

This term our Unit of Work will focus on:-

Understanding the World

New life and growth, seed growth including cress and sunflowers and life cycles will form the basis of focused activities. The children will be given the opportunity to observe caterpillars transform into butterflies, tracking and documenting change.

STEM – Engineering projects will continue this term, providing the children with a range of projects to explore, problem solve, observe and predict.

Personal, Social, Emotional Development

This term the children will explore feelings, right and wrong, impacts of behaviours and friendship. Conversation and discussions will be encouraged.

Expressive Arts and Design

Music and movement, exploring how our bodies move and moving in time to a beat.

We will be making box model seagulls, mini beasts, creating observational artwork, collaborative large-scale art and exploring woodwork.

Designing and making bug hotels and conservation projects.

Transition

During the summer term we will work with the children to ensure a smooth, seamless transition into year 1. This will include class visits, joining assemblies, exploration of new class environments and experiencing learning in new class spaces.

Phonics and Literacy

The children will begin this term by looking at fiction and non-fiction texts, story structure and composition. Text focus will include, The Lighthouse Keeper's Lunch, Tiddler, Seaside Through History and What the Ladybird Heard.

In phonics the children will continue with phase 3 letters and sounds and will be encouraged to use and apply their phonics knowledge with a range of phonics stories and sentences. Sounds learnt to date will be consolidated and a move into Phase 4 will be made providing a range of opportunities to use and apply phonics knowledge.

Writing this term will initially focus on consolidation of all the letters learnt to date, name writing including surnames and consistency in size of letters. The children will be encouraged to begin to break the flow of speech into written words, using phonetically regular spellings to write words, labels, and simple sentences, including polysyllabic words.

Summer Term

Early Years

Earth Water Fire & Ice

Vision - To be a community of confident, creative learners thriving together in a rich, inclusive environment that raises the aspirations of each unique child

Being Imaginative - role play

The children will experience a range of shop role play opportunities. This will allow for an exploration of mathematical concepts including money and weight and capacity, whilst engaged in imaginary play.

Shops will include – fish and chip shop, greengrocers and an ice cream shop.

Maths

This term we will be learning to count in 2,5,10's, exploring money, time, weight and capacity. Addition and subtraction, more and less, and problem solving will continue to be worked on. In addition to this we will be estimating and consolidating all concepts learnt to date, including number formation.

Maths will be all around us this term, with opportunities to get involved in STEM projects and imaginative role play involving money, weight and capacity.

Communication and Language

Focus will continue, building vocabulary through story, song and conversation. The children will be encouraged to participate in chat mat activities, developing conversational and listening skills, and beginning to answer a range of how and why questions.

Physical

Gross and fine motor movements will continue to be built on. PE sessions for the children will continue, exploring movement and spatial awareness.

The Notice Board

- Please can we ask that ALL items of clothing are clearly named.
- Encouraging independence to fasten laces, buttons and zips and tidying up after themselves
- Please talk to your child about the work we have been doing and support them by reading with and to them on a regular basis.

Dates for your Diary

Bank holiday – Monday 3rd May

Sponsored Bounce – Wednesday 26th May

Half term 27th May – back to school 7th June

End of summer term – 23rd July