

# EYFS Curriculum Summer 2 2019/20

## Communication & Language

### During this unit pupils will:

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. E.g. whilst engaged in purposeful play make a comment about what they heard in assembly.
- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. E.g. during guided reading session
- Listening and responding to what has been said, relevant comments-They give their attention to what others say and respond appropriately, while engaged in another activity. (Playing alongside a friend)
- Storytelling, their own and known stories- Talk for Writing (small world) & use past, present & future forms.

## Characteristics of Effective

We promote the Characteristics of Effective Learning through all that we do.

## Personal, Social & Emotional Development

### During this unit pupils will:

- Children are confident to try new activities, and say why they like some activities more than others. They will choose the resources they need for their chosen activities. They say when they do or don't need help. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children-calm, purposeful play. Pupils can independently select resources that they need.
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. E.g. behaviour out of school on a school trip.
- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. E.g. group construction activity where children share & negotiate design proposals.

## Understanding the World

### During this unit pupils will:

- They make observations of animals and plants and explain why some things occur, and talk about changes. e.g. summer walk -pick flowers to press and make into a book mark
- They talk about the features of their own immediate environment and how environments might vary from one another e.g. where they are going during the summer holiday
- Technology used at home and school-give examples of different types
- Photography-Take a photo using an iPad independently whilst on summer walk

## Physical Development

### During this unit pupils will:

- Children show good control and co-ordination in large and small movements e.g. Play confidently & safely with hoops, skipping ropes, stilts, beanbags etc
- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe-link to COVID 19 & how they kept safe-(Pupil code of conduct
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed -write a phrase or sentence using a variety of media e.g. pencil, pen, whiteboard marker, charcoal

## Expressive Arts & Design

### During this unit pupils will:

- Sing songs with confidence, add simple percussion with & without prompting
- Use a variety of art tools safely, competently & independently to create art work e.g. marbling, string painting, clay thumb pot
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. e.g. Listen to a piece of music & let the children respond through dance with ribbons.

## Mathematics

### During this unit pupils will:

- Children count **reliably** with numbers from one to 20, place them in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer with accuracy.
- They solve problems, including doubling, halving and sharing with number up to 20-use manipulatives
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes e.g. cube, cuboid, sphere, oblong, circle
- Use mathematical terms to describe shapes. E.g. edges, corners, faces
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity e.g. lighter than & heavier than /half full, full, empty
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time. E.g. this morning, this afternoon, night time, O' clock & half past
- Beginning to use everyday language related to money. E.g. 1p, 2p, 5p, 10p

## Literacy

### During this unit pupils will:

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together. E.g. cvc & ccvc
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.e.g. using sounds learnt to segment and blend cvc words
- Writes own name and other things such as labels, & captions.
- Attempts to write short sentences in meaningful contexts & a full stop- write a sentence about themselves to their new teacher