



EYFS Summer 1



Although Summer is on its way and we are looking forward to the warmer weather, it is bitter sweet as it does mean it brings us to our last term in the Early Years. 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, focusing in particular on the habitats they live in. They enjoyed learning about different 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 the life cycle of a caterpillar/butterfly—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 **Tuesday and Thursday for Ladybird, Wednesday and Friday for Honeybee.** Please can children come into school in their PE kit on their class days. Please dress the children appropriately for the weather, black joggers or shorts and school hoodies/jumpers, with trainers for outdoors.

Physical Development:

Fine Motor (Finger Gym):

Children will have continuous access to activities that will develop hand and finger strength, which will help them with pencil grip. 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.

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.

Communication and Language

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

- We will continue to use circle times, as a whole class and in small groups to develop use of language and communication skills.
- During our VIPERS 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.
- The children will practice retelling stories we have read, thinking about repeating phrases from the books.
- 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.

Expressive Arts and Design

- The children will use different techniques for joining materials when constructing. (Construction station – split pins, selo-tape, masking tape, treasury tags, glue)
- 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 use a range of resources to create their own props to aid role play.
- The children will continue to use role play to take on a role and create a narrative for their play. We will encourage them to retell stories they have listened to or recreate events we have discussed.
- The children will learn and perform a number of songs.
- 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. (Hands on experience – Caterpillar kit.)
- 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 MATHS

Our Mathematics focus is '**To 20 and Beyond and First, Then, Now**'. During these, we will look at consolidating key skills, such as subitising, counting, the composition of numbers, sorting and matching, and comparing and ordering numbers.

Building numbers beyond 10 and Counting beyond: We will look at place value, understanding that in 17 the 1 is a ten and the 7 is a one, using the 10 frames to do so. The children will explore number and counting patterns and finding missing numbers in these. We will count forwards and backwards. The children will explore 100.

First, Then, Now: The children will add and take-away using practical aids and counting on/back. We will build on previous learning about mathematic symbols. The children will take part in problem solving using addition and subtraction. We will use the language **first, then and now** when doing so, alongside the symbols. (eg: first there were 9 apples, then 2 fell down, now there are 7 apples $9-2=7$).

Spatial Reasoning: We will look at different puzzles, pictures, models. Using these, we will look at how shapes can be rotated to fit and get children to match arrangements of shapes, so they can identify which ones to use correctly. The children will look at how shapes can be combined or separated to make new shapes. We will explore tangrams.

Please remember, all children progress at different paces, we will be delving deeper in to the above concepts and really exploring them at each child's level.

EYFS EARLY WRITING

The children continue to love drawing pictures and writing notes to friends or family. 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. As previously, we expect children to spell words using sounds that they know, meaning some of their writing maybe phonetically plausible.

The children are becoming confident using sounds to write and knowing what sound the letters make. We will now 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.

All children are at different stages in their writing. Teaching and learning is targeted at individual needs.

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.

You will soon be receiving more information about the Read Write Inc books, colour and/or focus sounds your child will be looking at this half term and 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.

Below are some links that may help with Reading and Writing:

Read/Hold a Sentence clip: <https://schools.ruthmiskin.com/training/view/YHt4DspU/NzU6KOEf>

Red Words clip: <https://schools.ruthmiskin.com/training/view/5Ej9vbvt/fi7e5XJz>

