









Year FS1	Autumn	Spring	Summer
Characteristics of Effective Learning	Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning		
	Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.		
Over Arching Principles	Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions		
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. PLAY: At QBS, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.' EYFS Team We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.		



Enquiry Question	<p>What does it mean to be me?</p> 	<p>What is beyond my front door?</p> 	<p>Why is water important to me?</p> 
Curriculum Principles	<p>The QBS curriculum principles are</p> 	<p>The QBS curriculum principles are</p> 	<p>The QBS curriculum principles are</p> 
Enquiry Driver	Humanities	STEAM	Creative Arts
Enquiry Enhancer(s)	PSED Communication and Language Literacy Physical Development Knowledge and Understanding of the World (History, Science and RE) EAD	PSED Communication and Language Literacy Physical Development Knowledge and Understanding of the World (Geography, Computing and Science) EAD	EAD PSED Communication and Language Literacy Physical Development Knowledge and Understanding of the World (History, Science and RE)
Discrete Subjects	Phonics Maths Music Computing	Phonics Maths Music	Phonics Maths Music Computing
Key Content Choices (e.g. significant people, events etc)	<p>Significant places – Ayios Nikolaos, Dhekelia, Cyprus and the UK</p> <p>Significant People – Family and Keyworkers and Staff at QBS</p> <p>Significant events – Birthday, Christmas, Festivals the are important to the cohort eg Diwali, Remembrance, Children in Need</p>	<p>Significant places – Ayios Nikolaos, Dhekelia, Cyprus (Mountains Troodos, Beaches), UK, Australia</p> <p>Significant People – Fire service, MRS (Medical and dental), Station Commander,</p> <p>Significant Events – Green Monday, World Book Day (books take you to another place), Red Nose Day</p>	<p>Significant places – Alexander Barracks Beach, Caledonia Falls (Troodos), Achna Dam, Salt Lakes</p> <p>Significant Artists – Monet (Coastal line), Guy Harvey and Carole Elliott</p> <p>Significant Events - World Turtle day (23/05/24), World Ocean day (08/06/24) QBS Arts Week</p>



	Significant Events NOT linked to the enquiry Bonfire Night	Significant Events NOT linked to the enquiry Mother's Day Pancake Day Easter Sports Day	Significant Events NOT linked to the enquiry Father's Day Armed Forces Day Olympics
Expert and Experiences	Visits or Visitors - Family Day, visit to the post office (sending letters)	Visits or Visitors – MRS, Station Commander, Fire, Police	Educational Visit - Beach





Key Texts	FS1 Autumn Term Core Texts:	FS1 Spring Term Core Texts:	FS1 Summer Term Core Texts:		
	<div data-bbox="383 762 562 943">Diverse Text</div> <div data-bbox="562 762 752 943">Rhyming Text</div> <div data-bbox="752 762 943 943">Maths Text</div>	<div data-bbox="943 762 1144 943">Diverse Text</div> <div data-bbox="1144 762 1335 943">Rhyming Text</div> <div data-bbox="1335 762 1565 943">Maths Text</div>	Diverse Text	Rhyming Text	Maths Text
Nursery Rhymes	When Santa Got Up the Chimney Five Little Fireworks Open, Shut Them Twinkle Twinkle	Mix A Pancake Miss Polly Had a Dolly	1,2,3,4,5, Once I Caught a Fish Alive Row, Row, Row Your Boat I Have a Little Turtle The Wheels on the Bus (Ay Nik Transition)		



Key Performance Outcomes to be taught in each subject in each term:

<p style="text-align: center;">Communication and Language</p> <ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking 	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</p>		
	<p>C&LN.1 know how to respond to my name and change my activity when encouraged C&LN.2 know how to use everyday words to talk about people I know C&LN.3 know how to follow simple instructions with visuals C&LN.4 know how to listen and respond to adults and peers C&LN.5 know how to remember and join in with stories and rhymes C&LN.6 know how to follow two-step simple instructions with visuals C&LN.7 know how to concentrate for slightly longer periods C&LN.8 know how to join in with a small group C&LN.9 know how to remember and join in with stories and rhymes C&LN.10 know how to speak in 2/3/4-word sentences C&LN.11 know how to begin to hold two-way conversations with adults and peers C&LN.12 know how to ask simple questions</p>	<p>C&LN.13 know how to understand more simple questions and answer appropriately C&LN.14 know how to express desires, feelings and needs C&LN.15 know how to begin to understand and ask why questions C&LN.16 know how to take turns in small groups C&LN.17 know how to begin to understand and ask how questions C&LN.18 know how to remember and use new words C&LN.19 know how to engage in imaginary role-play sometimes building stories around objects and toys C&LN.20 know how to join in with the repeated lines and refrains</p>	<p>C&LN.21 know how to explain my own thinking/ideas C&LN.22 know how to describe the story characters C&LN.23 know how to use language as a powerful means of widening contacts and sharing feelings C&LN.24 know how to communicate effectively with my peers and adults C&LN.25 know how to follow three-step simple instructions, sometimes without visuals C&LN.26 know how to anticipate key events in stories C&LN.27 know how to describe the story settings</p>
<p style="text-align: center;">PSED (leading into PSHE Curriculum)</p>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
	<p>PSHEN.3 know how to join in with whole group activities PSHEN.4 know how to meet own care needs, (e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly) PSHEN.5 know how to recognise their feelings using gestures and simple words, like "happy", "sad", "angry" or "worried"</p>	<p>PSHEN.7 know likes and dislikes PSHEN.10 know and develop appropriate ways of being assertive PSHEN.14 know how to play with one or more other children, extending and elaborating play ideas PSHEN.12 know some strangers are safe and others are not, e.g. policeman, unknown adult</p>	<p>PSHEN.1 know how to make healthy food choices during snack time PSHEN.2 know there are healthy and unhealthy foods PSHEN.16 know friends might feel and think different things, and that is ok PSHEN.21 know how to follow simple rules, without adult reminders</p>



	<p>PSHEN.6 know when you may need help and ask for it</p> <p>PSHEN.8 knows how to talk about themselves, sharing feelings and experiences with a familiar adult</p> <p>PSHEN.9 know how to show confidence in new social situations, e.g. coming into Nursery</p> <p>PSHEN.13 know who is special in their lives recognising friends and family</p> <p>PSHEN.15 know how to develop friendships with other children, seeking them out to share experiences</p> <p>PSHEN.22 know that there are differences between people, such as skin colour, types of hair, gender, special needs and disabilities and so on</p> <p>PSHEN.11 know adults should help to keep us safe and help us if we need it</p>	<p>PSHEN.17 know to look for a supportive adult for help in resolving conflict with peers</p> <p>PSHEN.18 know actions have consequences</p> <p>PSHEN.23 explore jobs, activities and roles through imaginative play</p> <p>PSHEN.20 know how to cooperate with familiar people, e.g. turn-taking</p>	
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Physical Development leading into PE	PD	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
	Gross Motor Skills	<p>PEN.3 beginning to demonstrate balance</p> <p>PEN.4 beginning to negotiate space safely</p> <p>PEN.5 beginning to take turns with others</p> <p>PEN.6 can explore movement skills, beginning to demonstrate balance and coordination when playing games</p> <p>PEN.7 can make guided choices</p> <p>PEN.8 can follow instructions with support</p> <p>PEN.9 building confidence to try new challenges</p> <p>PEN.10 play games honestly guided by rules with support.</p>	<p>PEN.1 can match skills to tasks and apparatus</p> <p>PEN.2 use a range of large and small apparatus with an awareness of safety</p> <p>PEN.11 beginning to explore a range of ball skills</p> <p>PEN.12 persevere with support when trying new challenges</p> <p>PEN.13 play ball games guided by the rules with support.</p>	<p>PEN.14 begin to understand how I feel in different situations</p> <p>PEN.15 beginning to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>PEN.16 building my confidence to try new challenges and perform in front of others</p> <p>PEN.17 show respect towards others</p>



	Fine Motor Skills	<p>FMSN.1 use a 4 finger grip to hold my pencil</p> <p>FMSN.2 grip using five fingers or preferably two fingers and thumb for control.</p> <p>FMSN.3 turn the pages in a book</p> <p>FMSN.4 use tools effectively in playdough (eg: cutters/rollers)</p> <p>FMSN.5 fit the pieces of a puzzle together</p> <p>FMSN.6 hold a pencil (fisted/digital pronate grip) to make marks</p> <p>FMSN.7 put on my own shoes</p>	<p>FMSN.8 show increasing control over tools like pencils, crayons and cutlery.</p>	<p>FMSN.9 show a preference for a dominant hand</p> <p>FMSN.10 develop their fine motor skills so that they can use a range of tools competently, safely and confidently, including: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoon</p> <p>FMSN.11 pull up my own zip (may need help getting the zip in place)</p> <p>FMSN.12 show a preference for a dominant hand using a pincer grip</p>
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Literacy	Phonics (leading to word reading)			Jan Intake Aspects 1-3: Environmental Sounds Instrumental Sounds Body Percussion	Jan Intake Aspects 1-3: Environmental Sounds Instrumental Sounds Body Percussion	Jan / April Intake Aspects 1-3: Environmental Sounds Instrumental Sounds Body Percussion	Jan / April Intake Aspects 1-3: Environmental Sounds Instrumental Sounds Body Percussion
		Chn Starting FS2-Sept Aspect 1: Environmental Sounds Aspect 2: Instrumental Sounds Aspect 3: Body Percussion	Chn Starting FS2-Sept Aspect 1: Environmental Sounds Aspect 2: Instrumental Sounds Aspect 3: Body Percussion	Chn Starting FS2-Sept Aspect 4: Rhythm and Rhyme Aspect 5: Alliteration	Chn Starting FS2-Sept Aspect 6: Voice Sounds Aspect 7: Oral Blending and Segmenting	Children starting FS2 in September: Aspect 7: Oral blending and segmenting RWI Ready: 1. Pure Sounds - Set 1 Single Letter Sounds (<i>m,a,s,d,t,i,m,p,g,o</i>) 2. Name the pictures 3. Introduce mnemonics for single letter Set 1 sounds (<i>m,a,s,d,t,i,m,p,g,o</i>) (See RWI Nursery Handbook)	Children starting FS2 in September: Aspect 7: Oral blending and segmenting RWI Ready: 1. Pure Sounds - Set 1 Single Letter Sounds (<i>c,k,u,b,f,e,l,h,r,j,v,y,w,z,x</i>) 2. Name the pictures 3. Introduce mnemonics for single letter Set 1 sounds (<i>c,k,u,b,f,e,l,h,r,j,v,y,w,z,x</i>) (See RWI Nursery Handbook)



	Comprehension	ERN.1 Listen to rhymes and begin to join in ERN.5 To listen to and enjoy stories. ERN.7 To begin to share some familiar stories that have been listened to.	ERN.2 Know that letters are represented in print ERN.4 Show interest in books in the environment ERN.6 To begin to describe the story of a picture book ERN.8 To begin to know that information can be relayed in the form of print.	ERN.3 Listen to words segmented and blended ERN.9 To build up vocabulary and use familiar story language ERN.10 To begin to join in with repeated refrains in rhymes and stories.
	Writing	EWN.1 know how to balance when sitting EWN.2 know how to make marks, sometimes with both hands EWN.3 know how to use a range of tools to make marks and show an interest in their own and the marks of others EWN.4 know how to draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body EWN.6 know how to control the marks on the page	EWN.5 know how to copy shapes, letters and pictures EWN.7 know how to ascribe meaning to their marks EWN.8 know how to distinguish between the different marks they make EWN.9 know how to tell an adult what their marks mean	EWN.10 know how to identify sounds in their own name and other words EWN.11 know how to write their first name EWN.12 know how to copy some letters accurately EWN.13 know how to use some print and letter knowledge in early writing, e.g. writing a pretend shopping list, add labels



Queen Berengaria School Maths Long Term Plan - Year FSI WRM												
Week	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Colours		Sorting		Patterns		Size		Counting Principles		Comparing	
Spring	Exploring and understanding 1		Exploring and understanding 2		Exploring and understanding 3		Exploring and understanding 4		Exploring and understanding 5		Exploring and understanding 6	
Summer	Shapes		My Day		Length and Height		Weight		Capacity		Position Language	



Maths	Number	<ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 	<ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. 	
	Numerical Patterns	<ul style="list-style-type: none"> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Compare quantities using language: 'more than', 'fewer than'. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern 	<ul style="list-style-type: none"> Recite numbers past 5. 	<ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



Understanding the World	Past and Present	(leading into History)	HN.1 know about and discuss an event that happened in the past. HN.2 know who is in their family and their place within it HN.3 know about the lives of people who are familiar to them HN.4 know and talk about significant events, from their own experience HN.5 know that stories can tell you about the past (Christmas and Diwali) HN.6 know how old they are and that they get older each year HN.7 know the words today, yesterday, tomorrow, before and after		
	People, Culture and Communities	(leading in to Geography)	GN.1 know there are different countries in the world GN.3 know the name of the town in which we live GN.4 know the name of different features and objects in their immediate environment	GN.2 know there are differences between countries and can talk about these, from experiences or photographs GN.5 using small world resources to link to real world experiences (e.g. farms, garages, train tracks, walking by a river or lakes) GN.6 know how to use questions to find about the place where they live and the natural world	GN.7 know how to respect and care for the natural environment GN.8 know how their behaviour can affect the environment GN.9 know how to use simple observational equipment to support exploration of the natural environment
		(leading into Languages)	MFLEY.1 know how to answer the register in another language (e.g. Greek <i>Kaliméra</i>)	MFLEY.2 know how to say hello and goodbye in another language	MFLEY.3 know simple language vocabulary by joining in with the repetitive parts of a story / song
		(leading into RE)	REN.1 know who is special to them REN.2 know what times are special to the e.g. birthdays/ Christmas REN.4 know how to talk about something special in their lives	REN.3 talk about some festivals and celebrations	REN.4 know how to talk about something special in their lives
	The Natural World (leading into Science)		SCN.1 know the names of some simple materials SCN.2 know how to explore collections of materials, with similar and/or different properties. SPN.1 know the difference between day and night WSN.1 know how to talk about what they see. WSN.4 know how to talk about what is happening	SBN.1 know the name of some living things that are within the immediate natural environment SBN.2 know how to observe plants, animals, natural and found objects SBN.3 know how to explore using their senses. SBN.4 know what an animal is and talk about the life cycle SBN.5 know what a seed is and how it will turn into a plant SPN.3 know that sounds come from different objects WSN.3 know how to ask simple who, what, why questions	SPN.2 know some objects need electricity to work and how to keep safe around electricity SPN.4 know the different types of weather, (e.g. sunny, raining, cloudy) WSN.2 know how to use simple scientific vocabulary in talk. WSN.5 know the words: full, empty, long, short, fast, slow, push, pull



Expressive Arts and Design	Creating with Materials (leading into DT)		DTN.1 To know what they are going to make before they make it DTN.3 know how to safely explore a variety of tools DTN.4 know how to explore joining different materials together DTN.6 know how to make their creation more stable (e.g. a tower) DTN.7 know how to distinguish between moving and non-moving elements	DTN.8 know how to use a knife and fork when supported by an adult DTN.9 know how to combine different ingredients to create a dish with adult support	DTN.2 know how to share what they are doing with an adult and talk about their creation DTN.5 know how to thread
	Being Imaginative and Expressive	(leading into Art and Design)	ADN.7 know paint can be used to capture known experiences ADN.8 know how to explore colour mixing to create different colours. ADN.9 know that different resources can be used for painting (sponges, stamps, blocks, brushes etc)	ADN.3 know how to hold a pencil demonstrating using a developmentally appropriate grip to draw ADN.4 know how to effectively make marks on paper ADN.5 know how to use closed shapes with continuous lines ADN.6 know and practice a range of gross motor movements that support the mechanics of drawing ADN.12 know how to make snips in paper using scissors	ADN.1 know what an artist is and know some significant artists ADN.2 know how to create a piece of artwork using loose parts and natural objects. AD.10 know the names of all the primary colours ADN.11 know how to explore and select materials, expressing their own
		(leading into Music)	MN.1 know how to sing, listening to the pitch of another person MN.2 know how to sing simple songs to self MN.3 know how to remember and perform sequences and patterns of movements which are related to music and rhythm (e.g. heads, shoulders, knees and toes) MN.4 know a repertoire of familiar songs MN.5 know a range of nursery rhymes off by heart MN.6 know how to make different sounds with instruments, (e.g. loud/quiet)	MN.7 know that the way we play an instrument effects the sound it makes MN.8 know how to create sounds by rubbing, shaking, tapping, striking or blowing MN.9 know playing instruments can express their feelings and ideas MN.10 know how to listen with increasing attention to sounds	MN.11 know how to create sounds to accompany stories MN.12 know how to create and use sounds intentionally MN.13 know how to tap out simple repeated rhythms using an instrument including their own body
Computing (aspiration al introduction to computing – not part of EYFS)		CN.2 know how to acquire basic skills in turning on and operating some ICT equipment CN.4 know that an adult must be present when using the internet	CN.3 know how to operate simple equipment, (e.g. turn on CD player, use a remote control, navigate touch-capable technology with support)	CN.1 know how to complete a simple program on an electronic device, (e.g. iPad, beebot)	