



# **Singleton Church of England Primary School**



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## **EYFS Curriculum Letter – Summer Term**

Welcome to our Summer Term where the weather enables us to make even more use of our fabulous outdoor area. Our potatoes are looking quite spectacular at the moment and we can't wait to harvest these and experiment with a range of potato dishes.

This letter aims to give you a snap shot of what your child will be covering during this term, this is in addition to the children's interests.

As this is our final term, I will be asked to make judgements against the Early Learning Goals which I shared with you during our last parent's evening. Please continue to support your child in their daily development of phonics as this will help them to remember, retain and use this knowledge effectively within their reading and writing.

### **IMPORTANT DAYS:**

**BOOK CHANGE DAY – This has been communicated to you individually.** Please ensure books are in your child's bag every day as we often hear your child reading during other times in the week. Please also record your child's home reading in their diary.

### **PE – THURSDAY**

This half term our topic is 'Nature Detectives' and next half term our topic will be 'Pirates and the Seaside'. The relevant Talk Mat has been posted on Class Dojo and printed for the children to take home. Please use these talk mats to promote a love of learning and to discuss relevant vocabulary and information.

### **Personal, Social and Emotional Development**

In addition to the 'My Happy Mind' programme we will be looking at Keeping Myself Safe and Rights and Responsibilities. We will be covering the following topics:

<b>Being my Best</b>	<b>Growing and Changing</b>
Bouncing back when things go wrong	Seasons
Yes, I can!	Life stages- plants, animals, humans
Healthy eating	Life stages- human life stage- who will I be?
Move your body	Getting bigger
A good night's sleep	

## Physical Development

This term we will be completing the following activities, which continue to develop fine/small motor control. These skills help to develop the motor control required to use cutlery effectively and hold a pen/pencil using an effective tripod pencil grip.

The children will experience:

- Threading
- Cutting
- Weaving
- Forming letters correctly
- Colouring inside the lines of a picture.

In PE we will be using the stories of 'The Very Hungry Caterpillar' and 'The Lighthouse Keeper's Lunch' to develop gross/large motor control:

<b>The Hungry Caterpillar</b>	<b>The Lighthouse Keepers Lunch</b>
<ul style="list-style-type: none"><li>• Travelling like a caterpillar on hands and feet.</li><li>• Flying on tip toes like a butterfly.</li><li>• Skipping.</li><li>• Heavy and big movements like a big fat caterpillar.</li><li>• Light and little movements as a tiny caterpillar.</li><li>• Climbing up onto the climbing frame like a leaf.</li><li>• Rolling like an egg/pencil.</li><li>• Jumping off a gym table like a butterfly.</li><li>• Jumping from spot/hoop (leaves).</li><li>• Balloon balls, balls and scarves to catch eggs.</li><li>• Scarves to catch butterflies.</li><li>• Throwing and rolling balls into spots (leaves).</li><li>• Throwing balls/beanbags.</li></ul>	<ul style="list-style-type: none"><li>• Running, hopping, catching, jumping, throwing.</li><li>• Travelling in a variety of ways.</li><li>• Hopping and skipping.</li><li>• Climbing a climbing frame as tall as a lighthouse.</li><li>• Hanging and swinging on ropes.</li><li>• Jumping off a gym table.</li><li>• Jumping forwards, backwards and side to side.</li><li>• Balancing on a variety of small and large body parts.</li><li>• Rolling hoop, spin, push and follow, push and return.</li><li>• Tag games with belts and bibs down back of shorts.</li></ul>

## Communication and Language

This term the children will be developing their Communication and Language skills by:

- Completing show and tell activities.
- Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.
- Model using the features of non-fiction books.
- Develop the ability to speak in the correct past tense.

## Phonics

*We are currently ahead of schedule. We will use the remaining time to become super confident with reading and writing using the Phase 2 & 3 sounds and tricky words.*

In phonics we aim to cover the following sounds:

Summer Term 1	Summer Term 2
<u>Week 11</u> Phase 3 Teach: ur, ow Teach: come, do	<u>Week 2</u> Phase 4 Teach: CCVC & CCVCC Teach: some, come, were, there
<u>Week 12</u> Phase 3 Teach: oi, ea Introduce: pseudo words Teach: so, were	<u>Week 3</u> Phase 4 Teach: CCCVC & CCCVCC Teach: little, do, one, when
<u>Week 13</u> Phase 3 Teach: air, ure, er Introduce: pseudo words Teach: some, there	<u>Week 8</u> Teach: polysyllabic words containing Phase 2 and 3 graphemes and adjacent consonants Teach: out, what, it's
<u>Week 14</u> Phase 3 Consolidate: ur, ow, oi, ear, air, air, ure, er Teach: out, little, what	<u>Following weeks</u> Consolidate as required
<u>Week 15</u> Phase 3 Consolidate: as required	
<u>Week 1</u> Phase 4 Teach: CVCC & CCV Teach: said, so, have, like	

## Literacy

This term we will be reading the following books. We will also be completing a variety of literary rich activities connected to these.

- The Tiny Seed by Eric Carle
- The Extraordinary Gardener by Sam Boughton
- Bringing Rain to Kapiti Plain
- The Night Pirates
- The Lighthouse Keepers Lunch

## Mathematics

This term we will be completing the following activities:

Spring Term 1	Spring Term 2
<ul style="list-style-type: none"><li>-Count in twos, including counting two objects at a time by counting in twos.</li><li>-Estimate and count to 20.</li><li>-Begin to recognise and order numerals to 20.</li><li>-Use the language of time. Measure short periods of time by counting.</li><li>-Begin to develop some understanding of what money is used for and recognise some coins and bank notes.</li><li>-Sort coins according to a given criterion.</li><li>-Begin to recognise coins and bank notes with a focus on 1P and 2P coins.</li><li>-Shopping with 1P and 2P coins.</li><li>-Begin to recognise that a 2P coin has the same value as two 1p coins.</li><li>-Measuring height, length, weight and capacity with a different object.</li><li>-Measuring length with a variety of non standard, but regular units.</li></ul>	<ul style="list-style-type: none"><li>-Measure weight and capacity with a variety of non standard, but regular units.</li><li>-Estimate, count and compare quantities using numbers up to 20.</li><li>-Order numbers up to 20.</li><li>-Count out a quantity of objects from a larger group.</li><li>-Add and subtract to single digit numbers using counting on and back.</li><li>-Interpret the results of a survey.</li><li>-Estimate and count to cheque and order numerals up to 20.</li><li>-Estimate and order numbers up to 20.</li><li>Explore simple block diagrams.</li><li>-Apply knowledge of relationships between numbers and time in real life context.</li><li>-Extend use of ordinal numbers.</li></ul>

## Understanding the World

Within our topics of 'Nature Detectives' and 'Pirates and the Seaside' we will be learning about the following:

	Summer Term 1	Summer Term 2
<b>Science</b>	<u>The Potting Shed</u> All about the transformation of a seed or bulb into a plant. <u>Into the Woods</u> Explore and enjoy 'real life' elements of woodlands.	<u>Pirates</u> Investigating floating and sinking. <u>Whatever the Weather</u> Talking about and investigating the weather.
<b>History</b>	-Learn about how Beatrix Potter inspired a love of nature. -Who John Muir and Charles Darwin were and what they did. -What these people did: David Attenborough, Chris Packham, JB from down on the farm, Hamza from let's go for a walk. -How people's awareness of conservation has been raised by these people.	-How life has changed since pirate times. -Why there were pirates. -Who some famous pirates from the past were. -If we still have pirates today.
<b>Geography</b>	-What the habitats/environments are like around school. -What it is like to live here. -What environmental changes have taken place recently? -Take responsibility for their surroundings eg go on a litter pick. -What does our local area look like from a Birds Eye view an from an ants Eye view.	-Where the seas and oceans are. -What it is like at the seaside. -What it is like on an island and what features can they see. -What symbols they can use on a map. -What the weather is like now.

## Religious Education

In RE this term we will be looking the following topics:

Summer Term 1	Summer Term 2
Prayer - Start children on their journey towards understanding what prayer is in the different ways people of faith talk to God.  Special places - Begin to develop pupils understanding of a place being considered as a special holy place where believers go to worship.	Special times -Develop people's understanding of special holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reason why. - Introduce pupils to the story of Pentecost and God as Holy Spirit.

## Expressive Arts

### Music

Summer Term 1	Summer Term 2
Transport	Big Band

### Art

Summer Term 1	Summer Term 2
Sculpture and 3D	Boats

Please keep an eye on your child's Dojo profile where I will post photos of progress and next steps and don't hesitate to contact me if I can be of further assistance.

Kind Regards,

Ms Rund