

PARENT INFORMATION SESSION

EYFS
May 2026

Reception Summer 1 2026 – Amazing Animals

Communication and Language and PSED

We will be learning:

- to communicate effectively with others, using full sentences.
- to use new vocabulary in different contexts.
- to share opinions, likes and dislikes, giving reasons using 'because'.
- about the importance of exercising.
- how yoga can help our bodies to stretch, relax, and stay healthy.
- to understand why it is important to be able to take care of ourselves.

Literacy

We will read the stories 'Little red and the very hungry lion' and 'Harry and the bucketful of dinosaurs', as well as the non-fiction text 'My first animals'

We will be learning:

- to use level 2,3 and 4 sounds to write CVVC and CCVC words.
- to read and write simple sentences, e.g. The lion is hairy.
- to read aloud simple sentences consistent with phonic knowledge, including 'tricky' words.

Maths

We will be learning to:

- find out 'how many' objects there are, by using the concept of cardinality.
- develop our understanding of the composition of 5.
- practise recalling the parts of 5 when 1 part is not visible.
- understand the composition of the numbers 6 to 9 using the '5 and a bit' structure.
- develop a sense of the 'ten-ness of 10'
- use number tracks when ordering and comparing numbers.

Key Texts



Wow Event

We will be investigating what could be in the old box discovered in the classroom. After finding a dinosaur we will go on adventures with it, exploring all areas of learning.

Key Vocabulary

Story, front cover, title, picture, author, illustrator, title page, blurb, setting, characters, formation, letters, diagraphs, trigraphs, caption, sentence, questions, number names, total, altogether, composition, comparing, environment, weather conditions, living, non-living, senses, tempo, pitch, threading, weaving.

Reception Summer 1 2026 – Amazing Animals

Physical Development

We will be learning to:

- discuss how a robot moves, then move in a controlled manner, at different speeds and directions, using different levels.
- work with a partner to combine 1 or 2 actions together such as smooth and jerky to give the robot effect.
- discuss how a train could move around and explore moving around the room in that type of action.
- work out movements to show the wheels turning, rolling, and rocking.

Understanding the World

We will be learning to:

- explore the natural environment using our senses.
- describe the effects of different weather conditions.
- investigate the mixture needed to build sandcastles.
- sort objects into living and non-living.
- sort animals based on where they live.
- programme the Bee-bots and give simple commands.

Expressive Arts and Design

We will be learning to:

- perform action songs to an audience.
- move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.
- use actions to retell a story to music.
- practise and apply weaving skills to a specific material e.g. paper.
- practise and apply threading skills with specific materials e.g. hessian and wool.
- develop story lines in pretend play.

Suggested Home Learning

- Consolidate the Twinkl phonics level 2 and 3 sounds, blending the individual sounds into words.
- Continue to learn to read and write the Twinkl level 2 and 3 tricky words and practice writing them in simple sentences.
- Draw a picture and write a sentence about it, using capital letters, finger spaces, and full stops. Then read it back.
- Read daily, remembering to use phonic knowledge and reading 'tricky' words by heart.

Reception Summer 2 2026 – Amazing Animals

Communication and Language and PSED

We will be learning to:

- use and understand new vocabulary during discussions and role play.
- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- understand what it means to be a safe pedestrian.
- understand what it means to eat healthily.
- explore what it means to eat a balanced diet.

Literacy

We will read the stories 'Oi Frog' and 'Tiddler', as well as the non-fiction text 'The big book of the blue'

We will be learning:

- to use level 2,3 and 4 sounds to write CVVC and CCVC words.
- to read and write simple sentences, e.g. The lion is hairy.
- to read aloud simple sentences consistent with phonic knowledge, including 'tricky' words.
- to write simple phrases and sentences that can be read by others.

Maths

We will be consolidating our previous learning by:

- finding out 'how many' objects there are, by using the concept of cardinality.
- developing our understanding of the composition of 5.
- practising recalling the parts of 5 when 1 part is not visible.
- understanding the composition of the numbers 6 to 9 using the '5 and a bit' structure.
- developing a sense of the 'ten-ness of 10'
- using number tracks when ordering and comparing numbers.

Key Vocabulary

Sentence, caption, formation, letters, blending, diagraphs, trigraphs, questions, number names, total, altogether, composition, comparing, pedestrian, healthy die, balanced diet, environment, city, countryside, compare/contrast, floating, sinking, waterproof, freeze, melt, instruments, mood.

Wow Event

We will be visiting the farm to find out more about the animals and compare their homes to our own.

We will also celebrate the end of our learning journey for 'Amazing Animals' with a dress up and activity day on Thursday 9th July 2026.



Reception Summer 2 2026 – Amazing Animals

Physical Development

We will be practicing ready for sports day by:

- developing our sense of space.
- developing our balancing skills for the egg and spoon race.
- developing our aiming techniques for the throwing a bean bag in a hoop race.
- developing our ball and hoola hoop skills for other races.

Understanding the World

We will be learning to:

- compare the local environment to other places around the world.
- recognise the difference between city and countryside environments.
- understand the characteristics of desert environments, including climate and landscape.
- explore and understand life in a cold place, comparing and contrasting it with our own lives.
- explore ways to make objects move.
- explore whether objects float or sink.
- explore freezing and melting.
- explore how light makes shadows.

Expressive Arts and Design

We will be learning:

- to understand what waterproof means and to test materials.
- to predict and test which materials float and sink.
- to compare the uses of boats and how the shape affects the way they move.
- to design and create a boat.
- how instruments can represent a certain mood, character, or action.
- to experiment with the sounds of different instruments.
- to create a musical story, based upon a familiar routine.
- to play instruments as part of a musical story and perform as a group.

Suggested Home Learning

- Continue to consolidate the Twinkl phonics level 2 and 3 sounds, blending the individual sounds into words.
- Continue to learn to read and write the Twinkl level 2 and 3 tricky words and practice writing them in simple sentences.
- Practise writing descriptive sentences using capital letters, finger spaces and full stops correctly. Then read it back.
- Read daily, remembering to use phonic knowledge and reading 'tricky' words by heart.

EYFSP Assessment 2026

The EYFS Profile:

A Guide for Parents and Carers

As your child nears the end of their time in reception, you will hear more about the EYFS profile. This guide explains more about the profile, including what it is and how it will be completed. We hope you find this guide useful. If you have any questions or concerns, please speak to a member of staff.

★ What Is the EYFS Profile?

The EYFS profile is sometimes known as the early years profile or EYFSP.

It summarises a child's attainment at the end of the Early Years Foundation Stage (EYFS), which is when they finish their reception year.

In September, the child will then move into key stage 1 as they enter their year 1 class.

★ What Are the Early Learning Goals?

The EYFS profile summarises a child's attainment against the early learning goals. There are seventeen early learning goals (sometimes shortened to ELGs) across all the Areas of Learning.

The early learning goals are the goals or targets that children are working to achieve by the end of reception.

The goals cover a range of skills that children will have been learning and practising throughout the Early Years Foundation Stage.

The profile will be completed by the class teachers in the middle of June 2026.

Rachel

The Early Learning Goals

The early learning goals are grouped together into seven Areas of Learning. There are seventeen early learning goals in total. Here is a summary of the goals and some of the skills they cover:

Communication and Language (CL)

- **Listening, Attention and Understanding:** includes holding conversations, making comments and asking questions about what they've heard and showing good listening skills.
- **Speaking:** includes offering explanations and expressing their ideas and feelings in full sentences.

Physical Development (PD)

- **Gross Motor Skills:** includes showing balance and coordination in large movements, such as running, jumping and climbing.
- **Fine Motor Skills:** includes using a range of small tools, such as cutlery, paintbrushes and scissors, along with holding and controlling a pencil.

Mathematics (M)

- **Number:** includes understanding numbers to ten, subitising (the ability to recognise amounts in small groups without counting) and recalling pairs of numbers that make five or ten (number bonds).
- **Numerical Patterns:** includes counting to twenty and beyond and comparing quantities and number patterns, such as odd and even numbers.

Understanding the World (Uw)

- **Past and Present:** includes knowing some similarities and differences between things in the past and the present day.
- **People, Culture and Communities:** includes knowing some similarities and differences between religious cultures and communities.
- **The Natural World:** includes exploring the natural world, making observations and knowing some similarities and differences between different environments.

Personal, Social and Emotional Development (PSED)

- **Self-Regulation:** includes showing an understanding of their own feelings and those of others.
- **Managing Self:** includes managing their own basic hygiene needs and showing independence.
- **Building Relationships:** includes working and playing with others, taking turns and making friends.

Literacy (L)

- **Comprehension:** includes retelling stories and using new vocabulary.
- **Word Reading:** includes using their knowledge of phonics to read letters, words and simple sentences.
- **Writing:** includes writing letters, words and simple sentences.



Expressive Arts and Design (EAD)

- **Creating with Materials:** includes using different materials, tools and techniques to represent their ideas.
- **Being Imaginative and Expressive:** includes creating stories and singing rhymes, songs and poems.





★ How Is the Profile Completed?

Reception teachers will use their knowledge of what each child knows, understands and can do in order to decide the outcomes presented in the profile. They will also take into account the views of other people, including parents and carers, other members of staff and other agencies, such as childminders or speech and language teachers.

For each of the seventeen early learning goals, children will be awarded an outcome. This will be either:

- 'Emerging' - meaning that the child is not yet reaching the expected level
- 'Expected' - meaning the child has reached the expected level

These outcomes will be shared with the child's parents/carers and their year 1 teacher.

Remember, there is no need to worry if your child is given an emerging level for one or more of the goals. Children develop at different rates and the main purpose of the profile is to provide support for each child at the correct level as they continue through the school.

A good level of development is considered to have been achieved when a child is expected in all of the prime areas, literacy and maths.

★ How Will the Profile Outcomes Be Used?

The main purpose of the EYFS profile is to help create a smooth transition into year 1. The profile results will be shared and discussed with the child's year 1 teacher to enable them to plan activities to meet the needs of all children in the class and to develop an understanding of each child's needs.



★ How Can I Help My Child after the EYFS Profile?

Over the summer holidays, before your child starts year 1, there are plenty of activities you can do with your child to build on the skills they have been learning in reception. These include:

- Reading stories together
- Talking about activities and your child's ideas
- Writing about somewhere you visit or something you do
- Playing counting and number games
- Creative activities, such as painting and drawing
- Exploring the natural world by visiting a garden or park



Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- 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.

Speaking

- 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.

Understanding the World

Past and Present

- 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.

People, Culture and Communities

- 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.

Personal, Social and Emotional Development

Self-Regulation

- 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.

Managing Self

- 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.

Expressive Arts and Design

Creating with Materials

- 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.

Being Imaginative and Expressive

- 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.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- 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.

Fine Motor Skills

- 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.

Literacy

Comprehension

- 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.

Word Reading

- 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.

Early Learning Goals

Number

- Have a deep understanding of number to 10, including the composition of each number.
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Reading for pleasure

- The children are given a reading for pleasure book every week along with their phonics book.

The focus is on sharing the story together and enjoying the experience.

- Please make use of local libraries

Twinkl phonics

- At Cranbrook we develop phonics and early reading skills using **TWINKL Phonics**. Teachers focus on segmenting, blending, and decoding skills.



- All 1-1 reading books across the school are closely matched to our phonics scheme. The children are assessed every half term and moved to the next level as needed.
- These books have been selected as they build a child's self-esteem and encourage confidence in independent reading.
- Each unit introduces new letters/sounds while revising previously taught phonic letters/sounds and high-frequency or sight words.

Literacy

Comprehension

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- Anticipate (where appropriate) key events in stories.
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Word Reading

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Fine motor skills

In reception we set up lots of opportunities for children to access different activities which help increase their fine motor skills.

This is important because developing fine motor skills help children do things like eating, writing, manipulating objects and getting dressed.

Things you can do at home:

- Pouring and Filling with water
- Letter hunt
- Playdough/Finger painting
- Peg Boards
- Threading
- Squeezing pegs



Handwriting

In Reception we also follow the TWINKL handwriting scheme where children have an opportunity to carry out gross motor activities and then write the letter of the day.

For example:

Letter A/a gross motor activity:

Writing the letter A/a:

Gross Motor Warm-Up
Creating Circles

Stand in a space. Can you use different body parts to draw imaginary circles?

Start by slowly circling your wrists.

Can you create a bigger movement and circle your shoulders?

Can you think of any other body parts that you could circle?

Step 2 - Forming Letter Families

We are going to learn how to write the letter 'a'.

Start with a c and then go upwards all the way. Go straight back down again and hooray - you made an a!

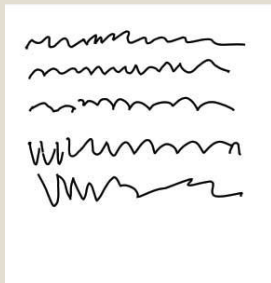
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Early Writing

- Writing develops as children begin to understand that writing is a form of **communication**, and that their marks on paper can be used to convey a message.

Steps to writing



Drawing and Imitative Writing

The child writes a message with scribbling that imitates "grown-up" writing. They show an attempt to communicate with others.



Copying Words

The child copies words from handy resources like books, posters, and word walls. The writing makes sense and shows knowledge of letter formation and the concept of words.

oshin	[ocean]
frgit	[forget]
5 paj buc	[5 page book]
jmprop	[jump rope]
liek	[like]
grepa	[grandpa]

Phonetic Writing

The child writes words using letters to represent each sound that is heard. The words make sense and may be used for writing longer texts.

Once upon a time ther
was a little dog. He
saw a little thing. He
sniffd and sniffd and
then he sneesd.

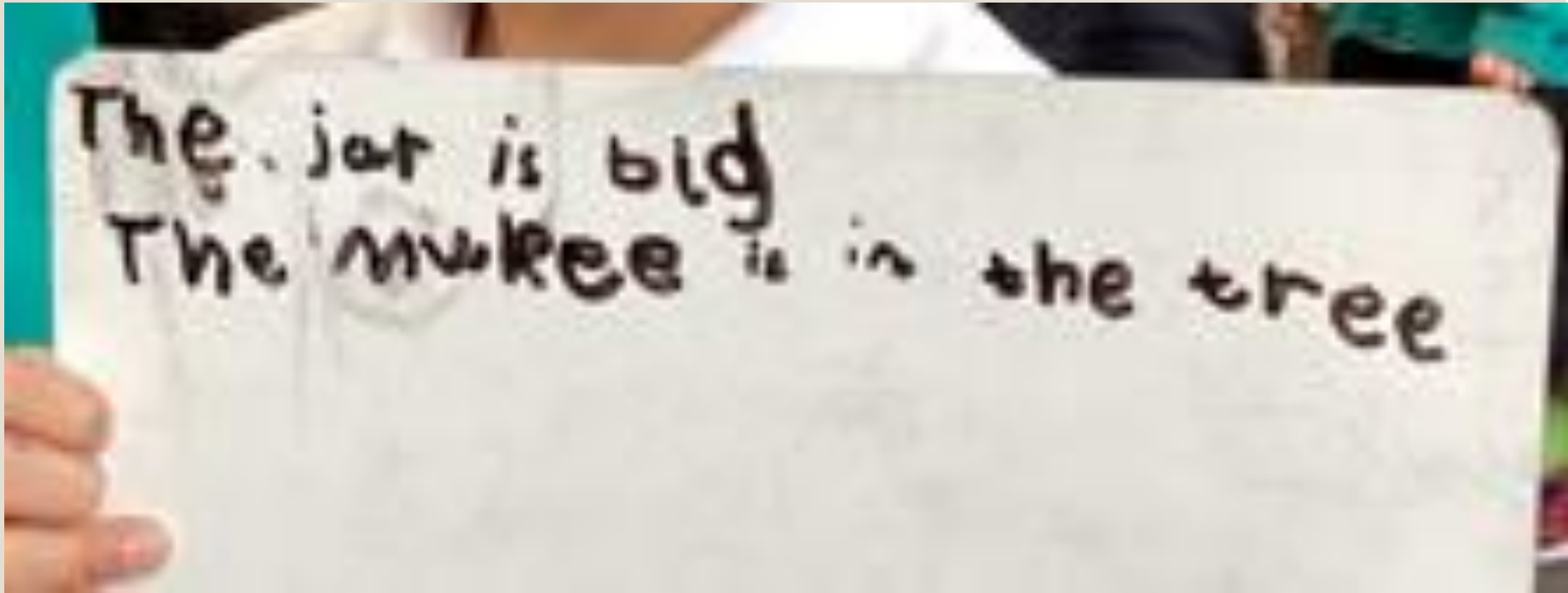


Conventional/Some Phonetic Writing

The child focuses on a topic and their writing is close-to-correct. The writing demonstrates an emerging voice.

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.



Examples of independent writing from children in Reception Red.

By this stage of the year, children should be writing independent simple sentences, e.g. It is red. The bus is big.

They do not need to use capital letters and full stops, but must use finger spaces, the correct letter formation and phonics so it can be read by an adult.

The car is fast.

The car is big.

The car is a toy.

The baby is small.

The car is going
to the shopping.

The car is going
going to The 500.

She went in
the boat.

The arrow is pointing
Strait and back.



The dinosaur is tall.
The dinosaur has sharp teeth.
The dinosaur has yellow eyes.

The dinosaurs
hungry. The
the dinosaur
is brown.
The dinosaur got
for long legs.
The dinosaur is big

Lots of new free online resources to support your child with phonics and handwriting at home



Mr T's Phonics www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw



www.youtube.com/channel/UCg_q6YX1y3DG8Ttu_7mJ12Q



alphablocks www.youtube.com/results?search_query=alphablocks



Level 2 sounds - www.youtube.com/watch?v=0SzkjubQ-Ok

Blending - <https://www.cranbrookprimaryschool.com/help-for-reading?wix-vod-video-id=f1b6a7d1f6fa4920888359a1a192e3f3&wix-vod-comp-id=comp-kuwtbvb3>

Phonics link on our website

Rhonda

Dates for your diaries:

- Farm Trip Tuesday 30th June 2026 (Blue and Red)
 Thursday 2nd July 2026 (Green and Yellow)

Thursday 9th July 2026

Amazing Animals dress up and activity day

Thank you!

Thank you for your continued support and
valuable contributions.