



EYFS Summer 1



Although Summer is on its way and we are looking forward to the warmer weather, it is bittersweet, as it does mean it brings us to our last term in Reception. The children have continued to WOW us, and it has been a pleasure watching them grow! We will definitely be making the most of this term together and doing lots of exciting and fun activities with the children!

The children have learned lots about different animals. They enjoyed learning about different habitats they live in and places around the world as part of this. The children really enjoyed retelling different stories and making maps using a key.

This half term, the children will be looking at our theme – 'Growing and life cycles!' This will focus on us thinking about how we have all grown and changed. We will then be exploring things such as what a plant needs to grow and life cycles of different animals—making sure the children have lots of hands on experiences to help support learning! The children will look at lots of brilliant stories and books alongside this.

Key books for Summer 1: *These will be used to promote a love of reading, encourage new vocabulary, discussion and an exciting hook, which will engage children in new learning and different activities.*

The Growing Story The Tiny Seed Jack and the Beanstalk Jasper's Beanstalk The Very Hungry Caterpillar
I will never ever eat a tomato A range of non-fiction texts about growing

PE: PE will be on a **Monday and Wednesday for Ladybird, Tuesday and Thursday for Honeybee.** Please can children come into school in their PE kit on their class days.

Key Dates so far (further information to follow):

Sports Day: The morning of Tuesday 19th May (more information to follow)

Monday 1st June – Staff training days.

Last Stay and Play: Tuesday 30th June 2.30 – 3.30pm.

Physical Development:

Fine Motor (Finger Gym):

This term, we will really be focusing on the tripod grip of the pencil and working on this with the children. We will practice using tools to make changes to materials, such as scissors, split pins and tape.

Gross Motor and PE:

In **PE** this term, the children will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. They will use a range of apparatus, such as egg and spoon, skipping ropes and batons. In all athletic based activities, the children will engage in performing skills and measuring performance, competing to improve on their own score and against others. There will be opportunities to work collaboratively as well as independently. We will be having a Sports Day, which we know the children will love! More details about this will follow in a letter. The children will also look at using bats to practice balancing and hitting a ball.

Communication and Language

Key Vocabulary for this half term: Grow, height, length, measure, seed, soil, plant, chrysalis, cocoon, life cycle

- During our Literacy sessions where we read a book as a whole class and answer questions about what we read, the children will be introduced to different vocabulary. We will talk about the meaning of different words and the adults will be using them in the classroom. We will encourage the children to use this new word and will listen out for it when they are learning in the classroom.
- We will look at different rhymes and poems and learn these.
- We will look at question words and use these to ask questions to find out more about things we are learning about or stories we have read.
- Using experiences the children will have, such as watching the life cycle of a butterfly, we will use these to retell things in sequence, using words such as first, then, next.

Personal, Social and Emotional Development

SCARF: Being my best. During this unit, we will explore the following:

- The children will explore what it means to **bounce back** when things go wrong.
- We will look at what it means to build resilience and the children will think about what they can do when faced with a challenge, or when something does not go as they had originally planned.
- **Yes I can!** We will work on building the children's confidence and self-belief!
- We will look at healthy eating and how that helps our body and mind.
- The children will think about how keeping active helps to keep our body and mind healthy. We will look at the importance of exercise and how sleep is really important too.
- The children will talk about how we should be kind and caring to living animals and the world around us.

Expressive Arts and Design

- The children will use different techniques for joining materials when constructing.
- Using different materials, the children will plan, make and then evaluate a construction model.
- The children will look at the work of a famous artist and produce a piece of art work using an artist's style as a stimulus (Vincent Van Gogh – Sunflowers.)
- The children will use resources to create observational drawings. (Sunflower/plants.)
- We will use real life objects to create painting and prints. (Printing/painting using food.)
- The children will listen to a piece of music and create movements to it.
- The children will continue to play along to different pieces of music, individually and in groups, performing to others using musical instruments.

Understanding of the World

- As part of our focus on growing, the children will identify and sort things that are living and things that are not. They will identify what living things need – water, air, food.
- The children will identify things that grow around us.
- We will talk about how they have changed since a baby and how we have grown, making comparisons between what they can do now and then.
- The children will have opportunities to make observations about the life cycle of a butterfly.
- The children will learn and discuss the key features of the life cycle of a butterfly and a frog and talk about how they change.
- The children will identify what a plant needs to grow.
- The children will identify the steps needed to plant a seed. (Hands on experience – planting a seed and helping a plant to grow.)
- The children will explore and understand where different food comes from and we will talk about where food grows.

EYFS EARLY WRITING

This half term, we will continue to practise the letter formation using the Read Write Inc rhymes and work with all children to develop a more stable pencil grip when writing. The children will take part in whole class or small group writing inputs. They will be encouraged to write independently regularly to practise their phonics knowledge, so this will be at each child's level of understanding. We continue to make sure the children use Fred Fingers when spelling, as this encourages them to count out the sounds they can hear and not miss any when writing.

The children are becoming confident using sounds to write and knowing what sound the letters make. We will talk about **letter names and the order of the alphabet**. As part of this, we will develop their knowledge of capital letter shapes. We will continue to build on children's use of punctuation. Remembering that a full stop comes at the end of the sentence, and that finger spaces come between words. A big focus this half term will be capital letters and when they are used, in particular thinking about names and the beginning of a sentence.

As the children develop their writing, we will be encouraging them to think of sentence ideas, and use a strategy called 'Hold a Sentence'. This is where the children repeat the sentence idea they are going to write a number of times, aloud, practising the order and idea orally. This helps cement the idea in their mind before writing. The following link shows how this works:

<https://schools.ruthmiskin.com/training/view/KdTaZmWn/FKobVDs6>

EYFS EARLY MATHS

Cardinality, ordinality and counting - Children will continue to engage with activities that draw attention to the purpose of counting – to find out ‘how many’ objects there are. The children will also revisit the concept of cardinality – the idea that the last number in the count tells us how many things there are altogether. They will be given further opportunities to hear, join in with and develop their knowledge of the counting sequence, and, once they have become secure with their counting skills, they will be able to continue the counting sequence and be able to identify missing numbers within it. While consolidating their understanding of the word pattern embedded within most of our number names, the children will also be given opportunities to hear and practise key differences in the number names e.g. between ‘teen’ and ‘-ty’ numbers.

Subitising - The children will continue to develop their subitising skills (seeing the quantity without counting) in increasingly complex arrangements. A key focus is to use the children’s developing understanding of doubles to support their subitising skills. By moving away from counting for sets that can be subitised, this will help to support future calculation strategies.

Composition - The children will consolidate their understanding of the composition of 5 and practise recalling the parts of 5 when 1 part is not visible. A key representation of the composition of 5 will be the fingers of 1 hand, and the children’s attention will be focused on both the fingers that are ‘up’ and those ‘folded down’.

The children will also begin to explore how 10 can be composed of 2 parts. The children will be encouraged to recognise a larger part of 10 when it is presented in the ‘5 and a bit’ structure, and then subitise the smaller part. They will also be encouraged to see how finger patterns can be used to represent 2 parts of 10, using the ‘fingers up and fingers down’ approach that was used when exploring the composition of 5. The children can also be given opportunities to see the composition of 10 represented on a 10-frame.

Comparison - The children will make connections between their experiences with counting 1-to-1 and subitising dice patterns, and the actions of rolling dice and moving themselves and puppets/soft toys along linear number tracks. These games will reinforce the order of numbers, and will begin to develop the children’s understanding that numbers are getting bigger as we move along the track and of the linear increase in the numbers (the idea that each number on the track is 1 more than the previous number and 1 less than the following number).

Repeating patterns – Children build on their knowledge of simple AB patterns from the autumn term. They are introduced to more complex patterns such as ABC and ABCD, where all the elements are different. This can then progress to AABB, AAB and ABB patterns.

EYFS EARLY READING

The children have really enjoyed their reading and we are really proud of how they are using phonics confidently. We have been focusing on rhyme, as well as general reading and the children have enjoyed learning and performing rhymes and songs in class and music lessons.

The children will continue to bring home their Learn to Read (Read Write Inc) books and their Love to Read book from the library. **Thank you for your continued support and regular reading at home – it makes a huge difference.**

Your child will be looking at new reading books/focus sounds this half term. As always, please do not hesitate to contact us if you have any queries or questions.

If there are any sounds or red word your child is finding tricky to remember, seeing them and practising them lots will really help. We find the little and often approach works well.

If you need any further links to the Read Write Inc Links on the portal, please speak to your child’s class teacher about this and we can arrange this for you. If there is a sound or red word you feel they need to practise, let us know, we can sort out a QR code and videos to support this at home.



Sentence Writing



Red word practise



Word Time practise (green words)



Set 2 ay and ee

