

Earth Charter links: Earth; Life; Future; Past

Big Questions:

What is science?

What / who is a scientist?

The Half Term Ahead

EYFS: Summer 2

Launch Event: Duckling eggs

Finale Event: Trip to Longdown Farm

Key dates

Please put these dates in your diary:

- Monday 2nd June – INSET Day
- Tuesday 3rd June – Duckling eggs arrive
- Thursday 5th June - Class photos
- Friday 20th June - Sports Day dates: EYFS and KS1
- Saturday 21st June - Summer Fair
- Friday 27th June – Transition Day
- Tuesday 8th July – Trip to Longdown Activity Farm (more information to follow next half-term)
- Thursday 10th July - Annual Report date
- Friday 18th July - Last day of term

Forest School Friday's starts this half-term. Please send children to school in non-uniform on these days.

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 Science! We would like you to choose and research a science theme of your choice to create a fact file about it. You could ask a grown up to help you look on the internet or visit the library and look at non-fiction books. When you have discovered some new facts why not put them on a poster, in a booklet, or any other way you would like to display the information! You could use photos and write labels, draw your own diagrams, or create a model. Remember to write your facts using capital letters, finger spaces and full stops. This activity will run for the entire half term to allow time for research and creation. Please bring your fact files to school on **Wednesday 9th July** – we can't wait to find out about your favourite science theme!





Curriculum Overview

Year EYFS	Summer 2 Content	Milestones
Literacy 	What is Science? by Rebecca Kai Dotlich Simple sentence The Bug Collector by Alex Griffiths What Am I? Lift the flap Whatever Next by Jill Murphy Postcard from the moon Dinosaurs (non-fiction) Fact files A Planet Full of Plastic by Neal Layton Posters – Earth Charter link What the Ladybird Heard by Julia Donaldson Character descriptions animal facts recount	Communication and Language <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Learn new vocabulary and use throughout the day • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. Literacy <ul style="list-style-type: none"> • Form many lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using finger spaces so it can be read by others. • Re-read what they have written to check that it makes sense. • Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.
Phonics 	Phase 4 Mastery – CVCC words CCVC words Adjacent consonants Suffix -ed Suffix -ing	
Maths 	Sharing and grouping Recognise and make equal groups Odds and evens Recognise that some groups can be split into pairs and some have 1 left over Spatial Reasoning Visualise simple models from verbal instructions Replicate simple constructions, models and places in stories Continue, copy and create repeating patterns Continue and create repeating patterns with varying rules Deepening Understanding Solve mathematical problems	Mathematics Sharing and grouping Recognise and make equal groups Recognise when items have not been shared equally. Odds and evens Recognise that some groups can be split into pairs and some have 1 left over Notice that sometimes groups can be shared equally and sometimes there are some left over. Spatial Reasoning Use positional language to describe where objects are in relation to other items Visualise simple models from verbal instructions Replicate simple constructions, models and places in stories Continue, copy and create repeating patterns. Continue and create repeating patterns with varying rules (including AB, ABB and ABBC) Deepening Understanding:



		Solve real mathematical problems in their play
PSED 	Puzzle 6 Changing Me	PSED Development matters <ul style="list-style-type: none"> • See themselves as a valuable individual. • Express their feelings and consider the feelings of others. ELG Assessment <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Topic 	Science Detectives	Understanding the World Development matters <ul style="list-style-type: none"> • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. ELG Assessment <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
EAD  		Expressive Arts and Design Development matters <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Develop storylines in their pretend play. ELG Assessment <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Make use of props and materials when role playing characters in narratives and stories. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
PE	Outdoors	Physical Development Development Matters



		<ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Know and talk about the different factors that support their overall health and wellbeing <p>ELG Assessment</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Revise and refine the fundamental movement skills they have already acquired. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
RE 	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Talk about similarities and differences between their experiences and those of others from different religious groups and cultures.
E-Safety 	Education for a Connected World (Online Safety) Health, Well -Being and Lifestyle Privacy and Security Copyright and Ownership	





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