



EYFS Curriculum Newsletter

Summer Term 2025



Welcome back to the Summer term!

We hope you had a fantastic Easter break. We have been looking forward to welcoming you back into our school community this week for our final term in EYFS. We have an exciting Summer term planned – covering the projects of ‘Superheroes/People Who Help Us’ and ‘Seaside’s and Journeys’. Please remember if you have any queries, please do not hesitate to come and speak to us. – EYFS Team

Transition into Year 1

The summer term marks the beginning of an exciting new chapter as we start preparing for the transition into Year 1. While this can be a thrilling time for many children, we understand it can also feel a little daunting for others. We will support every child through a variety of strategies to ensure they feel confident and ready for the next step in their learning journey.

Here are just a few of the ways we support this transition:

- During the Summer term, we will gradually introduce some more structured learning approaches to help children become familiar with the expectations of Year 1.
- In the Autumn term, Year 1 teachers will continue to offer play-based learning opportunities initially, particularly for those children who are identified as benefiting from a more gradual transition.
- We will be holding a **Transition Day on Thursday 3rd July**, where the children will spend time in their new classroom with their new teacher, exploring routines and expectations.
- There will also be **‘Meet the Teacher’ sessions** after the summer holidays, giving parents the opportunity to learn more about the next stage in their child’s school journey.

Finally... On Friday 27th June your child will bring home their **end of year report**. We are so proud of the progress all the children have made throughout the year and your child’s report highlights their achievements and successes. Your child’s report will have information about attainment in each Area of Learning as well as general comments about your child’s interests, progress and achievements.

Reminders

- With the weather becoming warmer, please remember to still send your child with long sleeves and full length trousers for Welly Wednesdays!
- Please remember to label any new items of clothing with your child’s name.
- Please read our ‘Sun cream policy’ which describes the need for parents to apply sun screen before school. Adults in school are unable to apply sun screen for your child. Please see <https://hugglescote.leics.sch.uk/> for more information.
- Hugglescote Primary is a healthy school. Break time snacks can include a piece of fruit or a **plain** biscuit. A snack from home must be healthy. No chocolate biscuits or crisps are allowed please. We do offer free fruit at every break time.
- Well done to all of our children who are receiving our reading reward for reading 4 times or more at home, weekly. Regular practice of reading at home really does make a difference to academic progress. Please visit our Little Wandle parents pages for help and support with reading at home.

Key Dates:

Monday 26th May – Friday 30th May: **HALF TERM**

Thursday 12th June: **Punch and Judy visit** to support Seaside’s & Journeys project

Saturday 14th June: **Summer Fayre**

Monday 16th June: **Year 6 Enterprise Day – am**

EYFS Sports Day – pm

Friday 27th June – **Pirate Picnic event at All Saints Primary School**

End of Year reports home to parents

Tuesday 1st July – **H Factor final**

Wednesday 2nd July: **Spotlight Show**

Thursday 3rd July: **Whole school transition day**

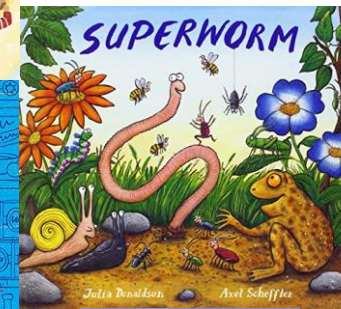
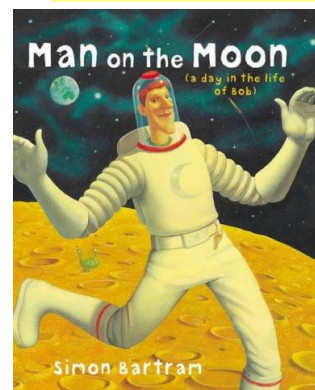
Wednesday 9th July: **End of Summer term.**



Our learning this half term - Summer 1: Superheroes



Key Books for Summer 1:



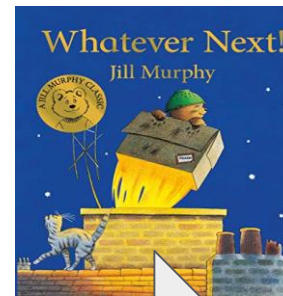
Man on the Moon by Simon Bartram

We carry on our space learning into Summer 1. This book is all about a man called Bob. He has a very important job on the Moon. It's Bob's job to entertain the tourists, conduct Moon seminars sell souvenirs and keep the Moon clean and neat. Some people say that aliens are the ones who leave all the trash, but Bob tells them aliens don't exist!
Key vocabulary: rocket, moon, space, earth, craters, aliens, pollution, tourists, thrust.

What We'll Build by Oliver Jeffer's

A father and daughter set about laying the foundations for their life together. Using their own special tools, they get to work, building memories to cherish, a home to keep them safe, and love to keep them warm

Vocabulary: future, tools, build, construct, plan, fortress, broken, earth, greater, magnificent



People Who Help Us (Non-fiction)

This book will help us to make connections between themselves and the outside world. This non-fiction text will help us develop more aware of the different jobs and roles people take on in their own homes, in school and in their local community
Vocabulary: help, job, career, work, helpful, mechanic, builder, teacher, librarian, police officer

Possible experiences:

For a short time this term we will continue to learn about our own planet, Earth. We will be exploring space and the planets, including the Moon and Sun. We will learn how we can take care of our own planet and what it is like for an astronaut out in space. We will even construct our own flying device to get us to space. We will learn about some significant people who have travelled to space.

Possible experiences:

We will learn to make a plan for an idea we want to build. We will start with a drawing so people can see what we want to achieve. We will give it a name, describe what it does and how it works, as well as thinking about what materials we will need to build it. We will then make a model of it using a range of materials.

Possible experiences:

We will be learning about Superheroes as well as people who help us - Superheroes in our own community. We will be exploring superpowers and engaging in activities that require encourage and effort, designing our own superheroes and missions. We will be making connections between people and places and discuss how we can help others.



Tim Peake

Tim Peake was the first British Astronaut in Space.
Mae Jemison was the first black woman astronaut in Space.



Mae Jemison



Rocket launch - this is when a rocket takes off towards space.

How can you learn at home?

Explore Space Online -

<https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t,0r>

Support your child in looking at the Earth from space using the Google Earth programme and identifying simple features such as water. Can you find your home? What does your child notice about the surrounding area?

Creative activities linked to space.

- Find out why the moon has craters.
- Create stargazing bottles.
- Make your own telescope.
- Make a squeezey rocket launcher

Storytime

Visit <https://storytimefromspace.com/a-moon-of-my-own-2/> and let your child listen to the Story Time video of 'A Moon of My Own'.

Phonics - Play the online game 'Picnic on Pluto' - select Phase 2 or 3.

<https://www.phonicsplay.co.uk/resources/phase/2/picnic-on-pluto>

Baking - Make yummy star biscuits to share at the picnic. Visit <https://saucepankids.com/recipe/simple-shortbread-biscuits/> to find instructions on how to support your child in making simple star biscuits. They could share them at their space themed teddy bear's picnic.



Scan to visit the National Space Centre in Leicester.



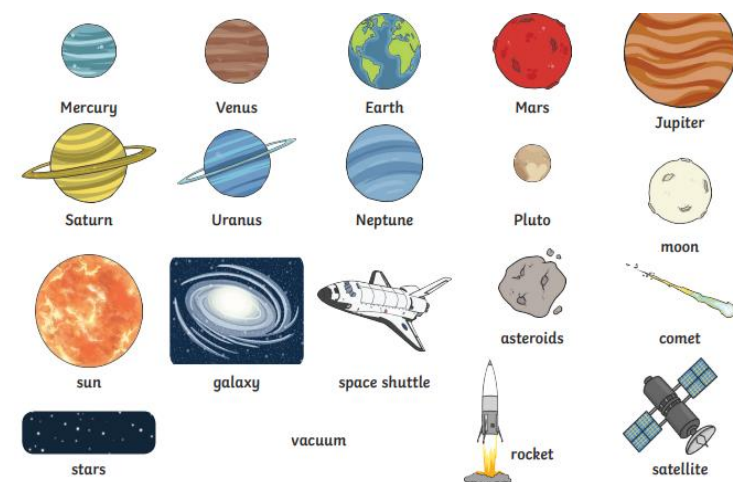
These are a selection of the most popular superheroes that we might find in comics or in films. Who is your favourite?



Gravity - force that pulls objects toward each other. Earth's gravity is what keeps you on the ground and what makes things fall.

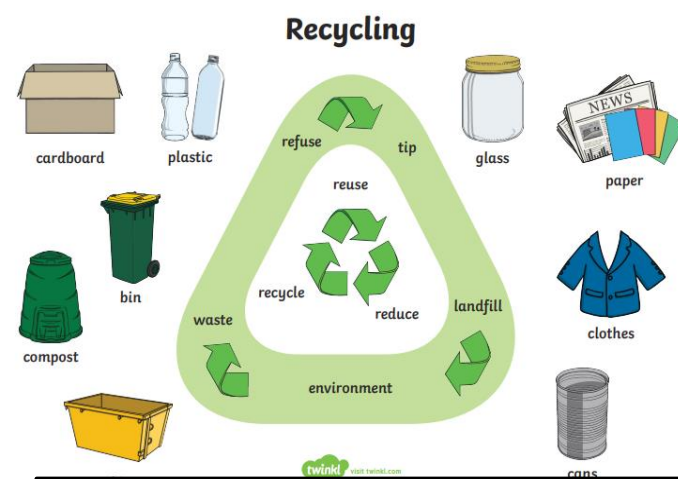
Thrust is the force which moves the rocket through the air, and through space.

Key Vocabulary:



Communication and Language:

Children will recall facts from nonfiction text what we have been reading. They will ask questions to find out more about stories we are reading. They will talk about the past and present using new vocabulary that they have learnt. Children will speak in longer sentences joined by conjunctions. The children will speak in longer sentences joined by conjunctions. The children will use talk to organise, sequence and clarify their thinking, ideas, feels and events that have happened.



Understanding the World: Children will compare lives of people in the past with their own life. They will talk about the past in contrast to the present using pictures, characters and stories. Children will show how different religions are similar/different to their own. They will name significant people who have travelled to space and they will discuss ways in which we can help look after our planet.

Physical Development: Gross motor and Fine motor Skills

Children will continue to use scissors to cut a variety of different materials to independently support their model making and artwork. They will begin to form capital letters matched to lower case letters that they know with some support. All lower letters should be formed correctly.

The children will play games which involve ball skills such as kicking and throwing, and they will show control of large-scale movements. They will talk about factors that support their health and wellbeing such as eating, drinking, exercise and sleeping.



Expressive Arts and Design: Children will recognise the way patterns are made in different cultures. They will then use patterns to inspire their own work. They will discuss what they like about their work and how they could improve it. Children will focus on Vincent Van Gogh and his work. Children will learn about vehicles, including how they move, and practise making vehicles using construction kits. They will discuss how different music makes them feel and they will listen to, respond to and record their own music from different traditions, genres, styles and times.

Literacy: Reading Children should be confidently reading the first 44 letter sound correspondences (Phase 3). They will read longer words containing adjacent consonants. Children will begin to read new tricky words more confidently. They will read words with ing, s and es endings. They will fluently read a book matched to their phonics ability with prosody and show understanding by answering a range of questions about the book.

Literacy: Writing Children will begin to spell longer words containing adjacent consonants. They will write a sequence of simple sentences using the digraphs and trigraphs they have been taught with support. Children will form letters correctly and they will choose vocabulary learnt to improve their writing. Once children have written their sentences they will check back their writing to make sure it makes sense and to make any changes. They will know that a sentence starts with a capital letter and ends with a full stop.



park

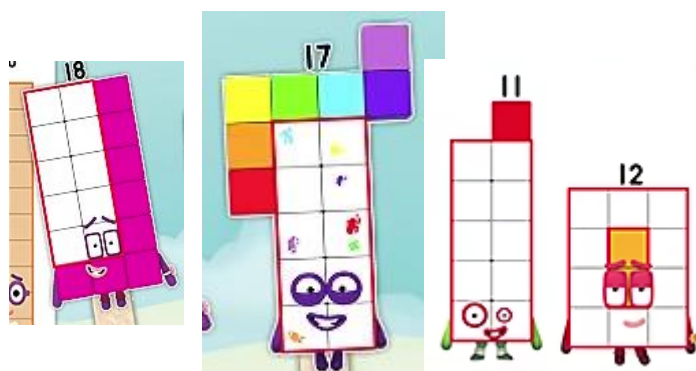
park

Personal, Social and Emotional Development:

Children will talk about their feelings in more detail. They will also start to think about how other people are feeling and how their actions can affect others. They will complete challenges that they have set for themselves and challenges set for them by an adult. Children will adapt and refine their thinking and actions when they encounter problems in their play. They will develop the confidence to communicate with new adults around the school.

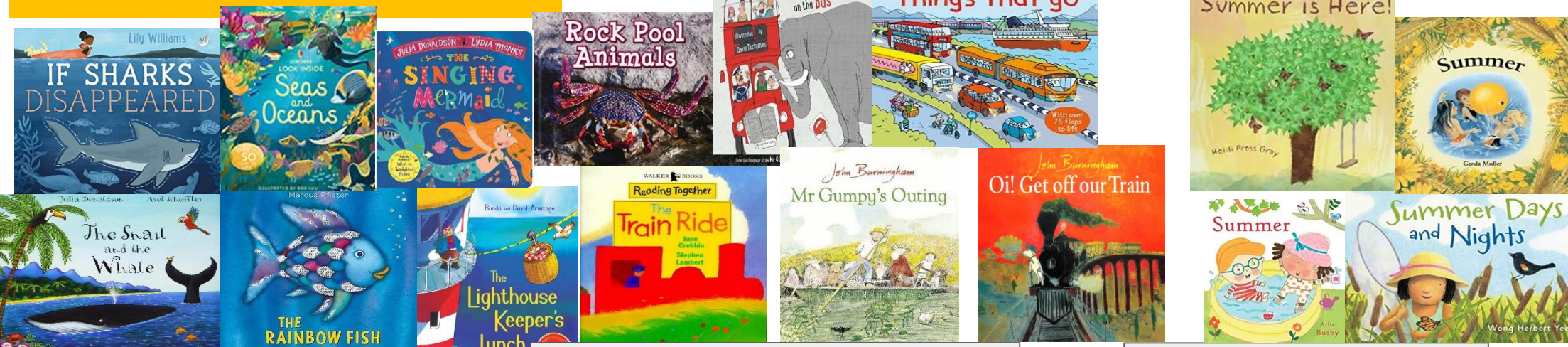
Maths: Number and Place Value.

Children will count on from a given number up to 10 using a number line. They will also count back from a given number up to 10 using a number line. Counting on will also be done out loud from any given number up to 10. This includes forwards and backwards to 20. They will use ten frames to make numbers to 10 and beyond and they will share quantities equally.



Our learning this half term – Summer 2: Seaside's & Journeys

Key Books for Summer 2:



Seaside's – 'The Snail and the Whale' by Julia Donaldson

One tiny snail longs to see the world and hitches a lift on the tail of a whale. Together they go on an amazing journey, past icebergs and volcanoes, sharks and penguins, and the little snail feels so small in the vastness of the world. But when disaster strikes and the whale is beached in a bay, it's the tiny snail who saves the day. Children will explore new vocabulary and create their own postcards in our writing sessions.

Journeys – 'Things that go' by Rob Jones

Things That Go introduces the children to a variety of vehicles and things that help us travel. We will share Mr Gumpy's outing series and the characters involved in his boat trips. 'The Train Ride' narrates a girl's travels through the countryside and into a seaside town. To meet her Grandmother. This book has great rhythm and changes as the train starts to slow down. Vocabulary: road, motorhome, train, helmet, bicycle, truck, ambulance, helicopter, forwards, backwards, reverse, sky, track, speed.

Seasonal change – Summer time

These books focus on the changing season from Spring to Summer. The stories are a great link to children's own experiences and can help them to make sense of their world and immediate environment, as well as introducing concepts such as change and time. Key vocabulary:

Possible experiences:

We will use our seaside themed books to learn all about the ocean, rock pools and the animals that live in it. We will think carefully about how to look after our oceans and protect our wildlife. We will talk about how our local environment of Hugglescote is the same or different from the environment at the seaside. We will explore the fun activities we can get involved with at the beach and how to keep ourselves safe there too.

Possible experiences:

We will be exploring different forms of transport and how we travel. We will map out our journeys to school and other familiar places. We will also look in to how we impact on the environment and what we can do to make the earth, and ourselves, healthier through journeys.

Possible experiences:

We will be making up seasonal stories of our own as we discuss what we see on our walks. We will look at different sorts of weather and sort seasonal pictures into the season to which they belong. We will learn how to stay during the Summer season and investigate the change in the season during our Forest Friday sessions.

What can be found in the ocean?



What can harm life under the sea?



What might we see at the beach?



Why are lighthouses important?



How can you learn at home?

Create a postcard: Imagine that they are at the seaside and to design a postcard for someone in their family. What information will they include?

Draw: Look at different seaside landscapes. Ask your child to choose their favourite and to draw it themselves. Can they draw different sea creatures too?

Design your own swimming costume: Ask your child to come up with a completely new and unique design for a swimming costume? How many designs can they create?

Try to make your own hat: Using different materials in the house ask your child to make their own hat. Ask them to think about the best materials to use and discuss why they are the best e.g. light / heavy / waterproof / transparent etc. Think about the following: Does the hat fit on their head? Is it too heavy? Are they happy with their design? Take some pictures and add them to Tapestry.

Take a walk in your local area: Try to find different landmarks. How many can you see? Write them down or draw them.

Music: Think of different seaside songs. You can use the following website to give you some ideas 'BBC Primary Music KS1: Sun, sea and song!'

<https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sg>

Which one is their favourite? Ask your child to try and learn a new song by heart. Can they add dance moves to the song?

Water safety: Do your children know the dangers of water? Watch 'Be Water Smart at the Beach'

<https://www.youtube.com/watch?v=gxxWWiGPb0E>

Ask them to create a colourful poster on Water Safety At the Beach including Do's and Don'ts.

Play: Pirate Bunnies and see how many fun quests you can complete.

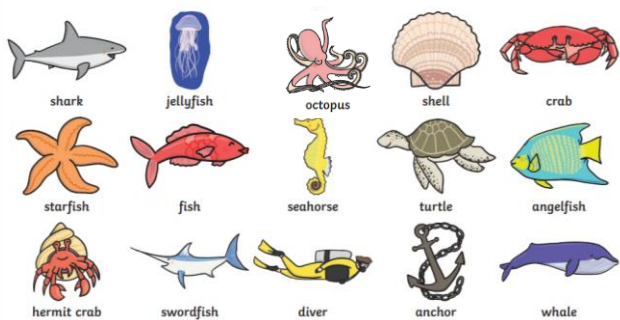
<https://www.bbc.co.uk/bitesize/topics/zvds8xs/articles/z6vyf4j>



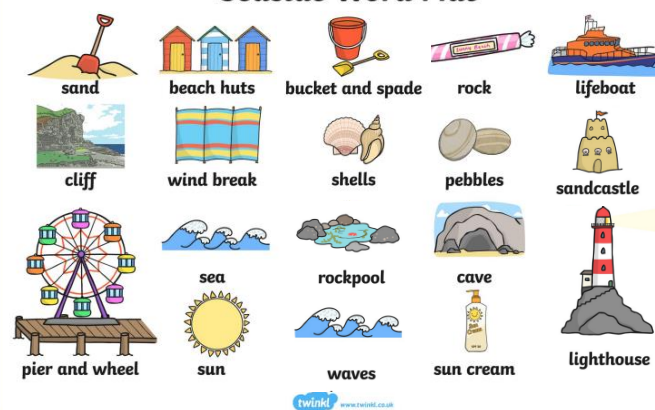
What stories have people told about the sea?

Key Vocabulary:

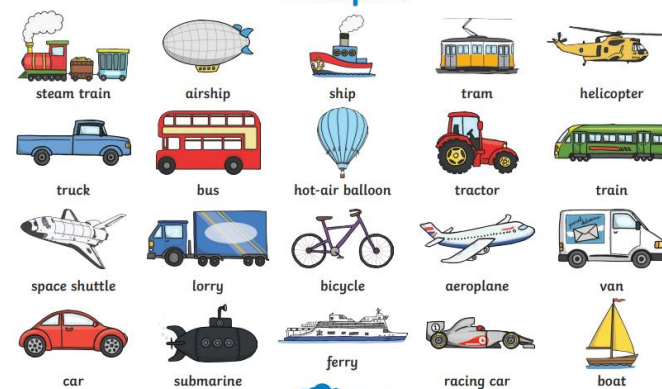
Under the Sea



Seaside Word Mat



Transport



Communication and Language:

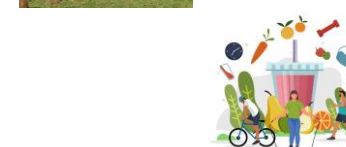
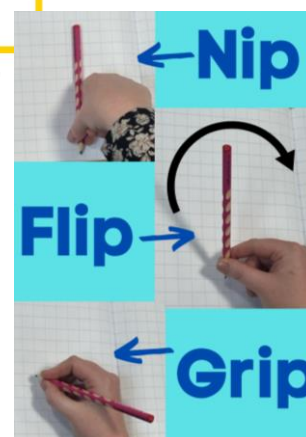
Children will ask their own questions and explain what they have learnt and understood by the answers. They will use talk to plan using new vocabulary that they have learnt. Conversations with adults and peers will become back and forth exchanges, extending upon ideas and asking/answering questions to deepen understanding. Children will continue to make up their own stories, including aspects of story language. Their talk will include a range of tenses and they will talk in full sentences.



Understanding the World: Children will compare their local environment to the environment in stories and in photographs, differentiating between land and water. They will make maps of their local environment. Children will learn more about the season of Summer and explain changes that happen during the summer months. They will have the opportunity to learn more about plants adapting to different environments and complete their own observations and research. We will be learning more about the development of the railway and compare transport in the past to today.

Physical Development: Gross motor and Fine motor Skills

By Summer 2, children will be able to use a tripod grip to form all lower case and upper case letters. Children will be able to travel with confidence and skill, negotiating space independently as well as independently using a range of large and small apparatus indoors and outside. Children will be able to work cooperatively to form shapes. They will understand the importance of exercise and healthy eating and will be able to explain a range of ways to keep their bodies healthy and happy.



Expressive Arts and Design:

Children will know who Alma Woodsey Thomas is and will be recreating artwork in her style. Alma's art is abstract painting, and she uses brightly coloured, mosaic-like works featuring repetitive patterns and concentric circles.

As well as explaining their own creative choices, children will begin to explain the creative choices of others and suggest why artists and designers made certain decisions. They will be able to name a few different musical and dance styles, listening to and responding to a range of different music. We will explore and explain what makes a good sun hat, looking at different materials.

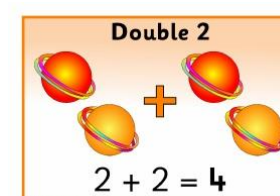


Literacy: Reading

Children should be confidently reading the first 44 letter sound correspondences. In Phase 4, children will learn to read short vowel words, longer words including adjacent consonants, compound words and root words ending in -ing, -ed, -est. Children will learn to read new Phase 4 tricky words. Children will be confidently reading a reading practice book with more fluency, matched to their current phonics ability. The focus will still be on developing fluency, prosody and comprehension skills.

Literacy: Writing:

Children will be encouraged to spell Phase 3 (and some Phase 4) tricky words, sometimes following a model. They will be able to write a sequence of simple sentences using taught digraphs and trigraphs in their writing. Children will know that a sentence starts with a capital letter and ends with a full stop, and they will be able to apply this to their independent writing more consistently.



Personal, Social and Emotional Development:

Children will continue to develop upon the ability to understand their own and others' emotions, as well as being able to self-regulate themselves using appropriate learnt techniques and support their peers. Children will negotiate during play, finding solutions and compromising where appropriate. Children will become more independent in managing themselves in preparation for Year 1.

Maths: Number and Place Value

Children will learn that doubling means twice as many, and will be able to double a given number using concrete objects and then their own jottings. They will begin to recall some doubling facts up to 10, sometimes with support. Children will explore the concept of sharing a given quantity into two equal groups, as well as halving a whole number by sorting it into two equal groups. Children will be encouraged to represent their understanding of doubling, halving and sharing in different ways. They will begin to understand the concept of odd and even numbers, representing these in different ways. Children will be able to count beyond 20.