

## Communication and Language

- Children will freely sing familiar nursery rhymes or 'songs' they know relating to the routine of the day.
- Children are beginning to understand some instructional sentences relating to the routine of the day such as 'home time, coat and carpet'
- Children are beginning to use word endings such as 's' and 'ing' when identifying more than one or an action. For example Children will be able to play Georgie's Gym and say the action

## Personal, Social and Emotional Development

- Children are beginning to have a special friend who they are happy to play and share experiences with.
- Children enjoy being together and may choose to sit together or offer a toy too.
- Children will respond to their own name, and begin to recognise that they are unique and have their own abilities and strengths. EG - Can balance on the beam or can talk about their pictures
- Children are beginning to understand that some actions can hurt or harm others and are not nice.
- Children have been learning about 'kind hands' and 'sharing is caring' that have been modelled through play by adults. Children may use these phrases themselves showing an awareness of how others are feeling.

## Physical Development

- Children are beginning to find and choose different ways of moving such as balancing along the steppers, sit on a ride on toy or pull themselves up onto large outdoor play equipment
- Children are beginning to jump up and down with two feet together and can jump across or from the small stepping stones
- Can hold a cup with two hands and drink well without spilling
- Children can tell an adult when they need the potty or toilet or are beginning to take themselves to the bathroom but still need support to pull up their clothing

## Understanding the world

- Children are now talking about immediate family members and pets.
- Children are beginning to seek out a friend with similar interests to share experiences and play
- Children are beginning to point to or identify objects from their sound they make such as a siren on a fire engine.
- Children are beginning to identify an object in their environment and describe them for example picking a flower and sniffing it or using a descriptive word such as 'big' relating to size
- Children are beginning to build using large and small construction material to recreate experiences and may stack blocks and say 'it's my house'

## Little Explorers Half Term Overview Summer 2

Topic:  
People Who Help us & Under the Sea

## Expressive Arts and Design

- Children are exploring different ways of making sounds loud/quiet, and rhythms and speeds fast/slow using musical instruments
- Children are beginning to build simple enclosures using construction toys
- Children are beginning to draw circles, lines and squiggles to represent their face or name.
- Children explore everyday objects and resources to represent their ideas, or interests e.g. a stick as a microphone or by connecting stickle bricks to be a birthday cake
- Children pretend to play using sounds, actions and words e.g. describing the music as scary.

## Literacy

- Children are beginning to have some favourite stories and nursery rhymes and can join in with actions, words or tune to songs they know
- Children enjoy joining in with weekly music and movement activities and can jump and move about when using instruments, bells, ribbons and large pom poms
- Children are beginning to understand that the marks they make have meaning and may be able to draw a simple face with recognisable features.
- Children are choosing to spend time at the mark making table or easel and will choose to draw and make marks on paper of various sizes and textures using different media.

## Mathematics

- Children are beginning to recognise and use 'more' when referring to a friend having more toys or when they would like 'more' milk
- Children are beginning to say number names in order or may say numbers in play such as building a rocket and count back from 5
- Children can use shapes for shape sorter or choose a rectangle to represent a 'door'
- Children have an understanding of the daily routine and will come to the carpet when they hear the carpet time song, wash their hands for snack or get their coat ready for hometime

## Homework

Please ensure that you are completing your child's reading and writing homework each night. This is important to ensure that your child is keeping up with the learning in class and making the most progress they can.

Parents are expected to write a comment in their child's reading record each time they read with their child (child reading or adult reading).

**Book bags are to come to school each Friday morning.**

## Polite reminders

PE is on a Friday. Please can all children come to school dressed ready for PE.

**Please can all clothes and personal items be clearly labelled with your child's name.**

## Ways to help your child

Encourage your child to be as independent as possible this includes:

- Dressing and undressing
- Toileting
- Opening their own wrappers
- Cutting up their own food
- Tidying away

Talk to your child as much as possible to model good language. Think out loud so your child understands the thought processes you have. This will help your child's resilience, perseverance and language skills.

Talk through big emotions. Talk about what emotion your child is feeling, why they might be feeling that way and how you can work together to overcome it. This will help your child eventually regulate their own emotions.



## Useful information

## Diary Dates & Learn Together sessions

## Useful websites

Foundation Years Trust:

<https://www.foundationyearstrust.org.uk/>

Family Toolbox:

<https://familytoolbox.co.uk/>

Phonics – information for parents:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Maths:

<https://whiteroseeducation.com/parent-pupil-resources/maths>