



British Section, SHAPE International School

CURRICULUM OVERVIEW - SUMMER TERM 2023

FS2 – Sea Goats



EYFS Curriculum and Assessment

At the British Section, we use the **EYFS Statutory Framework (2021)** to guide our teaching and learning. Within this framework there are four guiding principles which shape our practice. These are:

1. **Every child is a unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. Children **develop and learn at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

EYFS learning and development requirements

Our curriculum encompasses **seven areas** of learning and development. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships, and thriving. These are called the **prime areas**: communication and language; physical development; and personal, social, and emotional development. Four areas help children to **strengthen and apply** the prime areas. These are called the **specific areas**: literacy, mathematics, understanding the world, and expressive arts and design. Throughout their time Sea Goats our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as **Early Learning Goals (ELGs)** and their descriptors can be found at the end of this document. The British Section curriculum incorporates learning through play, learning by adults modelling, by observing each other and through guided learning and direct teaching. It is also important to highlight that our plans are flexible to allow us to respond quickly to children's new interests and/or needs.

Characteristics of Effective Learning

Weaving throughout the EYFS curriculum at the British Section are three **Characteristics of Effective Learning**.

1. **playing and exploring** - children investigate and experience things, and 'have a go'
2. **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
3. **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.



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Personal, Social and Emotional Development: The children will learn to consider one another's ideas they talk about how they and others show their feelings. They will be encouraged to speak confidently to the group about their ideas and how they can be different from another individual's. This will be done whilst thinking about our School's Character virtues, and they will think about their own and others' behaviour and its consequences. In relation to the character virtues of being Caring, Grateful Fair and Respectful. They will begin to negotiate and solve problems, with resources being available for children to think about how to adjust their behaviour to different situations. Being Brave, Responsible and Honest they will discuss and be encouraged to make the right choices. Thinking about the transition to Year 1 the children will be supported to take changes of routine in their stride.

Physical Development: The appropriate resources will be available to the children to continue to improve their fine motor control. They will continue to practice holding and using their pencils whilst remembering how to form most of the letters effectively also using scissors to improve their cutting skills. In PE the children will improve their range of physical skills, throwing and catching a ball, running and changing direction, rolling and balancing. In Dance and Yoga the children will be able to develop their creative and expressive range of movements. The Sea Goats will be able to practice some appropriate safety measures without direct supervision, such as negotiating a safe space when running. Exploring the importance of good health and that we need a variety of food, physical exercise and good hygiene to sustain it.

Communication and Language

Communication is developed throughout the year in all subjects. The children in Sea Goats will be developing their communication and language through their learning, conversation, story-telling and role play. A wide range of opportunities will be planned within a rich curriculum designed to promote vocabulary enrichment. Children will be encouraged to share their ideas with support and modelling from their teacher, and sensitive questioning will invite them to elaborate and explain their thoughts clearly. Over the year, a range of high quality texts will be used to introduce new vocabulary and the children will become comfortable using a rich range of vocabulary and language structures

Literacy: The children will look at a range of texts through this term, both fiction and non-fiction. The texts will be used throughout the curriculum and opportunities for speaking listening and writing will arise. The children will read and understand simple sentences. Use their phonic knowledge to decode regular words and read them aloud as well as learn new tricky words. The Letters and sounds phonic programme will continue daily. They will continue writing simple sentences which then can be read by themselves and others with some words spelt correctly and others phonetically plausible. Sea Goats will explore reading and writing through a series of intriguing questions that will fire the children's curiosity and inspire their imagination. Questions such as *'Does the King wear a Crown?', 'Can I have a pet?',* and *'What's in your bucket?'* will not only allow us to write about all the interesting things that amaze us, but will allow Sea Goats to explore the classic picture books **Commotion in the Ocean, Harry's Bucket, Dear Zoo, and Leon and the Place Between.**

Home Learning: *In order to practice developing the skills of reading fluently and with expression, the children are expected to read daily and record this in their reading record.*



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Mathematics: Sea Goats will continue to use The White Rose scheme. The children will continue to have regular opportunities to recognise small quantities; count, sort, match, compare, and order quantities and measures. They will also learn about **20 and beyond**, the children will order and recognise the numerals to 20 as well as be able to show this on the ten frame. They will begin to understand that the quantity of a group can be changed by adding more and also taking some away. They will learn **Doubling** means twice as many, they will also have more **Sharing and grouping** opportunities to recognize and make equal groups. They will begin to understand that some quantities can't be grouped equally and this leads to **Odd and even**. They will continue learning about **shapes** and how we can fit some together and break apart to make new shapes. They will explore and investigate relationships between numbers and shapes. We will explore **Spatial Reasoning** and opportunities will be provided for the children to create their own maps. They will have time for **Deepening their understanding** with opportunities to engage in extended problem solving and develop their critical thinking skills. This will be related to familiar stories or real-life problems that arise as they play.

Home Learning: *To build number confidence and fluency, the children are encouraged to play the **White Rose 1-minute maths** app daily!*

Understanding the World: Through our texts the children will be able to talk about past and present events in their own lives and in the lives of family members for example weddings family celebrations Birthday parties and Street parties. They will learn about historical events such as The Coronation. Play cooperatively as part of a group to develop and act out a narrative. Through Forest school and our science focussed lessons the children will learn to look closely at similarities and difference, patterns and change in objects and the world around them. We will be discussing and looking closely at seasonal changes from Spring to Summer what happens to the trees and plants. They will be able to talk about and express opinions on the world around them. They will be able to speculate on why things happen or how things work. The children will recognise that a range of technology is used in places such as homes and schools. They will be able to select and use technology for particular purposes. There will be many available opportunities to explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design: The children will be able to introduce the narrative of the stories into their **Role Play** with the Coronation, and Cinderella. There will be resources available to experiment with **Colour and texture** and recall the skills they have learned in the previous terms for model making. The texts **Billy's Bucket** and **The Greatest showman** will be a stimulus for wonderful models. They will be able to talk about their work and make suitable adaptations when needed. They will sing songs use the instruments and be able to experiment and change the words. They will be able to move in different ways in response to music.

RE: In FS2 the RE curriculum links with areas of personal, social and emotional development and understanding the world. Our curriculum enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. The children will discuss each of the British Section Character virtues within stories and events and explore how these can help everyone to have a happy and successful time in school. The Sea Goats class will have the opportunity to develop their emerging moral and cultural awareness through charity events, for example Make a Wish. We will explore special places around us and our own special days within school and as part of the SHAPE community. The children will also investigate how to care for the natural world around us.



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The Early Learning Goal Descriptors: Communication and Language

ELG: Listening, Attention and Understanding

- 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.

ELG: Speaking

- 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.

The Early Learning Goal Descriptors: Personal, Social and Emotional; Development

ELG: Self-Regulation

- 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.

ELG: Managing Self

- 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.



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ELG: Building Relationships

- 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

The Early Learning Goal Descriptors: Physical Development

ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

ELG: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

The Early Learning Goal Descriptors: Literacy

ELG: Comprehension

- 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, nonfiction, rhymes, and poems and during role-play.

ELG: Word Reading

- 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.



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ELG: Writing

- 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.

The Early Learning Goal Descriptors: Mathematics

ELG: Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- 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.

The Early Learning Goal Descriptors: Understanding the World

ELG: Past and Present

- 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.



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ELG: People, Culture and Communities

- 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.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals & 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.

The Early Learning Goal Descriptors: Creating with Materials

ELG: Creating with Materials

- 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.

ELG: Being Imaginative and Expressive

- 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.