

## Welcome to EYFS Summer Term 2022

Dear Parents,

Welcome to our final term for this academic year. We especially wish our new families in Nursery a very warm welcome to Levens EYFS.

### Lunches and snack

A reminder that Reception children can enjoy a free hot lunch in school each day; our lunches are super tasty and we encourage all children to take up this offer! It is really helpful if you can discuss with your child the lunch menu for each day before they come into school so they understand the options available and are happy with their choice. **Please note that if your child is bringing a packed lunch, we are a strictly nut free school and have several pupils with severe nut allergies. Please ensure all packed lunch items are nut free and that grapes and cherry tomatoes are cut in two length ways.** All children in EYFS will receive fruit and milk every day and we kindly ask that children do not bring additional snacks to school. Children should bring a named water bottle to school which will be sent home each day for washing and refilling. Please ensure water bottles do not contain juice.

### Clothing

Children need to be suitably dressed for the weather each day which will hopefully include sunshine over the next few months! We ask that parents apply sun cream to their child each morning before arriving at school. If you would like your child to have a top up of cream during the day, please send in a named bottle which can be left in school for the summer term. All children will need a sunhat in order to play outside on hotter days. Please ensure your child has a pair of wellies and a puddlesuit/waterproofs which can be left in school. **Please can all items of clothing be clearly labelled with your child's name. It can take up a lot of time trying to reunite clothing with the correct owner!**

All children should have a bag of spare clothing which can be left on their peg and changed into in case of accidents. Please ensure your child has spare clothes, we have limited supplies of spares ourselves. If your child comes home wearing something borrowed, we kindly request that it is washed and returned to us as soon as possible.

## PE

Children in Nursery and Reception this term will be taking part in rugby lessons each Friday afternoon which will be led by some of the top players from Barrow Raiders. Many thanks go to Mrs Coker for organising this amazing opportunity for our youngest children. Your child should continue to come to school dressed in their PE kits which they will remain in for the day. Please note that school PE kit is optional for children in Nursery, however children who attend the afternoon session should come in trainers and tracksuit bottoms/leggings/shorts and a suitable top if they are not wearing a school PE kit. A reminder that PE kit for children in Reception is black shorts/jogging bottoms or leggings, trainers and a Levens PE t-shirt and hoodie. Please ensure that your child has suitable trainers which may get muddy and a waterproof coat.

## Reading books - Reception children only

We are continuing to develop into confident and capable readers and this term we will learn new digraphs and trigraphs in our phonics lessons as well as reading and understanding longer words and sentences.

**One of the most important aspects of my job is to ensure that your child leaves the end of their Reception year with a solid foundation on which to build their reading skills as they move into Key Stage One. Building confidence and capability in reading will mean your child has the ability to access the wider curriculum as they progress through school. I ask that parents support me in doing this by listening to their children read every day if possible (even if only for 5 minutes or reading one page - it doesn't need to be a whole book each day!). I always read comments from parents/carers in reading records so please continue to write a short note about how your child has done with their current book. In the absence of regular comments being made in records, I will be contacting families to offer any additional support with reading at home.**

Reading books will continue to be changed on Mondays, Wednesdays and Fridays only. It is important that your child re-reads their books; this helps to develop fluency, understanding and word recognition. Please don't hesitate to come and talk to us if you would like any support with helping your child to read at home.

## Toys

We kindly request that toys and games are not brought into school.

## Teaching and learning

Please see the information below for details about the curriculum for children in Nursery and Reception during the Summer Term. The children will learn through a

combination of self-initiated independent learning and adult-led activities as well as opportunities through provision in the classroom.

We value highly the children's interests and what sparks their imaginations which is why we have chosen to use different books to base their learning around rather than structured topics. This provides the children with greater autonomy over their learning and may mean we spend a few days on something or even a few weeks. Stay tuned to the school blog and Tapestry to see where the children take us on their learning journey...

Please do get in contact with us via the class email address if you have any queries or concerns: [class1@levens.cumbria.sch.uk](mailto:class1@levens.cumbria.sch.uk)

Many thanks for your continued support.

Kind regards,

Mrs Haslam and the Class One Team



Area of learning	Spring Term 2022
<p><b>Focus texts</b></p>	<p><b>A girl called Mary, Alba the 100-year-old fish, David Attenborough, Little People, Big Dreams, The Lighthouse Keeper's Lunch, The Snail and the Whale, Sharing a Shell</b></p>
<p><b>Physical Development</b></p> 	<ul style="list-style-type: none"> <li>• Squiggle while you wiggle! (Zigzags)</li> <li>• Playdough area with changing enhancements</li> <li>• Dough disco</li> <li>• Large outdoor loose parts</li> <li>• Painting/creative/cutting/ activities in provision</li> <li>• Funky fingers area with different weekly activities</li> <li>• Bikes and trikes time (N)</li> <li>• Using cutlery independently</li> <li>• Gaining independence in putting on/taking off coats, jumpers and cardigans, doing zips and fastening buttons</li> <li>• Yoga</li> <li>• Continuing to develop the foundations for a handwriting style which is fast, accurate and efficient (R only)</li> <li>• Moving to music</li> <li>• Performing teacher led warm-ups</li> <li>• Negotiating spaces safely</li> <li>• Core muscle strength</li> <li>• Revising fundamental movement skills such as walking, jumping, running, hopping, skipping, climbing</li> <li>• Develop body strength, coordination, balance and agility through weekly rugby lessons with Barrow Raiders</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities which involve a ball.</li> </ul>
<p><b>Communication and Language &amp; Personal, Social and Emotional Development</b></p> 	<p><b><u>Nursery:</u></b></p> <ul style="list-style-type: none"> <li>• Phase 1 phonics</li> <li>• Circle &amp; morning chat time</li> <li>• Snack time</li> <li>• Settling in, rules and routines/expectations</li> <li>• Building relationships with peers and adults</li> <li>• Voting station - which book should we read today?</li> <li>• Daily story time</li> <li>• Listening skills</li> <li>• Paying attention to more than one thing at a time</li> <li>• Understanding two-part instructions/questions</li> <li>• Conversations with adults and peers</li> <li>• Singing songs</li> <li>• Develop communication and pronunciation</li> <li>• Retelling and enjoying nursery rhymes</li> <li>• Discussing familiar experiences</li> <li>• Use longer sentences of four to six words</li> <li>• Be able to express a point of view</li> <li>• Start a conversation with an adult or friend, taking turns to listen and speak.</li> </ul>

	<ul style="list-style-type: none"> <li>• Using talk to organise play</li> <li>• Self-care techniques</li> <li>• Role play with changing themes</li> <li>• Wellcomm communication and language booster groups</li> <li>• Valuing Difference</li> <li>• <u>Reception, the above plus:</u></li> <li>• Phase 2,3,4 phonics</li> <li>• How/why questions</li> <li>• Good use of language</li> <li>• Describing events in greater detail</li> <li>• Acquisition and use of vocabulary - 'Our wonderful word wall'</li> <li>• Retelling stories using story language and own words</li> <li>• Reciting poems and songs</li> <li>• Engaging in talk about non-fiction books</li> <li>• Articulating ideas in well-formed sentences</li> <li>• Asking questions to find out more</li> <li>• Understanding how to listen carefully and why it is important</li> <li>• Developing social phrases</li> <li>• Using connectives to connect one idea or action to another</li> <li>• Using talk to help work out problems and organise thinking</li> </ul>
<p style="text-align: center;"><b>Literacy</b></p> 	<ul style="list-style-type: none"> <li>• Phase 1/2/3/4 phonics</li> <li>• Daily story time</li> <li>• Parts of a book and page sequencing</li> <li>• Discussions about stories</li> <li>• Early mark making</li> <li>• Spotting and suggesting rhymes</li> <li>• Voice sounds, oral blending and segmenting (Nursery)</li> <li>• Reading phase 3 and 4 'tricky' words (R only)</li> <li>• Spelling phase 3 'tricky' words (R only)</li> <li>• Developing accurate pencil control</li> <li>• Engaging in writing activities - writing diaries, postcards, instructions, stories and recounts using captions and sentences and beginning to use capital letters, full stops and finger spaces (R only)</li> <li>• Story sequencing</li> <li>• Drama through retelling stories</li> <li>• Squiggle - drawing zigzags</li> <li>• Name writing - Nursery</li> <li>• Writing some letters accurately - Nursery</li> <li>• 1:1 reading (Reception only)</li> <li>• Responding to our focus texts through various activities</li> <li>• Answering simple questions about a text</li> <li>• Demonstrating an understanding when talking about what has been read</li> <li>• Locating and recalling the title of books</li> <li>• Reading with 1-1 correspondence (Reception only)</li> <li>• Re-reading texts to increase accuracy and fluency - (Reception only)</li> <li>• Linking all sounds to letters of the alphabet (Reception only)</li> </ul>

## Expressive Arts and Design



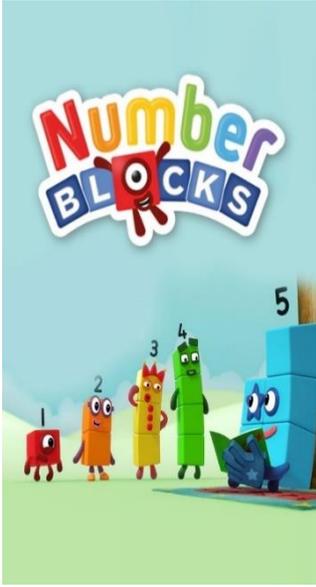
- Creative area
- Malleable area
- Painting area
- Construction and loose parts area
- Role-play areas with changing themes
- Exploring colour and colour mixing to create underwater scenes
- Focused adult-led tasks linked to topic
- Small world pretend play
- Exploring textures and joining materials
- Creating closed shapes with continuous lines and using them to represent objects
- Continuing to develop our own ideas
- Seaside collages
- Building models using construction equipment
- Junk modelling
- Drama conventions through literacy
- Joining materials
- Retelling stories
- Opportunities linked to key texts/experiences/interests
- Playing instruments with increasing control
- Observational drawings of sunflowers
- Producing a piece of artwork using an artist's style as a stimulus (Reception only)
- Drawing maps
- Creation story collages (Reception only)
- Designing and making a sandwich carrier (Reception only)
- Observational drawings of a pet
- Making salt dough fossils
- Making coil clay pots
- Making model lighthouses (Reception only)

## Understanding the World & RE



- Christian Value - Peace
- RE - why is the word 'God' so important to Christians? (Reception only)
- Sowing seeds and caring for our sunflowers
- Respecting and caring for frogspawn
- Commenting on familiar situations in the past - seaside holidays
- Comparing and contrasting characters from stories in the past - Mary Anning
- Drawing information from a simple map - where do we live?
- Other countries in the world
- Similarities and differences between life in this country and life in another - France and the same occupation in different countries
- Exploring the natural world
- Recognising that some environments are different from the one in which we live
- Caring for animals - pets and larger species
- How to look after our world - David Attenborough
- Recycling

## Mathematics



## Nursery

### Geometry:

- Continuing and creating AB patterns

### Number and place value:

- Introduction of numbers 1-6
- 1:1 correspondence when counting

### Measurement:

- Length
- Weight
- Capacity
- Time

## Reception

### Number:

- Building numbers beyond 10
- Counting patterns beyond 10
- Adding more
- Taking away
- Doubling
- Sharing and grouping
- Even and odd

### Measure, shape & spatial thinking:

- Spatial reasoning 1; match, rotate, manipulate
- Spatial reasoning 2; compose and decompose
- Spatial reasoning 3; visualise and build, deepening understanding, patterns and relationships
- Spatial reasoning 4; mapping