

## EYFS Long Term Curriculum Map Summer

# Superheroes Dinosaurs

### Communication and Language

Children 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. They will hold conversation with peers and their teachers. When speaking in a small group, class and one-to-one discussions, children offer their own ideas and use recently learnt vocabulary. Children will offer explanations for why things might happen and build their own ideas learnt in stories, songs, texts or poems. Children express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.

### Understanding the World

Children talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Settings, characters and events encountered in books read in class and storytelling help children understand the past. They know some similarities and differences between different religious and cultural communities in this country. Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Life in this country and life in other countries and the similarities and differences are discussed. Children explore the natural world around them, making observations and drawing pictures of animals and plants. They know some similarities and differences between the natural world around them and contrasting environments.

### Expressive Arts and Design

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. When role playing, they make use of props and materials. Children invent, adapt and recount narratives and stories with peers and their teacher. When singing, they have a repertoire of well-known nursery rhymes, songs and hymns to perform and can move in time with the music.

### Personal, Social and Emotional Development

Children show an understanding of their own feelings and those of others. They begin to regulate their behaviour accordingly. They set and work towards simple goals. When the teacher is talking, children give focused attention, responding appropriately and show an ability to follow complex instructions. Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. They explain the reasons for rules, know right from wrong and try to behave accordingly. Children manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. They work and play cooperatively and take turns with others. Positive attachments to adults and friendships with others have been formed.

### Literacy

When reading, children will read letters by saying their individual sounds and read groups of letters that represent one sound. They will then blend sounds into words and can read short words. They will begin to read short phrases and sentences, knowing how to read tricky words and high frequency words. Children will re-read books to develop their confidence. Children will form lower case and capital letters correctly following handwriting rules taught through 'Kinetic Letters.' When writing, children will spell words by identifying the sounds and then writing the sounds as letters. Children will write sentences with capital letters and full stops. They will read back their work to check that it makes sense.

### Physical development

Children can negotiate space and obstacles safely, with consideration for themselves and others. They demonstrate strength, balance and coordination when playing and move energetically. Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. They use a range of small tools, including scissors, paintbrushes and cutlery. Children begin to show accuracy and care when drawing.

### Mathematics

Children now have a deep understanding of number to 10, including the composition of each number. They will subitise (recognise quantities without counting) up to 5. Children automatically recall number bonds up to 5, including subtraction facts and some number bonds to 10, including double facts. Children will verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities

