

Capenhurst EYFS Curriculum Overview

be curious, be resilient, be compassionate

This curriculum overview outlines the content of the EYFS curriculum. The sequence of teaching the aspects of Understanding the World and Expressive Arts and Design is subject to change depending on the interest level of the children and possible links with whole school themes and topics. Other strands will be taught sequentially to ensure breadth of experience and progression of skills.

The Early Years Foundation Stage is a curriculum from birth to five years old, we follow the strands set by this curriculum and concentrate the learning opportunities on the 7 areas of learning and the associated educational programmes. Educational programmes must involve activities and experiences for children as set out in each of the areas of learning. These goals do not define the curriculum but should be used to support teachers and staff in making a holistic, best-fit judgement about a child's development, and their readiness for year one. We use the Development Matters guidance to help with tracking and coverage of our designed curriculum.

	Autumn	Spring	Summer
Communication and Language	I can 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. I can participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	I can make comments about what they have heard and ask questions to clarify their understanding I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	I can hold conversation when engaged in back-and-forth exchanges with their teacher and peers I can express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development (Heart Smart for Church Schools)	Get Heart Smart (Meet Boris) Don't Forget to Let Love in (I am special)	Too Much Selfie Isn't Healthy (I love others) Don't Rub it in, Rub it out (I am a good friend)	Fake is a Mistake! (I tell the truth) 'No Way Through' isn't True (I can do it!)
Physical Development	Multi-Skills / Net and Wall Games I can stay within a safe boundary when moving. I can move in a variety of ways safely. I can throw and catch a bean bag on my own and with a partner, demonstrating good coordination. I can show control for striking a balloon with my hand. I can kick a ball into space. I can use new equipment safely and understand how to use it correctly.	Dance Pupils represent their own ideas, thoughts and feelings through dance. I can compose a simple dance based on my thoughts and feelings. I can perform my basic dance movements with confidence, control and coordination. I can notice the physical changes to my body that happen when I dance and exercise. I can explain my thoughts and feelings behind my dance. Gymnastics	Striking and Fielding / Sports Day Games I can stay within a safe boundary when moving. I can move in a variety of ways safely. I can throw and catch a bean bag on my own and with a partner, demonstrating good coordination. I can show control for striking a balloon with my hand. I can kick a ball into space. I can use new equipment safely and understand how to use it correctly.

		<p>I can travel safely and confidently in different ways.</p> <p>I can perform large and small shapes with control and coordination.</p> <p>I can rock backwards and forwards with control.</p> <p>I can link basic gymnastic shapes (star/pencil/tuck) with control and accuracy.</p> <p>I can manage space safely, showing an awareness of the mats.</p> <p>I can control my large and small shapes so I can stay on the mat.</p> <p>I can repeat teacher actions with accuracy as a whole group.</p>	
<p>Literacy (Pathways to Write units are used)</p>	<p><i>The Gingerbread Man</i> by Mara Alperin <i>Peace at Last</i> by Jill Murphy</p> <p><i>I'm going to eat this ant</i> by Chris Naylor-Ballesteros <i>The Three Little Pigs</i> by Mara Alperin</p>	<p><i>Naughty Bus</i> by Jan Oke <i>Let's all Creep through Crocodile Creek</i> by Jonny Lambert</p> <p><i>The Journey Home</i> by Emma Levey <i>The Pirates are Coming</i> by John Condon</p>	<p><i>Silly Doggy</i> by Adam Stower <i>Gigantosaurus</i> by Jonny Duddle</p> <p><i>Supertato</i> by Sue Hendra <i>The Sea Saw</i> by Tom Percival</p>
<p>Mathematics (White Rose)</p>	<p>Getting to Know You Just Like Me It's 1, 2, 3! Light and Dark Making Comparisons Simple Patterns</p>	<p>Alive in 5! Growing 6, 7, 8 Building 9 and 10 Measures 3D Shapes</p>	<p>To 20 and Beyond First Then Now Find my Pattern On the Move Reasoning</p>
<p>Understanding the World</p>	<p>Science I can talk about the features of the four seasons and how it impacts on my daily life. I can put the seasons in order. I can talk about Autumn and its features.</p> <p>Geography I can say where I live. I know the name of the road I live on. I can talk about the features of the locality where I live.</p>	<p>Science I can ask questions about how things are made. I can identify and name everyday materials, such as wood, plastic, glass and metal. I can group everyday objects by their features and the material they are made from.</p> <p>I can talk about Winter and its features. I can talk about Spring and its features.</p>	<p>Science I can identify and name a variety of common animals. I can identify the similarities and differences between humans and animals. I can identify the life cycle of a human, an insect and an animal. I can identify parts of a body – human, animal or insect.</p>

	<p>History I can talk about some of the things that make me unique. I can talk about some of the similarities and differences in between myself and my friends or family.</p> <p>Computing I can operate simple equipment. I show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. I know that information can be retrieved from computers.</p>	<p>Geography I can talk about buildings and features that I pass on my way to school. I know my school is in a village and how it is different from a town.</p> <p>People and Cultures I can talk about cultures and traditions from different countries. I can understand that people have different beliefs to my own.</p> <p>Computing I can complete a simple, age-appropriate program on a computer. I can select and use technology for particular purposes.</p>	<p>I can talk about the differences between the seasons.</p> <p>Geography I can identify key places in my locality – the school, the church, the library, clubs that I attend. I can show an interest in an atlas, globe or map.</p> <p>I can talk about Summer and its features.</p> <p>History I can talk about significant events in my own life and that of my family. I can put events from my own life in time order. I can talk about customs and traditions that my family enjoy together.</p> <p>Computing I can use technology appropriate applications to complete a specific task, e.g., deciding how best to make a record of a special event in my life.</p>
<p>Expressive Arts and Design</p>	<p>Music I can learn new songs and sing to different audiences. I can tap out simple rhythms. I can explore and learn how sounds can be changed. I can talk about the music I listen to. I can tell others about my favourite songs.</p> <p>Drawing I can create simple representations of events, objects and people.</p> <p>Painting I can choose to use particular colours for a purpose. I can explore what happens when colours mix.</p>	<p>Music I can expand my repertoire of songs and tunes and perform to larger groups of people. I can explore the different sounds of different instruments. I can explain why have used different instrument</p> <p>Artistic study I can say what I like or dislike about the work of different artists. I can say is the same or different about two pieces of art.</p> <p>Collage I can combine different materials and textures to make a finished piece.</p> <p>Printing</p>	<p>Music I can sing a wide range of songs and perform them confidently. I can make music in a variety of ways and experiment with ways of changing my music. I can talk about the music I have made. I can talk about the music my peers have made.</p> <p>3D/Sculpture I can construct and build with a variety of resources. I can experiment with dough and other mouldable materials.</p> <p>Printing I can print with sponges, vegetables and fruit. I can experiment with colours to create a finished piece.</p>

	<p>Design and Technology</p> <p>I can share my design through talking and drawing. I can cut, shape and join materials and construction kits together to make a product. I can talk about how something works. I can evaluate my own finished product and share how it could be better. I can build structures and products using different construction kits.</p>	<p>I can print with different items. I can experiment with colours to create a finished piece.</p>	
RE	<p>Christianity</p> <p>What does it mean to belong to something or to be part of a group? Are there different types of family or are they all the same?</p> <p>Teaching: Harvest/ Special people</p> <p>Christmas</p> <p>The Nativity story. How is Christmas celebrated around the world? Why do Christians give presents at Christmas? Why is Jesus special to Christmas?</p>	<p>Story time</p> <p>Special books Are there any special books that the children have? Looking at Special books to different religions.</p> <p>Easter/Holy Week</p> <p>How was Jesus feeling? How did his friends feel? Why did Judas betray him?</p>	<p>Islam</p> <p>Festivals and events. Ramadan Eid al Fitr 2nd May</p> <p>Christianity</p> <p>Special objects and places.</p>