



Dear Parents and Guardians,

Welcome to the FS2 Curriculum Handbook for Cambridge High School! It is with great enthusiasm that I introduce you to the exciting journey ahead for your child. This handbook is designed to be your comprehensive guide to our FS2 curriculum, offering insights into the learning experiences and educational goals we have set for this important stage of your child's development.



As we embark on this new academic year, our dedicated team is committed to creating a supportive and stimulating environment where every child can thrive. Our curriculum is thoughtfully crafted to foster curiosity, build foundational skills, and inspire a lifelong love of learning. We believe that collaboration between home and school is essential, and we are here to ensure you have all the information you need to support your child's educational journey.

Thank you for your continued partnership. We look forward to a successful and enriching year ahead!

Warm regards,

Kim Teakle-May
Vice Principal, Cambridge High School



Primary Organisational Chart



Kim Teakle-May
VICE PRINCIPAL



Curriculum Team



Annemarie de Beer
Deputy Head of Primary



Branka Stevanovic
Primary Curriculum Lead



Britteny Washington
Phonics Lead

Pastoral Team



Britteny Washington
Director of Early Years



Joshua Lakey
Director of Y1 - Y3



Willem Esterhuysen
Director of Y4 - Y6 and
Whole School HPL

Support Team



Zaina Zaher
Head of Inclusion



Lizil Johnson
School Counsellor



Babitha Joy
Social Worker

Dear Parents & Students,

I hope you have enjoyed a wonderful summer! A warm welcome to our new families at Cambridge High School (CHS) and thank you to our returning parents for your continued trust in the CHS family. Your partnership is invaluable as we embark on another exciting year in the Early Years Foundation Stage (EYFS).



With over 12 years of experience as an early years and primary teacher, I have developed a holistic teaching philosophy that emphasizes nurturing socially, emotionally, and intellectually developed individuals. I believe in creating a vibrant and engaging learning environment that fosters creativity and critical thinking, empowering children to reach their full potential.

As your child begins their EYFS journey, we will utilise the Early Learning Goals (ELGs) to guide their development across seventeen key areas in a thematic approach. Additionally, we uphold High-Performance Learning (HPL) standards at CHS to nurture innovation, resilience, independence, and curiosity, ensuring our students are well-prepared for future success.

Parent involvement is essential in establishing a strong foundation for your child's learning. By working closely together, we can create an enriching and enjoyable experience that sets the stage for a bright future.

Thank you for joining us in this journey of discovery. Together, we will provide your child with an enriching and enjoyable learning experience in EYFS, laying the foundation for a bright future.

I am excited to work closely with you and your children in the upcoming year!

Warm Regards,

Mrs. Washington
Director of EYFS

SECTION 1: SCHOOL INFORMATION

School Timings

The school day for all students commences at 7:45am Monday through Friday and concludes at 2:35pm from Monday – Thursday and at 11:40am on Fridays. Students are not permitted into the classrooms before 7:30am. Students are to be under parental or guardian supervision while on school premises before and after these times. Students not collected within 15 minutes after dismissal will be escorted to a late room to wait while the parents are called. At 3:10pm, students are moved to the main reception to stay with the reception staff and security until collection. After repeated occurrences of pick-ups post 3:00pm, the parent will be contacted by a member of the Executive Leadership Team.

Primary School: Monday - Thursday	
Time	Form/Lesson
07:45am – 08:00am	Form
08:00am – 08:30am	Lesson 1
08:30am – 09:00am	Lesson 2
09:00am – 09:30am	Lesson 3
09:30am – 10:00am	Break
10:00am – 10:30am	Lesson 4
10:30am – 11:00am	Lesson 5
11:00am – 11:30am	Lesson 6
11:30am – 12:00pm	Lesson 7
12:00pm – 12:30pm	Lunch
12:30pm – 1:00pm	Lesson 8
1:00pm – 1:30pm	Lesson 9
1:30pm – 2:00pm	Lesson 10
2:00pm – 2:30pm	Lesson 11
2:35pm onwards	Dismissal

Primary School: Friday	
Time	Form/Lesson
07:45am – 08:00am	Form
08:00am – 08:30am	Lesson 1
08:30am – 09:00am	Lesson 2
09:00am – 09:30am	Lesson 3
09:30am – 10:00am	Break
10:00am – 10:30am	Lesson 4
10:30am – 11:00am	Lesson 5
11:00am – 11:40am	Lesson 6
11:40am onwards	Dismissal

ECAs

At our school, we are deeply committed to the well-being and holistic development of our students, particularly those in EYFS. Given the young age of our early years students, we have made a decision not to include Extra-Curricular Activities (ECAs) as part of their daily schedule.

This decision is based on several key factors:

- **Age-Appropriate Engagement:** The EYFS curriculum is carefully designed to meet the developmental needs of young children. It includes a balance of structured learning and free play, ensuring that students are fully engaged during the school day without the need for additional activities.
- **Length of the School Day:** For our youngest learners, the school day is already long and rich in diverse experiences. Adding ECAs would extend their day, potentially leading to fatigue and diminished capacity to benefit from these activities.

- **Well-being and Rest:** After a day of learning, it is crucial for EYFS students to have time to rest and engage in unstructured play. These periods are essential for their mental and physical development, allowing them to process new information and rejuvenate.
- **Family Time:** We recognize the importance of family interactions in the early years. By ensuring that children have adequate time at home after school, we support stronger family bonds and provide opportunities for parents to be actively involved in their child's growth and learning.

Our approach to ECAs for EYFS students is rooted in our dedication to fostering a nurturing and balanced environment, where each child can flourish at their own pace. We thank you for your trust and understanding as we strive to create the best possible foundation for your child's educational journey.

Textbooks and Digital Subscriptions

At The Cambridge High School, we are dedicated to delivering creative and engaging lessons aligned with the National Curriculum for England. In EYFS, we aim to use as few textbooks as possible. Opting to use minimal textbooks supports a more flexible, engaging, and effective learning environment. It encourages active learning, critical thinking, and creativity; preparing students to thrive in a rapidly changing world driven by technology and innovation.

In EYFS, we embrace a theme-based approach to teaching. This method allows us to integrate various subjects around a central theme, making learning more cohesive and engaging for young children. For example, a theme like "Under the Sea" can be used to teach children about marine life, introduce new vocabulary, and develop early math skills through activities like counting seashells or sorting fish by size.

By using a theme-based approach, we can tailor our lessons to the interests of the children, making learning more relevant and enjoyable. This approach encourages curiosity and exploration while helping students make connections across different areas of learning. Our goal is to create a stimulating and enriching environment where children are excited to learn and grow, setting a strong foundation for their future education.

At CHS we recognise the important role that technology plays in the learning process and in society today. With technology advancing at an incredible rate and pace, it is essential that we provide our students with the digital literacy and skills necessary to thrive in the ever-changing world in which we find ourselves in. In EYFS, we use a small number of different online platforms in school and for at home practice purposes:

- Seesaw
- International Bug Club

School Bus Service

At CHS, STS are the bus company provider that bring a large number of our students to and from school each day. Students travel under the supervision of bus assistants in an environment monitored closely by CCTV. For further information about buses, please contact Mr Jomy James, our Service Delivery Executive, who will be able to support you: jomy.james@sts-group.com

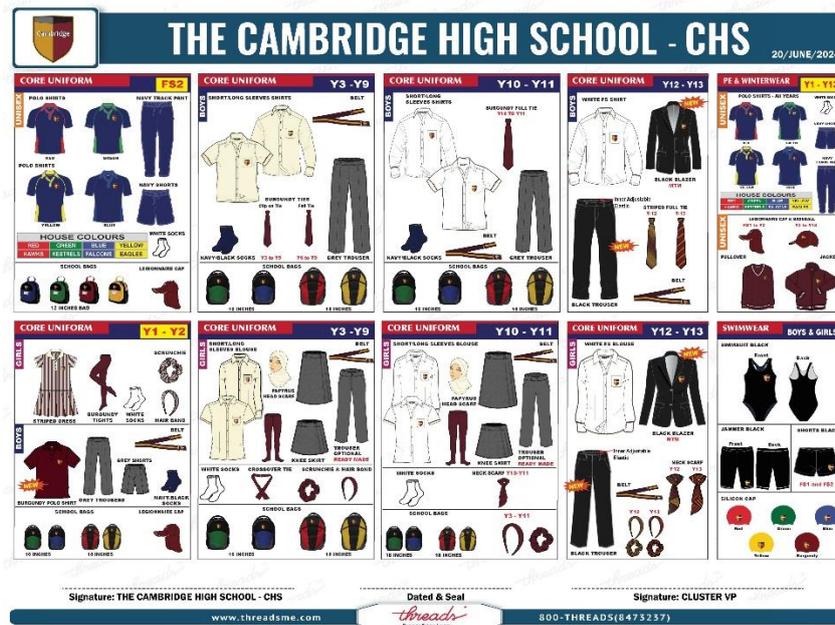
Uniform

Our school uniform is available from Threads at Dalma Mall. A pre-booking system is available for parents to reserve a convenient time slot before visiting the store, ensuring a delightful customer service experience. Appointments can be booked on our website at www.threadsme.com or directly via this [link](#).

To ensure a cohesive and professional appearance, all students are required to wear the following uniform:

- **Bottoms:** Navy blue track pants or shorts
- **Socks:** White socks
- **Footwear:** Black shoes
- **Uniform Tops:**
 - FS2A: **Blue**
 - FS2B: **Green**
 - FS2C: **Red**
 - FS2D: **Yellow**

Additionally, students are required to wear a CHS legionnaire cap for outdoor activities. This cap is essential for protecting against sun exposure and keeping students cool during playtime. We also recommend that students bring a CHS jacket to school, as the classrooms can be quite cool.



On designated events/dress-up days, students may not be required to wear school uniform. However, students should be properly dressed in a manner that is not offensive to our host country. The following rules will apply:

- No tight clothes
- No spaghetti strap shirts
- No exposed midriff
- No offensive logos or expressions on clothing

Homework

Research does not actually show a strong positive correlation between homework completion and academic progress. Research does, however, show that the completion of homework can improve a student's independent learning skills, self-regulation, independence, accountability and organisational skills. At CHS, in the Primary department, homework is optional. The reason for this is because our students have a very long and intense school day and we feel that it is important for them to relax and unwind at home, to recharge ready for school the next day. However, we do understand that many parents wish for their children to complete additional learning at home so we do provide weekly homework.

Year Group	Allocated Tasks
Foundation Stage 2	<p>Parents are encouraged to:</p> <ul style="list-style-type: none"> • Share books with their children by reading to them, hearing your child read their own books from school, sharing library books and talking about what has been read. • Practice letter sounds and simple spellings which are sent home. • Draw children's attention to words and numbers in their environment. <p>A minimum of 15 minutes daily reading is strongly encouraged at home. Children who do this make by far the best progress with their reading, which greatly influences their progress in other areas.</p>

To support those parents that wish for their children to extend their child's learning beyond the classroom, we assign **practice work** for our EYFS students through the Seesaw platform.

It's important to note that this practice work is **not compulsory**. We understand that every family has different routines and commitments, and we want to respect that. Therefore, while we encourage students to participate in these activities, it is entirely up to each family to decide how much practice work their child completes.

Sustainability Initiative

As part of our commitment to sustainability, **we do not provide printed practice work**. We believe that reducing paper use is a crucial step in protecting our environment and teaching our students about responsible resource management from an early age. By using Seesaw for practice work, we can offer engaging educational experiences while supporting our school's environmental goals.

Inclusion

The Student Support/Inclusion Team is tasked with supporting children with academic, social, emotional or transitional needs. It may involve the Head of Inclusion, Learning Support Assistants, School Counsellor, and/or the Social Worker. The purpose of this process is to establish an understanding of a child's strengths and to define any areas of need, so that we can identify ways to adapt the school curriculum or to design a more appropriate means of maximizing a child's success at school. If the need for additional support arises, you will be contacted by your child's teacher for more information.

As an inclusive school, CHS offers support to students with learning differences in a variety of settings using methodologies based on individual needs. Inclusion Staff work in close collaboration with the class teachers to develop academic programs allowing each student to engage in learning activities in a way suitable to their individual learning needs.

As an English-medium school, CHS facilitates the attainment of English proficiency through immersion. ELL students are provided with in-class support which is designed to enable non-native speakers of English to reach a sufficient degree of proficiency in the English language and to enhance participation in their classes. ELL support is aligned with mainstream programs and utilizes differentiated instruction within the classroom to meet the needs of individual students who are still learning the fundamentals of listening, speaking, reading and writing in English.

School Trips

Throughout the year, trips and educational visits are planned throughout the school year to improve the enrichment opportunities available for our students and to provide students with the opportunity to apply their learning beyond the classroom. Trips are communicated well in advance and for paid trips, parents will need to complete payment using the online parent portal. It is vital that parents complete the consent form and payment form to prevent students from not being able to access any trips/visits. Theme days are also planned to the school calendar to celebrate learning and to further promote enrichment within our curriculum. Standards of dress and behaviour are the same on field trips as during a regular school day (unless otherwise stated) and students are expected to conduct themselves appropriately.

SECTION 2: CURRICULUM

Early Learning Goals

The Early Learning Goals are designed to guide your child's development in their foundational years, focusing on key areas such as communication, physical skills, personal and social development, and cognitive growth. These goals aim to build a solid base for future learning by encouraging curiosity, problem-solving, and social interactions. Our curriculum is tailored to ensure that each child meets these goals through engaging and age-appropriate activities, fostering a love for learning and supporting their growth across all domains. By understanding and supporting these goals, you play a vital role in helping your child thrive and succeed in their early educational journey.

Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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. <p>Speaking</p> <ul style="list-style-type: none"> 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. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> 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. <p>Managing Self</p> <ul style="list-style-type: none"> 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. <p>Building Relationships</p> <ul style="list-style-type: none"> 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. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> 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. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and 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. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> 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. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> 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.
		<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> 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, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> 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. <p>Writing</p> <ul style="list-style-type: none"> 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.

PRIME AREAS

Communication & Language

Early Learning Goals: **Listening, Understanding and Attention**

Children at the expected level of development will:

- Listen attentively and respond to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what he/she has heard and asks questions to clarify his/her understanding.
- Hold conversations when engaged in back-and-forth exchanges with his/her teachers and peers.

Early Learning Goals: **Speaking**

Children at the expected level of development will:

- Participate in small group, class, and one-to-one discussions, offering his/her 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 his/her ideas and feelings about the experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from his teachers.

Physical Development

Early Learning Goals: **Gross Motor Skills**

Children at the expected level of development will:

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

Early Learning Goals: **Fine Motor Skills**

Children at the expected level of development will:

- 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, paintbrushes, and cutlery.

- Begin to show accuracy and care when drawing.

Personal, Social and Emotional Development

Early Learning Goals: **Self-Regulation**

- Children at the expected level of development will:
- Show an understanding of his/her own feelings and those of others and begins to regulate his behaviour accordingly.
- Set and work towards simple goals, being able to wait for what he/she wants and controls immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.

Early Learning Goals: **Managing Self**

Children at the expected level of development will:

- Be confident to try new activities and shows independence, resilience, and perseverance in the face of challenges.
- Explain the reasons for rules, knows right from wrong, and tries to behave accordingly.
- Manage his/her basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

SPECIFIC AREAS

Literacy

Early Learning Goals: **Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to him by retelling stories and narratives using his own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

Early Learning Goals: **Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistently with his phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with his phonic knowledge, including some common exception words.

Early Learning Goals: **Writing**

Children at the expected level of development will:

- 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.

Mathematics

Early Learning Goals: **Numbers**

Children at the expected level of development will:

- 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.

Early Learning Goals: **Numerical Patterns**

Children at the expected level of development will:

- 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.

Understanding the World

Early Learning Goals: **Past and Present**

Children at the expected level of development will:

- 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.

Early Learning Goals: **People, Culture and Communities**

Children at the expected level of development will:

- 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.

Early Learning Goals: **The Natural World**

Children at the expected level of development will:

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

Expressive Arts and Design

Early Learning Goals: **Creating with Materials**

Children at the expected level of development will:

- Safely uses and explores a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.
- Share his/her creations, explaining the process he has used.
- Makes use of props and materials when role-playing characters in narratives and stories.

Early Learning Goals: **Being Imaginative and Expressive**

Children at the expected level of development will:

- Invent, adapt, and recount narratives and stories with peers and teachers.
- 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.

SECTION 3: HIGH PERFORMANCE LEARNING

The Cambridge High School (CHS) is a fully accredited High Performance Learning (HPL) World Class school, dedicated to fostering an environment where high performance is the norm for all students. HPL is a research-based, pedagogy-led philosophy that leverages our understanding of human capability to promote exceptional academic achievement. This unique framework focuses on developing students'

cognitive skills, values, attitudes, and attributes necessary for lifelong success. At CHS, this culture of high performance is deeply integrated into every aspect of the school's operations, from classroom activities to collaborative and creative thinking tasks across all learning areas.

The HPL approach at CHS emphasises the development of five Advanced Cognitive Performance Characteristics (ACPs): Metacognition, Linking, Realising, Creating, and Analysing. These skills are systematically cultivated through carefully planned lessons. In addition, the school focuses on nurturing Values, Attitudes, and Attributes (VAAs) to support students in overcoming challenges and building resilience. CHS believes that all students, regardless of their background or starting point, can achieve high academic standards with the right support, environment, and encouragement. The school's commitment to HPL ensures that students not only excel academically but also develop the broader dispositions needed for lifelong success.

To make these VAAs and ACPs easier for our EYFS students to remember and link learning to, we have introduced HPL superheroes to create those connections, in a child-friendly environment, they include:



SECTION 4: ASSESSMENT & REPORTING

In the Early Years Foundation Stage (EYFS), our approach to assessments is designed to support the natural development of our young learners in a nurturing and stress-free environment. Understanding that each child progresses at their own pace, we employ informal assessments throughout the school year.

What Are Informal Assessments?

Informal assessments are ongoing observations and evaluations conducted by teachers during regular classroom activities. Unlike formal testing, these assessments are seamlessly integrated into the daily routine and are designed to be unobtrusive, allowing children to demonstrate their learning in a relaxed setting.

Teachers assess students through:

- **Observations:** Watching how children interact with their peers, solve problems, and engage with different tasks.
- **Conversations:** Engaging students in discussions to gauge their understanding and communication skills.
- **Play-Based Learning:** Evaluating how children apply new concepts during play and structured activities.
- **Work Samples:** Collecting and reviewing students' drawings, writing, and other creative outputs as evidence of their learning.

These informal assessments provide us with a comprehensive understanding of each child's strengths, areas for growth, and overall progress. They also allow us to tailor our teaching strategies to meet the unique needs of each student.

In the Foundation Stage 2, your child is being assessed against 17 Early Learning Goals (ELGs). We use teacher judgement from ongoing observations to determine whether a child's level of attainment is below, in-line or above the level described by the ELGs.

1	2	3	4	5
Working significantly below, requires smaller steps to demonstrate progress and/or bespoke curriculum.	Not on track, needs a lot of support to access provision and adult led teaching.	Working on track, sometimes needs scaffolding/support in provision and in adult led teaching.	Working at expected level, engaging in provision and accessing adult led teaching.	Working at greater depth. Confident accessing provision and adult led teaching. Often requires further challenge.

Reporting to Parents

Parents will receive detailed reports on their child's progress termly. Each report will reflect the child's achievements and development in various areas of the EYFS curriculum.

As the year progresses, the standards against which students are assessed will gradually increase. This is intentional and designed to progressively challenge students, encouraging continuous growth and ensuring they are well-prepared for the next stages of their educational journey.

We believe that this approach not only supports a positive learning experience but also helps children build confidence and a love for learning from the earliest stages of their education.

Open House

Open House is an important part of our educational programme and provides an opportunity for parents and teachers to discuss with the student personal goals as well as overall progress, and celebrate achievements. Parents are expected to attend and participate in all conferences, which take place once every term.

SECTION 5: HOME-SCHOOL COMMUNICATION

At Cambridge High School Abu Dhabi, we pride ourselves on having outstanding working relationships with all of our stakeholders. We aim to provide open forms of communication with our parents and would like to advise you of the following people that you should direct any questions towards, should you require support for any queries you may have.

FS2A - Marwa Ali m.ali15_chs@gemsedu.com

FS2B - Socorro Mendoza s.mendoza_chs@gemsedu.com

FS2C - Britteny Washington b.washington_chs@gemsedu.com

FS2D - Bedoor Abdulbaset Alshehhi b.alshehhi_chs@gemsedu.com

Director of Early Years: Ms. Britteny Washington b.washington_chs@gemsedu.com
Director of Primary Curriculum for English: Ms. Kim Teakle-May k.teaklemay_chs@gemsedu.com
Director of Primary Curriculum for Maths & Science: Ms. Branka Stevanovic
b.stevanovic_chs@gemsedu.com
Deputy Head of Primary: Ms. Annemarie de Beer a.debeer_chs@gemsedu.com
Vice Principal: Ms. Kim Teakle-May k.teaklemay_chs@gemsedu.com
Safeguarding Lead: Ms. Zaina Zaher z.zaher_chs@gemsedu.com
Principal: Ms. Kuki Tyagi k.tyagi1_chs@gemsedu.com

Seesaw is the platform used to communicate messages and provide parents with updates on what students have been learning in class.

SECTION 6: POLICIES

A number of important school policies and documents can be found on our website by clicking the following [link](#).

SECTION 7: CLOSING

As we conclude this FS2 Curriculum Handbook, we would like to express our heartfelt gratitude for your commitment to your child's education and your partnership with our school. Together, we embark on a journey of discovery and growth, nurturing each child's potential and fostering a love of learning. Your involvement and support are integral to their success, and we look forward to working together to make this a rewarding and enjoyable year for your child. If you have any questions or need further assistance, please do not hesitate to reach out. Here's to a fantastic year ahead filled with exploration, achievement, and joy!