

NEW FOR SEPTEMBER 2020

This new Early Years curricula is a 2 year programme for K and pre-K reception and nursery children. It contains clear and exemplified objectives to help teachers understand the level that children should be working at and how learning progresses over time.

The new Early Years programme includes:

Maths

Inspires mathematical curiosity and resilience, while introducing key mathematical concepts

English

Encourages early language development and exploration in English

The World Around Us

Develops early research and questioning skills, and encourages social development



It covers the prerequisites for students moving into full-time academic education and starting our iPrimary programme.

The following support is available:



Schemes of Work: Topic based planning covering two years (ages 3-5), grouping complimentary objectives within suggesting activities and resources.



Lesson planning: Detailed, lesson-by-lesson planning for each curriculum, for each year. Includes suggestions of activities suitable for a range of school settings and levels of support.



Progress tests: End-of-topic tests for each curriculum. These are designed to check understanding and progress through a supportive, discussion based approach to assessment. The tests include informative illustrations, detailed guidance and mark schemes to help the teacher to interpret children's answers.



Professional Development: Face-to-face training and on-line support help to upskill teachers and give them the confidence to fully engage with the new curricula.



with uncomfortable feelings



r feelings. r feelings.

to for emotional support or wellbeing (appropriate adult or friend).
alues in building positive relationships (caring, sharing, equality, fairness, frier
eld differently to them.

to support peers who may feel unhappy or lonely.
e formed and the factors that can affect relationships (likes, dislikes, etc).
confidence where to play and where to work. where to piay and where to work.

d to a variety of different images and objects.
eating their own images or objects in imitation, using a variety of materials.
eating their own images or to play. ne corresponding behaviours, using mirrors and pictures to demonstrate and nk them to familiar situations, using drama and role play to explore different (elings (e.g. sadness, disappointment, anger)

To find out more please visit quals.pearson.com/iprimary