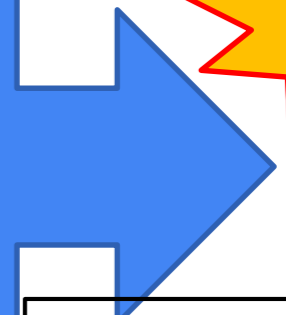
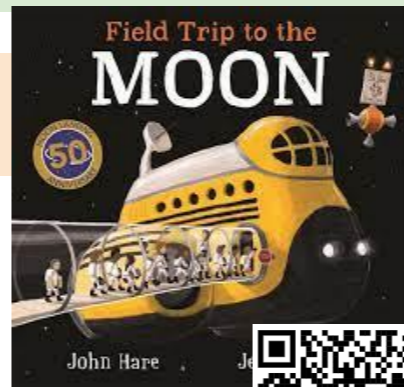


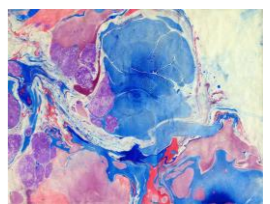
Key Books this term:

Possible lines of enquiry: Transport, space, transition




Expressive Arts and Design:

Marbling: We will be exploring the technique of marbling.



Bubble painting: You could explore bubble painting. Check out the link for a tutorial Just make sure you practise blowing out of the straw before trying it with the water mixture!!<https://kidsactivitiesblog.com/572/bubble-art/>

Collaborative art: We will be working in groups to make our own mod rock planets- what will the planet look like? Each person will decide and create one aspect.



Transition:
 We will be looking at our chronology/learning journey wall and reflecting on our year in Reception. What have been our highlights? We will then be creating our own personalised learning journey maps. We will be visiting Year 1. What are we looking forward to about Year 1?

Space:
 We will be finding out about the solar system and looking at space travel. What is an astronaut's job? Do we know any famous astronauts?

Transport:
 We will be looking at different modes of transport and discussing how they work. We will be looking at how transport has changed from the past.

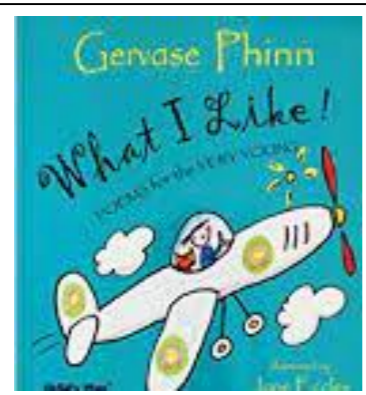
Bubbles:
 We will be using this visual text 'Bubbles' to inspire our imagination. We will be writing stories using simple connectives.

Bubbles
<https://www.iteracyshed.com/bubbles.html>



Have you got any old photos of any modes of transportation that you could share with the class? Perhaps you could take a visit to the Transport Museum in London.

Poetry:
 We will be writing our own transport poems using a simple repetitive structure.



Writing stories:
 We will be writing our own Space exploration stories. We will be focusing on including a simple structure alongside using interesting story and descriptive language..

How can you learn at home?

Transition: Discuss the transition in to Year 1 with your child. Be positive about what to expect and what will be exciting.

Story writing: Orally make up your own stories using a simple structure. Click on the link to get to our Top Tip page for some tips and resources to help you.
<https://www.stpeters.herts.sch.uk/communication-and-language-2/>

Poetry: Select a poetry/rhyming book from home or the library. Can you identify the rhyming words? Can you change the last word in the sentence and replace it for another?

Sports day



Physical Development: Gross and Fine motor Skill

Handwriting – Develop the foundations of a handwriting style which is fast, accurate and efficient.

Physical Development – PE: Ball skills/Games / team games / athletics
Take part in simple games. Control body when performing a sequence of movements. Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Take part in relay races using different equipment.



Ball skills



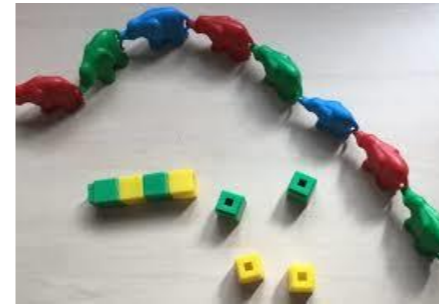
Athletics

Mathematics: Number

We will be continuing to explore subtraction and how we can use our number knowledge gained from addition. For example "I know that 7+3 makes 10, so 10-7 must be 3!"

Problem solving:

We will be exploring missing number problems to find the missing part. For example:
We will also be looking at other word problems to develop our mathematical thinking and problem solving skills.



Pattern

We will be working on recognising and identifying patterns. We will use lots of different objects to complete patterns and also create our own. We will use an ABA pattern structure then move on to AABB. Some of us may make our own shape patterns. We will also work on explaining how we know to complete the patterns we make. We will encourage children to spot number patterns too!



Can you complete this pattern?
What will come next in this pattern?
How do you know?
Can you make a pattern using different colours and shapes?

Key dates for the diary

Wednesday 10th June: EYFS Sports day: 9-9.45am :

Parents and carers please come along to cheer the children on.

Cedars Park Trip: Friday 26th June

Transition day: Thursday 9th July: Children to visit their new Year 1 classroom and teachers.

Summer Fair: Saturday 4th July:

Learn and share- Tuesday 7th July

Year 1 Parent meeting- Wednesday 15th July 2.45-3.10pm- Parents to meet the new teachers

Literacy: Reading

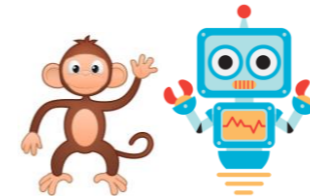
We will be learning alternative spellings for some of the sounds we have already learnt:

Introduce Phase 5

| | | | | | | |
|------------------------|--------------------------|-------------------------|---------------------------------|----------------------|-------------------------|------------|
| ai/ay | ow/ou | igh/ie | ee/ea | oi/oy | ur/ir | oo/you /ue |
| or/aw | w/wh | f/ph | oo/yoo /ew | oa/oe | or/au | ee/ey |
| ee/e-e compe te, | lgh/i-e Kite, ride | oa/o-e Rope, joke | Oo/you /u-e Cube, June | s/c Rice, mice | ai a-e Mate, rake | |

Using our phonics to help us read:

Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words, captions and simple sentences.



Reading polysyllabic words:

We will be using strategies such as chunking to help us split and read these words into manageable chunks

Continue to read regularly at home with your child and consider the following:

Comprehension Early Learning Goal (end of year expectation):

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

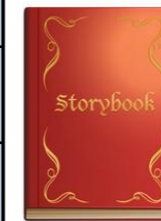


Literacy: Writing

Orally compose and write a few simple sentences with a full stop.

We can dig in the soil.

We can see lots of bugs.



We are going to be practising our story writing using the following:

Story language: One day, Once upon a time, Descriptive language to describe characters or settings: scary, spikey, bumpy, sandy

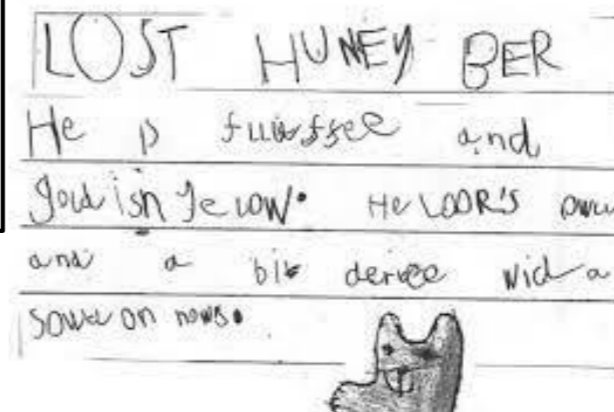
Story structure: Beginning, problem, how to solve the problem, end.

Some of us may begin to write sentences using simple time connectives; **First, Then, After that, Next** about our school trip to Cedars Park.



Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words.



Letter Formation

c a d g q e s f o

l i t j y u

r b n h m k p

v w x z



Can you practise writing the letter families?