

# The EYFS Curriculum- Prime Areas

## Summer Term Curriculum- Topics- Space and Animals

### Physical Development

#### Gross Motor

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

Hold a pencil effectively in preparation for fluent writing – using tripod grip in almost all cases.

Use a range of small tools including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing

### Communication and Language

#### Listening Attention and Understanding

- Listen attentively and respond to what they hear with relevant 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 engage 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.

### Personal, Social, Emotional Development

#### 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
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where 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.

#### 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 others' needs.



# The EYFS Curriculum- Specific Areas

## Summer Term Curriculum- Topics- Space/Animals

### 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 (with reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and 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 1 quantity is greater than, less than or the same as other quantities.
- Explore and represent patterns with numbers up to 10, including evens and odds, double facts and how numbers can be distributed equally.

### 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 when appropriate try to move in time with music

### Understanding the World

#### The Past

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and draw on their experiences and what has been read to them.
- Understand the past through settings, characters and events encountered in books read in class.

#### People and Cultures

- Describe their immediate environment using different forms of knowledge.
- Know some similarities and differences between different religious and cultural communities in this country.
- Explain some similarities and differences between life in this country and life in other countries.

#### The Natural World

- Explore the natural world making observations and drawing of pictures of animals and plants.
- Know some similarities and differences between the natural world and contrasting environments.
- Understand important processes and change in the natural world.



## Literacy

### Reading 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, 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

### Other special events

Class trip to the Blue Reef Aquarium

Sports day

Production

Transition to Year 1



