



**INTERNATIONAL STREAM - PRIMARY
JARDINE'S LOOKOUT CAMPUS**

EARLY YEARS 2018 - 2019

 PARENT HANDBOOK



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WELCOME FROM THE HEAD OF PRIMARY

Welcome to the French International School Primary and to Reception. This information is intended to help you and your child settle easily into the school year. We aim to work closely with our families to enable each child to be the very best young person that they can be – developing intellectually, physically, emotionally and socially. I hope you will find this booklet informative and we look forward to welcoming your child. If you need any further information, please do not hesitate to contact me or another member of staff.

Best wishes,



Mr Ross Armitage
Head of Primary

MISSION OF OUR SCHOOL

To provide, together with families a nurturing, culturally diverse community that inspires our young people to realise their true potential and be confident, independent learners as well as responsible global citizens with moral values and integrity.

IEYC /IPC PERSONAL GOALS

IEYC/IPC curriculum was chosen to help deliver our school mission. Personal goals are at the centre of all we do. They are the forerunner to the I PROMISE goals at FIS Secondary.

- 1) Adaptability
- 2) Communication
- 3) Cooperation
- 4) Enquiry
- 5) Morality
- 6) Resilience
- 7) Respect
- 8) Thoughtfulness
- 9) International Mindedness

PROMOTING POSITIVE BEHAVIOUR

Right from the start, the children are encouraged to have a sense of belonging and respect for the school and community. Our code of conduct will help all those involved in school life to work together for the benefit of all. We believe that it is important that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community and this is reflected in the way that we promote good behaviour through the school. We want an environment where everyone feels happy, safe and secure. The school expects every member of the school community to behave in a considerate way towards others.

The code of conduct is displayed in all the classrooms and we spend time talking to the children about each aspect. It is also reflected through our curriculum and assemblies. The school rewards good behaviour, because we believe that this will develop an ethos of kindness and cooperation. All our efforts are to promote good behaviour, rather than focus on poor behaviour.

IMPORTANT STAFF IN EARLY YEARS JL

RC/MS VILLA LEADER		
INTERNATIONAL CLASS TEACHERS	Eugenia Chan RCA	Bernice Chan RCB
INTERNATIONAL STREAM SECRETARY	Marina Chong	
DEPUTY HEADS	Richard Phillips and Jane Wakeman	
HEAD of PRIMARY	Ross Armitage	
CAMPUS DIRECTOR	Mrs Roig	

SPECIALISTS	
ICT	Paula Chian
LIBRARIAN	Helena Harrison
MUSIC	Ronald Wan
MANDARIN	Waiyin Suen
P.E.	Jamie Pincott

FLE TEAM	
Gaelle Neau (Coordinator)	Marion Demeneix Maureen Ostheim
Nathalie Chun Alexis Ducret	Christophe Joly Marion Demeneix

SUPPORT STAFF	
Nurse	Sylvie Jamet and Loraline Dvee
IT Support	Angus

THE SCHOOL DAY

Reception is a very important year as it marks the first step on your child's primary school journey with us. Throughout the year we will be encouraging your child to become independent, responsible and organised individuals.

Jardines Lookout Campus	
08:00	Main gates open - all children are in the gymnasium
08:15	Children move to their yearband playground
08:30	Children are collected by class teacher and taken to class. (Children need to walk in single file)
08:40 - 08:50	Registration
08:50 - 10:50	Teaching sessions See individual class timetables for specific lessons.
10:50 - 11:05	Morning Break (JL is 10-1020)
11:05 - 12:30	Teaching sessions See individual class timetables for specific lessons.
12:30 - 13:30	Lunch Time (1130-1230 JL)
13:30 - 15:30	Teaching sessions See individual class timetables for specific lessons.
15:30	School finishes for all other year groups. Bus children are walked to the gym and then walkers are taken to the exit gate, near the main office.

***2 - 2:20pm is afternoon break

*** RC is dismissed at 3:15pm long days and 1pm on short days

SCHOOL UNIFORM

Children need to wear the FIS school uniform each day. On a day when your child has P.E. they need to wear their P.E. kit and normal school uniform is excused. You will be informed by your class teacher the days your child has P.E.

Jewellery is unsuitable for school wear as it is easily lost or damaged and can cause injury to wearers and others. No makeup or nail varnish should be worn. Long hair should always be tied back neatly with a simple bobble, scrunchy or alic band in school colours. Hair should be worn in a style appropriate for the varied activities of the school day and coloured hair should be avoided.

Please ensure that all uniform is named to enable lost items to be identified.

ATTENDANCE

We expect every child to be punctual and to attend school every day. If your child is unable to attend school, please telephone or email before 09.00 am on the day of the absence. Please provide a note or medical certificate if your child is absent from school. If you arrive late, please escort your child to the Vie Scolaire where he or she will be signed in.

The school does not support holiday and extended leave during term time as this disrupts children's education and has an adverse affect on their progress.

All children are expected to maintain an attendance rate of at least 90% as this is the international average for children of primary school age. As a school we aim to be above average.

PICK UP/ DROP OFF

All Reception children who are dropped off directly at school must use the main entrance. Parents and guardians need to drop their children at the gym which is located on the left hand side as you enter the main entrance. Staff members will be there to supervise the children until 8:15am. The children will then be escorted to the playground where they will stay until 8:30am before classes begin. Collection from school is located at the side gates beside the main entrance of the school (Auditorium entrance). Parents and guardians are asked to wait here at dismissal and your child will be brought to you.

Sometimes your child may be a little bit shy/nervous separating in the morning. Please do not worry; this is natural for children of this age and something they get used to very quickly. Therefore, should your child cry, it is easier for you to drop them with one of our early years team and leave straight away without waiting around, adding to anxiety. Normally, children forget about their anxieties within 10 minutes. The class teacher will contact the parent should there be any problems.

BUSES

If your child takes the school bus, the bus mother will escort your child on and off the bus each day. If there are any changes in pick up or drop off, please contact the school bus company directly. If your child is absent or is not taking the bus home, an email must be sent to the bus company, class teacher and to JL Vie Scolaire by midday. Please note that the bus company is operated by a third party and should you opt for the school bus, the contract is between the family and the bus company. Bus info [here](#)

SNACK

Your child will need to bring two healthy snacks on long days (Monday, Tuesday and Thursday) and one healthy snack on short days (Wednesday and Friday). Please make sure your child's snack boxes and water bottle are clearly labeled with their name. Please keep in mind we are a nut free school.

LUNCH

Reception children have the option of having canteen lunch or home packed lunch each day. If your child chooses to have canteen lunch, a monthly menu will be available. For home packed lunches please remember FIS is a nut free school. If your child has any food allergies, the school nurse will be sending out a form and also please inform your class teacher. Canteen info [here](#)

ECAs

Reception children will have an opportunity to participate in after school extra-curricular activities. These activities are held on short days (Wednesday and Fridays). The registration process is done through the Parent Portal. Website info [here](#)

HOUSE TEAMS

During the first few weeks of school your child will be assigned to a 'house' which they will remain in for the duration of their school life at French International School. This introduction to teams supports children in having a sense of identity that connects them to the wider school community, outside that of their own classroom.

Our four houses are:

DRAGON (Blue)



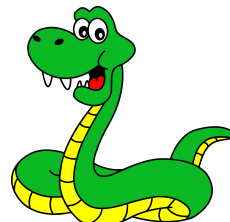
PANDA (Red)



PHOENIX (Yellow)



SNAKE (Green)



OUTINGS & VISITS

We value the learning that can take place by children making visits out of school and by having special visitors in to school. Over the coming year, your child will have many opportunities to participate in these types of activities to help us extend the curriculum. The nature of these outings, consent for attendance, costs and dates will be sent via the Parent Portal.

Please note that from September 2018 the majority of outings will be covered by school fees. A parental consent form covering all outings over the year will be sent via the Parent Portal. The only trips which will incur a separate cost are school camps and additional parental approval will be sought for these too.

HELPING IN CLASS

We are always delighted to have an extra pair of hands! Your class teacher or class mom will inform you when volunteers are needed.

WHAT TO DO IF THINGS GO WRONG

We want to do our very best to educate and care for your child properly, but part of our commitment is to work to improve our standards. If you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

If you have a concern or complaint, please contact your child's own teacher in the first instance. It is usually better to see them at the end of the day than at the beginning. If you then wish to discuss the matter with the Milepost Leader, Deputy Heads or Head of Primary, then please contact the school office to make an appointment to see them.

We will agree with you a course of action and aim to solve your concern to your complete satisfaction as quickly as possible.

COMMUNICATION

We like to keep you informed about what is happening in school and we hope that you will keep us informed of any circumstances that might assist us. For example: a change in family circumstances, illness or bereavement. Staff are always available at the end of the school day to discuss any concerns you may have – if they are busy with the class, you can pop into the office and make an appointment.

Parent-teacher interviews are held in the Autumn and Spring terms. Each half term your child will bring home a copy of their personal learning goals which they have identified in consultation with their teacher

and which they wish to achieve that half term. A written report based upon observations of your child's progress is sent home at the start of the Spring term and at the end of the Summer term.

In general, the school will keep you well informed through our home learning sheets, newsletters, information sessions, year group Blogs and the FIS [Facebook page](#) and [website](#).

PARENT PORTAL

The school's [Parent Portal](#), Engage, contains information about schooling (trips, events, invoices), communication, Parent Representative lists, meeting minutes, etc. Take a look at the user guide [here](#).

USE OF PHOTOGRAPHS

We use photographs in school for a number of different purposes:

- To record and assess progress
- To celebrate achievement
- For publication in school documents and local media
- For publication on the school website

The first time you login to the school's Parent Portal, [Engage](#), every year we ask that you give us your consent to photograph your child for these purposes. This saves us from asking you each time we want to publish a photograph in this way.

E- SAFETY

We want to make good use of ICT in school across the full range of the curriculum. Increasingly we make use of the internet. We use an internet service provider which specialises in provision for schools. This provides a very effective barrier from children accessing inappropriate material, unregulated chat, non-educational games etc.

We also have a code which governs the use of the internet in school which is introduced to the children in ways appropriate to their age and understanding.

THE CURRICULUM IN RECEPTION

This guide is to help you understand what will be taught during this school year. It is intended to provide an outline of typical content and some background information about how the curriculum and assessment works in order for you to support your child in making the most of their education.

In Reception, children follow the International Early Years Curriculum which is underpinned by the milestones of the British Early Years Foundation Stage.

FRENCH LEARNING

As the French International School, we pride ourselves on offering a rigorous and extensive French programme to compliment classroom learning and provide children with the opportunity to learn an additional language. Every year group is taught by native French speaking teachers for four sessions per week, totalling three hours of French language learning.

Additionally to this, the French team are allocated to co-teach alongside the classroom teacher for an additional three hours per week as part of the IEYC/IPC, giving the children extensive opportunities to use their language learning in a natural environment.

THE EARLY YEARS FOUNDATION STAGE (EYFS)

Produced by the UK Department for Children, Schools and Families, the EYFS sets the standards for learning, development and care for all children from birth to when they are five and is used to help us plan the curriculum. It has four fundamental principles:

A Unique Child - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships - Children learn to be strong and independent from a base of loving and secure relationships.

Enabling Environments - The environment plays a key role in supporting and extending children's development and learning. A strong partnership between home and school supports individual needs.

Learning and Development - Children develop and learn in different ways. Challenging and playful opportunities are provided.

There are seven Areas of Learning:

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

THE INTERNATIONAL EARLY YEARS CURRICULUM (IEYC)

The IEYC is a themed curriculum which supports children understanding the world in a hands on and interactive way, through play and exploration. New topics are explored each half term and children are given opportunities to share their learning with parents and other members of the school community. During each new IEYC topic you will be sent information detailing the unit and how you can get involved at home. More information [here](#).

Reception children are taught phonics using Letters and Sounds and Phonics Bug, mathematics using Abacus, and introduction to letter formation and handwriting using Nelson Handwriting.

SPECIALIST TEACHERS

Class teachers are responsible for teaching all subjects to the children, including mathematics, literacy and the IEYC however at FIS we are lucky to have specialist teachers for the following subjects:

- P.E.
- ICT
- Music
- Mandarin

Reception children also have the opportunity to visit the library every week and choose a book to bring home to read with parents and guardians which can be returned the following week. During the library session, children will also listen to a story read to them by the librarian. The class teacher will notify parents of the day of the library session at the start of the year and it will also be available on the class timetable. All

children should bring to school their library folder on this day and no additional books can be borrowed until the previous book has been returned.

HOME LEARNING

Home learning in the early years consists of hands-on activities that you and your child can enjoy at home together as a way of extending learning from the classroom. A Home Learning letter is sent to parents every Friday via gmail, to outline what is expected. From time to time teachers will also send home additional interactive materials for your child to engage with and practise at home.

Home Learning is expected to be returned when necessary by the date allocated on the sheet and as a school we encourage that your child begin to develop responsible habits for their home learning.

READING RECORD

Reception is a key year for introducing children to the concept of phonics and early reading. It is essential that your child is able to develop positive reading habits at home in order to support this big step in their learning.

A reading record is sent home daily and new books are allocated throughout the week for your child to share with you at home. These may be allocated digitally or by hard copy. Please ensure at least 10-15 minutes of reading takes place at home every day and record your comments in the reading record. Teachers will check this record daily and if the reading record is not completed, children will not be issued with new books.

Information will be provided at the beginning of the school year to support provide additional support for reading habits at home.

ONLINE LEARNING PLATFORM

Throughout Primary we use the [Active Learn platform](#) Abacus for Maths and Wordsmith for English. We also have Bug Club, Bug Club Phonics and Grammar club.

Your child will receive login codes to the Active Learning platform. At home learning may be assigned through this platform in the form of e-readers and games to help support consolidation of learning at school. Details of required material to complete will be outlined in the Home Learning letter.

In addition to this, you will be given access to another online platform that records your child's school day and their progress within the curriculum. The software provides an app which can be downloaded to your phone so that you can receive updates throughout the week documenting observations teachers have made along with photographic evidence. You will receive further information regarding this when you meet your new class teacher.

CURRICULUM OVERVIEW

TERM 1

Subject	Term 1.1 (6 Weeks)	Term 1.2 (6 Weeks)
English	<ul style="list-style-type: none"> Guided writing: weekend adventures Pre-writing patterns Nelson Handwriting Book A Phase 1 - Letters and Sounds 	<ul style="list-style-type: none"> Guided writing: weekend adventures Levelled home reading books Nelson Handwriting Book A Phase 1 - Letters and Sounds
Maths	<p>Number and place value</p> <p>-chanting numbers in order up to 10 and then 20, counting items into a set, counting items taken from a larger set, matching a number of items to a numeral, matching written and spoken numerals and being able to count accurately using one-to-one correspondence. Understand conservation of number and be able to count along a number track 1–6.</p> <p>Problem solving, reasoning and algebra</p> <p>-copy, continue, describe and create patterns using colours, shapes, objects, sounds and actions.</p> <p>Geometry: position and direction</p> <p>-chanting numbers in order up to 20, counting 10 items into a set, counting up to 10 items taken from a larger set, matching how many to a numeral and matching written and spoken numerals. count accurately using one-to-one correspondence and come to understand conservation of number. Subitise numbers to 6 and count along a 1–10 number track.</p> <p>Measurement</p> <p>- Days of the week, reciting the names and beginning to order them. Use language related to time such as 'yesterday', 'today', 'tomorrow', 'morning', 'afternoon', 'evening' and 'night'. See o'clock times in the context of their daily routine. Children will also be introduced to the language of position, playing hide and seek with a teddy bear using key vocabulary such as 'in', 'on', 'over', 'under', 'beside', 'left' and 'right'.</p> <p>Mental addition and subtraction</p> <p>-Children start the week by practising subitising numbers up to 6 using fingers and dots on a dice. They move on to find number pairs to 5 and then to 6, and are shown the addition number sentence that goes with each pair. They are introduced to simple subtractions using their number pairs, and learn to recognise that adding and subtracting are inverse operations.</p>	<p>Measurement</p> <p>-length and height, using the language associated with comparing and measuring. Children also begin to explore capacity using the terminology 'empty', 'half full' and 'full'. They compare the capacities of different containers and explore capacities through play.</p> <p>Money</p> <p>- Children begin to recognise that different coins have different values (they will buy more or less, are worth more or less). They then begin to match real coins to amounts of money, e.g. \$10p is ten \$1 coins, \$20 is twenty \$1 coins. They then start to use money in small amounts to buy things, starting to realise that they can pay a given amount using different combinations of coins.</p> <p>Number and place value</p> <p>-chanting numbers to 20 and beginning to chant numbers to 100. They count ten items into a set, and are beginning to count up to 20 items into a set. Children reinforce matching spoken numbers and written numerals to appropriate quantities. They count accurately using one-to-one correspondence and understand conservation of number. They learn to write numbers to 10 and begin to compare and order numbers to 10.</p> <p>Geometry: properties of shape</p> <p>-2D shapes, beginning to identify circles, triangles and rectangles including squares. They will begin to use appropriate language to describe simple 2D shapes. Children will also revise the days of the week and begin to learn the months of the year and the seasons, including key months when festivals and their birthdays occur.</p> <p>Mental addition and subtraction</p> <p>-spoken numbers and matching written numerals up to 10. They order numbers, count on and back from a given number and write numerals 1 to 10. They can also say one more and one less than a given number and understand the corresponding addition and subtraction number sentences.</p>
IPC Unit	IEYC not started yet.	This is me!
P.E	Games- manipulative skills	Cooperative Games
Music	Steady pulse in singing; play rhythm games that highlight stead pulse	Listening to music with different dynamics; try and sing with distinctive dynamics
ICT	<ul style="list-style-type: none"> Computer Parts Mouse Skills: point/ left click/ drag Keyboard recognition ● Basic icons Web Activities: reinforce mouse skills/ IPC topic Paint Activities: painting exercises/ IPC topic 	<ul style="list-style-type: none"> Web Activities: reinforce mouse skills/ IPC topic Paint Activities: painting exercises/ IPC topic Keyboard Activities: letter/ word typing
French*IPC Vocabulary development across the year	<p>Greetings</p> <p>About me</p> <p>Numbers</p>	<p>My classroom colors</p>
Mandarin	Greetings- Numbers	About Me - Colours - IPC Units "This is me"

TERM 2

Subject	Term 2.1 (4 Weeks)	Term 2.2 (8 Weeks)
English	Guided writing: weekend adventures Levelled home reading books Nelson Handwriting Book B Phase 2 - Letters and sounds	Guided writing: weekend adventures Levelled home reading books Nelson Handwriting Book B Phase 2 - Letters and sounds
Maths	<p>Number and place value</p> <p>-count to 100 and compare and order numbers to 20. It's an opportunity to check that children can subitise numbers to 6 and that everyone understands conservation of number. Children estimate numbers of objects and images and begin to understand that teen numbers are 10 plus some more.</p> <p>Problem solving, reasoning and algebra</p> <p>-explore and identify patterns, including line symmetry in images and simple shapes. They create and extend repeating patterns involving two, three and four items, including images and objects. They identify simple linear patterns. Children recognise and identify odd and even numbers and count in 2s from an even number.</p> <p>Mental addition and subtraction</p> <p>-partition sets of ten objects and learn the number pairs to 10.</p> <p>Mental multiplication and division</p> <p>-use dinosaurs to count and match objects to number sentences, beginning to use the language 'add', 'more than', 'equals'. Children will also use practical activities and objects to double; they will read doubling stories.</p> <p>Geometry: properties of shapes</p> <p>-Children will be introduced to halving and have a teddy bears' picnic where everything is shared in half.</p> <p>Measurement</p> <p>-time events, and the fact that some events take longer than others. Gradually they improve their understanding of how time is measured, and recognise units of time: seconds, minutes, hours, days, months and years. They recognise and identify common 3D shapes learning to name cubes, spheres, cuboids, cones, pyramids and cylinders. They start to describe the properties of these 3D shapes, including the 2D shapes of their flat faces.</p> <p>-explore lengths, heights and weights, learning to compare each of these, using direct comparison. Children lay lengths alongside each other, understanding the need for a baseline, and do the same with three items of different heights. They then learn to measure a length or height using a non-standard uniform unit, such as a crayon or footprint. Children compare items of the same size but different weight using balances and then measure these using uniform non-standard units such as conkers or pebbles.</p>	<p>Measurement</p> <p>- Use and understand the language of length: long, short, longer, taller etc.; Use and understand the language of capacity: full, empty, half-full, etc.; Compare two lengths or heights using direct comparison; Compare the capacity of two containers using direct comparison; Compare two and then three lengths or heights to establish the order from longest to shortest; Measure a length or height using uniform non-standard units (cubes, building bricks, crayons)</p> <p>Number and place value</p> <p>-Match numerals to a set; NPV.r11 Recite numbers to 20; Recognise numerals to 10; Write numerals to 10; Estimate a set of objects, sounds, actions or images up to 12; Say whether there are more or less than a given number in a set of up to 12 objects; Compare and order numbers to 10; Begin to recognise numerals to 20</p> <p>Mental addition and subtraction</p> <p>-Begin to read simple number sentences that use + and = signs; Begin to read simple number sentences that use a – sign; Say the number one more than any number up to 20; Say the number one less than any number up to 20</p> <p>Geometry: position and direction</p> <p>-Begin to identify the properties of common 2D shapes; Recognise and name common 2D shapes; Recognise days of the week and say which day it is; Recite the days of the week in order; Understand that something can happen 'after two sleeps' and understand the language: yesterday, tomorrow and today; Recognise, understand and know the four seasons; Recognise key months (festivals, birthdays); Begin to learn the months of the year and recite these in order</p>
IPC Unit	Once Upon a Time	The Brilliant Bug Ball
P.E	Sports Day Practices	Controlling, dribbling, kicking balls
Music	Poulenc's Barber the Elephant (musical narration)	Music for festivities; play percussion instruments in groups
ICT	<ul style="list-style-type: none"> Web Activities: reinforce mouse skills/ IPC topic Paint Activities: painting exercises/ IPC topic Keyboard Activities: letter/ word typing 	<ul style="list-style-type: none"> Web Activities: reinforce mouse skills/ IPC topic Paint Activities: painting exercises/ IPC topic Keyboard Activities: letter/ word typing
French *IPC Vocabulary development across the year	At home My family	Food What i like
Mandarin	CNY - Chinese Stroke	Family

TERM 3

Subject	Term 3.1 (5 Weeks)	Term 3.2 (4 Weeks)
English	Guided writing: weekend adventures Levelled home reading books Nelson Handwriting Book C Phase 2 - Letters and sounds	Guided writing: weekend adventures Levelled home reading books Nelson Handwriting Book C Phase 2 - Letters and sounds
Maths	<p>Number and place value -Count along a 1–10 number track; Recognise coins up to 0.10 Begin to understand the value of different coins; Recognise and name coins</p> <p>Problem solving, reasoning and algebra Read simple number sentences that use + and = signs; Read simple number sentences that use a – sign; Say the number one more than any number up to 20; Say the number one less than any number up to 20; Add 2, 3 or 4 to a number up to 10 by counting on; Subtract 2, 3 or 4 from a number up to 10 by counting back; Begin to add to a number up to 20 by counting on; Begin to subtract from a number up to 20 by counting back; Solve practical problems involving addition; Solve practical problems involving subtraction</p> <p>Measurement Subtract 1 or 2 from any 1-digit number by counting back; Begin to understand the value of different coins; Recognise and name coins</p>	<p>Number and place value -Recognise numerals to 20; Count up to 20 objects in a set; Count along a 1–20 number track; Compare and order numbers to 20</p> <p>Mental addition and subtraction -Partition a set of five objects into five and none, four and one, three and two in a practical context; Partition a set of six objects into six and none, five and one, four and two, three and three in a practical context; Read simple number sentences that use + and = signs; Partition a set of ten objects into two sets in a practical context; Say the number one more than any number up to 20; Say the number one less than any number up to 20; Add to any number up to 20 by counting on; Subtract from any number up to 20 by counting back</p> <p>Problem solving, reasoning and algebra -</p> <p>Measurement -Use and understand the language of length: long, short, longer, taller etc.; Use and understand the language of weight: heavy, light, heavier, lighter etc.; Use and understand the language of capacity: full, empty, half-full, etc.; Measure a length or height using uniform non-standard units (cubes, building bricks, crayons); Measure a weight using uniform non-standard units (large marbles, conkers); Measure a capacity using uniform, non-standard units (egg-cups, yoghurt pots); Compare and order the length of two or three items using non-standard units to measure them; MEA.r66 Compare and order the weight of two items using non-standard units to measure them; Compare and order the capacity of two containers using non-standard units to measure them</p>
IPC Unit	Ocean Treasures	To The Rescue
P.E	Hitting, catching and throwing	<ul style="list-style-type: none"> Gymnastics Dance & Movement
Music	Listen to music of different tempos, sing with different tempos	Get to know common musical instruments
ICT	<ul style="list-style-type: none"> Web Activities: reinforce mouse skills/ IPC topic Paint Activities: painting exercises/ IPC topic Keyboard Activities: letter/ word typing Programming Activities: directional instructions 	<ul style="list-style-type: none"> Web Activities: reinforce mouse skills/ IPC topic Paint Activities: painting exercises/ IPC topic Keyboard Activities: letter/ word typing Programming Activities: directional instructions
French *IPC Vocabulary development across the year	<p>My body</p> <p>My clothes</p>	Animals
Mandarin	Fruits	Animal