

# EYFS Summer Term Curriculum Expectations

Early Learning Goals: Information for Parents and Carers

# Early Learning Goals

At the end of the Summer term, every child's attainment is assessed against the 17 statutory Early Learning Goals. This presentation focuses on the expected attainment in Literacy and Numeracy. Information about the other curriculum areas can be found in the curriculum section of the school website.

[https://www.elystjohns.cambs.sch.uk/website/early\\_years\\_foundation\\_stage/228616](https://www.elystjohns.cambs.sch.uk/website/early_years_foundation_stage/228616)

Teaching in the Summer Term focuses on recapping all previously taught phonics and number facts. A wide variety of contexts are introduced for the children to apply their learning, ensuring they leave EYFS with a broad range of experiences to build upon in Key Stage 1. For example, in maths, we introduce problem solving with coins and measures so that the children can see that their knowledge can be used in many different ways. We also teach a third set of tricky words. The aim is for children to be able to read, write and solve simple maths problems independently, making their own choices about the resources and strategies that they use.

# Reading and Writing

## **ELG: Comprehension**

- 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.

## **ELG: Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## **ELG: Writing**

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

# Reading

## Tricky Words

Some common words are not phonetic so cannot be decoded. They have to be learnt so that your child can sight read them. The tricky words taught in the Summer term are:

**Level 4 Tricky Words**  Level 4

<b>said</b>	<b>have</b>	<b>like</b>	<b>so</b>
<b>do</b>	<b>some</b>	<b>come</b>	
<b>little</b>	<b>one</b>		
<b>there</b>	<b>were</b>	<b>what</b>	
<b>out</b>	<b>when</b>		



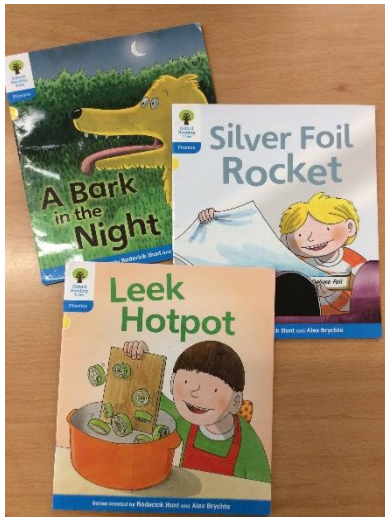
 twinkl visit [twinkl.com](https://www.twinkl.com)

# Reading

## End of year expectations

By the end of the Summer Term, we expect that most children will be able to read a range of phonetically plausible sentences and short books independently, recognising taught tricky words. They will be able to talk about what they have read, identifying characters, settings and key events. They will be able to use this knowledge to retell short stories in their own words. Most children will be able to explain the difference between a fiction and non-fiction text.

Examples of books and sentences at the expected level are:

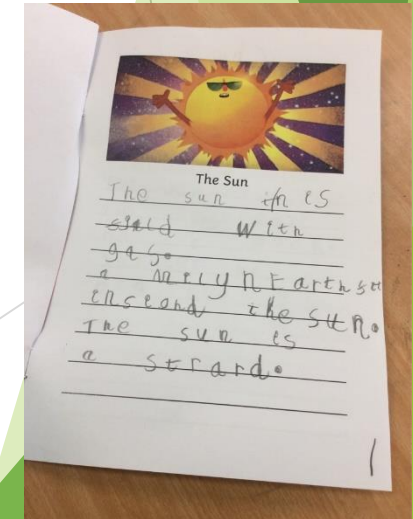
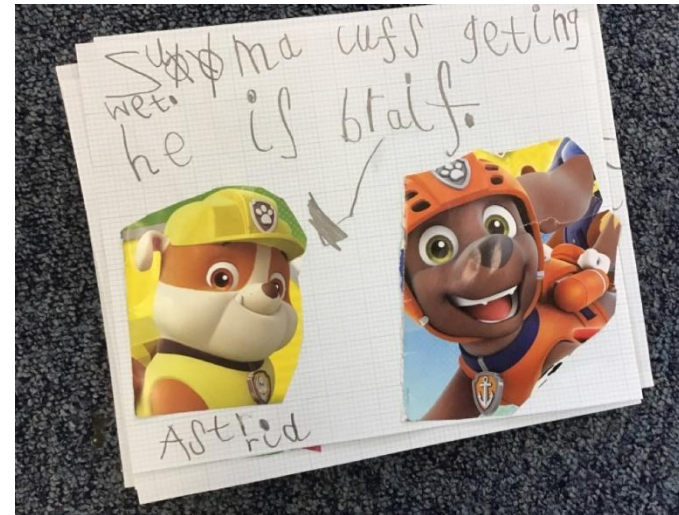
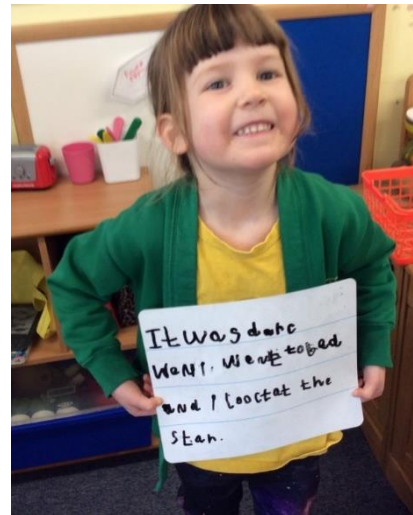


# Writing

## End of year expectations

By the end of the Summer Term, we expect that most children will be able to compose and write short sentences independently after initial discussion with an adult. We expect that this writing will be phonetically plausible and will use both full stops and finger spaces. Some taught tricky words will be spelt correctly. Most children will also know where to use capital letters and most letters will be correctly formed.

Examples of writing at the expected level:



# Number

## **ELG: Number**

- Have a deep understanding of numbers 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.

## **ELG: Numerical Patterns**

- 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.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

# Number

## End of year expectations

By the end of the Summer Term, we expect that most children will be able to count to 20 and beyond, understanding that the numbers go up by one each time. They will be able to subitise amounts to 5 and count amounts of up to 20, correctly matching these to numerals. They will understand that a whole number can be made of smaller amounts and be able to show this with practical resources. Most children will be able to use practical resources to solve addition, subtraction and sharing problems. Children will have quick recall of all taught Learn-it facts and be able to complete the EYFS Beat That challenges independently. Children will be able to explain their maths reasoning although they may still need support to record this.

