



# EYFS

**Guide to  
Spring Term 1  
2021**



Our curriculum at Summerlea is creative and designed to forge links between the different areas of learning. Each topic we study is led by a big question to get us thinking. We have listed the main curriculum areas that will be addressed through each question and have given a brief outline of what we will be learning.

This half term our driving question is...

## ***Rhyme: Why do words matter?***



The key drivers for this topic are **English and Communication and Language**. We will be beginning the New Year by sharing our key text 'The Very Cranky Bear' by Nick Bland, enjoying the humorous rhymes! We will be immersing the children in rhyme through speaking and listening activities, rhyming games and sharing a variety of rhyming texts. The children will also be given opportunities to explore descriptive language, creating and presenting their own fact files about their chosen animal. This will give them a chance to practise their communication as well as their ICT skills.

**Physical:** We will be continuing to build on our gymnastic skills during indoor PE this half term. We will also be continuing our daily gross motor sessions with Mrs Gordon and Miss Black in order to strengthen our core, develop balance and work our muscles! We have daily handwriting sessions where the children are learning to write letter shapes using our cursive letter formation; they are making so much progress with this!



**Communication and Language:** We are really excited to research our favourite animals before creating our very own video fact files. This will provide many brilliant speaking and listening opportunities as we work with others and take in new information. We will also be continuing to recap our PLTS (Personal, Learning and Thinking Skills) and award 'Dojo' points when we spot the learning behaviours in action!



**Personal, Social and Emotional:** We will continue to have weekly circle times in order to develop our personal, social and emotional skills. We will also be learning how to treat animals and living things with care, particularly when we are visited by the mobile zoo!



## **Mathematics:**

### **Early Learning Goal for Number:**

“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. They solve problems, including doubling, halving and sharing.” (This is the end of year expectation for Number.)

### **Early Learning Goal for Shape, Space and Measure:**

“Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.” (This is the end of year expectation for Shape, Space and Measure.)

### **Our main objectives this half term are to:**

Practically add and subtract two single-digit numbers.

Use everyday language to talk about time e.g. seasons, months of the year, days of the week.

Solve problems involving halving or doubling.

Count, recognise and order numbers to 20.

Name and describe common 2D and 3D shapes.

## Early Learning Goals

On the following pages are the Early Learning Goals for each of the seven areas of learning.

On the school website you can also view an EYFS Communication and Language and Maths guide which has been published by Twinkl. This useful document can be found in Our School > Curriculum and Assessment > Year Group Objectives and gives guidance on the key skills covered throughout the year.

### Mathematics:

#### Numbers

42	Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.	
43	Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.	
44	They solve problems, including doubling, halving and sharing.	
E	Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. (This descriptor has been amended to reflect the increased level of challenge applied to the expected descriptor following the Tickell review.)	

#### Shape, Space & Measure

30	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	
31	They recognise, create and describe patterns.	
32	They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	
E	Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.	

## Literacy:

### Reading

31	Children read and understand simple sentences.	
32	They use phonic knowledge to decode regular words and read them aloud accurately.	
33	They also read some common irregular words.	
34	They demonstrate understanding when talking with others about what they have read.	
E	Children can read phonically regular words of more than 1 syllable as well as many irregular but high-frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.	

### Writing

13	Children use their phonic knowledge to write words in ways which match their spoken sounds.	
14	They also write some irregular common words.	
15	They write simple sentences which can be read by themselves and others.	
16	Some words are spelt correctly and others are phonetically plausible.	
E	Children can spell phonically regular words of more than 1 syllable as well as many irregular but high-frequency words. They use key features of narrative in their own writing.	

## Physical Development:

### Moving & Handling

56	Children show good control and co-ordination in large and small movements.	
57	They move confidently in a range of ways, safely negotiating space.	
58	They handle equipment and tools effectively, including pencils for writing.	
E	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.	

### Health & Self-Care

35	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	
36	They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	
E	Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.	

## Personal, Social and Emotional Development:

### Self-Confidence & Self-Awareness

20	Children are confident to try new activities, and say why they like some activities more than others.	
21	They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.	
22	They say when they do or don't need help.	
E	Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.	

### Managing Feelings & Behaviour

29	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.	
30	They work as part of a group or class, and understand and follow the rules.	
31	They adjust their behaviour to different situations, and take changes of routine in their stride.	
E	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.	

### Making Relationships

26	Children play cooperatively, taking turns with others.	
27	They take account of one another's ideas about how to organise their activity.	
28	They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	
E	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.	

## Expressive Arts and Design:

### Exploring & Using Media & Materials

33	Children sing songs, make music and dance, and experiment with ways of changing them.	
34	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	
E	Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.	

### Being Imaginative

21	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	
22	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	
E	Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.	

## Communication and Language:

### Listening & Attention

26	Children listen attentively in a range of situations.	
27	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	
28	They give their attention to what others say and respond appropriately, while engaged in another activity.	
E	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example at assembly.	

### Understanding

19	Children follow instructions involving several ideas or actions.	
20	They answer 'how' and 'why' questions about their experiences and in response to stories or events.	
E	After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.	

### Speaking

37	Children express themselves effectively, showing awareness of listeners' needs.	
38	They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	
39	They develop their own narratives and explanations by connecting ideas or events.	
E	Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.	

## Understanding of the World:

### People & Communities

22	Children talk about past and present events in their own lives and in the lives of family members.	
23	They know that other children don't always enjoy the same things, and are sensitive to this.	
24	They know about similarities and differences between themselves and others, and among families, communities and traditions.	
<b>E</b>	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	

### The World

22	Children know about similarities and differences in relation to places, objects, materials and living things.	
23	They talk about the features of their own immediate environment and how environments might vary from one another.	
24	They make observations of animals and plants and explain why some things occur, and talk about changes.	
<b>E</b>	Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts, such as floating, sinking, experimentation.	

### Technology

11	Children recognise that a range of technology is used in places, such as homes and schools.	
12	They select and use technology for particular purposes.	
<b>E</b>	Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need. For example, in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.	