

| In class your child will be... | At home you could... |
|---|--|
| PRIME AREA: Communication and Language | |
| <ul style="list-style-type: none"> • Listen and respond in class discussions. • Develop the skills of taking turns in conversations. • Listens to stories attentively and can answer questions about the story. • Discuss characters and their feelings and emotions. • Responds to two step instructions. • Answer why and how questions about their own experiences and stories. • Continue to develop vocabulary focused on objects and people important to them. • Develop their own narratives and explanations Use past, present and future tenses correctly in speech. | <ul style="list-style-type: none"> • Try and use new words throughout the day to expand your child’s vocabulary. You could swap a word for another. For example, instead of saying ‘it is a bright colour’, you could say ‘it is a very vivid colour’. You could also repeat sentences back to your child and add in extra descriptive words. For example, if your child says ‘I like apples,’ you could say, ‘Yes, I like juicy, ripe apples too’. • Using talk to help work out problems; organise thinking and activities; explain how things work and why they might happen. • Try retelling a story once children are very familiar with the text; some as exact repetition and some in their own words. |
| PRIME AREA: Personal, Social and Emotional Development | |
| <ul style="list-style-type: none"> • To identify and see role within their family. • To support friendships by looking at qualities, considering how to resolve conflicts, reflect on kind words, know how to be a good friend. • To develop strategies to help remain calm. • To name parts of the body and discuss how to respect it. • To talk about feelings during transitions including worries. To celebrate achievements. | <ul style="list-style-type: none"> • Plan some snacks or meals together and discuss the importance of healthy food choices and a balanced diet. • Play some games—you could even make up your own game! Practice taking turns and sharing. Remember we might not always win, but it’s fun to play with others! Hopefully we will have some warmer weather now, spend some time outdoors being active—can you remember any of the games we have played in PE? What other sports could you play outdoors with your family? |
| PRIME AREA: Physical Development | |
| <p><u>Fine and Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Threading, cutting, weaving, using playdough and other Fine Motor activities. • Holding their pencil effectively with a comfortable grip. • Forming recognisable letters where most are correctly formed. • Moving their bodies with confidence. • Dancing. | <ul style="list-style-type: none"> • During mealtimes, encourage your child to cut up their own food using knives and forks. Start with soft food before moving to food that is slightly tougher. Alternatively, provide cutlery to practise cutting playdough. |

Curriculum Overview EYFS – Summer (2025)

| | |
|---|--|
| <ul style="list-style-type: none"> • Provided with opportunities to spin, rock, tilt, fall, slide and bounce. • Using picture books and other resources to learn about the importance of the different aspects of a healthy lifestyle. <p>PE Lessons</p> <ul style="list-style-type: none"> • To use counting to help to stay in time with the music when copying and creating actions. • To be able to move safely with confidence and imagination, communicating ideas through movement. • To explore movement using a prop with control and co-ordination. • To move with control and coordination, expressing ideas through movement. • To move with control and coordination, copying, linking and repeating actions. • To remember and repeat actions, exploring pathways and shapes. | <ul style="list-style-type: none"> • Spend time doing activities that encourage your child to use their fingers and hands as much as possible, for example, using playdough, pegging out the washing, cutting and sticking etc. This will help to develop muscle strength and improve pencil grip. • Experiment with a range of music and have your own disco! Combine slow and flowing music with some fast tunes with a strong beat. Can they change their movements according to what they hear? • Encourage your child to use balancing equipment when visiting the park. |
| SPECIFIC AREA: Literacy | |
| <ul style="list-style-type: none"> • Use information books. • Look at non fiction books and find out the difference between non fiction and fiction. • Give meaning to marks as they draw and paint. • Continue to share, discuss and enjoy books, poems, rhymes and stories including books that promote and discuss diversity. • Be aware of the way stories are structured. • Suggest how a story might end. • Continue applying phonic knowledge to words increasing in length and beyond cvc. • Practice reading and writing the sounds they have learned. Revise and recognise common irregular ‘red’ words, spelling some correctly. <p>Focus Texts:</p> <ul style="list-style-type: none"> • The Snail and the Whale - retell parts of the story / repeated refrains / speech bubbles • Mr Gumpy’s Outing – linked to sequencing stories. • Non-fiction space books – Here We Are • Whatever next – linked to Space topic and journeys. | <ul style="list-style-type: none"> • Encourage your child to practise writing simple words and sentences using the phonic sounds that they know. You could give them different purposes for writing, such as writing a shopping list, writing a greetings card or a postcard, writing a sign for their creations, or writing some treasure hunt instructions. |
| SPECIFIC AREA: Mathematics | |
| <ul style="list-style-type: none"> • Adding More • Subtraction • Counting beyond 20 • Numbers to 20 • Composing and decomposing shapes • Doubling Halving and sharing • Odds and Even • Volume and Capacity • Sorting • Time | <ul style="list-style-type: none"> • Play board games such as snakes and ladders. • See what numbers they can spot when you are out and about to help with number recognition e.g. road signs, posters, telephone numbers. Children could also try and see what shapes they can spot too. • Go on a walk around your garden or an outside area. Collect some natural materials, such as leaves, pebbles, conkers or acorns. Sort the items into sets. Which set contains the most items? • Go on a walk around your garden or an outside area. Collect some natural materials, such as leaves, |

Curriculum Overview EYFS – Summer (2025)

| | |
|--|--|
| | pebbles, conkers or acorns. Sort the items into sets. Which set contains the most items? |
| SPECIFIC AREA: Understanding the World | |
| <ul style="list-style-type: none">• Develop exploration and investigative skills.• Learning about other parts of the world and other cultures• To make comparisons between cultures and experiences.• Discuss roles of different people in the community and how they contribute to society.• Read simple maps. How do we find out things?• Learn how to operate simple equipment including computer and moveable toys.• Learning about festivals and celebrations.• Look at growth in nature including animals, plants and humans.• To discuss past and present events. | <ul style="list-style-type: none">• Explore the natural world around you in your garden or local park. Encourage your child to look closely at the plants and insects, making observations and drawing pictures.• Seasonal changes - What do they notice about the weather now? What has changed? |
| SPECIFIC AREA: Expressive Arts and Design | |
| <ul style="list-style-type: none">• Explore shape and colour by creating patterns.• Continued opportunities for:• Junk modelling• Painting• Colouring• Dancing• Singing• Making Music | <ul style="list-style-type: none">• Explore a range of art techniques, such as collage, printing or rubbing. Your child could make a card or decoration for an upcoming celebration. |