


# F1 Learning Overview

 <p>BRITISH VIETNAMESE INTERNATIONAL SCHOOL HO CHI MINH CITY A NORD ANGLIA EDUCATION SCHOOL</p>	<p><b>Throughout their year in F1 children engage in activities which nurture their development in the following areas:</b></p>		
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Making Relationships</b></p>	<p><b>Self-confidence and Self-awareness</b></p>	<p><b>Managing feelings and Behaviour</b></p>
	<ul style="list-style-type: none"> <li>Interested in others’ play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them.</li> <li>May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>Separates from main carer with support and encouragement from a familiar adult.</li> <li>Expresses own preferences and interests.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks comfort from familiar adults when needed.</li> <li>Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>Responds to the feelings and wishes of others.</li> <li>Aware that some actions can hurt or harm others.</li> <li>Tries to help or give comfort when others are distressed.</li> <li>Shows understanding and cooperates with some boundaries and routines.</li> <li>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do.</li> <li>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul>
<p><b>Communication and Language</b></p>	<p><b>Listening and attention</b></p>	<p><b>Understanding</b></p>	<p><b>Speaking</b></p>
	<ul style="list-style-type: none"> <li>Listens with interest to the noises adults make when they read stories.</li> <li>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>Shows interest in play with sounds, songs and rhymes.</li> <li>Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies action words by pointing to the right picture, e.g., “<i>Who’s jumping?</i>”</li> <li>Understands more complex sentences, e.g. ‘<i>Put your toys away and then we’ll read a book.</i>’</li> <li>Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. <i>Who’s that/can? What’s that? Where is.?</i>).</li> <li>Developing understanding of simple concepts (e.g. <i>big/little</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>Holds a conversation, jumping from topic to topic.</li> <li>Learns new words very rapidly and is able to use them in communicating.</li> <li>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying ‘<i>I have it</i>’.</li> <li>Uses a variety of questions (e.g. <i>what, where, who</i>).</li> <li>Uses simple sentences (e.g. ‘<i>Mummy gonna work.</i>’)</li> <li>Beginning to use word endings (e.g. <i>going, cats</i>)</li> </ul>
<p><b>Physical Development</b></p>	<p><b>Movement and Handling</b></p>		<p><b>Health and Self care</b></p>
	<ul style="list-style-type: none"> <li>Runs safely on whole foot.</li> <li>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> </ul>	<ul style="list-style-type: none"> <li>Feeds self competently with spoon.</li> <li>Drinks well without spilling.</li> <li>Clearly communicates their need for potty or toilet.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Climbs confidently and is beginning to pull themselves up on play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>• Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>• Imitates drawing simple shapes such as circles and lines.</li> <li>• Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>• May be beginning to show preference for dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to recognise danger and seeks support of significant adults for help.</li> <li>• Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> </ul>	
<b>Literacy</b>	<b>Reading</b>	<b>Writing</b>	
	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make.</li> </ul>	
<b>Mathematics</b>	<b>Numbers</b>	<b>Shape, Space and Measure</b>	
	<ul style="list-style-type: none"> <li>• Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</li> <li>• Recites some number names in sequence.</li> <li>• Creates and experiments with symbols and marks representing ideas of number.</li> <li>• Begins to make comparisons between quantities.</li> <li>• Uses some language of quantities, such as 'more' and 'a lot'.</li> <li>• Knows that a group of things changes in quantity when something is added or taken away.</li> </ul>	<ul style="list-style-type: none"> <li>• Notices simple shapes and patterns in pictures.</li> <li>• Beginning to categorise objects according to properties such as shape or size.</li> <li>• Begins to use the language of size.</li> <li>• Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> <li>• Anticipates specific time-based events such as mealtimes or home time.</li> </ul>	
<b>Understanding the World</b>	<b>People and Communities</b>	<b>The world</b>	<b>Technology</b>
	<ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Beginning to have their own friends.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>• Notices detailed features of objects in their environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul>
<b>Expressive Arts and Design</b>	<b>Exploring and using media and materials</b>		<b>Being imaginative</b>
	<ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> <li>• Experiments with blocks, colours and marks.</li> </ul>		<ul style="list-style-type: none"> <li>• Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> <li>• Beginning to make-believe by pretending.</li> </ul>