

## EYFS Curriculum overview - Summer term 2022

<b>In the Garden</b>	
Main themes	Plants, Growing plants, What we grow and eat, Minibeasts, Life cycles. <b>Seasonal:</b> Summer, Fathers Day, Eid
Focus texts	<p style="text-align: center;">Jack and the Beanstalk The Enormous Turnip Handa's Surprise Oliver's Vegetables Supertato Plants non fiction texts What the Ladybird Heard The Hungry Caterpillar The Bad Tempered Ladybird Superworm Aghh Spider! Minibeast non fiction texts</p>
<b>Key focus termly objectives</b>	
<b>Early Learning Goals (ELGs) - end of year expectations</b>	
Communication and Language	<ul style="list-style-type: none"> <li>• Use new vocabulary in different contexts.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Describe events in some detail.</li> <li>• Learn rhymes, poems and songs.</li> </ul> <p><b>ELGs</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul>
Personal, Social and Emotional Development	<p><b>ELGs</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focussed 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.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Work and play cooperatively and take turns with others.</i></li> <li>• <i>Form positive attachments to adults and friendships with peers.</i></li> <li>• <i>Show sensitivity to their own and others' needs.</i></li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• <i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</i></li> <li>• <i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</i></li> <li>• <i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i></li> <li>• <i>Know and talk about the different factors that support their overall health and wellbeing:</i> <ul style="list-style-type: none"> <li>○ <i>regular physical activity</i></li> <li>○ <i>healthy eating</i></li> <li>○ <i>sensible amounts of 'screen time'</i></li> </ul> </li> </ul> <p><i>ELGs</i></p> <ul style="list-style-type: none"> <li>• <i>negotiate space and objects safely, with consideration for themselves and others.</i></li> <li>• <i>Demonstrate strength, balance and coordination when playing.</i></li> <li>• <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></li> <li>• <i>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</i></li> <li>• <i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i></li> <li>• <i>Begin to show accuracy and care when drawing</i></li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• <i>Read a few common exception words matched to the school's phonic programme- Phase 4.</i></li> <li>• <i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i></li> <li>• <i>Form lower-case and capital letters correctly</i></li> <li>• <i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i></li> <li>• <i>Re-read what they have written to check that it makes sense</i></li> </ul> <p><i>ELGs</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></li> <li>• <i>Anticipate (where appropriate) key events in stories.</i></li> <li>• <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></li> <li>• <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></li> <li>• <i>Read words consistent with their phonic knowledge by sound-blending.</i></li> <li>• <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></li> <li>• <i>Write recognisable letters, most of which are correctly formed.</i></li> <li>• <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></li> <li>• <i>Write simple phrases and sentences that can be read by others.</i></li> </ul>
Mathematics	<p><i>ELGs</i></p> <ul style="list-style-type: none"> <li>• <i>Automatically recall some number bonds for numbers 0-10.</i></li> <li>• <i>Have a deep understanding of number to 10, including the composition of each number.</i></li> <li>• <i>Subitise (recognise quantities without counting) up to 5.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<p>Understanding the World</p>	<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul> <p>ELGs</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p>Expressive Arts and Design</p>	<p>ELGs</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>