

Clarendon Infant School



EYFS Curriculum overview

Summer Term 2

2026

Welcome to EYFS

In Reception we learn through teacher led and child led activities. During the day, there will be key whole class learning times for Phonics, Literacy, Mathematics and Topic. The children will then work on a range of teacher-led and child-initiated activities.

Reading homework

In Reception the homework will be reading. Please practice reading a minimum of 4 times week. This only has to be a page a day or even a sentence a day. This will support your child with reading and writing. Once a week your child's reading book will be changed.

PE

We take part in PE once a week and if the weather allows they will be outdoor sessions.

Outdoor Environment:

We will continue to use our outdoor area every day. As we move into the summer term, we also ask that children bring a named hat each day, as the British weather can be unpredictable and we want to ensure they are protected during sunnier periods.

We are always happy to meet with you and discuss your child's progress over the year. Please feel free to come and speak to your child's teacher or schedule an appointment if you have any concerns.



Miss Day
Class Teacher & EYFS Lead



Mrs Howe
Class Teacher

Events for the term

Please see below a list of the weeks with resources we would like your child to bring into school for that week to support their learning.

Please put this in their book bag at the start of the school week and let your child's class teacher know.
Thank you

WB:1st June
Week 1

WB:8th June
Week 2

WB:15th June
Week 3

WB:22nd June
Week 4

WB:29th June
Week 5

WB:6th July
Week 6

WB:13th July
Week 7

WB:20th July
Week 8

Board Game afternoon! (Friday 3rd)

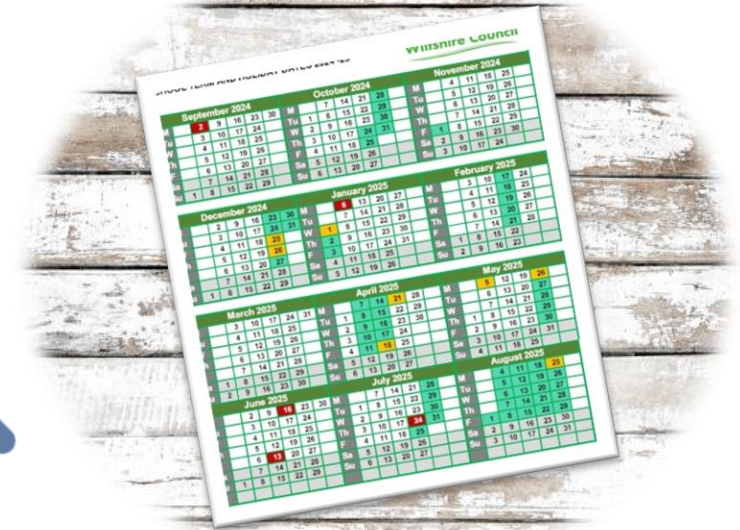
(please bring in a game to school so we can teach our friends how to play!)

EYFS Teddy bear's picnic

(A letter to follow this term with more details)

EYFS Forest School end of year surprise

(A letter to follow this term with more details)



We're collecting clean recycling materials for our creative junk modelling area.

If you have any of the following at home, please send them in!

Containers

- Small and large cardboard boxes (cereal, tissue, shoe boxes)
- Plastic bottles (water, milk, juice – washed and dried)
- Yogurt pots, margarine tubs, and food trays

Cardboard & Tubes

- Kitchen roll tubes (no toilet roll tubes, please)
- Cardboard packaging pieces

Lids & Tops

- Bottle tops and jar lids (plastic or metal)
- Milk bottle caps



Communication & Language

This term, we will be listening carefully, take turns in conversations, and ask questions to help their understanding. They enjoy imaginative play, retelling stories, and creating their own ideas through speaking and writing. We will use new vocabulary, describe objects and experiences in detail, and speak clearly in longer sentences using past, present, and future tenses.

Personal social & Emotional Development

This term, we will develop confidence, independence, and resilience as they prepare for Key Stage 1. They learn to manage their emotions and behaviour, solve problems fairly with others, and make healthy choices. We will build positive relationships by showing kindness, understanding others' feelings, helping their friends, and learning that everyone can have different interests and opinions. Through adult guidance and role modelling, they continue to develop strong personal, social, and emotional skills. We will also be learning through our new scheme PSHE scheme Scarf.

Physical Development

This term, we have P.E on Thursday morning. In PE we will be focusing on Gymnastics. We will explore creating shapes, balances, jumps and begin to develop rocking and rolling. We will be carrying on developing our gross motor skills through a range of P.E activities this term.

Maths

This term, we will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. We will also be covering 2d shapes, 3d shapes, capacity and patterns.

Expressive Arts & Design

We will explore art through inspiration, observation, imagination and feelings. They choose colours and materials for a purpose, create their own ideas, and talk about the choices they make. We will also share stories, role play, sing, draw, build and create representations of real and imaginary experiences while learning to reflect on and improve their work.

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English & Phonics

In English we will be listening to stories to learn story language. We ensure the children have opportunities to write about what they are interested in to encourage a love for writing. We will be doing writing through drawing club.
Phonic
In our Phonics sessions, we will be on phase 4 from our phonics scheme Unlocking letters and Sounds. We will be learning how to blend and segment words that are longer such as handstand.
Please ensure you are reading with your child 4 times a week. Even if it is a page a day!

Understanding the World

We will be learning about the past and present through stories and their own experiences, noticing similarities and differences between people, places, animals, and materials. They explore maps and simple symbols, compare different habitats and lifecycles, and develop an understanding of the world around them. Children also learn to care for animals, respect others, and look after the environment.

What do I want to know?

Before the start of the term, please ask your child what they want to find out about from our curriculum overview.

Please tick one from the questions below.

This will then go onto your child's learning journey wall where we will have the opportunity to find out the answers together as a learning moment.



Please bring this form back on the first week of the term to your child's class teacher.

Thank you

Name: _____

- What am I most proud of this year?
- How can I solve a problem with my friend?
- Why is exercise important for my body?
- Can I name and describe a 2D shape?
- What can I create using my imagination?
- What new things can I do now that I couldn't do before?



Phonics

The phonics scheme we use is Unlocking Letters & Sounds.

As children start their school life they will very much focus on learning to read.

We want every child to love reading and to do this we must make sure that it is a pleasurable experience and that they can read with accuracy and fluency so they can access as many opportunities as possible.

Phonics teaches the link between the words we read/ say and the words we write on the page. It teaches how the letters in written words represent the sounds we say in spoken words – this is called decoding.

There is some technical vocabulary that we use for phonics and that your children will use.

Grapheme – the written letter or groups of letters

Phoneme – the sounds that the grapheme makes

As soon as your child can blend some GPCs together to read words we will be giving them a book. This is incredibly exciting but will be different for every child. Some learn this skills very quickly and others take a bit longer – we will be supporting every child to blend as quickly as possible. Please don't compare your child with others and contact us if you are worried about anything.

Once your child can read they will be given a book that precisely matches their phonics attainment so that they can read at least 95% of the words in it. Please don't think that this makes the book too easy for them – it's vitally important that reading is a celebration of children's reading with you and a chance for them to show their phonics expertise.



Top tips for reading at home

Reading at home is essential as it gives children the opportunity to practice their decoding and blending skills.

- 5 – 10 minutes every day is often more effective than longer times
- Find a time that works for you. Reading at bed time sounds lovely but with a tired child it can often be tricky!
- Celebrate what your child can do and
- Encourage your child to point at the graphemes as they read – this helps them to track the words and know their place
- Encourage them to say all the sounds in the words and then blend them together – you can show them how to do this.
- Be patient and give them time to work it out before stepping in before stepping in. If they can't read a word model how to do it and then ask them to do it.
- Let them read common exception words by sight.



Contact details
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If you have any questions or queries please come and speak to a member of staff who will be more than happy to help.

Many Thanks
The EYFS Team