



Year group Spring/Summer Curriculum focus

As the children in EYFS return to full time school, it is really important that we support them on their return to be able to best access and enjoy their learning whilst focussing on the key elements of learning they need to secure. Below, we have included the key information for the Spring/Summer term as we return from a significant absence from ‘normal’ learning.

*There are four clear strands to our return to school. **The Ling Moor Family** – offering the children the well-being, sense of community, warmth and support they need to feel safe and supported. **Ling Moor Learning** – ensuring that the children are able to quickly and confidently re-launch in class learning behaviours full of enquiry and engagement. **Core learning skills** – making sure that core learning they will need to access their upcoming year group is in place. **Achieve and Aspire** – your role in supporting us with learning at home and ensuring that your children demand high attainment and have high aspirations. In each section you will see a reference to the learning that must continue to take place at home in order for your child to achieve their best.*

Spring and summer term spectaculars

Spring Term

- Using the large equipment and climbing frames in PE
- Growing vegetables, harvesting these and eating them

Summer Term

- National picnic day - EYFS picnic
- Den building and outdoor art with Mr. Small
- Water fight and ice cream afternoon
- Cookery lessons with Mrs Scutchings from our Ling Moor Kitchen
- Imp Music service – A music sports day
- EYFS Sports day
- A visit from different people who help us. Possible visits from fire fighters, police, medical practitioners and vets. (current climate dependent)

Curriculum content

Key Personal, Social and Emotional skills

We recognise that when the children come back there will need to be a focus on personal, social and emotional skills. These areas will be our focus:

Building routine and becoming used to the school routines.
How to manage our feelings when tired and what we can do to protect ourselves when we are tired.
How to manage emotions in different situations.
How to talk about emotions and express these to others.
Developing sharing and negotiation skills.
Understanding that some things might frighten us and that’s okay
<p>How you can help at home:</p> <ul style="list-style-type: none"> • Openly talk about emotions, how your child is feeling, how you are feeling and how your child makes you feel. • Discuss returning to school, the positives and anything that might be worrying. Please do let us know your thoughts on this as it will help us with our learning at school. • Discuss the expectations for school.

Key writing skills

Within writing, there will be high expectations of...

Using Fred fingers to sound out words.
Giving meaning to marks they draw, write or paint.
Using identifiable letters.
Writing sounds in order for each word.

Name writing.
Writing for a purpose.
Enjoying writing.
Using phonics knowledge to write words.
Write some irregular words.
Remembering what we want to write.
Reading their own writing.
How you can help at home:
<ul style="list-style-type: none"> • Ask your child to write for a purpose. A shopping list, their name in a card, a postcard to a friend. • Encourage your child to sound words out and use Fred Fingers. • Practise letter formation, thinking about tall letters, small letters, descenders and ascenders. • Encourage your child to think about what they want to paint, draw or write before beginning and stick to their plan.

Key maths skills

Within our maths learning, we will continue to have high expectations of...

Positional language
Counting
<ul style="list-style-type: none"> • Saying number words in sequence • Tagging each object with one number word • Knowing that the last number counted gives the total
Understanding numeral meanings
Conservation of number
<ul style="list-style-type: none"> • Understanding that a number stays the same as long as nothing is added or taken away.
Comparison
<ul style="list-style-type: none"> • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Compares two groups of objects, saying when they have the same number.
Knowing the one more/one less than relationship between counting numbers
Composition
<ul style="list-style-type: none"> • Part-whole—identifying smaller numbers within a number and combining to a total
Represent numbers using fingers, marks on paper or pictures
Counts an irregular arrangement of up to ten objects
Finds the total number of items in two groups by counting all of them
In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
Subitising
Recognising, naming and talking about shapes.
Explore and talk about size, weight, capacity, position, distance, time and money
How you can help at home:
<ul style="list-style-type: none"> • Spot shapes • Collect items from around the house or outside. Take a walk finding list Eg collect 7 sticks, 3 stones, 5 feathers. Perhaps you could make a picture with these? Compare these. • Spot numbers everywhere you go and talk about their meaning. Eg aisle number 5 is 5 because it is the 5th one. • Cook. Weigh ingredients, talk about heaviest, lightest, a full cup or half a cup of ingredients. • Play hide and seek with a toy. Ask your child to describe where it is using positional language. • Ask your child to get out the right number of knives and forks for lunch or tea. • Practise writing numbers.

Key reading skills

Within reading we will continue to have high expectations of...

Phonics / reading:
Recognising sounds and saying these at speed.
Fred in your head with speed

Begin to read and understand captions and sentences

Enjoy reading

Talks about stories

Read some common exception words

Read CVC and CCVC words

How you can help at home:

- Continue to practise sounds – you could turn this into a game.
- Read, read and read some more!!!
- Read stories to your child.