco

Wednesday 15<sup>th</sup> July-EYFS Graduation 9am

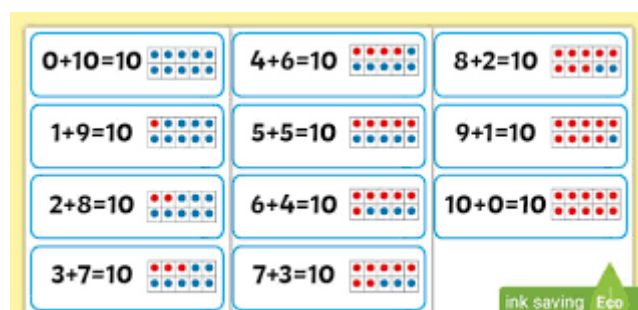
#### Topic

This half term we will be learning about journeys. We will link our learning to the transition the children will be making when they go to year 1. The children will have the opportunity to look at different types of transport and compare old and new transport.



#### Maths

The children will continue to receive a piece of maths home learning every two weeks. This half term in maths we will be focusing on counting beyond 20, subitising, 2d and 3d shapes and recalling number bond facts to 5 and up to 10



### Reading

Our school expectation is that each child read 3 times per week at home. We ask that an adult signs the reading record each time your child reads. Therefore, we can give 3 dojos out to each child that has read the minimum expectation at home.

During the summer term, we will be trying to encourage the children to move away from sounding out every word and try to remember words by sight. We want the children to be able to recognise words by sight or use their 'Fred in head' skill (sounding out the word in their head). This will help your child to become a fluent reader and it will support them in having a better understanding of the text. Can we please ask that reading records and books are always kept in your child's book bag.



### Snacks and water bottles

- Please send your child to school with a water bottle containing water only. Please can we ask that water bottles are not put into book bags as this can cause damage to reading books.
- A healthy snack will be provided by the school daily. This is usually an apple, pear, banana, orange or raisins.



### P.E

Please ensure your child has their PE kit back in school. All items need to be clearly labelled with your child's name, including shoes. Kits are sent home every half term to be washed and so you can check sizes.

### Uniform

A reminder to please label all children uniform with your child's name so we can ensure they have all their belongings with them at the end of the day. A gentle reminder that children are required to wear formal school shoes. If you have any questions regarding this, please speak to a member of staff.



We would also like to take this opportunity to thank you for your continued support and remind you that should you have any concerns please do not hesitate to contact us.

Kind regards,

EYFS Team

**Chapelford Village Primary School**  
**EYFS Newsletter**  
**Summer Term 2**



**Key texts to support literacy learning:**



**Literacy**

Reading

To read sentences which include known sounds. To read sentences with a range of red and green words. To begin to read with some fluency.

Writing

To write phonetically decodable sentences independently. To write sentences that can be read easily by an adult. To be able to spell a range of red words correctly. To form most letters correctly.

Comprehension

To engage with stories and share their understanding of what they have read. Anticipate key events in stories.

**Physical development**

Gross motor

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully in future sporting activities.

Fine motor

To develop the foundations of a handwriting style which is fast, accurate and efficient. Hold a pencil effectively.

**Mathematics**

Numbers

Recall number bond fact to 5 and up to 10.

Number pattern

Compare quantities up to 10 in different contexts, doubling, odd and even numbers. Count beyond 20.

**Communication and Language**

Listening, attention and understanding

Make comments about what they have heard and ask questions to clarify their understanding.

Speaking

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

**PSED**

Self-regulation

To set and work towards simple goals.

Managing self

To be confident to try new activities and to show confidence.

Building relationships

To work and play cooperatively and take turns with others.

**Understanding the world**

The world

Explore the natural world around them and make observations.

Past and present

Compare and contrast characters from stories, including figures from the past.

People, culture and community

To recognise that people have different beliefs and celebrate special times in different ways.

**Expressive art and design-drawing**

Creating with materials

Share their creations, explaining the processes they have used.

Being imaginative

To perform songs with others and move in time with the music.