

**Earth Charter links:** Interconnected

**Big Questions:** Where do I live?

# The Half Term Ahead

## EYFS: Summer 1

**Launch Event:** Goldilocks and the three bears crime scene

**Finale Event:** Jolly Postman Virtual Storytime

### Key dates

Please put these dates in your diary:

- **Tuesday 22<sup>nd</sup> April** – INSET Day
- **Monday 28<sup>th</sup> April** – Online Parents Evening
- **Wednesday 30<sup>th</sup> April** – In-Person Parents Evening
- **Provisional Date – Thursday 1<sup>st</sup> May (pm)** – Visit from some previous nursery settings (local community link)
- **Monday 5<sup>th</sup> May** – Bank Holiday
- **Provisional Date – Friday 9<sup>th</sup> May** – Walk to the local post-box
- **Friday 23<sup>rd</sup> May (am)** – Virtual Jolly Postman Storytime & last day of half-term (3:05pm finish)

### Home Learning Expectations

#### **Reading every day: the power of 1:1 reading**

The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities. We advocate the reading of your child's book **at least** 3 times as well as phonic sound practise and sharing stories.

#### **Home Learning cycle: standardised deadlines**

- ⇒ The homework cycle begins on Friday
- ⇒ All homework is due to be completed by Thursday morning of the next week.

Activity	Expectation
Doodle Maths	3x 10min sessions a week
*Phonics (including word work & letter formations): in Phonics Home Learning Book	Around 10 minutes a week

**Evidence Me** –Use this app to upload any of the Reach for the Star optional home learning below or any 'wow' moments!

#### **Home Learning: optional enrichment activities to enjoy with your child (Reach for the Stars' challenges)**

Please use your Evidence Me log in to add any of these completed challenges or any other 'Wow' moments you and your child are proud of! Reach for the Stars challenges can be brought into school to be shared with the class!

This half term is all about where we live - our local area and community. Can you think of any places or landmarks you have visited in the local area before?






Maybe you might like to visit some - here are some ideas: the beach, Bournemouth Pier, Bournemouth Stadium, the park, the Oceanarium....can you think of any others?

If you have visited any local areas in the past, why not bring some photos in to share with the class!





## Curriculum Overview

Year EYFS	Spring 1 Content	Milestones
<b>Literacy</b>	<b>The Jolly Postman by Allan Ahlberg</b> Traditional Tales   Character   Writing for different purposes e.g. letters, postcards, birthday cards	<b>Communication and Language</b> <ul style="list-style-type: none"><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Link events in a story to their own experiences.</li><li>• Learn new vocabulary and use throughout the day</li></ul>



	<p><b>The Lighthouse Keeper's Lunch by Ronda and David Armitage</b> Writing for different purposes e.g. letters, postcards, birthday cards</p> <p><b>Naughty Bus by Jan and Jerry Oke</b> Adventure story</p>	<ul style="list-style-type: none"> <li>• Articulate ideas and thoughts in well-formed sentences</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Form many lower-case and capital letters correctly.</li> <li>• Write short sentences with words with known letter-sound correspondences using finger spaces so it can be read by others.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</li> </ul>
<p><b>Phonics</b></p> 	<p><b>Phase 4</b> – CVCC words   CCVC words   Adjacent consonants   Suffix -ed   Suffix -ing</p>	
<p><b>Maths</b></p> 	<p>Build number beyond 10   Counting patterns beyond 10   Spatial reasoning   Addition   Subtraction</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Build and identify numbers to 20 and beyond.</li> <li>• Recognise that numbers 1-9 repeat after every full 10.</li> <li>• Count on and back beyond 10 starting with different numbers.</li> <li>• Say what comes before or after numbers.</li> <li>• Place sequences of numbers in order.</li> <li>• Select and rotate shapes to fill a given space.</li> <li>• Match arrangements of shapes.</li> <li>• Select shapes to complete picture boards or tangram shapes.</li> <li>• Use positional language to describe where shapes are in relation to one another.</li> <li>• Know that shapes can be combined and separated to make new shapes.</li> <li>• Explore how shapes can be combined and separated to make new shapes.</li> <li>• Create mathematical stories using first, then and now.</li> <li>• Recount all the objects to see how many there are altogether.</li> <li>• Add more by counting on small numbers (1,2 or 3).</li> <li>• Represent number stories using 10's frames, number tracks and their fingers.</li> <li>• Find the quantity in a group when items have been taken away.</li> <li>• Represent number stories using 10's frames, number tracks and their fingers.</li> </ul>
<p><b>PSED</b></p> 	<p><b>Puzzle 4. Relationships</b></p>	<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> </ul> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p>
<p><b>Topic</b></p> 	<p><b>Where We Live?</b> Local area   Landmarks   Maps   Houses and homes inc. around the world</p>	<p><b>Understanding the World</b></p> <p><b>Development matters</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Comment on images of familiar situations in the past.</li> </ul>



		<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>ELG Assessment</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
<p><b>EAD</b></p>  	Artist – Paul Klee	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Select colours appropriately for a task.</li> <li>Print or collage independently to create a pattern or image.</li> <li>Combine different techniques to create a picture.</li> <li>Explores different mediums including watercolours, pastels, wax, and charcoal</li> <li>Safely use and explore a variety of materials, tools and techniques.</li> <li>Share their creations, explaining the process used.</li> </ul>
<p><b>PE</b></p>	Indoors: Ball skills Throwing   Catching   Kicking	<p><b>Physical Development – Gross Motor</b></p> <p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Revise and refine the fundamental movement skills they have already acquired.</li> </ul> <p><b>Physical Development – Fine Motor</b></p> <p><b>Development Matters</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can begin to use a range of tools safely and confidently.</li> </ul>
<p><b>RE</b></p> 	<p><b>Key Question:</b> What can we learn from stories?</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Talk about similarities and differences between their experiences and those of others from different religious groups and cultures.</li> </ul>
<p><b>E-Safety</b></p> 	<p><b>Education for a Connected World (Online Safety)</b></p> <p>Health   Well -Being and Lifestyle   Privacy and Security   Copyright and Ownership</p>	





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