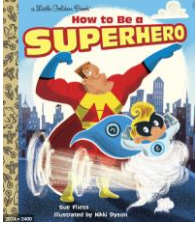
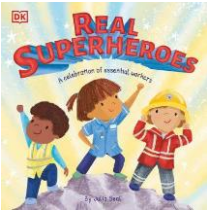
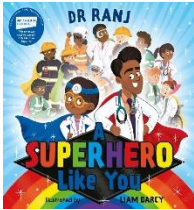






# Waterbeach Community Primary School

## Curriculum Capture for EYFS

### Theme: We can all be Heroes

Core Texts		
How to be a Superhero	Real Life Superheroes	Supertato
	 	 
Meaningful learning experiences		Key Vocabulary
Parent visits and talks sharing occupations Police and firefighter visits 'We can all be heroes' celebration day Walk around Waterbeach investigating the different occupations in the village		Super Superhero Superpower Villain Job/occupation Emergency Emergency services
Prime Area learning will include:		
<b>Communication and Language</b>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Respond to instructions with two or more steps</li> <li>Use talk to work out problems, and organize thinking and activities</li> <li>Understand and respond to a variety of questions, such as who, what, where and when and begin to understand why and how questions</li> <li>Ask questions to find out more e.g. ask questions about occupations following parent talk</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Answer a question in front of the whole class</li> <li>Talk in longer sentences using conjunctions e.g. and, because</li> <li>Share work or Tapestry posts with the whole class, describing work or events in some detail</li> <li>Use talk to explain how things work and why they might happen</li> </ul>	
<b>Personal, Social and Emotional development</b>	<p><i>Cambs PSHE unit: Identities and Diversity</i></p> <p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>Express their own feelings and consider the feelings of others</li> <li>Think about the perspective of others</li> <li>Begin to be able to focus during longer whole class lessons</li> <li>Adapt behaviour to a range of situations including visits from parents, walk around the village</li> </ul> <p><b>Manging self</b></p> <ul style="list-style-type: none"> <li>Begin to understand Growth Mindset and have a can-do attitude</li> <li>Begin to show resilience in the face of challenge and new experiences</li> <li>Fasten own coat using zips and buttons</li> <li>Manage changing independently including fastenings and organisation of clothing</li> </ul> <p><b>Building relationships</b></p> <ul style="list-style-type: none"> <li>Have positive relationships with members of EYFS staff</li> <li>Begin to develop key friendships</li> <li>Turn take with other children</li> <li>Work as a group with support</li> </ul>	
<b>Physical Development</b>	<p><b>Gross motor skills</b></p> <ul style="list-style-type: none"> <li>Use a balance bike to travel, stop and change directions</li> <li>Combine different movements with ease and fluency, e.g. using outside equipment to create and balance on an obstacle course</li> </ul> <p><b>Fine motor skills</b></p> <ul style="list-style-type: none"> <li>Use a tripod grip with increasing control when using mark making tools</li> <li>Hold scissors correctly to cut along a curved line and to cut out large shapes</li> <li>Write taught letters using correct formation for majority of letters</li> </ul>	



# Waterbeach Community Primary School

## Curriculum Capture for EYFS

Theme: We can all be Heroes

### Specific area learning will include:

<p><b>Literacy</b></p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Engage in Guided Reading groups and whole class Book Club sessions. Talk about the characters and give their opinion on the story</li> <li>Retell or act out a familiar story using props</li> <li>Begin to predict what might happen in the story and suggest how it might end</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Little Wandle Reception Progression (<a href="#">link</a>)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write name from memory</li> <li>Independently write CVC words and labels using taught sounds</li> <li>To begin writing captions and sentences</li> <li>To spell some tricky words correctly e.g. I is the no go</li> <li>To understand the use of finger spaces and that sentences start with a capital letter and end with a full stop</li> <li>Write taught letters using correct formation for the majority of letters</li> <li>Begin to read their words, captions and sentences back to check they make sense</li> </ul>
<p><b>Maths</b></p>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Recognise and talk about representations of numbers 0-10 including the numeral, Numberblock character, Numicon shape, five frame and tally</li> <li>Draw and/or sort representations of numbers to 10</li> <li>Explore the composition of numbers to 10 and use stem sentences to explain understanding of numbers e.g. "8 is made up of ... and ..."</li> <li>Recall number bonds to 5</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Count to 20</li> <li>Say one more and one less than numbers to 10</li> <li>Recognise equal and unequal groups and compare quantities to 10</li> <li>Solve simple addition by combining two parts to make a whole</li> <li>Solve simple addition by increasing a quantity by an amount</li> </ul>
<p><b>Understanding the world</b></p>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives and occupations of people in our family</li> <li>Know that emergency services exist and what they do</li> <li>Talk about similarities and differences between things in the past and now, comparing for example, emergency services now and in the past</li> </ul> <p><b>People, Cultures and Communities</b></p> <ul style="list-style-type: none"> <li>Know about people who help us with our local community</li> <li>Talk about what life is like in other countries using children's experiences, photos, fiction and non fiction texts</li> <li>Talk about how people celebrate Chinese New Year</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Know and recognise the signs of Winter and Spring</li> <li>Experiment with and talk about changing states of matter e.g. freezing and melting</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<p><b>Creating with materials</b></p> <ul style="list-style-type: none"> <li>Experiment with different mark making tools such as pastels and chalk</li> <li>Explore different techniques for joining materials including glue sticks, PVA, masking tape and Sellotape</li> <li>Share their creations with adults and friends and talk about the process</li> <li>Use puppets, small world toys and props to act out narratives</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Build a repertoire of songs</li> <li>Play percussion musical instruments to create sound effects</li> <li>Listen to a range of music sharing own thoughts and moving in time to the music</li> <li>Play chime bars to accompany a song exploring tempo, dynamics, pitch and duration</li> <li>Create narrative based around stories</li> </ul>