

EYFS Newsletter

Dates for your diary!

INSET Day - 3rd June

Kemble House Day - 11th June

SEND coffee morning - 18th June

Mary's Meals coffee morning - 19th June

Sports Day - 26th June (PM only)

Farm Trip - 27th June

Travelling library bus - 28th June

Non-uniform day - 1st July

Canaan Trust coffee morning - 3rd July

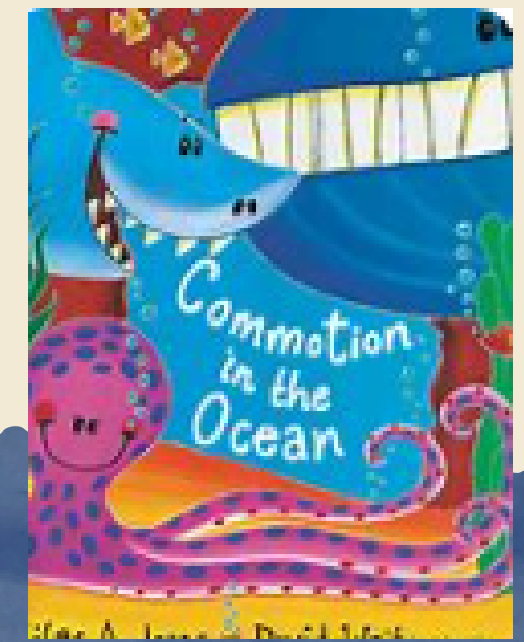
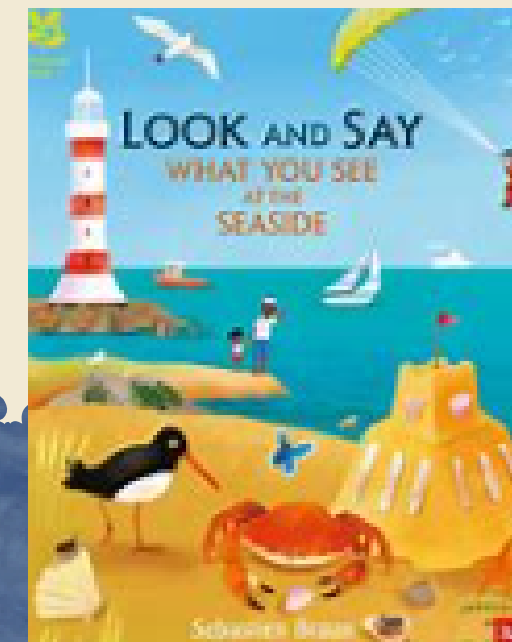
Class swaps - 8th and 9th July

End of term - 23rd July

PE and Forest Schools will be on Monday afternoons this year. Please bring a PE kit, waterproofs and wellies to keep in school.

A message for parents

Welcome back! We hope you have all had a lovely, restful week! We are ready to start our new and final term in reception. We will be learning all about the seaside this half term. We are going to be looking at the seaside in the past through non-fiction texts and comparing it to our own experiences of the seaside.



EYFS

PENTECOST

2

Writing

Writes mostly recognisable letters, most of which are correctly formed.

Spell some words by identifying sounds in them and representing sounds with a letter or letters.

Write simple phrases and sentences that can be read by others with support

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Maths

Beginning to have deep understanding of number to 10, including the composition of each number.

Beginning to verbally count beyond 10, recognising the pattern of the counting system.

Beginning to subitise up to 5

Beginning to compare quantities to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Beginning to automatically recall (without reference to rhymes or counting aids etc) number bonds to 5(including subtraction facts) and some number bonds to 10, including double facts.

Explore and represent patterns within numbers to 10, including odds and evens, double facts and how quantities can be distributed equally.

Reading

Begin to say a sound for each letter in the alphabet and at least 10 digraphs.

Begin to read words consistent with their phonic knowledge by sound blending.

Begin to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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Read words consistent with their phonic knowledge by sound blending.

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Communication & Language

Speaking

- Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary
- Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, using past, present and future tenses and making use of conjunctions with support from teacher

Listening, Attention and Understanding

- Listen attentively
- Respond to what they hear with relevant questions, comments and actions when being read to
- Respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify understanding
- Hold conversation when engaged in back and forth exchanges with their teacher/peers

RE

Religious Education is all about showing respect and learning about the other faith Judaism.

The Natural World

Explore the natural world around them; making observations and drawing pictures of plants

Understand some important processes and changes in the natural world around them; including seasons and changing states of matter

Begins to identify some similarities and differences between the natural world around them and contrasting environments

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

EYFS

LENT 2

Past and Present

Talk about the lives of the people around them and their roles in society

Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Understand the past through settings, characters and events encountered in books read in class and story telling

Physical Development

Gross Motor

Know how to demonstrate strength, balance and coordination when playing

Know how to demonstrate strength, balance and coordination when playing

Know how to negotiate space and obstacles safely, with considerations for yourself and others

Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing

Fine Motor:

Holds a pencil effectively in preparation for fluent writing-using tripod grip in almost all cases

Uses a range of tools, including scissors, paint brushes and cutlery

Begins to show accuracy and care when drawing

EAD

Invent, adapt and recount narratives and stories with peers and their teachers

Perform songs, rhymes, poems and stories with others, and- when appropriate try to move in time with music

Sing a range of well-known nursery rhymes and songs

PSED

Self-regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and shows an ability to follow instructions involving several ideas or actions

Managing self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

- Explains the reasons for rules, knows right from wrong and tries to behave accordingly
- Manages own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (oral health)

Building Relationships

- Work and play cooperatively and take turns with others
- Forms positive attachments to adults and friendships with peers

Show sensitivity to their own and others needs