

## FS2 Learning Objective Termly Focus

Upon Entry

Term 1

Term 2

Term 3

Early Learning Goals

Personal Social and Emotional Development					
Building	Talk with others to solve conflicts	Build constructive and respectful relationships. Think about the perspectives of others	Build constructive and respectful relationships. Think about the perspectives of others	Build constructive and respectful relationships. Think about the perspectives of others	Building Relationships ELG 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.
Managing Self	Do not always need an adult to remind them of a rule.	Show resilience and perseverance in the face of challenge• Manage their own needs.	Show resilience and perseverance in the face of challenge• Manage their own needs.	Show resilience and perseverance in the face of challenge• Manage their own needs.	Managing Self ELG 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.
	Make healthy choices about food, drink, activity and tooth brushing	Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian	Further develop the skills they need to manage the school day successfully: - lining up and queuing -mealtimes - personal hygiene	Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian	
Self Regulation	Develop appropriate ways of being assertive.	See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	Self-Regulation ELG 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.

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Communication and Language					
Upon Entry		Term 1	Term 2	Term 3	Early Learning Goals
Listening, Attention and Understanding	Use a wider range of vocabulary.	Understand how to listen carefully and why listening is important. Learn new vocabulary. 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.	Listening, Attention and Understanding ELG 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. ALSO Self-Regulation ELG
Speaking	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Use new vocabulary 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.	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. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts	Speaking ELG 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.

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Physical Development					
Gross Motor Skills	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>	<p>Revise and refine the fundamental movement skills they have already acquired: -rolling -crawling -walking -jumping -running -hopping -skipping -climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Gross Motor Skills ELG</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Fine Motor Skills	<p>Show a preference for a dominant hand</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Fine Motor Skills ELG</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>

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Literacy					
Upon Entry		Term 1	Term 2	Term 3	Early Learning Goals
Reading -- Comprehension	Engage in extended conversations about stories, learning new vocabulary.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Comprehension ELG 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 role-play.
Reading – Word Reading	Develop their phonological awareness, so that they can: -recognise words with the same initial sound, such as money and mother	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 correspondences. Read some letter groups that each represent one sound and say sounds for them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	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 correspondences and, where necessary, a few exception words.	Word Reading ELG 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	Write some or all of their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some letters accurately.	Spell words by identifying the sounds and then writing the sound with letter/s. Re-read what they have written to check that it makes sense	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	Form lower-case and capital letters correctly. 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	Writing ELG 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					
Upon Entry		Term 1	Term 2	Term 3	Early Learning Goals
Number	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p>	<p>Count objects, actions and sounds. Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p>	<p>Count objects, actions and sounds. Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p>	<p>Count objects, actions and sounds. Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–10.</p>	<p>Number ELG</p> <p>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	<p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Combine shapes to make new ones –an arch, a bigger triangle etc.</p> <p>Extend and create ABAB patterns –stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>Numerical Patterns ELG</p> <p>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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

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Understanding the World					
	Upon Entry	Term 1	Term 2	Term 3	Early Learning Goals
People, Culture and Communities	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Draw information from a simple map. Understand that some places are special to members of their community.	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.	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.	People Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious 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
Past and Present	Begin to make sense of their own life-story and family's history.	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.	Past and Present ELG Talk about the lives of the people around them and their roles 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
The Natural World	Talk about the differences between materials and changes they notice. Understand the key features of the life cycle of a plant and an animal. Talk about what they see, using a wide vocabulary.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	The Natural World ELG 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Technology	Knows that information can be retrieved from digital devices and the internet Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels	Completes a simple program on electronic devices Uses ICT hardware to interact with age appropriate computer software	Can create content such as a video recording, stories, and/or draw a picture on screen	Develops digital literacy skills by being able to access, understand and interact with a range of technologies Can use the internet with adult supervision to find and retrieve information of interest to them	

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Expressive Arts and Design					
Creating with Materials	Develop their own ideas and then decide which materials to use to express them.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources and skills.	Creating with Materials ELG 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	Create their own songs, or improvise a song around one they know.	Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups	Being Imaginative and Expressive ELG Invent, adapt and recount narratives and stories with peers and their teacher 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

Term 1.1 topics	Birthdays	Wonderful Me	Settling in	Celebrating Difference	Recycling	Pets	Science Week Dress up day – Scientist(Thursday)
Term 1.2 topics	Halloween Dress up day – Halloween (Thursday)	Fireworks	Diwali	Health & Fitness	UAE National Day Dress up day – UAE theme.		Christmas Dress Up Day – party day
Term 2.1 topics	Supertato	Supertato	Supertato	Supertato	Supertato	Supertato Dress up day – Superhero's - Thursday	
Term 2.2 topics	Under the Sea	Under the Sea	Under the Sea	Under the Sea	Under the Sea	Under the Sea Dress up day – sea theme - Thursday	
Term 3.1 topics	Ramadan	Space					Space Dress up day – Space theme (Thursday)
Term 3.2 topics	Out of the Egg	Dinosaurs					Graduation Dress up day – Party day