

EYFS Curriculum MTP – Autumn Term 1.2



This half term students will be learning to:

Learning Driver Focus	Literacy 	Numeracy 
Caring for our Rights	• Comprehension • Word Reading • Writing	• Number • Numerical Patterns
It is hugely important for us that our children have a clear understanding of their human rights and are confident in understanding that these rights apply equally to everyone. However, most importantly our children will learn that they have the right to feel safe, be protected from harm and be happy and confident individuals. Our children will have the opportunity to work collectively with the whole school community to help embed the ethos and culture of Islamically held Children's rights and to ensure that they are being met through whole school agreed initiatives. This is vital to help our pupils improve their understanding of equality, dignity, respect and non-discrimination. This will help our pupils to promote a calm and caring environment with embedded agreed respectful communication and language implemented throughout the school community. It is important for us that children are given the opportunity to learn about the wider world and understand their responsibilities so that they can develop into, 'respectful, aspirational and responsible, well rounded young individuals.	• Say the sound for each letter in the alphabet. • Write letters which are correctly formed and are recognisable. • Say the sound for digraphs and make words with digraphs, E,g ch, sh, th. • Read words consistent with their phonic language by being able to sound and blend words, E,g, say c-a-t cat, m-a-t mat, b-a-t bat. • Write captions, labels and notices.	• Subitise • Learn Cardinal number value • To be able to recognise 'behind' or 'next to' and 'in front' • Continue, copy and create repeating patterns • Make an estimation. • Understand the concept of more and fewer. • Understand the concept of one more than, one less than.

Arabic 	Communication and Language	Expressive Arts ad Design 
- Letters - Colours - Recognizing the Letters ج - ح - خ - د - ذ - Names of some colours - Reading and writing the letter ج - ح - خ - د - ذ - Key words: وردی, أزرق, أصفر, أحمر	- Listening and Attention - Speaking - Use language for negotiating, E,g may i...? I think that..., can you... - Participate in class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	- Creating with Materials - Being Imaginative and Creative - Safely use and explore a variety of materials, tools and techniques, E,g recycling, blowing through straws using paint to create an effect, exploring with shredded paper. - Mix primary colours.
ICT 	Islamic Studies/Quranic Studies 	Personal, Social and Emotional Development
Technology around us - Understand what technology is. - Identify technology around us (home, school and outside). - Use a variety of technology (camera, voice recorder, keyboard). - Describe the purpose of each technology. 	- Recognise the Arabic letters Jeem - Daal. - Recap letters covered previously. - Recognise the formation of the letters Jeem - Daal. - Recognise 'the people who help us' orally. - Classroom Keywords. - Importance of giving charity. - Different ways to offer our help to others. - Prophets treatment towards his neighbours. 	- Self-Regulation - Managing Self - Building Relationships - Understand the importance of healthy food choices. - Explore and talk about what they are learning, valuing ideas and ways of doing things. - Think about issues from the viewpoint of others.
Physical Development 		Understanding the World
- Gross Motor Skills, - Fine Motor skills - Negotiate space and obstacles safely, with consideration for themselves and others around them, walk, run, hop, skip. - Demonstrate strength, balance and coordination when playing and participating in.		- Past and Present - People Culture and Communities - Understand about the lives of the people around them and their roles in the society, E,g, a firefighter, postman, vet, teacher, doctors. farmers. - Describe their environment using knowledge from, what they have seen, discussions, stories, non-fiction texts and maps.