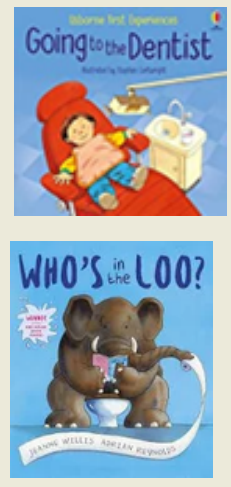
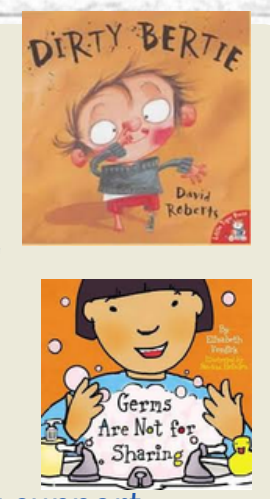


PSHE

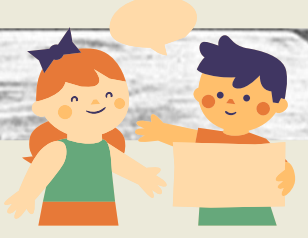
Personal,
Social & Emotional
Development
We will be focusing on:
Physical Health and Mental Wellbeing
Personal hygiene
Children will:



Know and talk about the different factors that support their overall health and wellbeing such as regular physical activity, healthy eating and toothbrushing.



C&L



Communication & Language

C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, productions, assemblies and interventions.

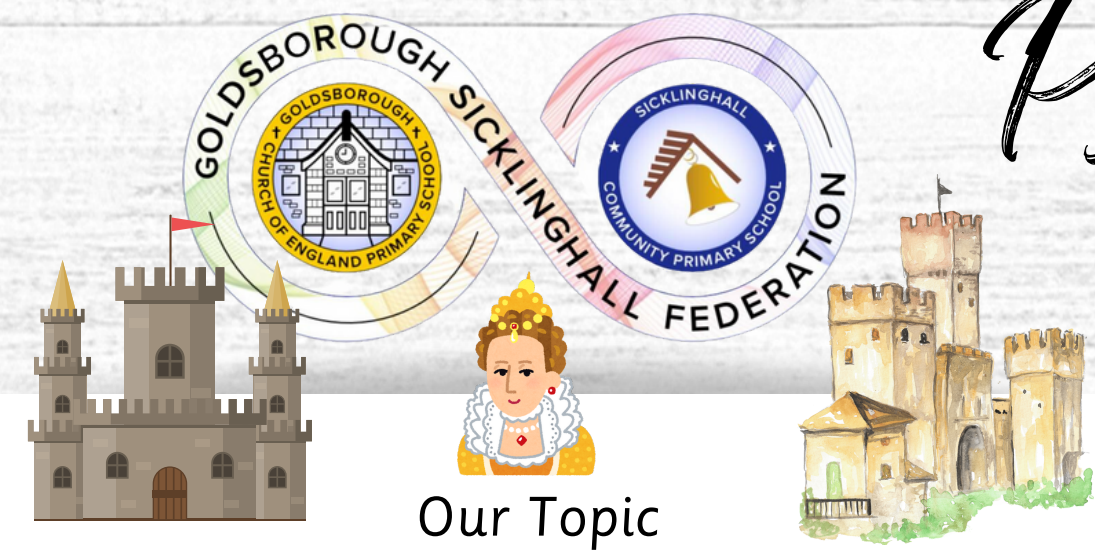


This half term we will be:
Listening, inferring and answering the question
What happened?



We will re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. During class discussions we will explore more non-fiction texts. Children will be encouraged to think, pair and share their ideas and discuss ideas with a peer.

We will also develop their oracy skills by encouraging full sentences, modelling performance poetry and the children will collaborate with their peers to perform a poem to an audience.



Our Topic

Castles Now and Then Marvellous Monarchs

EYFS Curriculum Newsletter SUMMER 1 April - May 2024

Homework

- To consolidate our learning and to support children in knowing more and remembering more, the children will be set the following homework each week:
- Reading the assigned phonics books on the Collins e-reader platform three times a week to build fluency.
- Reading the 'reading for pleasure' book that the children will be bringing home.
- Practising the phonics sounds and tricky words that the children have been assigned.

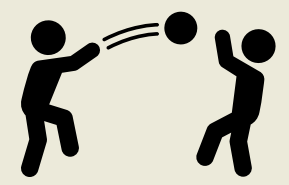
Our Ethos Focus: Humility and Trust

How did people in the past develop trust?
Have any significant people in this period of history demonstrated humility?
Link: Inspirational People

PD

Physical Development

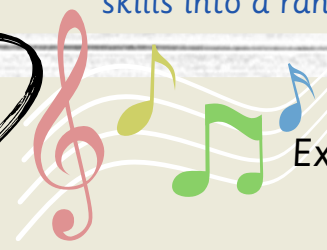
This term we will focus on more developed fine motor skills such as:
Finer threading, cutting, weaving, sketching.
We will provide activities to support the children to:
Develop their pencil grip and letter formation continually
Use one hand consistently for most fine motor tasks
Form letters correctly
Copy a square
Write on a line
Reduce letter size



For gross motor skills we will be learning throwing, striking and fielding skills.

The children will practise:
Throwing/jumping/running in isolation and combination – outdoor.
Target activities – Aiming towards a target
Skittles, Throwing into a hoop
Children will be exploring ways of mastering basic movements including running, jumping throwing and catching. As well as developing balance, agility and co-ordination. Children will be able to apply these developing skills into a range of activities.

EAD



Expressive Art & Design



We will teach the children new songs and styles of music through the Charanga scheme- Your Imagination is a pop song by Joanna Mangona and Pete Readman. The children will be taught through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

Children will be taught discrete art lessons this half term. They will study sculptures created by Beth Adouette and Brendan Jamieson. They will create their own pinch pots and dragon sculptures following a clay workshop and they will explore the sensory qualities of clay. They will:
Manipulate a malleable material – Use their hands to pull, pinch, roll into a ball.
Begin to explore tools and capabilities of clay – construct and destroy
Spend time engaged in an activity and developing language of sensory aspects - feel, size, look, smell etc.
Use clay-based language



Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

We will be reading many key texts to encourage the children's love of reading and stories. Children will be introduced to fiction and non fiction and books will include settings and characters that are familiar to them. We will encourage children to develop their dominant hand and tripod grip and provide opportunities for the children to develop their writing progression as their phonic knowledge grows.

We will explore books linked to Castles, Queens and Dragons.

In reading we will be:

Exploring poetry and non-fiction texts.

Children will be encouraged to try internal blending and name letters of the alphabet. They will start to distinguish capital letters and lower-case letters.

We will support children to note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.

In writing we will be writing some early forms of poetry and write a short report.

Children will:

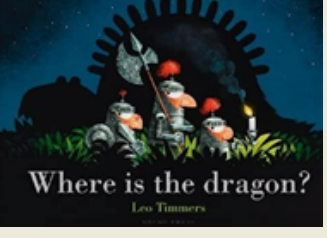
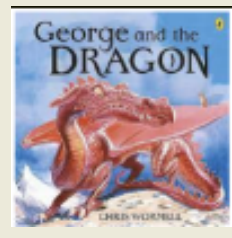
Retell stories in their own words and explore character descriptions.

Write a new version of a story. Write recipes, lists.

Write for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.

Form lower-case and capital letters correctly.

Key Texts & Stories



Maths



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

As mathematicians we will be learning a range of skills in order to provide us with firm foundations for our future mathematical learning. We will be learning to recognise small quantities without having to count them. We will be learning to pair and group objects based upon their properties. We will be learning lots of different number rhymes to support our counting skills.

The children will learn with Numberblocks too!

This half term we will:

Build numbers beyond 10

Continue patterns 10-13

Build numbers 14-20

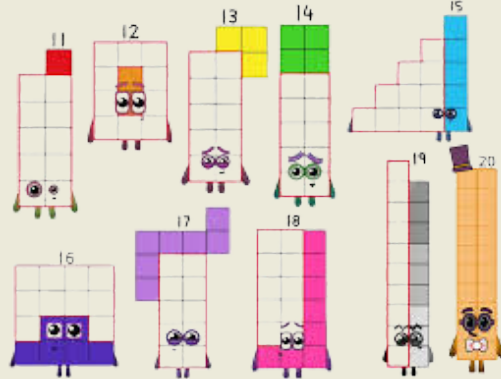
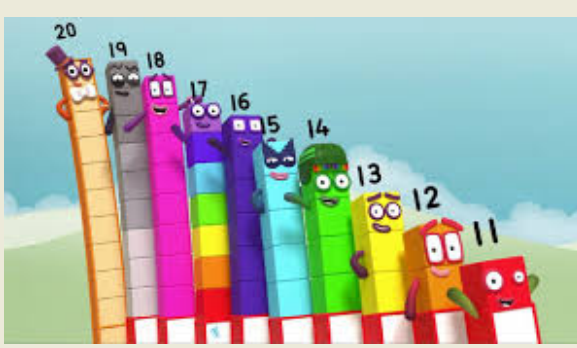
Verbally count beyond 20

Verbally count patterns

Start to add and takeaway and use maths vocabulary

Move onto 2D shape to manipulate, compose and decompose.

Select shapes for a purpose, rotate shapes, make arrangements and copy 2D shape pictures.



UW

Understanding of the World



Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world.

As part of our Topic on Castles and Monarchs, the children will learn that Knaresborough Castle looked different in the past and that it was built a long time ago (before the Great Fire of London).

They will learn about Queen Philippa who loved there and about the parties she had. They will talk about what it was like to live in a castle and learn about the different rooms compared to their own house. They will learn about a castle toilet and how it works! Lastly, they will be able to say what the castle looks like now. We will talk about the lives of people around them and their roles in society and find out some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

They will understand the past through settings, characters and events encountered in books read in class and storytelling.

In discrete RE lessons, we will focus on Where Do I Belong?

They will:

Share and record occasions when things have happened in their lives that made them feel special.

Re-tell religious stories making connections with personal experiences. Recall simply what happens at a traditional Christian infant baptism and dedication.

Recall simply what happens when a baby is welcomed into a religion other than Christianity.

Phonics



Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est	out today



Seesaw



Seesaw

Our class uses an online tool called Seesaw, it's a secure online learning journal where children can create and upload their work to document their learning. Over time, your child and I will add things like photos, videos, worksheets, drawings and voice recordings to their Seesaw journal.

Your child's Seesaw account is full of school learning and information. We love working with you in partnership and welcome the comments you add to the journal. Keep checking your child's account regularly for up to date information and photos.