

# Parents' Guide to the Curriculum

## Early Years

Summer 1 – 2021

### Space

### Taking care of our Earth

#### Notices For This Half Term

**Monday 3rd May:** Bank holiday

**Thursday 6th May:** School used as a polling station. Remote learning for all children.

**Friday 28th May:** Break up for half term

#### How Parents Can Help

Please support your children to achieve these objectives by exploring the same themes at home. Please support your child to read independently every day using books or Oxford Owl.

Encourage your child to write and make marks, for example using their sounds to label a picture they have drawn.



## MATHEMATICS

**I can read, order and work with numbers.**

- ❖ Counting up and down from 0 to 10 or to 20
- ❖ Counting objects to 10 or beyond
- ❖ Beginning to understanding the idea of groups and, if ready, to solve problems to do with grouping and sharing
- ❖ Using 'first, then now' stories to explore addition and subtraction



## COMMUNICATION & LANGUAGE

**I can express my opinion.**

- ❖ Answering more complex questions about familiar stories, for example 'how' and 'why' questions
- ❖ Giving opinions about characters or events in a story



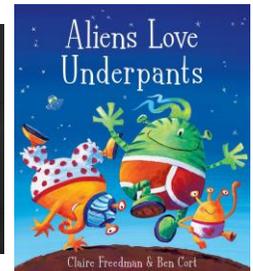
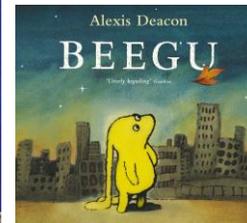
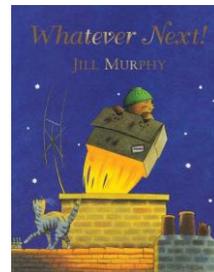
## PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

**I can be kind and considerate.**

- ❖ Through the story of 'Beegu', we will be discussing how our actions affect others
- ❖ We will talk in a group to explain our understanding
- ❖ We will be learning to solve problems more independently and to compromise

## FOCUS STORIES

- ❖ **Whatever Next**
- ❖ **Aliens love underpants**
- ❖ **Beegu**
- ❖ **The way back home**
- ❖ **We're Off to Look for Aliens**
- ❖ **How to catch a star**
- ❖ **The Darkest Dark**
- ❖ **Non-fiction books about space**
- ❖ **Non-fiction books about the Earth**



## PHYSICAL DEVELOPMENT

**I can move in different ways.**

- ❖ Using resources safely to climb or move over and under obstacles
- ❖ Developing more independence in self-care
- ❖ Using a tripod pencil grip ('pinchy fingers')
- ❖ Tracing or writing our names
- ❖ Forming all letters correctly (if ready)



## LITERACY

**I can learn about the sounds that letters make  
I can make marks or write for a purpose.**

- ❖ Giving meaning to marks as we play (for example, "that says I need to buy milk!")
- ❖ Independently writing sentences as part of drawing or play (if ready)
- ❖ Linking letters to sounds
- ❖ Blending letter sounds together to read independently
- ❖ Breaking words up into sounds and writing them down with the correct letters
- ❖ Learning about new diagraphs (two letters that make one sound together, like 'sh' or 'ee')