



Acorn and Cherry Summer Newsletter

Once Upon a Time in EYFS!

After a delightful Easter break, it has been a pleasure to have the children back in with us. They have settled back into school life very quickly and have been excited to share their news with their friends.

This term our topic is, 'Once Upon a Time'. The children will spend time familiarising themselves with a plethora of traditional tales and fairy stories: Jack and the Beanstalk, The Three Little Pigs, Goldilocks, Little Red Riding Hood and Cinderella. Embedding this knowledge, the children will then create their very own mixed up version of a fairy tale! There is a focus on plants and trees and lots of growing!

In the latter part of the term, the children will learn all about Year 1 and discover all the fun things they have to look forward to next year, as the topic weaves into Once Upon a Time in Year One! We have a very thorough transition to Year One beginning by visiting classrooms, meeting teachers and even coming in 'the grown-up gate' (more information to follow). In maths, the children will secure their recognition of numerals 0-20, learn odd and even numbers and recall doubles and halves to 10. There are a number of fantastic events coming up this term, including a farm visit, hatching butterflies, a teddy bear picnic and a Royal Ball! In addition, the children will take part in their first ever Elsenham School Sports Day and class assemblies! What a busy term!

P.E. and Forest School

This term, the children continue to take part in Forest School. This is now taking place on a Tuesday.

P.E. days are now on a Tuesday or Thursday. The children will alternate between indoor P.E., outdoor P.E. and Forest School, so they need to be appropriately dressed for either activity.

In P.E., the children will be learning: gymnastics, dance, athletics skills for sports day and three tees cricket. Please ensure earrings are removed and hair is tied back on these days.

Read, Write Inc.

The children are continuing to learn sounds and practise reading during their Read, Write Inc. sessions. Please keep up reading at home. You could make up games with the sounds and talk about the stories. Remember, lots of the books have questions you can ask your child. Try to allow time to practise the 'red' words and the 'speedy green' words, too. The more fluent the children become with recognising and reading these words, the quicker they will be able to read sentences and progress through reading groups.

The children need to be secure in reading these sounds by the end of the year:

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

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Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo		
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl	ou  shout it out	oy  toy for a boy

If you are unsure of how to pronounce any of the sounds, please speak to Miss Sneath, Mrs Shanks or Mrs Harris, who will be happy to help you.

If you have any questions (no matter how small), please come and speak to us, before or after school.

Many thanks.

The EYFS Team

Here are a reminder of the Early Learning Goals.

Early Learning Goals

Communication and Language		Personal, Social and Emotional Development	
Listening, Attention and Understanding		Self-Regulation	
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
Speaking		Managing Self	
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
		Building Relationships	
		- Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.	
Physical Development		Literacy	
Gross Motor Skills		Comprehension	
- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		- 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.	
Fine Motor Skills		Word Reading	
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.		- Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
		Writing	
		- Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.	
Expressive Arts and Design		Understanding the World	
Creating with Materials		Past and Present	
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories.		- Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.	
Being Imaginative and Expressive		People, Culture and Communities	
- Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	
		The Natural World	
		- Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

Ways you can support working towards the Early Learning Goals at home:

EYFS Early Learning Goals At Home Activities

Towards the end of their year in reception, children will be working towards the Early Learning Goals. These goals cover a range of skills that children will have been learning and practising throughout the Early Years Foundation Stage. There are 17 Early Learning Goals (sometimes shortened to ELGs) across all the Areas of Learning. Below, are some activities that you may like to try at home to support your child with the Early Learning Goals.

Communication and Language

- Read a range of books together, including non-fiction. Encourage your child to be curious and ask questions about things they want to find out more about or do not understand. You could pause at certain points in the book to check your child understands what has been read.
- Look back through photos and talk about previous experiences you have had together. Model how to speak in full sentences and use past tense language correctly. You could also talk about what you would like to do together in the future, to practise using future tense language.
- Encourage lots of talk at home by holding conversations. Start a conversation on a topic that interests your child, or pose an open-ended question, such as, 'What do you look forward to when you wake up?'
- Try and use new words throughout the day to expand your child's vocabulary. You could swap one word for another. For example, instead of saying 'it is a bright colour', you could say 'it is a very vivid colour'. You could also repeat sentences back to your child and add in extra descriptive words. For example, if your child says 'I like apples,' you could say, 'Yes, I like juicy, ripe apples too'.
- To also support language, model correct sentence structure and words to your child – instead of overcorrecting them. You can repeat words or sentences back to them in a natural way. For example, if your child says 'I bought a banana' say 'Yes, you bought a banana.'
- At bedtime, instead of reading a story, you could read some child-friendly poems. Encourage your child to discuss what they think the poem is about and talk about new words and their meaning.

Personal, Social and Emotional Development

- Discuss different feelings and try acting out various emotions for your child to identify. Also, recognise and talk about the feelings characters may be experiencing in the stories that you read together.
- Develop your child's confidence and independence by going to an unfamiliar park or soft play centre. Encourage them to try out new equipment they have not been on before.
- Using building bricks, try and create the tallest tower that you can together. If the tower falls, try again to rebuild it, sharing ideas on how you could work together to make it better.
- Plan some snacks or meals together and discuss the importance of healthy food choices and a balanced diet.
- Encourage your child to get themselves dressed on their own. Start by giving them a little bit of help with things, such as their top button or start off zips, until they can do this independently.
- Try playing some simple board or card games together to practise taking turns and waiting patiently for the next go. Additionally, use it as an opportunity to talk about rules and why these are important to follow when playing a game.
- Encourage your child to talk about their friends and build relationships with others. You could arrange opportunities to invite friends or family members round or meet up and play in an outside space together.



Ways you can support working towards the Early Learning Goals at home:

Physical Development

Create a poster together on a topic that interests your child. Check to see if your child is holding their pencil in the right way when drawing pictures and writing words and sentences. For the majority of children, they should be holding their pencil with a three-fingered tripod grip.

Practise using child-safe scissors to cut out images from magazines and catalogues, or cut out shapes drawn on pieces of paper. Show your child how to hold scissors in one hand correctly with their thumb in a position at the top, using their other hand to guide the paper.

During mealtimes, encourage your child to cut up their own food using child-safe knives and forks. Start with soft food before moving to food that is slightly tougher.

Draw some family portraits or pet pictures. Prompt your child to look at the details they need to add to their pictures and make sure they are taking care to be as accurate with their pencil as they can.

As a family, try some different physical activities, such as dancing, playing football, going for walks, riding a bike or going swimming. This will help to develop coordination, strength and balance.

Create your own obstacle course around the home or garden. Have things to balance on, jump over, run around and throw at a target, such as a ball of socks into a bucket.

Literacy

Read a book together and pause at points throughout the story to discuss ideas on what your child thinks might happen next.

Visit a local library and borrow some books to look at together. Encourage your child to retell you what has been read using their own words, but also words and phrases used in the books.

Using small world toys, or yourselves, act out some favourite stories together using words and language from the story.

Encourage your child to practise writing simple words and sentences using the phonic sounds that they know. You could give them different purposes for writing, such as writing a shopping list, writing a greetings card or a postcard.

Practise identifying letter sounds in the environment. Look for letters you see when you visit different places and practise reading the words.

Practise reading common exception words (tricky words or high frequency words) by making some word cards to play games with, e.g. bingo, memory, or snap. Also, encourage your child to read the words in funny voices to help make it more fun!

Encourage your child to practise forming letters properly by writing using a range of different materials, such as pencils, chalk, crayons and pens.

Mathematics

Play games and do activities which involve counting aloud to 20 and beyond. For example, playing hide-and-seek or counting how many steps it takes to walk from the kitchen to the bedroom.

Set up a tea party with some toys. Encourage your child to practise sharing out food, cutlery, plates and cups equally between each of the toys. Talk about which amounts could be distributed equally and which could not.

Create some number cards (either 1 to 10 or 11 to 20) and see if your child can place them in order. Then, ask your child to close their eyes while you either take a card away or swap a card to a different place in the sequence. When your child opens their eyes, they can be a number detective and work out what you have done, then fix the problem in the number sequence.

Have a set of five small toys. Hide some of the toys under a blanket and leave the rest of the toys uncovered. Then, support your child to work out how many toys are hidden.

Put out a pile of dried pasta, cubes or pom-poms and each grab a handful of items. Count how many you each have and then compare quantities. Which quantity is greater than or less than the other? Do this several times. Did you ever get two quantities that were the same?

To practise subitising, play some games which involve using dice. Encourage your child to look at the spots on the dice and instantly recognise how many there are on each side without having to count them each time.

Ways you can support working towards the Early Learning Goals at home:

Understanding the World

- Talk about people your family know and the roles they have in society, e.g. the jobs they have or any volunteer roles they do as part of the community.

- Make comparisons of life when you were a child to what life is like now for your child. What has changed and what has stayed the same? You could also look at some old photos or items found around the house.

- Explore the natural world around you in your garden or local park. Encourage your child to look closely at the plants and insects, making observations and drawing pictures.

- Use opportunities to talk about contrasting environments and places that are different from each other. For example, you could compare a trip to the beach to a trip to town. What did you see that was different? You could also look at settings in stories, such as a jungle or under the sea.

- While out for a walk or looking out of the window, point out seasonal changes in the world around you. What are the signs your child can spot for each season?

- Begin to look at and talk about changing states of matter, such as melting, freezing, and boiling. Cooking and mealtimes are a great opportunity to do this, e.g. making jelly, freezing ice cubes or melting chocolate.

- Look around your local neighbourhood and talk about any similarities and differences between cultural and religious communities with your child. You may notice buildings, decorations or items found in shops.

Expressive Arts and Design

- Encourage your child to share and talk about any creations they have made, including explaining the processes they have used. Activities could include baking cakes, creating with junk-modelling materials or using playdough.

- Provide opportunities to mix paint and create different colours, but also explore how to mix paint to create different shades of the same colour. Alongside this, provide a variety of tools for your child to create different textures with the paint, e.g. cotton wool balls, sponges, bubble wrap, forks.

- Explore a range of art techniques, such as collage, printing or rubbing. Your child could make a card or decoration for an upcoming celebration.

- Have some fun using props and sheets of material to role play characters together (such as superheroes or animals) or set up a role-play area and encourage your child to become a doctor or shopkeeper.

- Use some time together to sing well-known nursery rhymes and popular songs, e.g. in the car, on a walk or before bed. If your child is feeling confident, they could perform these songs to others and add actions to the lyrics and words.

- Make some puppets, story stones, story spoons or masks and use them to invent a new story. Alternatively, encourage your child to adapt or retell one of their favourite stories with you.

