EYFS CURRICULUM NEWSLETTER SUMMER TERM 2026

Personal, Social and Emotional Development

This summer term in EYFS, our learning will continue to support children's Personal, Social and Emotional Development (PSED) as we help them build confidence, independence and emotional awareness. We continue with the Brush Bus Programme, encouraging good oral health habits and developing children's sense of responsibility in caring for themselves. We will also think about caring for living things, including how to move gently and safely around eggs as we explore what living things need to grow. Time spent in nature will help us focus on our feeling of the term, CALM, as children learn to use the natural world to relax and self-regulate. Alongside this, we will begin thinking about our journeys so far and preparing for the transition into Year 1. We will support children in recognising and managing feelings linked to change - especially the feeling of WORRIED. Activities will include creating "My Journey" books with photos or drawings of their favourite school memories, and writing letters or postcards to their new Year 1 teacher to help build familiarity and confidence. High-quality texts such as Ruby's Worry and Cotton Wool Collin will further support discussions around emotions, reassuring children that worries are normal and can be shared.





Talk for Writing

This term in Talk for Writing, the children will be learning through both story imitation and innovation. Our first focus text will be **The Busy Caterpillar,** where children will learn to retell the story using actions and story maps before creating their own simple innovations. Alongside this, we will explore **non-fiction instructions**, learning how to write clear steps for looking after chicks. As writers, the children will practise using capital letters, leaving spaces between words, and singing the alphabet song to help name letters confidently. They will also notice the important capital letter for I, begin forming digits 0–9, and develop their posture and pencil grip by sitting correctly at a table and holding a pencil comfortably. Later in the term, we will move on to the story **Little Jack – Pie Corbett,** again imitating and then innovating the structure. Our linked non-fiction outcome will be a **recount of a journey,** helping children understand how to sequence events. They will continue to work on using capital letters and full stops, leaving finger spaces, and exploring how words can combine to make simple sentences as their confidence as early writers grows.

Reading/Phonics

We will follow the Little Wandle scheme for phonics. We will be exploring reading longer words such as...

· short vowels CVCC
· root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est
consolodating our use of digraphs and trigraphs

We will continue our work on forming letters correctly and reading the tricky words said, so, have, like, love, some, come, do, little, when, what, one, out, today

We will explore 5 books in detail...

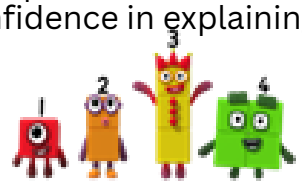
· Roby's Worry
· Cotton Wool Colin
· Can't You Sleep Little Bear
· Tiddler
· Rainbow Fish

When looking at these books we will discuss the problem in the story, who the characters are and if we think they are nice or not. We will also explore fiction vs nonfiction.

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Maths

In Maths this term, we will be following the White Rose Scheme, exploring counting on and back to 20, recognising numerical patterns, working with numbers to 20, and investigating shape, measure, and sorting. Alongside this, we will continue with the Mastering Number programme, where children will deepen their understanding of number, practise using a rekenrek, and develop confidence in explaining their mathematical thinking.



Comunication and language

In Communication and Language this term, the children will continue to build their speaking and listening skills by sitting in small groups for snack time, sharing news about their evenings and weekends, and practising taking turns in conversation. They will learn and use new vocabulary through our story time texts and Talk for Writing units, helping them to speak in full sentences and explore language with increasing confidence. Our vocabulary focus will include words linked to feelings and transitions—excited, nervous, proud, brave, ready, change, getting ready, moving on—as well as language connected to our learning about life cycles such as life cycle, metamorphosis, cocoon, insects, grow, transform, egg, tadpole, and hatch. This rich language environment will support children to express themselves clearly and understand new concepts more deeply.

Physical Development

In Physical Development this term, the children will continue to take part in regular PE sessions, focusing on multi-skills, moving with control, and building strength through activities such as our Hungry Caterpillar obstacle course and practising jumps. We will also support independence by helping children dress and undress for PE on their own. Fine-motor development will be strengthened through activities such as planting seeds, which encourages good pincer grip, as well as our ready-to-write routines, pencil-grip practice, letter formation, and early sentence writing during phonics. The children will also take part in themed movement activities such as the Journey Game, packing and unpacking, and ticket punching to develop coordination and hand strength. As part of Barefoot Computing's Boats Ahoy, children will explore simple physical tasks and movements related to the unit. Across all activities, we will continue supporting children to develop a confident, comfortable pencil grip, helping them become increasingly ready to write.









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Understanding The World

In Understanding the World this term, the children will explore life cycles by looking closely at how living things grow and change over time. They will learn to talk about the past and present, comparing “how it was before and how it is now,” and will create simple timelines of their own journey from baby, to nursery, to now. A key experience will be observing Live Eggs hatching in class, giving children a powerful, hands-on opportunity to learn about animal life cycles, the stages of growth, and the importance of caring for living things. They will read non-fiction books about chicks, explore what is inside an egg, and look for signs of spring in the outdoor classroom.

We will also compare environments by looking at garden traditions around the world, drawing and labelling their journey to school, and thinking about how their EYFS environment compares to Year 1 as part of transition. Finally, through Snap Science we will explore early technology, thinking about electricity in the home and asking, “How does my toy work?” Throughout these experiences, children will develop a deeper understanding of the natural world and begin to talk about the need to respect and care for living things and their environment.







Expressive Arts

In Expressive Arts and Design this term, the children will explore sculpture through the work of artists such as Andy Goldsworthy and Anthony Gormley, using natural and man-made materials to create their own imaginative 3D artwork. They will experiment with mixing their own paint using powder paint, learning how to create new colours and shades. Children will also refine their fine-motor control by using smaller tools, such as thin paintbrushes, to add detail to their artwork —especially when creating garden paintings inspidered by Monet. They will explore textiles, learning about fabric textures through weaving, simple sewing, and collage, discovering how different materials can add depth and interest to their creations. As part of imaginative design projects, the children will make cardboard suitcases filled with drawings of items they would take on a journey, and junk-model various vehicles, such as buses, cars, and rockets. In music, they will follow Charanga: Reflect, Rewind, Replay, listening to and performing music while building confidence in rhythm, movement, and expressive performance.



