



EYFS Summer 2



The children have had a fantastic half term, learning lots about growing. We loved watching the caterpillars make their cocoons and Mrs Dale and her family took lots of photos of them turning into butterflies over half term!

This half term, the children will be looking at our theme – 'Imagine That!' This will focus on lots of the children's interests and using our imagination to create stories! We will start by exploring dinosaurs and looking at what happened to them, local places we can find fossils and thinking about what history means and the past. We will explore using our imagination, using hooks such as pirates, space, fairies, superheroes, dragons – we know the children will have many great ideas!

We will be celebrating all the amazing things the children have achieved this year – we are very proud of them all!

Mrs Foster, Miss Goodson and Mrs Dale, are busy writing school reports for the end of the year. As part of the report, we will be saying whether the children are Expected or Emerging against the Early Learning Goals. More information about this will follow.

Key books for Summer 2: *These will be used to promote a love of reading, encourage new vocabulary and an exciting hook, which will engage children in new learning and different activities.*

- Harry and his bucketful of dinosaurs
- Mary Anning – little people, big dreams
- Whatever next
- The night pirates
- Super Worm
- You Choose
- Supertato

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. Please can you apply sun cream to your child before they come to school? Children are encouraged to wear sun hats when being outside if they have them.

Key Dates: Stay & Play: Tuesday 18th June 2.30pm – 3.30pm

Sports Day: Monday 24th June (see separate letter)

Trip to Poole Forest Schools: Monday 8th July

Transition to Year 1 dates: (Letter will follow with New Class and more information) Tuesday 2nd July, Thursday 11th July.
The children will spend a few hours in the morning with their new teacher. Then return to the EYFS.

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 continue to develop skills for Sports Day! We are very excited to see many of you there, cheering the children on!

The children will also be introduced to the basic skills required in Net and Wall games. They will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. The children will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.

Personal, Social and Emotional Development

SCARF: Growing and changing

During this unit, we will explore the following:

- Seasons – children will look at the changes that happen in each season
- Life stages, plants, animals, humans – the children will look at life cycles, in particular recapping the life cycles of plants, butterflies and frogs.
- Life stages, human life stage, who will I be? – we will think back to when we brought in our bab/toddler photos and talk about how we have changed. We will look at different life stages and talk about these (Baby, Child, Teenager, Adult, Old age)
- Where do babies come from? – we will read the book *There's a House Inside my Mummy* and talk about where a baby comes from.
- Getting bigger – we will read the book *Titch*, we will talk about how we grow and things we can do as we get bigger.
- Me and my body, girls and boys – we will talk about the correct names for the different parts of our body. We will cover how parts of our body are private and watch **Pantosaurus**
- We will talk about how we are ready for Year 1

Communication and Language

Some of the Key Vocabulary for this half term: **Dinosaur, fossil, palaeontologist, herbivore, carnivore, omnivore, imagination,**

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 literacy sessions, where we read a book as a whole class and answer questions about what we read, the children will be introduced new words. We will talk about the meaning of these words. Our aim is that children will use this new word and the adults will be listening out for it when they are learning in the classroom. The skills we will focus on are: **vocabulary, inference, prediction, explaining, retrieval, sequencing.**
- 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.
- The children will become storytellers – and use their imagination to verbally create stories as a class and individually. They will think about what happens first, next and at the end of the story.
- We will look at question words and use these to ask questions.

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) and put these in action when making a pirate ship.
- The children will continue to explore mixing different colours and be confident in using colour mixing to create work. We want the children to know what happens when they mix the primary colours.
- The children will use clay to mould a sculpture. This will be our Design and Technology project and we will be asking them to make a dinosaur fossil from the clay. The children will make a plan, drawing a design and thinking and discussing their ideas before being given the clay. They will then have access to different clay tools and will make a fossil design. After, we will show the children how to evaluate their work.
- 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.

Understanding of the World

- We will talk about the past and what that means. The children will learn about dinosaurs and develop their understanding of things that happened in history.
- We will talk about a local historical figure from the past and what they did - Mary Anning - looking at a great book about her and talking about children's own experiences fossil hunting in local areas.
- The children will explore changes of state, in particular ice. (Solid to liquid)
- We will build on what the children have already learned about space travel and will explore our solar system.
- The children will explore different materials and their properties, thinking in particular about which materials sink/float, to make a pirate ship. The children will test out different materials, also looking to see which ones are waterproof. Once they have made their ship, they will test it out on the water and talk about what happens.
- The children will once again look at maps and draw information from a simple map and use symbols to create their own. – creating treasure maps!
- We will talk about ways in which we can look after the environment and how we can help.

EYFS EARLY MATHS

Our Mathematics focus is '**Find my Pattern and On the Move**'.

Doubling, sharing and grouping, odd and even: The children will learn how to double a number, how to share and group numbers and what it means for a number to be odd or even, looking at how these areas of maths and patterns of number link.

Deepening understanding: The children will use their skills to problem solve. They will listen to stories and solve number problems from these. Children will talk about what they think they need to do to answer the question and consolidate the learning they have done this year when doing so.

Spatial Reasoning: We will look at positional language, such as in front, behind, above. The children will recreate models and pictures, using this language to describe where things are. Children will also look at creating maps and think about where things are in relation to each other.

Patterns: Children will explore patterns and the relationship between number and shape. They will look at completing repeating patterns and making their own.

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 in the writing area. 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. We continue to use Fred Fingers when spelling – this is where the children say a word they want to spell and then segment/break up the word into the sounds, pinching each sound onto their fingers.

The children are confident using sounds to write and knowing what sound the letters make. We will continue to talk about letter names and the order of the alphabet.

We will continue to build on children's use of punctuation. Remembering that a full stop comes at the end of the sentence, a capital letter opens a sentence and that finger spaces come between words. A big focus this half term will be children writing simple sentences, remembering all the words they want to write in the sentence, re-reading it to make sense and using their sounds to spell independently. It is really important that children can re-read their work, so please get them to do this at home – even re-reading their name in a birthday card they write.

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

EYFS EARLY READING

As we enter our last half term with the children we would like to praise them for their fantastic reading they have achieved this year. We will be focusing on fictional books as we look at our topic 'Imagine That' and we will be looking at the difference between fiction and non-fiction books. As always, we will be looking at authors and illustrators and we will use this time to look back at our favourite books we have read this year.

The children have been reassessed in Read Write Inc and you should have received more information about the Read Write Inc books, colour and/or focus sounds your child will be looking at 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 words your child is finding tricky to remember, seeing them and practising them lots will really help. Some children may be remaining in the same colour book group, and this is to really build their fluency when reading. The aim is that as the children practise more, they begin to quickly decode words using **Fred in their head**, or even begin to recognise words and read them by **sight**.

Fred in their head can be practised at any colour band – this is where the children say the sounds 'in their head' and then read the word they hear out loud. This skill really helps with their fluency. Lots of practise of reading at home, will build on this too.

Finally, we once again want to thank you for the at home support and comments made within the reading logs. We really enjoy reading about what the children like to read at home and it is wonderful to hear of their reading achievements outside of school.

