



Howard Primary School EYFS Curriculum Map Summer Term 1

Caring for Animals



Communication and Language

Speaking and Listening:

- To initiate conversation, explain own knowledge and understanding, and asks appropriate questions of others.
- To show awareness of the listeners' needs in conversation with others
- To use past, present, and future forms accurately when talking about events
- To develop own narratives and explanations by connecting ideas or events.

Understanding

- To follow instructions involving several ideas or actions.
- To answer 'how' and 'why' questions about experiences and in response to stories or events.

Literacy

Reading: Phonics

- To learn to recognise and say all single letter sounds and two letter consonant sounds
- To blend letter-sounds to read words eg *ch-a-t = chat*
- To recognise and read most of the Reception high frequency words (red words on key words list)
- To begin to read short phrases and sentences containing decodable words and common high frequency words

Writing:

- To recognise and write graphemes in response to hearing the phoneme for all single and 2 letter sounds
- To spell most of the Reception high frequency words (red words on key words list)
- To segment the sounds they hear in decodable words to spell most words phonetically.
- To begin to hold a short sentence in memory and recall to write each word in the sentence

Understanding the World

- To explore seasonal changes and changing weather patterns in Spring/Summer
- To talk about festivals, celebrations, and other events of personal significance
- To develop an understanding of the natural world and the differences between living and non-living things
- To find out about different habitats, animals, plants, exploring and discussing similarities and differences
- To explore the use of different types of technology

Maths

Number: Number and Place value within 20

- To recognise numerals 1 to 20, selecting the correct numeral to represent 1 to 20 objects
- To estimate a number of objects and check quantities
- To count reliably with numbers from 1 to 20, tagging each object and saying one number name for each item, also counting actions or objects which cannot be moved, counting objects in regular and irregular arrangements.
- To place numbers in order and say which number is one more or one less than a given number.
- To add and subtract two single-digit numbers and count on or back from a given number to find the answer.

Shape, Space and Measure

- To talk about the characteristics of objects and shapes, using mathematical language to describe them.
- To use everyday language to talk about size, weight, capacity, position, distance, time, and money to compare quantities and objects and to solve problems.
- To recognise, create and describe patterns.

Personal, Social and Emotional Development

Relationships:

- To take account of one another's ideas about how to organise their activity and work as part of the group to understand and follow the rules of the setting
- To use strategies learnt to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- To use Zones of Regulation language taught to talk about how they and others show feelings, recognising when some behaviour is unacceptable

Expressive Arts and Design

Artist inspiration: Justin Gaffrey (texture)

- To create clay animal forms
- To recreate animal prints with lines and shapes – zebra/ tiger stripes; leopard/cheetah spots; textured paint (with sand) – elephant skin
- To create collages eg suncatcher butterflies
- To select colours and textures for purpose eg. creating and making farm animals (paper plate craft)

Physical Development

Outdoor Games:

- To develop bilateral co-ordination and ball skills
- To learn how to work co-operatively with others to take turns in a game and share equipment

Sportsmanship: To notice the work of others and praise and encourage them for the work they do.