

CIS LAGOS
ACADEMIC YEAR 2022-2023
TERM 2 CURRICULUM OVERVIEW FOR PRIMARY
YEAR GROUP – PRESCHOOL

TERM 2	
CONCEPTS:	How does food grow?/What are the jobs of people in our communities?
LEARNING OBJECTIVES	What do we want the children to learn?
Week 1	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	To settle back into class routines.
	COMMUNICATION AND LANGUAGE
	To build up vocabulary that reflects the breadth of their experiences. Reporting an event – My Christmas holiday news.
	PHYSICAL DEVELOPMENT
	To revise on moulding and creating objects using play dough, painting and colouring.
	LITERACY
	To recall all sounds (environmental, indoor, outdoor and animal sounds) learnt from previous term. To listen to stories attentively and recall by answering questions asked.
	MATHEMATICAL DEVELOPMENT
	To recall nursery number rhymes learnt in Autumn Term.
	UNDERSTANDING OF THE WORLD
	Introduction of the new theme- Food.
	EXPRESSIVE ART & DESIGN
	Revision on the colours learnt in term one (black, red, white, blue, yellow, pink, green, purple, orange). To engage in imaginative role-play. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	SWIMMING:
	P.E
	LIBRARY:
	To recall and talk about knowledge acquired in the previous term. Students will be reminded of the library rules, how to behave in the library and how to take care of/ handle books. Checking out new books.

Week 2	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	To begin to talk about the importance of eating food.
	COMMUNICATION AND LANGUAGE
	To build up vocabulary that reflects the breadth of their experiences. E.g. describing fruits -colour, smells, shapes (Big, round and juicy

	<p>orange/soft yummy banana, peeled/ Unpeeled). To understand the concept of reporting an event and retelling a story – (My Weekend News and story focus for the week. To observe and discuss sounds made when eating (cracking, sucking, chewing, crunching, blowing).</p>
	PHYSICAL DEVELOPMENT
	<p>To pinch, roll and knead. To use playdough to create models of different fruits and junks.</p>
	LITERACY
	<p>To listen to stories attentively and recall by answering questions asked (The Very Hungry Caterpillar). To recognise, sing songs, make the phonic sound of the letter "s".</p>
	MATHEMATICAL DEVELOPMENT
	<p>To rote count 1-10. To recognise number 1 (Link to fruits in story-The Very Hungry Caterpillar). To count actions to represent number 1 in different ways (fingers, objects).</p>
	UNDERSTANDING OF THE WORLD
	<p>Healthy and Unhealthy Food To begin to learn about healthy and junk food e.g. recognise, name, describe, categorise and sort. Rhyme: The Food Song Project: Make a chart of Fruits and Junk food. To begin to talk about some fruits they have eaten/observed e.g. recognise, name, describe and categorise. (Link to the story-The Very Hungry Caterpillar)</p>
	EXPRESSIVE ART & DESIGN
	<p>To continue to use lines, colours to represent shapes and objects through painting/ drawing, mark making e.g. fruits, junks. To engage in imaginative role-play in the classroom restaurant and fruit store. To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.</p>
	P.E:
	Egg and spoon race, bean bag race.
	SWIMMING:
	P.E
	LIBRARY:
	To learn that fairy tales are types of stories. Students will listen to and follow a chosen fairy tale read by the teacher, and respond to questions that follow. Checking in borrowed books and checking out new books.

Week 3	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	To begin to identify and talk about the importance of eating fruits.
	COMMUNICATION AND LANGUAGE
	<p>To build up vocabulary that reflects the breadth of their experiences. E.g. describing fruits-colour, smells, shapes and sizes (Big, small, round, long short), texture (liquid, solid, thick, soft, hard, squishy).</p> <p>To understand the concept of reporting an event and retelling a story – (My Weekend News and story focus for the week).</p>

	PHYSICAL DEVELOPMENT
	To pinch, roll and knead. (Ongoing) To cut objects from whole into small parts. (Fruits, playdough) To use playdough to create models of different fruits. To explore textures of fruits. (solid, soft, hard, rough, smooth)
	LITERACY
	To listen to stories attentively and recall by answering questions asked (Handa's Surprise) . To recognise, sing songs, make the phonic sound of the letter "s" (Salad, strawberry, soursop and star fruit) . To match the 's' sound with objects and pictures.
	MATHEMATICAL DEVELOPMENT
	To rote count 1-10. To respond to one-on-one correspondence of number 1. To count actions to represent number 1 in different ways (Dice, dominos, five frames) .
	UNDERSTANDING OF THE WORLD
	Topic – Food/ fruits - setting up a fruit store. To begin to talk about some fruits they have eaten. (Link to fruits in story-Handa's Surprise) . To make fruit smoothies and salad. Rhyme: Fruit song by Lilli and Lars. Project: My smoothie
	EXPRESSIVE ART & DESIGN
	To continue to use lines, colours to represent shapes and objects through painting/ drawing, mark making e.g. fruits . To create number 1 using the same or different fruits. To engage in imaginative role-play in the classroom restaurant and fruit store. To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.
	P.E:
	Ball collection game; To learn how to collect objects within a given time.
	SWIMMING:
	To learn about safety rules around the swimming pool. To be able to identify basic swimming equipment. To learn how to enter and exit from the pool through the ladder. To learn about water confidence activities.
	LIBRARY:
	To recall the fairy-tales from the previous week and draw their favourite part of the tale. Checking in borrowed books and checking out new books.

Week 4	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	To begin to identify and talk about the importance of eating vegetables.
	COMMUNICATION AND LANGUAGE
	To build up vocabulary that reflects the breadth of their experiences. E.g. describing vegetables/ -colour, taste, smells, shapes and sizes (Big, small, round, long short) , texture (liquid, solid and thick, soft,

	<p>hard, chop, slice, dice, squishy...). To observe and discuss sounds made when eating (cracking, sucking, chewing, crunching, blowing). To understand the concept of reporting an event and retelling a story – (My Weekend News and story focus for the week).</p>
	PHYSICAL DEVELOPMENT
	<p>To pinch, roll and knead. (Ongoing). To cut objects from whole into small parts. (Vegetables, playdough). To use playdough to create models of different vegetables. To explore textures (squishy, solid, soft, hard, rough, smooth).</p>
	LITERACY
	<p>To listen to stories attentively and recall by answering questions asked (Oliver's Vegetables). To recognise, sing songs, make the phonic sound of the letter "a".</p>
	MATHEMATICAL DEVELOPMENT
	To begin to use vocabulary linked to capacity (full /empty- Fruit juice).
	UNDERSTANDING OF THE WORLD
	<p>To talk about and describe some vegetables, they have eaten (Oliver's Vegetables). To make vegetable salad. Project /science: My vegetable salad Rhyme: Vegetable song by the Singing Walrus.</p>
	EXPRESSIVE ART & DESIGN
	<p>To continue to use lines, colours to represent shapes and objects through painting/ drawing, mark making e.g. Vegetables. To engage in imaginative role-play in the classroom restaurant and fruit store. To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words. To create a potato face/ create a face with vegetables.</p>
	P.E:
	30m hurdles
	SWIMMING:
	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.
	LIBRARY:
	<p>To cultivate the art of listening to and following stories. To listen to the story of The Three Billy Goats Gruff and respond to questions asked by the teacher. Checking in borrowed books and checking out new books.</p>

Week 5	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
EVENT Food Cooking Fiesta	To begin to understand the importance of healthy eating (fruits and vegetables).
	COMMUNICATION AND LANGUAGE
	To build up vocabulary that reflects the breadth of their experiences. E.g. describing fruit /vegetables -colour, smells, shapes and sizes (Big, small, round, long, short), texture (liquid, solid and thick, soft, hard, squishy).

	To observe and discuss sounds made when eating (cracking, sucking, chewing, crunching, blowing). To understand the concept of reporting an event and retelling a story/past event – (My Weekend News and story focus for the week).
	PHYSICAL DEVELOPMENT
	To continue to colour within a given parameter. To pinch, roll and knead. (Ongoing) To cut objects from whole into small parts. (fruits, vegetables, playdough) To use playdough to create models of different vegetables.
	LITERACY
	To listen to stories attentively and recall by answering questions asked (Jack and the beanstalk). To match the 'a' sound with objects and pictures. To recognise, sing songs, make the sound of and describe the letter 'a'. (anchovy, avocado, apple, asparagus, artichoke)
	MATHEMATICAL DEVELOPMENT
	To begin to use vocabulary to describe the size of objects. (big or small)
	UNDERSTANDING OF THE WORLD
	To talk about, describe and compare the features and sizes of some fruits and vegetables, they have eaten, using the appropriate vocabulary. I can eat a rainbow of fruits and vegetables. Project /science: My healthy plate. Rhyme: I love fruits and veggies.
	EXPRESSIVE ART & DESIGN
	To continue to use lines, colours to represent shapes and objects through painting/ drawing, mark making e.g. fruits, vegetables . To engage in imaginative role-play in the classroom restaurant and fruit/vegetable store. To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.
	P.E:
	Sports Day Rehearsals: To perfect children's preparation for specific individual activities on the Sports Day. SWIMMING: To learn about water familiarity activities such as; bubbles blowing, immersion of face in the water, identifying and collection of objects under water.
	LIBRARY:
	Preparation for book fair. No library classes. Checking in borrowed books and checking out new books.

Week 6	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	Care for plants: To begin to learn about how to care for own plants to help them grow.
	COMMUNICATION AND LANGUAGE
	To retell a simple past event in correct order (e.g. went down the slide, hurt my finger).

	<p>To use a range of tenses (e.g. play, playing, plant, planted, will plant).</p> <p>To follow directions (how to plant a seed).</p> <p>To understand the concept of reporting an event and retelling a story/past event – (My Weekend News and story focus for the week).</p> <p>To use vocabulary linked to the planting process. (seed, root, stem, leaf, tree, grow, germinate, soil, water)</p>
	PHYSICAL DEVELOPMENT
	<p>To plant a fruit or vegetable.</p> <p>To water a growing plant.</p>
	LITERACY
	<p>To listen to stories attentively and recall by answering questions asked (The Enormous Turnip).</p> <p>To recognise the phonic sound for letter 't'.</p> <p>To sing songs and rhymes linked to the 't' phonic sound.</p>
	MATHEMATICAL DEVELOPMENT
	<p>To rote count 1-10.</p> <p>To recognise number 2.</p> <p>To count actions to represent number 2 in different ways (fingers, objects).</p>
	UNDERSTANDING OF THE WORLD
	<p>To explore and discuss the life cycle of plants through stories. (Enormous Turnip, Jack and the beanstalk).</p> <p>To investigate, observe and discuss how plants grow through a fruit or vegetable planting activity.</p> <p>Project /science link: My growing plant.</p> <p>Rhyme: Farmer plants the seed There's a worm in the bottom of my garden...</p>
	EXPRESSIVE ART & DESIGN
	<p>To continue to use lines to represent shapes and objects through painting/ drawing, mark making. (create pictures showing the life cycle of a plant using a variety of media).</p> <p>To engage in imaginative role-play in the classroom fruits and vegetable store or Farmer's stand.</p> <p>To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.</p>
	P.E:
	<p>Balancing and coordination. beam balancing.</p> <p>SWIMMING:</p> <p>To learn about water familiarity activities such as;</p> <p>Bubbles blowing,</p> <p>Immersion of face in the water,</p> <p>Identifying and collection of objects under water and,</p> <p>How to do the front crawl leg actions with swimming aids and support.</p>
	LIBRARY:

Week 8	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
EVENT Tea Party	Helpful me To explore ways to be helpful and use kind hands.
	COMMUNICATION AND LANGUAGE
	To retell a simple past event in correct order (e.g. went down the slide, hurt my finger). To use a range of tenses (e.g. help, helped, helping). To understand the concept of reporting an event and retelling a story/past event – (My Weekend News and story focus for the week). To use vocabulary linked to people that help us. (people, community, helpers, jobs, help).
	PHYSICAL DEVELOPMENT
	To colour pictures of people who help us in our community. To use playdough to create models of different community helpers. To hold the pencil near the point between the first two fingers and thumb and use it with good control.
	LITERACY
	To listen to stories attentively, recall by answering questions asked and suggest how the story might end (The Tiger Who Came to Tea). To match the 't' sound with objects and pictures. To recognise, sing a song, make the sound of and describe the letter 't'. (teacher, tailor, tiger, tea, table). Tea party
	MATHEMATICAL DEVELOPMENT
	To rote count 1-10. To respond to one-on-one correspondence of number 2. To count actions to represent number 2 in different ways (Dice, dominos, five frames).
	UNDERSTANDING OF THE WORLD
	People who help us (Introduction) 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 Doctors, Dentists, Drivers, Nurses, chef/cook, nannies, and teachers . To begin to talk about specific roles people play in the community. Story: People Who Help Rhyme: Miss Polly had a dolly who was sick.
	EXPRESSIVE ART & DESIGN
	To continue to use lines to enclose a space, and use these shapes to represent objects. To engage in imaginative role-play - people who help us To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.
	P.E:
	Balancing and coordination. 30m kangaroo hop. SWIMMING:

	<p>To learn how to identify and collect objects under water.</p> <p>To learn how to demonstrate front crawl leg actions with swimming aids and support.</p>
	LIBRARY:
	<p>To cultivate the art of listening to and following stories.</p> <p>To recall and talk about the story of The Three Billy Goats Gruff. They will then watch the movie. Checking in borrowed books and checking out of new books.</p>

Week 9	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	To begin to identify and share knowledge about people who help us at home and in school (how they help and what they do to help).
	COMMUNICATION AND LANGUAGE
	<p>To retell a simple past event in correct order (e.g. went down the slide, hurt my finger).</p> <p>To use a range of tenses (e.g. play, playing, will play, played).</p> <p>To understand the concept of reporting an event and retelling a story/past event – (My Weekend News and story focus for the week).</p> <p>To use vocabulary linked to people that help us. (people, community, helpers, jobs, help)</p>
	PHYSICAL DEVELOPMENT
	<p>To colour pictures of people who help us at home and in school.</p> <p>To handle and use home and school equipment/tools.</p> <p>To use playdough to create models of different community helpers.</p> <p>To hold the pencil near the point between the first two fingers and thumb and use it with good control.</p>
	LITERACY
	<p>To listen to stories attentively and recall by answering questions asked.</p> <p>Stories - Seal at the Wheel</p> <p>Apple Farmer Annie by Monica Wellington</p> <p>Tami Tickles Teri" by Alyssa Liang</p> <p>To review phonic sounds s, a and t.</p>
	MATHEMATICAL DEVELOPMENT
	To begin to use vocabulary to describe height (tall or short).
	UNDERSTANDING OF THE WORLD
	<p>People who help us at home \ school</p> <p>To explore jobs of people who help us in our community, with emphasis on nannies, drivers, cleaners, teachers, librarians, coaches, securities etc.</p> <p>To begin to talk about the specific roles people play in the community, making references to the clothes they wear and tools they use.</p> <p>Story: Teachers Rock.</p> <p>Rhyme: The Teacher Song, Five Bus Drivers.</p>
	EXPRESSIVE ART & DESIGN

	<p>To continue to use lines to enclose a space, and use these shapes to represent objects.</p> <p>To engage in imaginative role-play - people who help us at home/school.</p> <p>To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.</p>
	P.E:
	<p>Balancing on different body parts.</p> <p>To learn how to balance on one body part.</p> <p>SWIMMING:</p> <p>To learn how to demonstrate front crawl leg actions with swimming aids and support.</p>
	LIBRARY:
	<p>Introduction to picture books. Students will look through a picture book and the teacher will tell the story using the pictures.</p> <p>Checking in borrowed books and checking out of new books.</p>

Week 10	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	<p>Staying safe:</p> <p>To identify and talk about ways to stay safe in our environment.</p>
	COMMUNICATION AND LANGUAGE
	<p>To retell a simple past event in correct order (e.g. went down the slide, hurt my finger).</p> <p>To use a range of tenses (e.g. play, playing, will play, played).</p> <p>To understand the concept of reporting an event and retelling a story/past event – (My Weekend News and story focus for the week).</p> <p>To use vocabulary linked to people that help us.(people, community, helpers, jobs, help)</p>
	PHYSICAL DEVELOPMENT
	<p>To colour pictures of people who help us prepare our food.</p> <p>To handle and use cooking equipment such as pots, knives, spoon, fork, chopping board, grater etc.</p> <p>To use playdough to create models of different community helpers.</p>
	LITERACY
	<p>To review phonic sounds s, a and t.</p> <p>To listen to stories attentively, recall by answering questions asked and suggest how the story might end.</p> <p>Stories - Seal at the Wheel.</p> <p>Apple Farmer Annie by Monica Wellington.</p> <p>Tami Tickles Teri" by Alyssa Liang.</p>
	MATHEMATICAL DEVELOPMENT
	<p>To rote count 1-10.</p> <p>To recognise number 3.</p> <p>To count actions to represent number 3 in different ways (fingers, objects).</p>
	UNDERSTANDING OF THE WORLD
	People who help us with our food:

	<p>To look at the jobs of people who help us in our community, with emphasis on farmers, fishermen, grocers, bakers, chefs, cooks etc. Story: People who help us, Chef. Rhyme: Chef Finger Family, Pat a cake. To begin to talk about the specific roles people play in the community, making references to the clothes they wear and tools they use.</p>
	EXPRESSIVE ART & DESIGN
	<p>To continue to use lines to enclose a space, and use these shapes to represent objects. To engage in imaginative role-play - people who help us prepare our food. To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.</p>
	P.E:
	<p>Balancing and coordination. To learn how to balance on two body parts.</p> <p>SWIMMING:</p> <p>To learn how to do the leg actions in front crawl with swimming aids independently.</p>
	LIBRARY:
	<p>Interpreting picture books. Students will be shown a picture book. Each child will be given a worksheet to draw and colour their favourite part of the book. Checking in borrowed books and checking out of new books / Last week of borrowing books.</p>

Week 11	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	<p>Staying safe: To identify and talk about ways to stay safe in our environment.</p>
	COMMUNICATION AND LANGUAGE
	<p>To retell a simple past event in correct order (e.g. went down the slide, hurt my finger). To use a range of tenses (e.g. play, playing, will play, played). To understand the concept of reporting an event and retelling a story/past event – (My Weekend News and story focus for the week). To use vocabulary linked to people that help us(people, community, helpers, jobs, help).</p>
	PHYSICAL DEVELOPMENT
	<p>To colour pictures of people who help us in the hospital. To use playdough to create models of different community helpers. To handle and use hospital tools such as stethoscopes, thermometer, injection and bandage.</p>
	LITERACY
	<p>To recognise the phonic sound for letter 'i'. To sing songs and rhymes linked to the 'i' phonic sound. To listen to stories attentively and recall by answering questions asked.</p>
	MATHEMATICAL DEVELOPMENT

	To rote count 1-10. To respond to one-on-one correspondence of number 3. To count actions to represent number 3 in different ways (Dice, dominos, five frames).
	UNDERSTANDING OF THE WORLD
	People who help us in the hospital: To look at the jobs of people who help us in our community, with emphasis on doctors, dentists, nurses, paramedics, opticians etc. Story: People who help us, Doctor Rhyme: Baby Shark Dental Care To begin to talk about the specific roles people play in the hospital, making references to the clothes they wear and tools they use.
	EXPRESSIVE ART & DESIGN
	To use lines to enclose a space, and then use these shapes to represent objects e.g. circles, squares. To engage in imaginative role-play – people who help us in the hospital. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	P.E:
	Balancing and coordination. To learn how to balance on three body parts. SWIMMING: To learn how to do the leg actions in front crawl with swimming aids independently.
	LIBRARY:
	Revision. Returning borrowed books.

Week 12	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	Road safety (Traffic rules): To learn about the traffic lights.
	COMMUNICATION AND LANGUAGE
	To retell a simple past event in correct order (e.g. went down the slide, hurt my finger). To use a range of tenses (e.g. play, playing, will play, played). To understand the concept of reporting an event and retelling a story/past event – (My Weekend News and story focus for the week). To use vocabulary linked to people that help us. (people, community, helpers, jobs, help).
	PHYSICAL DEVELOPMENT
	To colour pictures of people who help us. To use playdough to create models of different community helpers. To handle and use safety tools such as helmet, walkie talkie etc.
	LITERACY
	To listen to stories attentively, recall by answering questions asked and suggest how the story might end. (Ivy Makes Ice Tea" by Alyssa Liang). To match the 'i' sound with objects and pictures. To recognise, sing a song, make the sound of and describe the letter 'i'.

	MATHEMATICAL DEVELOPMENT
	To begin to use vocabulary to describe and compare the weight of objects. (heavy or light).
	UNDERSTANDING OF THE WORLD
	People who keep us safe: 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 Fire-fighters, policemen, soldiers, securities etc. Story: People who help us, Firefighters. Rhyme: Twinkle Twinkle Traffic. To begin to talk about specific roles people play in the community, making references to the clothes they wear and tools they use.
	EXPRESSIVE ART & DESIGN
	To continue to use lines to enclose a space, and use these shapes to represent objects. To engage in imaginative role-play - people who keep us safe. To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.
	P.E:
	Balancing and coordination. To learn how to balance on four body parts. SWIMMING: 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.
	LIBRARY: