

EYFS - Summer 2024

PRIME AREAS

Physical Development	Communication & Language	Personal, Social and Emotional Development
<p style="text-align: center;"><u>Skills & Knowledge</u></p> <ul style="list-style-type: none"> - To use a pencil effectively to form recognisable letters, most of which are formed correctly. - To know how to use scissors effectively. - To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. - To show good control and co-ordination in large and small movements. 	<p style="text-align: center;"><u>Skills & Knowledge</u></p> <ul style="list-style-type: none"> - To describe habitats. To engage in meaningful conversations with others. To talk confidently about why things happen using new vocabulary learnt Express their ideas and feelings about their experiences. 	<p style="text-align: center;"><u>Skills & Knowledge</u></p> <ul style="list-style-type: none"> - To understand that people need help. (Sp2) To identify ways of being helpful to others and how this will make them feel. To talk about the effect my behaviour has on others. To learn about a range of different festivals. To understand why different people celebrate different things.
<p>ELG -</p> <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> *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. <p><u>Fine Motor Skills</u></p> <ul style="list-style-type: none"> *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, paint brushes and cutlery. *Begin to show accuracy and care when drawing. 	<p>ELG -</p> <p style="text-align: center;"><u>Listening and Understanding.</u></p> <ul style="list-style-type: none"> *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 interaction. *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. <p style="text-align: center;"><u>Speaking.</u></p> <ul style="list-style-type: none"> *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. 	<p>ELG -</p> <p style="text-align: center;"><u>Self-Regulation.</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> *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. <p style="text-align: center;"><u>Managing Self.</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <ul style="list-style-type: none"> *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 <p style="text-align: center;"><u>Building Relationships.</u></p> <ul style="list-style-type: none"> *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.

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SPECIFIC AREAS

Literacy	Maths	Understanding the World	Expressive Arts and Design.
<p>Skills & Knowledge</p> <ul style="list-style-type: none"> - To think of and write a short, simple sentence. - Listening to and hearing sounds in CVC and CVCC words. - Identifying sounds, including phonemes and other digraphs on a sound mat. - Checking written work and making any changes where necessary. - Recognising taught HFW in text. - To know that a sentence starts with a capital letter and ends with a full stop. - Knowing that sentences can be extended by using a conjunction. - Uses learnt words and phrases to discuss familiar stories or during role play 	<p>Skills & Knowledge</p> <ul style="list-style-type: none"> - To be able to count, order and recognise numbers to 20. - To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. - To know that sharing equally means everyone has the same amount of an object. - To know that the word 'more' indicates that the group is getting larger. - To know that the word 'less' indicates that a group is getting smaller. - To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. - To use non-standard units to measure length, weight and capacity. - To know the names of some 3D shapes. 	<p>Skills & Knowledge</p> <ul style="list-style-type: none"> - Making treasure maps to direct friends to a 'goal'. Exploring maps of the world. - Talking about the life cycle of plants and animals and what they need to survive. - Exploring a range of habitats, looking at why the animal lives like that. - To talk about the changes they observe in their environment - Seasons link. - To know that people around the world have different religions. - To know that people in other countries may speak different languages. 	<p>Skills & Knowledge</p> <ul style="list-style-type: none"> - To know the different uses and purposes of a range of media and materials. - For children to be able to safely construct with a purpose and evaluate their designs. - Selects tools and techniques needed to shape, assemble and join materials they are using. - To use what they have learnt about media and materials in an original way and be able to explain their choices. - To plan, carry out and evaluate and change where necessary. - To plan, carry out and evaluate and change where necessary.
<p>ELG -</p> <p>Comprehension</p> <ul style="list-style-type: none"> *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 <p>Word Reading.</p> <ul style="list-style-type: none"> *Say a sound for each letter in the alphabet and at least 10 digraphs. *Read words consistent with their phonic knowledge by sound-blending. 	<p>ELG -</p> <p>Number</p> <ul style="list-style-type: none"> *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. <p>Numerical Patterns.</p> <ul style="list-style-type: none"> *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. 	<p>ELG -</p> <p>Past and Present.</p> <ul style="list-style-type: none"> * 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. <p>People, Culture and Communities.</p> <ul style="list-style-type: none"> * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<p>ELG -</p> <p>Creating with Materials.</p> <ul style="list-style-type: none"> *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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> *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

<p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing.</p> <p>* Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>	<p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>*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.</p> <p>*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.</p> <p>The Natural World.</p> <p>* Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*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.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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