

# Summer Term Curriculum Overview for Parents

Topics taught	Journeys and Transport	Africa	Life Cycles	The Royal Family
Summer term:	Castles	Pirates	Transition to Year 1	
Areas of Curriculum	Objectives covered in school:		How you can support your child at home:	
<b>Communication and Language</b>	Connect one idea or action to another using a range of connectives.		When talking to your child, include connectives in your sentences to explain your reasoning. In this way you are modelling how to use them. For example: Let's go to the park <u>because</u> its good to get some exercise and fresh air. Try to use a variety of connectives such as: because, so, but, as, and, however. Ask your child why and what questions, encouraging them to answer in full sentences, using a connective to explain their thinking. Model the sentence back to them if they don't quite form it correctly.	
	Listen to and talk about stories to build familiarity and understanding.		Read picture books to your child. Talk about what is happening in the story and ask your child questions to ensure they understand what's going on. Spend time talking about the pictures in the book and discuss how characters might be feeling, why they are doing something, what might happen next.	
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary		Look at some information books on the topics we are learning about this term. You could visit the library if you don't have any at home. Introduce new vocabulary and model using it in a sentence to help your child understand its meaning.	
<b>Physical Development</b>	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming		Play games with your child involving a ball either in your garden or at the park. Make the skills achievable for your child, for example initially throwing and catching just a metre away from each other, then extending the distance as they become more proficient.	
	Develop the foundations of a handwriting style which is fast, accurate and efficient		If your child chooses to write at home, ensure they are using a tripod grip and encourage them to think about the size of their letters. You might draw them some lines to try and sit their letters on.	
	Know and talk about the different factors that support their overall health and wellbeing: including being a safe pedestrian.		Talk about and practise the different aspects of crossing roads safely with your child: find a safe space to cross, stop at the kerb, look and listen for cars, walk rather than run across the road and hold an adult's hand while crossing.	
<b>Personal, Social and Emotional Development</b>	Identify and moderate their own feelings socially and emotionally.		Help your child to identify the different feelings they may be experiencing by naming them for them and talking about them e.g. "I can see you are feeling sad at the moment. What has happened?" Help them to identify things they can do to moderate feelings such using colourful breathing.	
	Think about the perspectives of others.		When sharing stories, talk with your child about how characters might be feeling and why. Ask your child how they might feel in that situation and why?	
	Manage their own needs		Allow your child to be as independent as possible by encouraging them to do things for themselves e.g. getting dressed, using the bathroom, filling their water bottle, carrying their bag to school.	

<b>Literacy (Essential Letters and Sounds)</b>	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Listen to your child read every day (for 5-10 minutes). Make it a special time when you can sit together and value your child’s efforts.
	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Encourage your child to read their reading book on 3 separate occasions before they move onto a new title. Help them to recognise how much their fluency improves and how reading becomes easier the more they practise.
	Form lower-case and capital letters correctly	Sit with your child when they complete their phonic homework to ensure they are practising correct letter formation. Remind them when they write their name to use a capital letter at the beginning, as well as at the start of their sentences.
	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense	Provide lots of writing materials such as paper, blank cards, old diaries, etc for your child to write on. Encourage them to write short messages in birthday cards to friends. Once they have written it, encourage them to read it back to ensure it makes sense.
<b>Mathematics (White Rose Curriculum Numbers beyond 10)</b>	Count beyond ten.	Count amounts beyond 10, encouraging your child to line objects up and touch them as they count. Together, count steps, stairs, jumps, claps, cars parked on the street etc.
	Explore the composition of numbers to 10.	Can you child tell you how to make 7? Layout 7 toys and take some away – ask how many are left? How many were taken away? Help them to verbalise ‘so we know 4 plus 3 makes 7’.
	Continue, copy and create repeating patterns.	When on a walk or playing outside, use natural objects to create a repeating pattern. Can your child continue your pattern? Can they make up their own for you to continue?
	Automatically recall number bonds for numbers 0–10.	Challenge your child to find different ways to make 10 using their toys, fingers etc. Can they recall these facts a few minutes later? An hour later? The next day? Can they write them as a number sentence: $2 + 8 = 10$ ?
<b>Understanding the World</b>	Draw information from a simple map.	Look at an atlas or map together. Talk about what your child can see. What or where is the map of? How might you get there? What does your child think it would be like if they were to go there? Why do they think that?
	Describe what they see, hear and feel whilst outside.	Go for walks together or play outside. Encourage your child to talk about what they can see, hear and feel. How are these things different or the same as walks you went on in the winter or spring?
<b>Expressive Arts and Design</b>	Listen attentively, move to and talk about music, expressing their feelings and responses.	Listen to different types of music with your child and talk about how it makes you and them feel. Share with them your favourite music and ask them about their own.
	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Provide materials or construction resources to allow your child to express themselves creatively. Allow them to tell you what they are making and support them to find different ways to overcome any difficulties they may encounter.