

**CIS LAGOS**  
**ACADEMIC YEAR 2022-2023 TERM 2 CURRICULUM OVERVIEW FOR PRIMARY**  
**YEAR GROUP - NURSERY**

<b>TERM 2</b>	
<b>CONCEPTS:</b>	<b>To the rescue: People who help us/We are what we eat: Food</b>
<b>LEARNING OBJECTIVES</b>	What do we want the children to learn?
<b>Week 1</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	-To settle back into class routines. -To revise class and carpet rules. <b>Helpful me:</b> -To learn about ways to be helpful and use kind hands. -To talk about ways to be helpful at home and in school.
	<b>COMMUNICATION AND LANGUAGE</b>
	-To build up vocabulary that reflects the breadth of their experiences through class meetings (circle time), stories and play. -Reporting an event - <b>My Holiday News.</b>
	<b>PHYSICAL DEVELOPMENT</b>
	-Show a preference for a dominant hand. -Start taking part in some group activities which they make up for themselves, or in teams e.g role play of people who help us.
	<b>LITERACY</b>
	-Recite favourite finger plays, songs, and rhymes.  -To revise, sing songs, make the sound of and describe letter formation of jolly phonics Group 1.  <b>STORIES FOR THE WEEK:</b> Horse's Holiday by Kaye Umansky.
	<b>MATHEMATICAL DEVELOPMENT</b>
	- Revise numbers 1-10. To identify, count forward, order numbers from smallest to largest, missing numbers. - To revise all colours and shapes learnt in term one.
	<b>UNDERSTANDING OF THE WORLD</b>
	<b>People who help us (Introduction)</b> -To talk about and show interest in different occupations and ways of life. -To look at the jobs of <b>people who help us in our community</b> , with emphasis on <b>Doctors, Dentists, Drivers, Nurses, chef/cook, nannies</b> , and cashiers.  <b>Focus Topic-People who help us at home/school:</b> The children will look at the jobs of people who help us in our community, with emphasis on teachers, cleaners, gardeners, coaches, security etc.

	<p>The children will be learning about specific roles these people play in the community, making references to the clothes they wear and tools they use.</p> <p><b>Nursery Rhyme:</b> I see the fire fighter.... (Community Helper's song). ABC job songs ( Bounce Patrol)</p>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<ul style="list-style-type: none"> <li>-Revise colours and lines learnt -Red, blue, green, yellow, purple, pink, orange ...linked to science- Milk food colouring experiment.</li> <li>-To engage in imaginative role-play.</li> <li>-To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
	<b>PE:</b>
	Stretching and movement exercises.
	<b>LIBRARY:</b>
	Welcome students to a new term/ Run-through learning and skills acquired in first term/ Checking out new books.

<b>Week 2</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	Kitchen utensils/Food Safety
	<b>COMMUNICATION AND LANGUAGE</b>
	<ul style="list-style-type: none"> <li>-To build up vocabulary that reflects the breadth of their experiences. E.g. describing the jobs of people who help us.</li> <li>-To begin to understand 'why' questions -Reporting an event - (<b>My weekend news</b>).</li> <li>-To use more complex sentences to link thoughts (e.g. using and, because).</li> <li>-To learn to talk about and recite nursery rhymes about food.</li> </ul>
	<b>PHYSICAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>-To Roll and unroll - small table mat, napkin, paper, blanket, work mat.</li> <li>-To use playdough to make models of people who help us.</li> <li>-To hold the pencil near Point between the first two fingers and thumb and use it with good control.</li> </ul>
	<b>LITERACY</b>
	-To listen to stories attentively and recall by answering questions asked.

	<p>-To be able to describe main story settings, events and principal characters.</p> <p>-To recognise, sing songs, make the sound of jolly phonics /t/ and give words that begin with the sound.</p> <p><b>Storybook-Walter the Baker By Eric Carle</b></p>
	<b>MATHEMATICAL DEVELOPMENT</b>
	<p>Introduction of number 6 (Recognition/Identification, Counting and matching, writing).</p> <p><b>Stretch/challenge-</b></p> <p>-To rote count 1- 10.</p> <p>-To count out a smaller number of objects (up to 5) from a larger group.</p> <p>-To count actions / sounds to 10</p> <p>-To show an interest in representing numbers in sand, glitter...</p>
	<b>UNDERSTANDING OF THE WORLD</b>
	<p><b>People who help us with our food:</b></p> <p>The children will look at the jobs of people who help us in our community, with emphasis on farmers, grocers, fishermen, bakers, chefs and cooks etc.</p> <p>The children will be learning about specific roles these people play in the community, making references to the clothes they wear and tools they use.</p> <p><b>Nursery Rhyme: I see the firefighter community helpers song..., Old Macdonald had a farm/ Pat a cake.</b></p> <p><b>ABC job songs ( Bounce Patrol).</b></p>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<p>-To paint pictures of your favourite community helper.</p> <p>-To engage in imaginative role-play in the Topic dress up corner.</p> <p>-To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>
	<b>P.E:</b>
	<p>Ball collection game;</p> <p>To learn how to collect objects with speed and direction.</p>
	<b>SWIMMING:</b>
	P.E
	<b>LIBRARY:</b>
	<p>Fairy tales are stories/ Teachers will read a chosen fairy tale to students/ Checking in borrowed books and checking out new books.</p>

<b>Week 3</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
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	<p>Health Safety</p> <ul style="list-style-type: none"> <li>-To learn different ways to keep the doctor away.</li> </ul>
	<b>COMMUNICATION AND LANGUAGE</b>
	<ul style="list-style-type: none"> <li>-To build up vocabulary that reflects the breadth of their experiences.</li> <li>-To begin to understand 'why' questions -Reporting an event - (<b>My Weekend News</b>).</li> <li>-To use more complex sentences to link thoughts (e.g. using and, because).</li> </ul>
	<b>PHYSICAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>-To pinch, roll and knead. (<b>Ongoing</b>).</li> <li>-To cut objects from whole into small parts (playdough).</li> <li>-To explore the use of playdough to create models of different community helpers.</li> <li>-To hold the pencil near Point between the first two fingers and thumb and use it with good control.</li> </ul>
	<b>LITERACY</b>
	<ul style="list-style-type: none"> <li>-To begin to be aware of the way stories are structured.</li> <li>-To listen to the initial sounds of words /i/.</li> <li>-To describe the letter <b>formation</b> of jolly phonics /i/.</li> <li>-To write the letter /i/ using the correct formation.</li> </ul>
	<b>MATHEMATICAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>-Space and measure/Patterns.</li> <li>-To use the language of long and short (Length)... to compare two objects.</li> <li>-To make a simple AB pattern (long, short, long, short...)</li> </ul>
	<b>UNDERSTANDING OF THE WORLD</b>
	<p><b>People who help us feel better:</b></p> <ul style="list-style-type: none"> <li>-To talk about and show interest in different occupations and ways of life.</li> <li>To look at the jobs of people who help us in our community, with emphasis on <b>Doctors, Dentists, Nurses, Paramedics, Opticians</b> etc.</li> <li>-To talk about the clothes they wear, where you can find them and tools they use.</li> </ul> <p><b>Nursery Rhyme: Miss Polly's Dolly.</b>  <b>Five Little Monkeys jumping on the bed.</b></p>
	<b>EXPRESSIVE ART &amp; DESIGN</b>

	<ul style="list-style-type: none"> <li>-To use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>-Make community helpers craft. (stamping, models...).</li> <li>-To engage in imaginative role-play in the Topic dress up corner.</li> <li>-To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
	<b>P.E:</b>
	Egg and spoon race, bean bag race.
	<b>SWIMMING:</b>
	<ul style="list-style-type: none"> <li>-To learn about safety rules around the swimming pool.</li> <li>-To be able to identify basic swimming equipment.</li> <li>-To learn how to enter and exit from the pool through the ladder.</li> <li>-To learn about water confidence activities.</li> </ul>
	<b>LIBRARY:</b>
	No library classes/ Checking in borrowed books and checking out new books.

<b>Week 4</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	<b>Staying safe:</b> <ul style="list-style-type: none"> <li>-To talk about ways to stay safe in our environment.</li> </ul>
	<b>COMMUNICATION AND LANGUAGE</b>
	<ul style="list-style-type: none"> <li>-To build up vocabulary that reflects the breadth of their experiences.</li> <li>-To begin to understand 'how' questions -Reporting an event - (<b>My Weekend News/ Story sessions/ Circle time</b>).</li> <li>-To use more complex sentences to link thoughts (e.g. using and, because).</li> </ul>
	<b>PHYSICAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>-Transferring - with handy scoopers</li> <li>-To hold the pencil near the point between the first two fingers and thumb and use it with good control. (Ongoing)</li> <li>-To observe the effects of activity on their bodies.</li> </ul>
	<b>LITERACY</b>
	<ul style="list-style-type: none"> <li>-To listen to stories attentively and recall by answering questions asked in context.</li> <li>-To be able to listen to stories with increasing attention and recall.</li> </ul>

	<ul style="list-style-type: none"> <li>-To be able to describe main story settings, events and principal characters.</li> <li>-To recognise, sing songs, make the sound of jolly phonics /p/ and give words that begin with the sound.</li> </ul>
	<b>MATHEMATICAL DEVELOPMENT</b>
	<p>Introduction of number 7 (Recognition/Identification, Counting and matching, writing).</p> <p><b>Stretch/challenge-</b></p> <ul style="list-style-type: none"> <li>-To rote count 1- 10.</li> <li>-To count out a smaller number of objects (up to 5) from a larger group.</li> <li>-To count actions / sounds to 10.</li> <li>-To show an interest in representing numbers in sand, glitter...</li> </ul>
	<b>UNDERSTANDING OF THE WORLD</b>
	<p><b>People who help us feel safe:</b></p> <ul style="list-style-type: none"> <li>-To talk about and show interest in different occupations and ways of life. To look at the jobs of people who help us in our community, with emphasis on <b>Fire-fighters, Policemen, Soldiers, Securities, detectives etc</b></li> <li>-To talk about the clothes they wear, where you can find them and tools they use.</li> </ul> <p><b>Nursery Rhyme: Hurry Hurry, Drive the Fire Truck.</b></p>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<ul style="list-style-type: none"> <li>-To use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>-To engage in imaginative role-play in the dress up corner.</li> <li>-To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
	<b>P.E:</b>
	30m hurdles
	<b>SWIMMING:</b>
	To learn how to enter and exit the swimming pool using the ladder, as well as learn about water familiarity activities such as; the crab walk, bubbles blowing, making of the rain, and beating drums.
	<b>LIBRARY:</b>
	<b>Book Fair Week.</b>

<b>Week 5</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	<p><b>Road safety ( Traffic rules):</b></p> <ul style="list-style-type: none"> <li>-To talk about safety rules and traffic signs.</li> </ul>
	<b>COMMUNICATION AND LANGUAGE</b>

	<ul style="list-style-type: none"> <li>-To build up vocabulary that reflects the breadth of their experiences.</li> <li>-To be able to listen to stories with increasing attention and recall.</li>   <li>-To be able to describe main story settings, events and principal characters.</li>   <li>-To begin to understand 'how' questions -Reporting an event - <b>(My Weekend News/Story sessions, Circle time...)</b>.</li>   <li>-To use more complex sentences to link thoughts (e.g. using and, because).</li> </ul>
	<b>PHYSICAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>-Colouring within a given parameter.</li> <li>-Cutting</li> <li>-Moulding</li> <li>-Threading</li> <li>-To hold the pencil near the point between the first two fingers and thumb and use it with good control.</li> <li>-To mount stairs, steps or climbing equipment using alternate feet.</li> </ul>
	<b>LITERACY</b>
	<ul style="list-style-type: none"> <li>-To begin to be aware of the way stories are structured.</li>   <li>-To listen to the initial sounds of words.</li> <li>-To describe the letter <b>formation</b> of jolly phonics /n/.</li>   <li>- To write the letter /n/ using the correct formation.</li>   <li><b>Stories for the week:</b></li> </ul>
	<b>MATHEMATICAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li><b>-Space and measure/Patterns</b></li> <li>-To use the language of tall and short (<b>Height</b>)... <b>to compare two objects.</b></li> <li>-To make simple <b>ab</b> patterns using tall and short objects.</li> </ul>
	<b>UNDERSTANDING OF THE WORLD</b>
	<p><b>People who help us fix things.</b></p> <ul style="list-style-type: none"> <li>-To talk about and show interest in different occupations and ways of life.</li> <li>To look at the jobs of people who help us in our community, with emphasis on <b>Carpenter, Construction-workers, builders, Shoemaker, plumber etc.</b></li> <li>-To talk about the clothes they wear and tools they use.</li> <li>Nursery Rhyme: Bob the builder.</li> <li>The London bridge is falling down.</li> </ul>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<ul style="list-style-type: none"> <li>-To use lines to enclose a space, and then begin to use these shapes to represent objects e.g. circles, squares ...</li> </ul>

	<ul style="list-style-type: none"> <li>-To engage in imaginative role-play with people who help us.</li> <li>-To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
	<b>P.E:</b>
	<p>Sports Day Rehearsals: To perfect children's preparation for specific individual activities on the Sports Day.</p> <p><b>SWIMMING:</b> To learn about water familiarity activities such as; bubbles blowing, immersion of face in the water, identifying and collection of objects under water.</p>
	<b>LIBRARY:</b>
	Fairy Tales are stories/ Worksheets (Page 34 - Enjoying the Library Book A)/ Checking in borrowed books and checking out new books.

<b>Week 6</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	Revision
	<b>COMMUNICATION AND LANGUAGE</b>
	<ul style="list-style-type: none"> <li>-To build up vocabulary that reflects the breadth of their experiences.</li> <li>-To be able to listen to stories with increasing attention and recall.</li> <li>-To be able to describe main story settings, events and principal characters.</li> <li>-To begin to understand 'how' questions -Reporting an event - <b>(My Weekend News)</b>.</li> <li>-To use more complex sentences to link thoughts (e.g. using and, because).</li> </ul>
	<b>PHYSICAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>-Colouring within a given parameter.</li> <li>- To use ropes for developing twisting skills.</li> <li>-To use nuts and screws for developing their hand-eye coordination and motor skills.</li> <li>-To hold the pencil near the point between the first two fingers and thumb and use it with good control.</li> <li>-To mount stairs, steps or climbing equipment using alternate feet.</li> </ul>
	<b>LITERACY</b>
	<ul style="list-style-type: none"> <li>-To begin to be aware of the way stories are structured.</li> <li>-To listen to the initial sounds of words.</li> </ul>



	<ul style="list-style-type: none"> <li>-To describe the letter <b>formation</b> of Jolly phonics group 1.</li> <li>- To write the letters using the correct formation.</li> </ul> <p><b>Stories for the week: The Elves and the Shoemaker.</b></p>
	<b>MATHEMATICAL DEVELOPMENT</b>
	Revision
	<b>UNDERSTANDING OF THE WORLD</b>
<b>Event of the week: Career Day</b>	Revision
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<ul style="list-style-type: none"> <li>-To use lines to enclose a space, and then begin to use these shapes to represent objects e.g. circles, squares ...</li> <li>-To engage in imaginative role-play with people who help us.</li> <li>-To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
	<b>P.E:</b>
	<p>Balancing and coordination.</p> <p><b>SWIMMING:</b> To learn about water familiarity activities such as; bubbles blowing, immersion of face in the water, identifying and collection of objects under water.</p>
	<b>LIBRARY:</b>
	Fairy Tales are stories/ Worksheets (Page 34 - Enjoying the Library Book A)/ Checking in borrowed books and checking out new books.

<b>Week 7</b>	<b>HALF TERM</b>
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<b>Week 8</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	<p><b>Table manners</b></p> <ul style="list-style-type: none"> <li>-To observe proper table manners while eating and enjoy the responsibility of unpacking and packing up after eating.</li> </ul>
	<b>COMMUNICATION AND LANGUAGE</b>
	<ul style="list-style-type: none"> <li>-To retell a simple past event in correct order (e.g. went down slide, hurt finger). My weekend news.</li> <li>-To use a range of tenses (e.g. play, playing, will play, played).</li> </ul>

	-To follow directions (if not intently focused on your own choice of activity).
	<b>PHYSICAL DEVELOPMENT</b>
	-To catch a large ball. -To mount stairs, steps or climbing equipment using alternate feet.
	<b>LITERACY</b>
	-To hold books the correct way up and turn pages. -To <b>recognise</b> , sing a song, make the sound of and describe letter formation /c/.  <b>Story: The Very Hungry Caterpillar .</b>
	<b>MATHEMATICAL DEVELOPMENT</b>
	To rote count 1- 10.  -To count out a smaller number of objects (up to 5) from a larger group.  -To count actions / sounds to 10.  -To show an interest in representing numbers in sand, glitter...  <b>Stretch/challenge-</b> Introduction of number 8 (Recognition/Identification, Counting and matching, writing).
	<b>UNDERSTANDING OF THE WORLD</b>
	Introduction of a new topic: <b>Food</b> . <b>Nursery rhymes:</b> Hot potatoes/peas porridge.  <b>Project/Science links:</b> A picture of them eating their favourite food. Milk food colouring experiment.
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	-To use lines to enclose a space, and then begin to use these shapes to represent objects e.g. circles, squares ... -To engage in imaginative role-play - Food (Kitchen Area). -To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	<b>P.E:</b>
	Balancing and coordination. beam balancing.  <b>SWIMMING:</b>  To learn about water familiarity activities such as;  Bubbles blowing,  Immersion of face in the water,  Identifying and collection of objects under water and,

	How to do the front crawl leg actions with swimming aids and support.
	<b>LIBRARY:</b>
	Cultivating the art of listening to and following stories/ Teacher will select a book and read to students (Snow white and the seven dwarfs)/ Checking in borrowed books and checking out new books.

<b>Week 9</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	<b>Healthy me, Active me :</b> To expatiate their knowledge on ways to be healthy and active. -To talk about exercise and sleep.
	<b>COMMUNICATION AND LANGUAGE</b>
	-To retell a simple past event in correct order (e.g. went down slide, hurt finger). My weekend news. -To Use a range of tenses (e.g. play, playing, will play, played). -To follow directions (if not intently focused on your own choice of activity).
	<b>PHYSICAL DEVELOPMENT</b>
	-To catch a large ball. -To use dressing frames- Large buttons. -To mount stairs, steps or climbing equipment using alternate feet.
	<b>LITERACY</b>
	-To begin to be aware of the way stories are structured.  -To listen to the initial sounds of words.  -To describe the letter <b>formation</b> of jolly phonics /k/.  - To write the letter /k/ using the correct formation. <b>Story: The Very Hungry Caterpillar.</b>
	<b>MATHEMATICAL DEVELOPMENT</b>
	- <b>Space and measure/Patterns.</b>  -To use the language of big and small ( <b>Size</b> )... <b>to compare two objects.</b>  -To make simple <b>ABC</b> patterns using big and small food items.
	<b>UNDERSTANDING OF THE WORLD</b>
	<b>Healthy and unhealthy Food</b> -To talk about healthy and Junk food e.g. recognize, name, describe, categorise and sort. <b>Rhyme: Hot cross bun/little miss muffet/10 fat sausages.</b> <b>Project: Make a chart of healthy and unhealthy food.</b>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	-To use lines to enclose a space, and then begin to use these shapes to represent objects e.g. circles, squares ...

	<ul style="list-style-type: none"> <li>-To engage in imaginative role-play - people who help us.</li> <li>-To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
	<b>P.E:</b>
	Balancing and coordination. 30m kangaroo hop.
	<b>LIBRARY:</b>
	Cultivating the art of listening to and following stories/ A movie relating to the story of Snow white and the seven dwarfs will be watched/ Checking in borrowed books and checking out new books.
	<b>SWIMMING:</b>
	To learn how to identify and collect objects under water. To learn how to demonstrate front crawl leg actions with swimming aids and support.

<b>Week 10</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>-Waste not/want not: Preservation and recycling.</li> <li>-To begin to learn ways to reduce and avoid food waste.</li> </ul>
	<b>COMMUNICATION AND LANGUAGE</b>
	<ul style="list-style-type: none"> <li>-To retell a simple past event in correct order (e.g. went down slide, hurt finger). <b>My weekend news.</b></li> <li>-To Use a range of tenses (e.g. play, playing, will play, played).</li> <li>-To follow directions (if not intently focused on your own choice of activity).</li> </ul>
	<b>PHYSICAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>-To hold the pencil near Point between the first two fingers and thumb and use it with good control.</li> <li>-To catch a large ball.</li> <li>-To mount stairs, steps or climbing equipment using alternate feet.</li> </ul>
	<b>LITERACY</b>
	<ul style="list-style-type: none"> <li>-To know information can be relayed in the form of print.</li> <li>-To <b>recognise</b>, sing a song, make the sound of and describe letter formation /e/.</li> </ul> <p><b>Story: Story: Handa's Surprise.</b></p>
	<b>MATHEMATICAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>To rote count 1- 10.</li> <li>-To count out a smaller number of objects (up to 5) from a larger group.</li> <li>-To count actions / sounds to 10.</li> <li>-To show an interest in representing numbers in sand, glitter...</li> </ul>

	<b>Stretch/challenge-</b> Introduction of number 9 (Recognition/Identification, Counting and matching, writing).
	<b>UNDERSTANDING OF THE WORLD</b>
<b>Event of the week:</b> <b>Fruit Blast Day.</b>	Topic - Food/ <b>fruits-</b> setting up a fruit store  -To talk about some fruits they have observed e.g. recognize, name and describe (shape, colour, taste...) and sort.  Rhyme: fruit salad/banana in pyjama/ I love to eat apples and bananas. <b>Story: Handa's Surprise.</b>  <b>Project /science: Fruit kebab/ Eat a rainbow.</b>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	-To use lines to enclose a space, and then begin to use these shapes to represent objects e.g. circles, squares ... -To engage in imaginative role-play -different occupations. -To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	<b>P.E:</b>
	Balancing on different body parts.  To learn how to balance on one body part.
	<b>LIBRARY:</b>
	What are picture books? /How do we interpret picture books? / Checking in borrowed books and checking out new books.
	<b>SWIMMING:</b>
	To learn how to demonstrate front crawl leg actions with swimming aids and support.

<b>Week 11</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	<b>Preserving /Recycling food.</b> -To learn about food preservation.
	<b>COMMUNICATION AND LANGUAGE</b>
	-To retell a simple past event in correct order (e.g. went down slide, hurt finger). My weekend news -To Use a range of tenses (e.g. play, playing, will play, played). -To follow directions (if not intently focused on your own choice of activity).

	<b>PHYSICAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>-To hold the pencil near Point between the first two fingers and thumb and use it with good control.</li> <li>-To catch a large ball.</li> <li>-To mount stairs, steps or climbing equipment using alternate feet.</li> </ul>
	<b>LITERACY</b>
	<ul style="list-style-type: none"> <li>-To know that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>-To listen to the initial sounds of words.</li> <li>-To describe the letter <b>formation</b> of jolly phonics /h/.</li> <li>- To write the letter /h/ using the correct formation.</li> </ul>
	<b>MATHEMATICAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>-<b>Space and measure/Patterns</b></li> <li>-To use the language of big, medium and small (<b>Size</b>)... <b>to compare two objects</b></li> <li>-To make simple ABB patterns</li> </ul>
	<b>UNDERSTANDING OF THE WORLD</b>
<b>Event of the week: Veggies Splash</b>	<p>To begin to expantiate their knowledge about some <b>Vegetables</b> they have seen/observed e.g. recognize, name, describe, categorize...</p> <p><b>Project /science: potato face/ making a face with fruit/ milk the cow.</b></p> <p><b>Rhyme: Vegetable song by The Singing Walrus.</b></p> <p><b>Story: Oliver's Vegetables.</b></p> <p><b>Handa's Vegetables.</b></p>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<ul style="list-style-type: none"> <li>-To use lines to enclose a space, and then begin to use these shapes to represent objects e.g. circles, squares ...</li> <li>-To engage in imaginative role-play- different occupations.</li> <li>-To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
	<b>P.E:</b>
	<p>Balancing and coordination.</p> <p>To learn how to balance on two body parts.</p>
	<b>LIBRARY:</b>
	<p>Worksheet (Page 9 - Enjoying the library Book A) / Checking in borrowed books and checking out of new books / Checking in borrowed books and checking out new books.</p>
	<b>SWIMMING:</b>
	<p>To learn how to do the leg actions in front crawl with swimming aids independently.</p>

<b>Week 12</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	<p><b>Care for plants:</b></p> <ul style="list-style-type: none"> <li>-To talk about how we can care for plants to help them grow.</li> </ul>
	<b>COMMUNICATION AND LANGUAGE</b>
	<ul style="list-style-type: none"> <li>-To retell a simple past event in correct order (e.g. went down slide, hurt finger). My weekend news.</li> <li>-To Use a range of tenses (e.g. play, playing, will play, played).</li> <li>-To follow directions (if not intently focused on your own choice of activity).</li> </ul>
	<b>PHYSICAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>-To hold the pencil near the point between the first two fingers and thumb and use it with good control.</li> <li>-To catch a large ball.</li> <li>-To mount stairs, steps or climbing equipment using alternate feet.</li> </ul>
	<b>LITERACY</b>
	<ul style="list-style-type: none"> <li>-To know that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>-To <b>recognise</b>, sing a song, make the sound of and describe letter formation /r/.</li> </ul> <p><b>Story: Enormous turnip.</b></p>
	<b>MATHEMATICAL DEVELOPMENT</b>
	<ul style="list-style-type: none"> <li>To rote count 1- 10.</li> <li>-To count out a smaller number of objects (up to 5) from a larger group.</li> <li>-To count actions / sounds to 10.</li> <li>-To show an interest in representing numbers in sand, glitter...</li> </ul> <p><b>Stretch/challenge-</b> Introduction of number 10. (Recognition/Identification, Counting and matching, writing).</p>
	<b>UNDERSTANDING OF THE WORLD</b>
	<ul style="list-style-type: none"> <li>To talk about how <b>Food Changes</b> (Raw to processed-baking, cooking, frying etc.) and how food gets spoiled.</li> </ul> <p><b>Rhyme:</b> Pat a cake.</p> <p><b>Project/science:</b> Children will observe what happens when food is kept in different environments (refrigerator, a cupboard...)</p>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<ul style="list-style-type: none"> <li>-To use lines to enclose a space, and then begin to use these shapes to represent objects e.g. circles, squares ...</li> </ul>

	-To engage in imaginative role-play - Clothes dress-up. -To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	<b>P.E:</b>
	Balancing and coordination. To learn how to balance on three body parts.
	<b>LIBRARY:</b>
	Cultivating the art of listening to and following stories/ Teacher will select a book and read to students / Last week of borrowing books.
	<b>SWIMMING:</b>
	To learn how to do the leg actions in front crawl with swimming aids independently.

<b>Week 12</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	<b>Revision:</b> To revise all the previous lessons.
	<b>COMMUNICATION AND LANGUAGE</b>
	-To retell a simple past event in correct order (e.g. went down slide, hurt finger). My weekend news. -To Use a range of tenses (e.g. play, playing, will play, played). -To follow directions (if not intently focused on your own choice of activity).
	<b>PHYSICAL DEVELOPMENT</b>
	-To hold the pencil near Point between the first two fingers and thumb and use it with good control. -To catch a large ball. -To mount stairs, steps or climbing equipment using alternate feet.
	<b>LITERACY</b>
	-To know that print carries meaning and, in English, is read from left to right and top to bottom. -To describe the letter <b>formation</b> of jolly phonics /m/. - To write the letter /m/ using the correct formation.
	<b>MATHEMATICAL DEVELOPMENT</b>
	- <b>Space and measure/Patterns</b>  -To use the language of heavy and light ( <b>Weight</b> )... <b>to compare two objects.</b>  -To make simple <b>ABC</b> patterns.
	<b>UNDERSTANDING OF THE WORLD</b>
	--Revise topics learnt - <b>Food</b> -Healthy/unhealthy Food -Fruits



<b>Event of the week: Food Experiment.</b>	-Vegetables -Food changes; raw to processed food. <b>Rhyme:</b> Way up high in an apple tree/I went to visit a farm one day. <b>project /science:</b> planting seeds.
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	-To use lines to enclose a space, and then begin to use these shapes. to represent objects e.g. circles, squares ... -To engage in imaginative role-play- different occupations. -To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	<b>P.E:</b>
	Balancing and coordination. To learn how to balance on four body parts.
	<b>LIBRARY:</b>
	All topics taught from the beginning of the term will be revised / Returning borrowed books.
	<b>SWIMMING:</b>
	To learn how to do the leg actions in front crawl with swimming aids independently.  To learn how to do the doggy paddle arm actions.