



What we are learning in EYFS this half term (Summer 2)

Who Can Help Us?

Subject	Content	How you can support at home
Communication and Language	- Listen carefully to others and respond appropriately. - Be confident to speak in a group or class. - Use new vocabulary in different contexts Learn rhymes, poems and songs.	- Encourage your child to show eye contact, careful listening and appropriate responses in conversation. - Encourage children to talk about their favourite features of a book. - Discuss the meaning of new words and vocabulary. - Sing songs and rhymes. Ask children to recite poems they have learned at school. Read or make up a new poem.
Personal, Social and Emotional Development	- Know our school values and expectations and understand why they are important. - Make good learning and behaviour choices independently. - To know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	- Talk to your child about the importance of eating healthily, a sensible amount of screen time and good sleep routine. - Regularly practise crossing the road safely together.
Physical Development	Fine Motor Skills ☞ Confidently hold all tools and pencils using a tripod grip. ☞ Cut a curve line with scissors independently. ☞ Use equipment such as scissors, hole punches and Sellotape dispensers safely and appropriately. ☞ Correct formation of all sounds. Gross Motor Skills - Learning skills needed for sports day races. - Developing climbing and jumping skills using apparatus. - Use a balance bike around a set course, picking up speed with increased confidence.	- Use a knife and fork at mealtimes. Start to cut own food. - Let children cut pictures out of old cards or magazines. - Play ball games; throwing and catching, rolling back and forth, kicking to a target. - Ride a balance bike or a bike with pedals.
Phonics	- long vowel sounds - Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words • Review all tricky words taught so far	- Share reading practice books together. - Continue to orally blend longer words, e.g. 'farmyard' - Use flashcards that have been sent home to practice tricky words. Have tricky word door passes around the house.
Literacy	- Begin to show awareness of how to use capital letters and full stop when writing a simple sentence. - Orally compose sentences using past tense. - To know finger spaces, split up words in a	- Practice letter formation using the Little Wandle formation phrases as a guide: www.littlewandlelettersandsounds.org.uk/resources/for-parents - Practice adding short captions and sentences to drawings or during role-play



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	sentence or caption. Consolidate letter formation of lower-case and capital letters	games, e.g. writing a shopping list or postcard. Encourage your child to practise writing their full name, including surname. Emphasise starting with a capital letter and correct formation of all letters.
Mathematics	- Continue to develop their understanding of addition and subtraction. - Explore repeating patterns.	- Practising showing numbers to 10 using fingers. - Find number bonds to 5 and 10 using fingers. - Practise writing different numbers.
Understanding the World	- Continue to observe the effect of changing seasons on the natural world around them. Look at the characteristics of Summer. - Explore the natural world around them, making observations and drawing pictures of animals and plants. - To learn about people who help us in our community. - Continue to observe and identify minibeasts.	- Talk to children about jobs that people in your family do. - Go on a 'minibeast' hunt around your garden or local park; which insects can you see? Where do they live? - Talk about changes that you see in your garden or at the local park. How do the trees look now? - Identify common birds.
Expressive Arts and Design	- Perform stories, songs, rhymes and poems confidently. - Adapt and develop their creative processes to improve their work.	- Encourage them to share familiar stories and songs. - Praise them for improving their work.