





## E3 - Lily Class

### Autumn Curriculum Overview 2023 - 2024






<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>Listen to others one to one or in small groups.</li> <li>Join in with repeated refrains and anticipate key event and phrases in rhymes and stories.</li> <li>Focus attention – still listen or do, but shift own attention</li> <li>Understand use of objects; respond to simple instructions</li> <li>Use vocabulary focused on objects and people; build up vocabulary</li> </ul> 
<b>English</b>	<ul style="list-style-type: none"> <li>Enjoy rhyming and rhythmic activities; show awareness of rhyming and alliteration</li> <li>Listen to and join in with stories with increasing attention and recall</li> <li>Handle books carefully - Trace over own name - Recognise own name</li> </ul>
<b>Native Greek</b>	<ul style="list-style-type: none"> <li>Ακούνε παραμύθια και συμμετέχουν σε συζήτηση στοχεύοντας σε εμπλουτισμό λεξιλογίου και άνεση στην έκφραση</li> <li>Χρώματα - Μέρη του σώματος - Ζώα - Χειμώνας-Χριστούγεννα</li> </ul> 
<b>Greek as a Second Language</b>	<ul style="list-style-type: none"> <li>Familiarization with Greek language - vocabulary enrichment</li> <li>Learn to introduce themselves (name, age)</li> <li>Listening vocabulary: Basic instructions (through playing)</li> <li>Speaking vocabulary: Basic colours, body parts</li> <li>Winter/Christmas vocabulary</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Begin to represent numbers using fingers, marks on paper or pictures</li> <li>Show curiosity about numbers by offering comments or asking questions</li> <li>Compare two groups of objects, saying when it's the same number</li> <li>Shapes: Show an interest in shapes by playing; show awareness of similarities of shapes in the environment; show an interest in shape by sustained construction; show interest in shapes in the environment</li> <li>Recognize numbers 1-3 or 1-5; count to 10; count up to 10 objects</li> <li>Represent a number 1-3 or 1-5</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Show interest in the lives of people familiar to them</li> <li>Know some of the things that make them unique and talk about some of the similarities and differences to friends or family</li> <li>Comment and ask questions about aspects of their familiar world, such as places where they live or the natural world</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Speak with confidence within a group and when recording him/herself.</li> <li>Use icons to record and play back independently; select icons on applications on screen to open it; consistently choose the right icon tools within the activity.</li> </ul>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>Enjoy joining in with dancing and games; sing familiar songs</li> <li>Use various construction materials</li> <li>Realise that tools can be used for a purpose</li> <li>Imitate movement in response to music</li> </ul> 
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Move freely with pleasure and confidence in a range of ways</li> <li>Mount stairs, steps or climbing equipment using altering feet</li> <li>Use one-handed equipment; make snips in paper</li> </ul> 


## PSHE

- Can select and use activities and resources with help
- Welcome and values praise for what they have done
- Is open and inquisitive towards unfamiliar people
- Keeps play going on by responding to what others are saying or doing
- Demonstrates friendly behavior, interacting conversations and forming good relationships with peers and familiar adults

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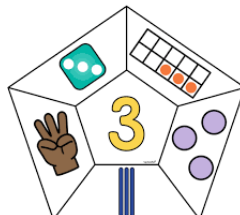

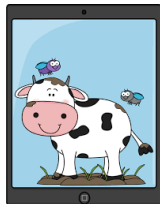

### Spring Curriculum Overview 2023 - 2024


<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>Listen to stories with increasing attention and recall.</li> <li>Is able to follow directions.</li> <li>Show understanding of prepositions.</li> <li>Beginning to understand why and how questions.</li> <li>Use talk in pretending that objects stand for something else in play.</li> </ul> 
<b>English</b>	<ul style="list-style-type: none"> <li>Recognize rhythm in spoken words.</li> <li>Suggest how the story might end.</li> <li>Hold books the correct way up and turn pages.</li> <li>Sometimes give meaning to marks as they draw and paint.</li> <li>Describe main story settings, events and principal characters.</li> <li>Show interest in illustrations and print in books and print in the environment.</li> <li>Recognize familiar words and signs such as own name and advertising logos.</li> </ul> 
<b>Native Greek/ Greek as a Second Language</b>	<ul style="list-style-type: none"> <li>Winter theme / Θεματική: Χειμώνας</li> <li>Winter clothes / χειμερινά ρούχα - Winter weather / καιρός τον χειμώνα</li> <li>Arctic/Antarctic animals / Ζώα Αρκτικής και Ανταρκτικής</li> <li>Songs / Τραγούδια</li> <li>Stories / Παραμύθια</li> <li>Greek dancing / Ελληνικοί χοροί</li> <li>Greek Easter / Πάσχα</li> </ul>  
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Use some number names language spontaneously and accurately in play.</li> <li>Sometimes match numerals to quantities.</li> <li>Show interest in numerals in the environment; Use positional language.</li> <li>Realize not only objects, but anything can be counted, including steps, claps etc.</li> <li>Use shapes appropriately for tasks; begin to talk about shapes of everyday objects.</li> <li>Recognize numbers 1-5/1-10; count up to 10 objects; count to 10 / 20.</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Remember and talk about significant events in their own experience.</li> <li>Recognize and describe special times or events.</li> <li>Talk about some of the things they have observed, such as plants, animals etc.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Speak with confidence within a group and when recording him/herself.</li> <li>Use icons to record and play back independently; select icons on applications on screen to open it; consistently choose the right icon tools within the activity.</li> <li>Know that information can be retrieved from computers.</li> </ul>
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>Understand that they can use lines to enclose space and begin to use these shapes to represent objects; Explore colour and how it can be changed.</li> <li>Begin to construct with purpose; Use various construction materials.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Walk downstairs, two feet to each step while carrying an object</li> <li>Run skillfully and negotiates space successfully adjusting speed or direction to avoid obstacles; Stand on one foot; Can catch a large ball</li> <li>Draw lines and circles using gross motor movements</li> <li>Hold pencil between thumb and two fingers</li> </ul> 
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Enjoy the responsibility of carrying out small tasks.</li> </ul>

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- Be aware of feelings and know that some actions and words can hurt others' feelings.
  - Begin to accept the needs of others and can take turns and share resources.
  - To usually tolerate delay when needs are not immediately met.

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### Summer Curriculum Overview 2023 - 2024

<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Begin to use more complex sentences to link thoughts (and, because)</li> <li>• Retell simple past event in correct order (went down slide, hurt finger)</li> <li>• Use talk to connect ideas, explain what is happening</li> <li>• Question why things are happening and give explanations</li> <li>• Use range of tenses (play, playing, will play, played)</li> </ul>	
<b>English</b>	<ul style="list-style-type: none"> <li>• Join in with repeated refrains, anticipates key events/phrases in rhymes and stories</li> <li>• Begin to be aware of the way stories are structured</li> <li>• Look at books independently</li> <li>• Know information can be relayed in form of print</li> <li>• Know that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Ascribe meanings to marks that they see in different spaces</li> </ul>	
<b>Native Greek/ Greek as a Second Language</b>	<ul style="list-style-type: none"> <li>• I know the initial sound of my name/Μαθαίνω το αρχικό γράμμα του ονόματός μου</li> <li>• I recognize my name in Greek / Αναγνωρίζω το όνομά μου στα Ελληνικά</li> <li>• Topic: Summer-Under the sea / Θεματική ενότητα: Καλοκαίρι-Ο βυθός</li> </ul>	
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Recognise numbers 1-10</li> <li>• Represent a number using fingers, marks or pictures</li> <li>• Recite numbers in order to 10</li> <li>• Know that numbers identify how many objects are in a set</li> <li>• Show an interest in number problems</li> <li>• Separate a group of 3/4 objects in different ways, beginning to recognise that the total is still the same</li> <li>• Match numerals to quantities</li> </ul>	
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Remember and talk about significant events in their own experience.</li> <li>• Recognize and describe special times or events.</li> <li>• Talk about some of the things they have observed, such as plants, animals etc.</li> </ul>	
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Speak with confidence within a group and when recording him/herself.</li> <li>• Use icons to record and play back independently; select icons on applications on screen to open it; consistently choose the right icon tools within the activity.</li> <li>• Know that information can be retrieved from computers.</li> </ul>	
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Join construction pieces together to build and balance</li> <li>• Developing preferences for forms of expression</li> <li>• Notice what adults do, imitating what is observed and then doing it spontaneously</li> </ul>	

	<ul style="list-style-type: none"> <li>Engage in imaginative role play based on first-hand experiences</li> <li>Use available resources to create</li> <li>Capture experiences and respond with a range of media, such as music, dance and paint and other materials or word .</li> </ul>	
Physical Development	<ul style="list-style-type: none"> <li>Hold pencil between first two fingers and thumb and use with good control</li> <li>Can copy some letters</li> <li>Understand that equipment and tools have to be used safely</li> <li>Observe the effects of activity on their bodies</li> </ul>	
PSHE	<ul style="list-style-type: none"> <li>Confident to talk to other children when playing and will communicate freely</li> <li>Usually adapt behavior to different events, social situations and changes of routines</li> <li>Play in a group, extending and elaborating play ideas</li> <li>Initiate play, offering cues to peers to join in</li> </ul>	