



Capenhurst CE Primary
Early Years Foundation Stage

Communication and Language

CL	Objective	Autumn	Spring	Summer
Listening, attention and understanding	Understand how to listen carefully and why listening is important.			
	Learn new vocabulary and use it through the day.			
	Ask questions to find out more and to check they understand what has been said to them.			
	Engage in story times.			
	Listen to and talk about stories to build familiarity and understanding.			
	Retell the story, once that have developed a deep familiarity with the text, some as exact repetition and some in their own words.			
	Listen carefully to rhymes and songs, paying attention to how they sound.			
	Learn rhymes, poems and songs.			
	Engage in non-fiction books.			
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.			
	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.			
	Make comments about what they have heard and ask questions to clarify their understanding.			
	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.			
Speaking	Articulate their ideas and thoughts in well-formed sentences.			
	Connect one idea or action to another using a range of connectives.			
	Describe events in some detail.			
	Develop social phrases.			
	Use new vocabulary in different contexts.			
	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.			
	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.			
	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

PSED	Objective	Autumn	Spring	Summer
Building relationships	Build constructive and respectful relationships.			
	Think about the perspectives of others.			
	Work and play co-operatively and take turns with others.			
	Form positive attachments o adults and friendships with peers.			
	Show sensitivity to their own and to others' needs.			
Self-regulation	See themselves as a valuable individual.			
	Express their feelings and consider the feelings of others.			
	Identify and moderate their own feelings socially and emotionally.			
	Show and understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.			
	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.			
	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.			
Managing self	Show resilience and perseverance in the face of challenge.			
	Know and talk about the difference factors that support their overall health and wellbeing – regular physical activity, healthy eating, regular tooth-brushing, sensible amounts of screen time, having a good sleep routine and being a safe pedestrian.			
	Be confident to try new activities and show independence , resilience and perseverance in the face of challenges.			
	Explain the reasons for rules, know right from wrong and try to behave accordingly.			
	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.			



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Physical Development

PD	Objective	Autumn	Spring	Summer
Gross Motor Skills	Progress to a more fluid style of moving, with developing control and grace.			
	Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education /disciplines such as dance, swimming, sport and gymnastics.			
	Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.			
	Combine different movements with ease and fluency.			
	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.			
	Develop overall body-strength, balance, co-ordination and agility.			
	Further develop and refine a range of ball skills: throwing, catching, kicking, passing, batting and aiming.			
	Develop competence, confidence, precision and accuracy when engaging in activities that involve a ball.			
	Further develop the skills they need to manage the school day successfully – lining up, queueing, mealtimes etc.			
	Negotiate space and obstacles safely, with consideration for themselves and others.			
	Demonstrate strength, balance and coordination when playing.			
	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.			
Fine motor Skills	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Tools could include – pencils, crayons, paintbrushes, scissors, cutlery etc.			
	Develop the foundations of a handwriting style which is fast, accurate and efficient.			
	Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases.			
	Use a range of small tools, including scissors, paintbrushes and cutlery.			
	Begin to show accuracy and care when drawing.			



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Literacy

L	Objective	Autumn	Spring	Summer
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 play.			
Word Reading	Read individual letters by saying the sounds for them.			
	Blend sounds into words, so that they can read short words made up of known letter/sound correspondence.			
	Read some letter groups that each represent one sound and say sounds for them.			
	Read a few common exception words matched to the school's phonic programme.			
	Read simple phrases and sentences made up of words with known letter/sound correspondence and, where necessary, a few exception words.			
	Re-read these books to build up their confidence in words reading, their fluency and their understanding and enjoyment.			
	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.			
Writing	Form lower case and capital letters correctly.			
	Spell words by identifying the sounds and then writing the sound with letter(s).			
	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.			
	Re-read what they have written to check that it makes sense.			
	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.			



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Mathematics

M	Objective	Autumn	Spring	Summer
Number	Counts objects, actions and sounds.			
	Subitise.			
	Link the numeral with its cardinal number value			
	Explore the composition of numbers to 10.			
	Have a deep understanding of number to 10, including the composition of each number.			
	Subitise up to 5.			
	Automatically recall number bonds to 5 and some bonds to 10, including double facts.			
Numerical Patterns	Count beyond 10			
	Compare numbers.			
	Understand one more than/one less than and their relationship between consecutive numbers.			
	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.			
	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.			
Shape, Space and Measures	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes			
	Selects a particular named shape			
	Select, rotate and manipulate shapes to develop spatial reasoning skills			
	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.			
	Compare length, weight and capacity.			
	Continue, copy and recreate repeating patterns.			
	Use everyday language to talk about size, weight, capacity and position to compare quantities and objects and to solve problems			
	Recognise, create and describe patterns			
Explore characterises of everyday objects and shapes and use mathematical language to describe them				



Understanding the World

UW	Objective	Autumn	Spring	Summer
People, Culture and Communities	Talk about members of their immediate family and community.			
	Name and describe people who are familiar to them.			
	Draw information from a simple map.			
	Understand that some places are special to members of their community.			
	Recognise that people have different beliefs and celebrate special times in different ways.			
	Recognise some similarities and differences between life in this country and life in other countries.			
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.			
	Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.			
	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, and (when appropriate) maps.			
The Natural World	Explore the natural world around them.			
	Describe what they see, hear and feel whilst outside.			
	Recognise some environments that are different to the one in which they live.			
	Understand the effect of changing seasons on the natural world around them.			
	Explore the natural world around them, making observations and drawing pictures of animals and plants.			
	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.			
Past and Present	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			
	Comment on images of familiar situations in the past.			
	Compare and contrast characters from stories, including figures from the past.			
	Talk about the lives of people around them and in society.			
	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.			
Understand the past through settings, characters, and events encountered in books read in class and storytelling.				



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Expressive Arts and Design

EAD	Objective	Autumn	Spring	Summer
Creating with materials	Explore, use and refine a variety of artistic effects to express their ideas and feelings.			
	Return to them and build on previous learning, refining ideas and developing their ability to represent them.			
	Create collaboratively, sharing ideas, resources and skills.			
	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			
	Share their creations, explaining the process they have used.			
	Make use of props and materials when role playing characters in narratives and stories.			
Being imaginative and expressive	Listen attentively, move to and talk about music, expressing their feelings and responses.			
	Watch and talk about dance and performance art, expressing their feelings and responses.			
	Sing in a group or on their own, increasingly matching the pitch and following the melody.			
	Develop storylines in their pretend play.			
	Explore and engage in music making and dance, performing solo or in groups.			
	Invent, adapt and recount narratives and stories with peers and teachers.			
	Sing a range of well-known nursery rhymes and songs.			
	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.			



Coverage of EYFS objectives

EYFS	Objective	Working towards (pupil initials)	Expected (no. of pupils)	Greater depth (pupil initials)
Autumn Term (Year A & B)	<p><u>Get Heart Smart (Meet Boris)</u> I can suggest ways that I am HeartSmart. I can work together with my friends, share ideas and listen to one another. I can play co-operatively and take turns. I can read characters' facial expressions. I can talk about things I love and describe how those things make me feel. I can work with my friends to find the missing hearts.</p> <p><u>Don't Forget to Let Love in (I am special)</u> I can understand that each one of us is loved, special and important. I can understand that we all like different things and that is one of the ways we are unique. I can talk about how I demonstrate different emotions. I can understand that we are all special. I can tell other people about me and the things I like. I can accept that we all have different talents and skills. I can accept praise and encouragement from others.</p>			
Spring Term (Year A & B)	<p><u>Too Much Selfie isn't Healthy (I love others)</u> I can suggest special things I like to do with special people. I can understand that all families are important and special and that others people's families can look different to my family. I can begin to explain how someone is feeling based on their expression or behaviour. I can demonstrate appropriate ways to show care and affection for others. I can show love to others when they need help and can respond to the needs of others. Be thankful for the people who help us at school.</p> <p><u>Don't Rub it in, Rub it out (I am a good friend)</u> I can describe how to be a super-friend. I can think of ways to ensure everyone is included in my class. I can listen to one another. I can use words that are kind when talking to my friends. I can choose to be kind to others even when they are not. I can understand why it is important to say sorry.</p>			
Summer Term (Year A & B)	<p><u>Fake is a Mistake! (I tell the truth)</u> I can differentiate between words that are true and untrue. I can be kind and encouraging to others. I can understand that it is important to be honest and always tell the truth. I can understand that being yourself is the best you can be. I can list the things I am thankful for. I can tell others something special about my home and family.</p> <p><u>'No Way Through' isn't True (I can do it!)</u> I can understand that making mistakes is normal and helps us to learn. I can have a go at and complete a series of different challenges. I can keep trying when something is difficult. I understand that I can do anything if I work hard and don't give up. I can keep going to complete an activity. I can express how we feel about change.</p>			