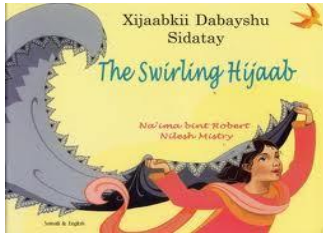
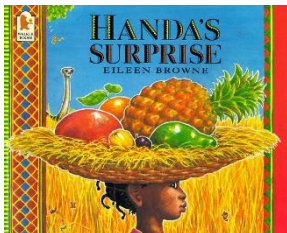
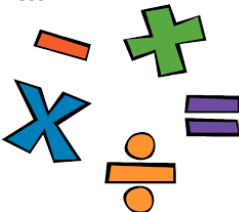


EYFS Curriculum MTP – Summer Term 3.2



This half term students will be learning to:

Learning Driver Focus	Literacy 	Numeracy 
Caring for our Education	• Comprehension • Word Reading • Writing	• Number • Numerical Patterns
It is fundamental that our pupils understand the importance of education within society and be aspirational for their futures. We want them to develop lifelong learning skills and a thirst for knowledge through rich and relevant experiences both inside and out outside of the classroom. For this to happen, it is important that our children become resilient in order to be able to deal with different challenges across the curriculum. Pupils also need to develop the ability to solve problems without giving up and developing the skills to work independently and being resourceful and responsible for their learning will play a key factor in achieving this. Knowing how to think critically and how to retrieve past information and knowledge will be their key to success in remembering key concepts as they move through the key stages and beyond. We also believe that for our pupils to be successful citizens they need to develop the skills to work collaboratively with other people both inside and outside of the classroom setting. It is therefore vital that they are able to articulate their ideas well and know how to speak and listen with respect in a variety of different situations and settings, hence why we have placed oracy at the centre of our curriculum.	• Read an increasing range of books. • 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. • Write simple phrases and sentences that can be read by others. 	• Count to 100. • Count backwards from 20 - 1, 50 - 1. • Identify numbers from 1 -20, 1 -50 and write them. • Identify symbols, symbol names and the meaning/definition, E,g, + add/plus, - takeaway/minus, = equals/total. • Make number sentences using meaning/definition add/plus, takeaway/minus. • Make number bonds to 5, 10. • To be able to double a single/double digit number • To be able to take away a single/double digit number, one less 

Arabic 	Communication and Language	Expressive Arts and Design 
- Recognizing the Letters: هـ - و - ي - ء - Fruits - Reading and writing the letters: هـ - و - ي - ء - Key words: ليمون, تفاح, فراولة 	- Listening and Attention - Speaking - 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. - Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and past tenses and making use of conjunctions, with modelling and support from their teacher.	- Creating with Materials - Being Imaginative and Creative - Select appropriate resources and adapt work where necessary. - Select tools and techniques needed to shape, assemble and join materials. - Play alongside other children who are engaged in the same theme. - Play cooperatively as part of a group to develop and act out a narrative. 
ICT 	Islamic Studies/Quranic Studies 	Personal, Social and Emotional Development
- Word processing - Develop mouse control through simple activities on-screen including click-and-drag, drag-and-drop. - Use a keyboard and develop familiarity with letters, numbers, backspace (to delete), arrow keys and spacebar. - Use a keyboard in writing. - Use an interactive whiteboard for mark-making. - Explore using a combination of images, sound and text. - Explore changing text size, style and colour (with appropriate simple software). - Print out work, using appropriate software.	- Which land prophet Adam and Hawa were sent to. - How Islam promotes equality. - How we are all different and the importance of respecting everyone. 	- Self-Regulation - Managing Self - Building Relationships - Initiate conversations, attend to and take account of what others say. - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Show sensitivity to their own and to others. - Give focused attention to what the teacher says, respond appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.
Physical Development 		Understanding the World
- Gross Motor Skills, - Fine Motor skills - Explore a range of climbing, sliding and balancing apparatus, wheeled toys, bats, balls, hoops etc. - Play a range of receiving and sending games with bats, balls, bean bags, quoits, hoops etc. - Practice some appropriate safety measures without direct supervision. - Show understanding of the need for safety when tackling new challenges and consider and manage some risks. - Begin to show accuracy and care when drawing.	- Past and Present - People Culture and Communities	- Understand how communities and societies function. - 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. - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter