









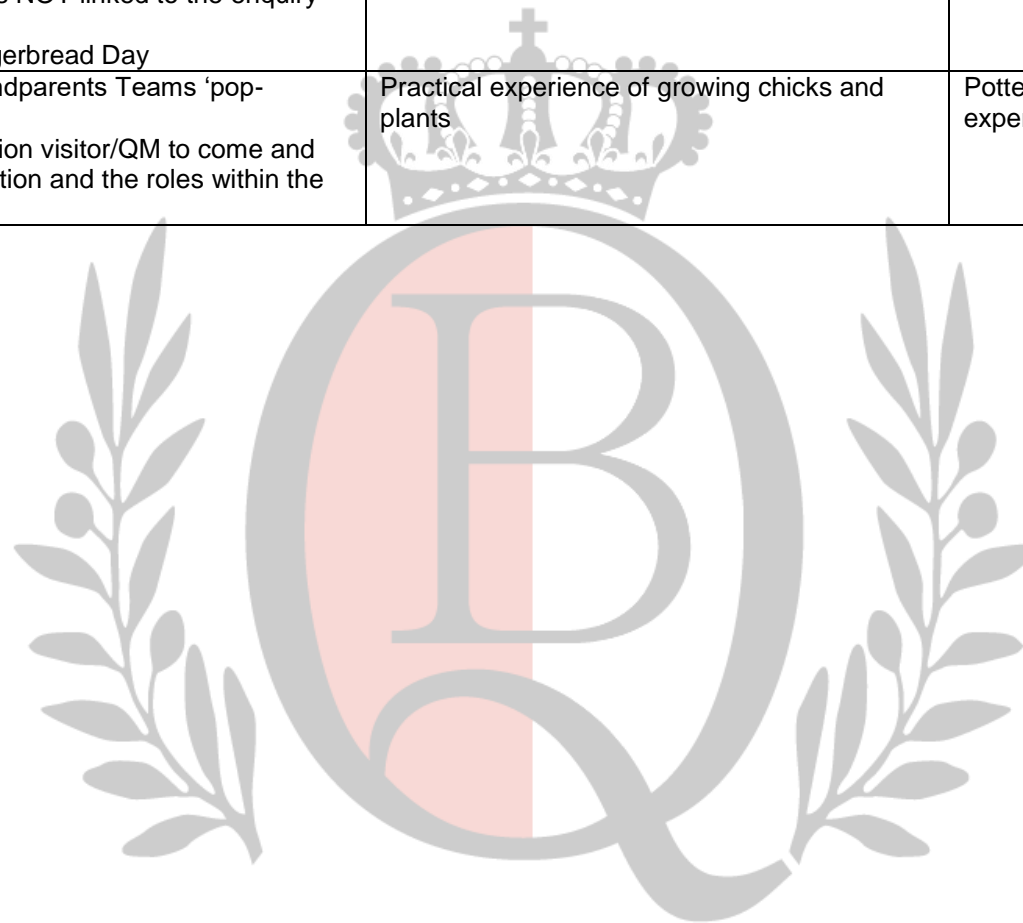
Year FS2	Autumn	Spring	Summer
Characteristics of Effective Learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>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.</p> <p>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</p>		
Over Arching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.'</p> <p>EYFS Team We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>		



Enquiry Question	<p>What does it mean to belong?</p> 	<p>What is special about change?</p> 	<p>How can we show our creativity?</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	STEM	Creative Arts
Enquiry Enhancer(s)	PSED Communication and Language Physical Development	Understanding the World Mathematical Development Jigsaw	Expressive Arts and Design Communication and Language
Discrete Subjects	Phonics Maths Drawing club (after half term) Jigsaw PE RE Music	Phonics Maths Drawing club PE RE Music	Phonics Maths Drawing club Jigsaw PE RE Music
Key Content Choices (e.g. significant people, events etc)	<p>Significant places – Classroom, School, Community, Wider World</p> <p>Significant People – Staff at QBS, family, station personnel (Medical/ Dental)</p> <p>Significant events – Starting School, Remembrance, Children in Need</p>	<p>Significant Events – Easter, Pancake day, Sports day, Science Week</p> <p>Significant Events NOT linked to the enquiry Chinese New Year Valentine's Day Mother's Day Green Monday</p>	<p>Significant places – Larnaca Pottery</p> <p>Significant Artists – Kandinsky (Colour) Mondrian (Shape) Matisse (Repeating patterns) Jackson Pollock (Abstract – Gross Motor) Yayoi Kusama (Fine motor – dots)</p> <p>Significant Events – Big Arts Week</p>



	<p>Significant Festivals that are important to the Enquiry Question: UN International Day of Older Persons/Grandparents Day, Station Halloween/Bonfire Night, Christmas</p> <p>Significant Events NOT linked to the enquiry Harvest UK National Gingerbread Day</p>		<p>Significant Events NOT linked to the enquiry Father's Day Armed Forces Day Olympics</p>
Expert and Experiences	<p>Family Day/ Grandparents Teams 'pop-in'/questionnaire Royal British Legion visitor/QM to come and talk about the station and the roles within the station</p>	<p>Practical experience of growing chicks and plants</p>	<p>Pottery enrichment with a Larnaca pottery expert</p>





Key Texts	FS2 Autumn Term Core Texts:			FS2 Spring Term Core Texts:			FS2 Summer Term Core Texts:		
Poetry Basket Poems and Rhymes	Diverse Text	Rhyming Text	Maths Text	Diverse Text	Rhyming Text	Maths Text	Diverse Text	Rhyming Text	Maths Text
<p>The Poetry Basket teaches children a wide variety of poems and rhymes (with accompanying actions) which they learn and perform.</p> <ul style="list-style-type: none"> When reciting a poem with actions, children discover and use new words in an almost effortless way. The rhythm and the structure of the verse give context to unfamiliar phrases. Poetry develops the skill of prediction, where the rhyming structure of the poems allows children to guess what word might come next. Saying a poem out loud emphasises the sounds and rhythms of language or the syllables contained in each word, which is a vital part of learning to read. 									
Chop, Chop Pointy Hat 5 Little Pumpkins Wise Old Owl Falling Apples A Basket of Apples Leaves Are Falling Breezy Weather Who Has Seen the Wind? Cup of Tea Mice Shoes				Popcorn A Little House Pancakes Let's Put on Mittens I Can Build A Snowman Carrot Nose Spring Wind Furry, Furry Squirrel Hungry Birdies A Little Seed Stepping Stones Mrs Bluebird				I Have a Little Frog Dance Pitter Patter Sliced Bread A Little Shell 5 Little Peas The Fox Monkey Babies Thunderstorm 5 Little Owls If I Were So Very Small Under A Stone	



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>	<table border="1"> <tr> <td data-bbox="398 391 981 758"> <p>C&LR.1 know how to communicate effectively with my peers and adults C&LR.2 join in discussions sharing my own thoughts and ideas C&LR.3 explore new vocabulary that has been introduced in my environment C&LR.4 listen for extended periods of time C&LR.5 follow more complex instructions that involve several ideas or actions C&LR.6 answer questions such as 'why', 'when' and 'how' C&LR.7 describe and explain my ideas C&LR.8 adapt my talk in response to the listener</p> </td><td data-bbox="981 391 1563 758"> <p>C&LR.9 concentrate until an activity is completed. C&LR.10 ask relevant questions about the stories that I have listened to. C&LR.11 talk about a series of ideas and events in sequence and explain my feelings C&LR.12 able to use my voice in different ways, e.g. Intonation, volume and projection C&LR.13 listen to and respond to others talk and make comments about what I have heard C&LR.14 describe and explain my ideas, give reasons and express my opinions</p> </td><td data-bbox="1563 391 2139 758"> <p>C&LR.15 use new vocabulary in different contexts C&LR.16 use a wide range of language in my role play C&LR.17 use correct tenses and conjunctions in my talk C&LR.18 adapt my talk in response to the listener C&LR.19 know how to speak appropriately for the subject</p> </td></tr> <tr> <td colspan="3" data-bbox="398 758 2139 1252"> <p>ELG: Listening, Attention and Understanding <i>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></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding</i></p> <p><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</i></p> <p>ELG: Speaking <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>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.</i></p> </td></tr> </table>	<p>C&LR.1 know how to communicate effectively with my peers and adults C&LR.2 join in discussions sharing my own thoughts and ideas C&LR.3 explore new vocabulary that has been introduced in my environment C&LR.4 listen for extended periods of time C&LR.5 follow more complex instructions that involve several ideas or actions C&LR.6 answer questions such as 'why', 'when' and 'how' C&LR.7 describe and explain my ideas C&LR.8 adapt my talk in response to the listener</p>	<p>C&LR.9 concentrate until an activity is completed. 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<p style="text-align: center;">PSSED (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>PSHER.2 know and see themselves as a valuable individual PSHER.3 know how to seek adult support and articulate their wants and needs PSHER.4 know to return to a familiar adult to gain emotional support and practical help in different situations PSHER.6 begin to show resilience and perseverance in any activity PSHER.8 know that my own and others' behaviour has consequences PSHER.9 develop my ability to work towards simple goals that I have set myself PSHER.10 know and understand why adults should help to keep us safe PSHER.12 form positive and respectful relationships with adults PSHER.13 develop my sensitivity towards other people's needs and interests, recognising that we are all unique PSHER.14 share and take turns, knowing that this requires patience and the need to wait PSHER.15 know and demonstrate good friendships, explaining what makes a good friend PSHER.19 know how to follow simple rules and understand why they are important.</p>	<p>PSHER.7 know how to show resilience and perseverance in the face of challenge PSHER.11 know how to recreate what they have learnt about social interactions with close adults, in their play and relationships with others PSHER.16 know how to show empathy and concerns to people who are special to them, e.g. may offer a child a toy they like PSHER.20 know they are part of a community and know the people within it PSHER.22 know and explore, through play, differences in jobs</p>	<p>PSHER.1 know and talk about the different factors that support overall health and wellbeing, (e.g. regular physical activity, healthy eating, having a good sleep routine) PSHER.5 know what they can do well, what they are getting better at and be aware of their next steps PSHER.17 know that some things are private, on their own body PSHER.18 know how to respect other people's needs, wants and behaviour PSHER.21 know how to ask questions about differences between people, such as skin colour, types of hair, gender, special needs and disabilities and so on</p> <p>ELG: Self-Regulation <i>Show an 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.</i></p> <p>ELG: Managing Self <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 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.</i></p> <p>ELG: Building Relationships <i>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</i></p>



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	PER.4 can demonstrate balance PER.5 can make independent choices PER.6 negotiate space safely with consideration of self and others PER.7 follow instructions involving ideas or actions PER.8 use movement skills with developing balance and coordination PER.9 confident to try new challenges PER.10 play cooperatively, taking turns and encourage others PER.11 play games honestly with consideration of the rules	PER.1 combine movements, selecting actions in response to task and apparatus PER.2 confidently and safely use a range of large and small apparatus PER.3 use movement skills showing increasing control and grace PER.12 persevere when trying new challenges PER.13 play ball games with consideration of the rules PER.14 use ball skills with developing competence and accuracy	PER.15 show an understanding of own feelings and can regulate behaviour PER.16 confident to try new challenges and perform in front of others PER.17 can combine movements fluently, selecting actions in response to the task PER.18 show respect towards others when providing feedback PER.19 use movement skills with developing strength, balance and coordination showing increasing control and grace ELG: Gross Motor Skills <i>Negotiate space and obstacles safely, with consideration for themselves and others.</i> <i>Demonstrate strength, balance and coordination when playing.</i> <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i>
	Fine Motor Skills	FMSR.1 hold a pencil with a pincer grip to make marks FMSR.2 use scissors with increasing accuracy FMSR.3 have a dominant hand FMSR.4 put on my own shoes	FMSR.5 use a range of small tools effectively in within their play FMSR.6 use a tripod grip	FMSR.7 draw with increasing accuracy and care FMSR.8 use a range of tools competently, safely and confidently FMSR.9 show greater control when using a range of small tools including paint brushes, cutlery etc ELG: Fine Motor Skills <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i> <i>Use a range of small tools, including scissors, paint brushes and cutlery.</i> <i>Begin to show accuracy and care when drawing</i>



Literacy	Phonics leading to Word Reading	<p>Teach / Revise Set 1 Single Letter Sounds: <i>m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x,</i></p> <p>Teach Set 1 Digraphs (special friends): <i>sh, th, ch, qu, ng, nk</i></p> <p>Blending: Word Time 1.1-1.4 Blending using single-letter sounds</p>	<p>Consolidate Set 1 special friends: <i>sh, th, ch, qu, ng, nk</i></p> <p>Teach Set 1 Digraphs (special friends): <i>ff, ll, ss, ck</i></p> <p>Oral blending</p> <p>Blending: Consolidate Word Time 1.1-1.4 Blending using single-letter sounds</p>	<p>Consolidate Set 1 special friends: <i>sh, th, ch, qu, ng, nk, ff, ll, ss, ck</i></p> <p>Blending: Word Time 1.5 and 1.6 Secure blending of words with special friends.</p>	<p>Consolidate all Set 1 sounds (addressing sound gaps)</p> <p>Teach Set 2 Sounds: <i>ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</i> (additional weekly phonics input so that all children have exposure to these sounds)</p> <p>Blending: Words containing all Set 1 sounds and the new Set 2 Sounds</p> <p>Word Time 1.6 and 1.7 Blend words containing 4/5 sounds and consonant blends</p> <p>Red Words (common exception words) <i>put, the, I, no, of, my, for, he</i></p>	<p>Consolidate Set 1 & 2 Sounds</p> <p>Blending: Words containing all Set 1 and Set 2 Sounds (including Word Time 1.6 and 1.7 - words containing 4/5 sounds and consonant blends)</p> <p>Red Words (common exception words) Consolidate previous Red Words and teach: <i>your, said, you, be, are</i></p>	<p>Consolidate Set 1 & 2 Sounds</p> <p>Blending: Words containing all Set 1 and Set 2 Sounds (including Word Time 1.6 and 1.7 - words containing 4/5 sounds and consonant blends)</p> <p>Speedy Reading Words containing set 1 sounds.</p> <p>Red Words Consolidate previous Red Words and teach: <i>to, me, go, baby, paint*</i></p>
		<p>By the end of Autumn 1:</p> <p>Read all single letter Set 1 sounds</p>	<p>By the end of Autumn 2:</p> <p>Read all Set 1 sounds Blend sounds into words orally</p>	<p>By the end of Spring 1:</p> <p>Read Ditty sheets</p>	<p>By the end of Spring 2:</p> <p>Read Red storybooks</p>	<p>By the end of Summer 1:</p> <p>Read Green storybooks</p>	<p>By the end of Summer 2:</p> <p>Read Purple storybooks</p>



Comprehension	<p>ERR.1 Know the phoneme-grapheme correspondence from the RWI scheme and blend sounds into words (see phonics progression document).</p> <p>ERR.2 To read some common exception words matched to RWI.</p> <p>ERR.3 Read simple phrases and sentences made up of words with known letter/sound correspondences and, where necessary a few exception words.</p> <p>ERR.4 To look and handle books independently (holds books the correct way up and turns pages)</p> <p>ERR.5 To understand humour, e.g. nonsense rhymes, jokes.</p> <p>ERR.6 To listen to stories with increasing attention and recall.</p> <p>ERR.7 To begin to be aware of the way stories are structured.</p> <p>ERR.8 To describe main story settings, events and principal characters.</p> <p>ERR.9 To enjoy an increasing range of books.</p> <p>ERR.10 To follow a story without pictures or props.</p> <p>ERR.11 To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>ERR.12 To begin to understand 'why' and 'how' questions in stories.</p> <p>ERR.13 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</p> <p>ERR.14 To know that information can be retrieved from books and computers</p>					
	<p>ELG: Word Reading <i>Say a sound for each letter in the alphabet and at least 10 digraphs;</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending;</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</i></p>			<p>ELG: Comprehension <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate – where appropriate – key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</i></p>		
Drawing Club						



	Writing	<p>EWR.1 know good posture position for writing</p> <p>EWR.2 learn to correctly form letters</p> <p>EWR.3 begin to spell words, with support, by identifying sounds and representing them with a letter or letters</p> <p>EWR.9 use print and letter know in early writing with greater purpose</p>	<p>EWR.5 begin to write some common regular and irregular words</p> <p>EWR.10 orally compose a simple sentence/ caption and hold it before attempting to write it</p>	<p>EWR.4 begin to use capital letters, finger spaces and full stops</p> <p>EWR.6 use simple conjunctions to extend sentences</p> <p>EWR.7 spell some common exception words (RWI)</p> <p>EWR.8 form most lower case letters correctly</p> <p>EWR.11 begin to write, with support, simple sentences which can be read by others</p> <p>EWR.12 show some understanding of how writing can be presented in different ways</p> <p>EWR.13 able to re-read what they have written and check that it makes sense</p> <p>EWR.14 make phonetically plausible attempts when writing more complex unknown words</p> <p>ELG: Writing</p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p><i>Write simple phrases and sentences that can be read by others</i></p>
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Queen Berengaria School Maths Long Term Plan - Year FS2 WRM (NCETM)											
Week	1	2	3	4	5	6	7	8	9	10	11
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5	
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10		Explore 3-D shapes	
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections	Consolidation

Maths	Number	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. 	<ul style="list-style-type: none"> Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. 	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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</p>
	Numerical Patterns	<ul style="list-style-type: none"> Compare numbers. Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compare length, weight and capacity. 	<ul style="list-style-type: none"> Count beyond ten. Understand the 'one more than/one less than' relationship between consecutive numbers. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. <p>ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how.</p>



Understanding the World	Past and Present	(leading into History)	HR.1 know about and discuss past events in their own life and in the lives of family members HR.3 talk about their family, answering questions HR.4 know the names of people who are familiar to them and can describe their role HR.5 know about significant people from the local community and how they help us HR.7 know and discuss past events in the local community	HR.2 know some facts about events or people from the past that they recall from stories they have read/heard HR.8 know how to ask simple questions, about images/stories from the past	HR.6 know about a significant person from the past <u>ELG: Past and Present</u> <i>ELG: Be able to talk about the lives of the people around them and their roles in society.</i> <i>Be able to know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> <i>Be able to understand the past through settings, characters, and events encountered in books read in class and encountered in storytelling</i>
	People, Culture and Communities	(leading in to Geography)	GR.1 know the name of the country we live in. GR.3 know the name the nearby city GR.4 know and discuss the features of their local environment GR.2 show an awareness of where the United Kingdom is, located on a world map	GR.7 know that seasons change and the differences between them GR.8 use senses to explore the natural world and talk about what is seen and found GR.5 know some environments that are different to the one in which we live	GR.6 know some similarities and differences between life in this country and life in other countries <u>ELG: People, Culture and Communities</u> <i>ELG: Be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</i> <i>Be able to 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</i>
		(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 MFLEY.4 know that a variety of languages are spoken in a country
		(leading into RE)	RER.1 talk about beliefs and celebrations with a passion RER.2 celebrate differences with a positive attitude	RER.3 talk about someone else and what they believe and celebrate RER.4 ask a visitor questions about different religions and customs	RER.5 talk about the characteristics of other religions and cultures <u>ELG: People, Culture and Communities</u> <i>Be able to know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been explored in class.</i>



	The Natural World (leading into Science)	WSR.1 know how to ask questions to find out more WSR.2 know how to use scientific vocabulary in their talk WSR.3 know how to make simple observations, explain why some things occur and talk about change.	SBR.1 know and describe similarities and differences in relation to living things SBR.2 know and describe the habitat of familiar Cypriot animal (turtle/snake) SBR.3 know and describe patterns and changes in nature, including the four seasons SBR.4 know how human actions impact on the environment. SBR.5 know how to care for a plant, including water and light SBR.6 know, observe and discuss the changes that occur in the life cycle of an animal (chickens) SCR.1 know the differences between simple materials and the changes that they can notice SCR.2 know that some changes can be reversible and irreversible	WSR.4 know some simple ways of recording information (e.g. bug hunt) WSR.5 know some simple scientific equipment WSR.6 know how to use and understand questions such as: who, why, when, where and how to understand scientific cause and effect
				<p><u>ELG: The Natural World</u></p> <p><i>ELG: Be able to explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <p><i>Be able to 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.</i></p> <p><i>Be able to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</i></p>
Expressive Arts and Design	Creating with Materials (leading into DT)	DTR.1 To know what a product is DTR.2 to discuss what they want to make DTR.3 to discuss problems and how they might be solved as they arise, with an adult DTR.4 know how to use drawing to create a simple plan DTR.5 know that designs can help shape our thinking before making DTR.6 know how to choose the right resources to carry out their own plan, (e.g. cutting tool for the playdough DTR.8 know how to make a structure strong, stable and balanced and I can put this into practice	DTR.14 know how to make some simple healthy food choices DTR.15 know how to follow a recipe to combine different ingredients to create a dish with adult support DTR.12 understand how different tools can be used and I can explore them safely and skilfully	DTR.7 know different techniques for joining materials, such as how to use adhesive tape and different sorts of glue DTR.9 know how to select the appropriate materials to create a desired aesthetics (e.g. applying feathers to a bird model) DTR.11 know how to select correct materials which allow for movement DTR.10 know how to evaluate their product using appropriate vocabulary including how they might make it better DTR.13 know that artists and designers use different tools and techniques and I can apply these skills to my work



				ELG: Creating with Materials <i>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.</i>
	Being Imaginative and Expressive	(leading into Art and Design)	ADR.5 know how use the space available to make choices in their drawings ADR.9 know how to select colour for purpose ADR.8 know that paint can be used to capture imagination ADR.10 know how to use paint to lighten or darken ADR.11 know how to use a paintbrush to create a desired effect ADR.14 know how to use and experiment with a variety of materials and techniques	ADR.6 experiment with colour and show an understanding of primary and secondary colours. ADR.7 able to make different shades and tones and use them for a specific purpose ADR.15 know how to manipulate materials to create a desired outcome ADR.16 know how to select and explain their choice of materials ADR.12 know how to use a variety of tools when painting (e.g. brush, sponges, fingers, hands, sticks, sponge rollers) ADR.13 know how to effectively and safely use simple tools to change materials
				ADR.2 know how to create a representation of famous artwork ADR.1 know how to explore and discuss artwork from the past and present ADR.3 know who artists are within the local community and wider world and how they inspire others ADR.4 know the similarities between artists and illustrators ELG: Creating with Materials <i>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.</i>



		(leading into Music and Performance Arts)	MR.1 know how to sing, matching the pitch and following the melody MR.2 know how to sing in a group or on their own MR.11 know how to express how a piece of music makes them feel MR.3 can use props and materials appropriately when role playing MR.4 use my body in a variety of ways to music	MR.5 developing my ability to move in time to music MR.6 know how to make music in a range of ways (e.g. plays with sounds creatively) MR.7 know how to perform songs and rhymes with others MR.8 know how to play along to the steady beat of a song they are singing or music they are listening to MR.9 create or ask for enhancements to extend imaginative play MR.13 know how to engage in music making and dance on their own and in a group	MR.10 know how to respond to what they have heard in different ways (e.g. making comments, moving, drawing) MR.12 know some basic musical terms such as: pitch – high or low, beat MR.14 know how to choose particular instruments / sounds for their own imaginative purposes MR. 15 invent stories/narrative to my pretend play ELG: Being Imaginative and Expressive <i>ELG: Be able to invent, adapt, and recount narratives and stories with peers and their educators. Be able to sing a range of well-known nursery rhymes and songs. Be able to perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with the music.</i> ELG: Creating with Materials <i>Make use of props and materials when role playing characters in narratives and stories.</i>
Computing (aspirational introduction – not part of EYFS – preparation towards school readiness)			CR.1 know how to complete a simple program on a computer	CR.2 know that information can be retrieved from technological devices and the internet	CR.3 know how to access, understand and interact with a range of technologies, developing digital literacy skills CR.4 know how to create content such as a video recording, stories, and/or draw a picture on screen
Using Technology Safely			CR.5 know how to use the internet, with adult supervision, to find and retrieve information of interest to them		