

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

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| CONCEPTS: | ALL CREATURES GREAT AND SMALL (ANIMALS) |
| LEARNING OBJECTIVES: | At the end of this unit, the children will be able to answer the question: <i>What other living things live on planet Earth with us? What are the similarities and differences between different groups of animals? What are the uses and benefits of pets and farm animals? How do we make the planet a better and safer place for all living things?</i> |
| Week 1 | TRANSITION AND SETTLING IN – Revision of prior learning |
| | MATHEMATICAL DEVELOPMENT: |
| | Starter: Count on and back from 1-30. Subitising numbers to 10. Order and fill in missing numbers from 1-20. |
| | COMMUNICATION AND LANGUAGE: |
| | To speak with confidence during carpet/circle time. To listen attentively and follow instructions. To learn to talk about stories and recite nursery rhymes about farm/pet animals. |
| | LITERACY: |
| | To review learning on phonic sounds and word families. To review sight words learnt last term. To learn to talk about stories and recite nursery rhymes about farm/pet animals. Reading (ORT core books) <i>The Pet shop and Good Dog.</i> Stories- |
| | PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: |
| | To talk about self during circle time (News). To understand the class rules and whole school behavioural expectations. To learn how to care for pets.. |
| | UNDERSTANDING OF THE WORLD |

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| | <p>introduction to living things (who do we share the planet with?) To recognise, talk about the similarities and differences between pets, their habitats, food, and young. To learn about the names of the pets and their young. (dog. hamster, snake, cat,bird, fish, rabbit, spider,turtle)</p> |
| | EXPRESSIVE ART & DESIGN |
| | <p>To sing songs about pets, mimic their sounds and movement.() Project-To create recognisable models of pets and their habitats. Focus Rhyme: Little Boy Blue. Incy Wincy Spider, Hey Diddle Diddle.</p> |
| | PHYSICAL DEVELOPMENT |
| | <p>To use the toilet independently and clean up afterwards (washing hands). To learn to lace properly using lacing stencils.</p> |
| | PE: |
| | Stretching and movement exercises. |
| | SWIMMING |
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| | ICT |
| | To follow instructions as part of practical activities and games. |
| | MUSIC |
| | To sing a new song (Today) and use an instrument to accompany it. |
| | FRENCH |
| | To discuss the Christmas holidays; foods and drinks. |
| Week 2 | MATHEMATICAL DEVELOPMENT |
| 18 th January FS and KS1 – Winnie the Pooh Day and teddy bear`s picnic | <p>Starter (Ogoing)-To count forward and backwards from 1-30. To write numbers up to 20 using the correct formation. to say one more than a given number.</p> |
| | COMMUNICATION AND LANGUAGE |
| | <p>To speak with confidence during carpet/circle time To listen attentively and follow instructions. To learn to talk about stories and recite nursery rhymes about farm animals. To use key vocabulary learnt appropriately in communication.</p> |

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| | LITERACY |
| | <p>To know, say and write the upper and lower case letters Ll and Ff using the correct formation.</p> <p>To learn to read and spell sight words: zero, one, she, big.</p> <p>To blend and read words in the 'it' and 'op' word family.</p> <p>Shared Reading: ORT core book -. Shopping and Push Stories-</p> <p>Visual-A trip to the farm-https://www.youtube.com/watch?v=sqbeK1pdkOM</p> <p>Oral- Farmer Duck.</p> |
| | PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: |
| | <p>To talk about self during circle time (My experiences at the farm, what kind of animals can I find at the farm?).</p> <p>To understand the class rules and whole school behavioural expectations.</p> <p>To engage in role play on how to care for animals.(conservation).</p> |
| | UNDERSTANDING OF THE WORLD |
| | <p>To identify and name farm animals and talk about their habitats. (dog, cat, rabbit, horse,cow, goat, pig,chicken, duck, sheep, fish).</p> <p>To recognise and name the young of farm animals and animal produce.(dog, cat, rabbit, horse,cow, goat, pig,chicken, duck, sheep).</p> |
| | EXPRESSIVE ART & DESIGN |
| | <p>To sing songs about farm animals, mimic their sounds and movement.</p> <p>To create recognisable models of farm animals and their habitats.</p> <p>Focus Rhyme: Old Mcdonald</p> |
| | PHYSICAL DEVELOPMENT |
| | <p>To use the toilet independently and clean up afterwards (washing hands).</p> <p>To practice and fine tune fine motor skills (pinching and pouring).</p> |
| | P.E: |
| | <p>Ball collection game;</p> <p>To learn how to collect objects with speed and direction.</p> |
| | SWIMMING: |
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| | ICT: |

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| | To learn to give simple instructions. |
| | MUSIC |
| | To move to “The Teddy Bear’s Picnic” with instruction, changing movements to match the tempo, pitch or dynamic of the piece. |
| | FRENCH |
| | To continue learning the names of foods and drinks in French. |
| Week 3 | MATHEMATICAL DEVELOPMENT |
| | Starter -To count forward and backwards from 1-30. to say one less than a given number. |
| | COMMUNICATION AND LANGUAGE |
| | Ongoing To listen and respond to ideas expressed by others in conversation or discussion. To learn to talk about stories and recite nursery rhymes about jungle animals. To use key vocabulary learnt appropriately in communication. To take turns to tell the group about a memory they have of a big event (weekend/holiday/trips or visits). |
| | LITERACY |
| | To know, say and write the upper and lower case letters Bb and Jj using the correct formation. To learn to read and spell sight words: can, see, two. To blend and read words in the ‘ot’ and ‘et’ word family. Stories – Visual -The Lion King Oral -Tortoise and the Hare, The Gruffalo. Reading (ORT core books) -What a Mess and The Journey |
| | PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT |
| | To engage in role-play taking turns, sharing, cooperating as part of a group. Sensitise students about animal conservation To create Posters around school about the importance of animal conservation. |
| | UNDERSTANDING OF THE WORLD |
| | To identify and name jungle animals and talk about their habitats.(lion, monkey, leopard, tiger, giraffe, snake, elephant, zebra, hippo, crocodile, rhinoceros). |

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| | To recognise and name the young of jungle animals and animal produce.(lion, monkey, leopard, tiger, giraffe, snake, elephant, zebra, hippo, crocodile, rhinoceros). Virtual Field Trip- A visit to a zoo or safari. |
| | EXPRESSIVE ART & DESIGN |
| | To sing songs about jungle animals, mimic their sounds and movement (Animal Boogie). To create recognisable models of jungle animals and their habitats. Focus Rhyme:- Animal Boogie. |
| | PHYSICAL DEVELOPMENT |
| | To use simple tools to effect changes to materials. To practice and fine tune fine motor skills (twisting and rolling). To experiment with different ways of moving (animal movements). . |
| | P.E: |
| | Egg and spoon race, bean bag race. |
| | SWIMMING: |
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| | ICT: |
| | To learn to give simple instructions. |
| | MUSIC |
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| | FRENCH |
| | To continue naming foods and drinks in French; which living thing eats these foods? |
| Week 4 | MATHEMATICAL DEVELOPMENT |
| | Starter- To count forward and backwards from 1-30. to say 2 more than a given number. Odd and even numbers. |
| | COMMUNICATION AND LANGUAGE |
| | To listen and respond to ideas expressed by others in conversation or discussion. To learn to talk about stories and recite nursery rhymes about sea animals. To use key vocabulary learnt appropriately in communication. |
| | LITERACY |

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| | <p>To know, say and write the upper and lower case letters Zz and Ww using the correct formation.</p> <p>To learn to read and spell sight words: three, yes, are, do.</p> <p>To blend and read words in the 'og' and 'ut' word family.</p> <p>To practise continuing a rhyming string through poems, rhyme or short stories.</p> <p>Stories –</p> <p>Visual-The Finding Nemo (Movie Day).</p> <p>Oral- The Rainbow Fish.</p> <p>Reading (ORT core books)- The Headache and Goal.</p> |
| | PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT |
| | <p>To understand and learn how to be safe underwater.</p> <p>To share toys with friends/work as a team.</p> <p>To role play scenarios about mis-treating water animals and discuss what is right or wrong.</p> |
| | UNDERSTANDING OF THE WORLD |
| | <p>To look at different types of fish and comment on their similarities and differences.</p> <p>To explain to a friend coherently what they have learnt and the information collated during the process.</p> |
| | EXPRESSIVE ART & DESIGN |
| | <p>To create different pictures(models of 'under the sea' using a variety of resources).</p> <p>To sing songs and make ocean music using a range of instruments.</p> <p>To use a range of small world toys to engage in role play as an extension of learning –Pirates.</p> <p>To explore a wide range of resources to create an underwater effect e.g paint, pastels, chalk etc.</p> <p>Focus Rhyme:-1, 2, 3, 4, 5 once I caught a fish alive.</p> |
| | PHYSICAL DEVELOPMENT |
| | To handle tools, objects, construction and malleable materials safely and with increasing control. |
| | P.E: |
| | 50m hurdles |
| | SWIMMING: |
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| | ICT: |

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| | To learn to debug instructions. |
| | MUSIC |
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| | FRENCH |
| | Naming animals in French. |
| Week 5 | MATHEMATICAL DEVELOPMENT |
| | To count forward and write numbers from 1-50. To say 2 less than a given number. Odd and even numbers. |
| | COMMUNICATION AND LANGUAGE |
| | To listen to stories about arctic animals and respond to questions showing understanding of the story. To think of their own ending to a story. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To explain to friends coherently what they have learnt and the information collected during the process. |
| | LITERACY |
| | To know, say and write the uppercase and lowercase letters ' Vv ', ' Yy ' and ' Xx ', using the correct formation. To learn to read and spell sight words: four, said, all, this. To blend and read words in the ' ad ' and ' am ' word family. To answer comprehension questions based on stories read.(The Owl Babies) Stories – Visual -Happy Feet. Oral - We're going on a Bear Hunt. Reading (ORT core books) - Who did that and Making Faces |
| | PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT |
| | To take turns to listen and share feelings, opinions and personal thoughts. To be confident to try new ideas and activities. To learn about global warming and its effect on the arctic. https://www.youtube.com/watch?v=Y3qgoDUtmt4 |
| | UNDERSTANDING OF THE WORLD |
| | To look at different types of animals in the polar region and comment on their similarities and differences. To begin to talk about experiences of snow during winter, ice and when they are feeling cold- Links will be made to clothes worn in the winter season to protect from cold. To begin to experiment with ice, investigating what will happen when in contact with heat. |
| | EXPRESSIVE ART & DESIGN |

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| | <p>To create different pictures(models of 'the arctic') using a variety of resources. To engage in role play as an extension of learning –Bear hunt. To use a range of small world toys to support imagination. To explore a wide range of media e.g paint, pastels, chalk etc. Focus Rhyme:-Teddy Bear, Teddy Bear turn around.</p> |
| | PHYSICAL DEVELOPMENT |
| | <p>To talk about the games people play in the snow. To mimic animal movements in the polar region e.g shuffle like a seal, pounce like a polar bear, waddle like a penguin. Pretend to climb mountains, ice-bergs and swim in ice cold water. To develop eye hand coordination by picking up small objects such as frozen peas with tweezers.</p> |
| | P.E: |
| | <p>Sports Day Rehearsals: To perfect children's preparation for specific individual activities on the Sports Day.</p> |
| | SWIMMING: |
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| | ICT: |
| | To predict the outcome of instructions. |
| | MUSIC |
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| | FRENCH |
| | Naming animals in French (continuation). |
| Week 6 | MATHEMATICAL DEVELOPMENT |
| Friday 17th February-Zoo Comes to School | <p>Starter-To review prior learning on odd and even numbers. To introduce the key vocabulary for addition.(add, more, altogether, total, sum, and, increase, plus, in all,addition, put together). To use addition key words in different contexts (number stories). To introduce the + sign and write out number sentences. To add numbers between 1-10 using different objects/fingers.</p> |

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| | COMMUNICATION AND LANGUAGE |
| | <p>To listen to stories about birds and respond to questions showing understanding of the story.</p> <p>To think of their own ending to a story.</p> <p>To listen and use new words to describe what they have seen or heard.</p> <p>-To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>-To Introduce a storyline or narrative into their play.</p> |
| | LITERACY |
| | <p>To introduce the consonant digraphs ch and sh, read and create words with sounds.</p> <p>To learn to read and spell sight words: of, your, for, him.</p> <p>To practise writing alphabets properly using the x-height, Ascender and Descender handwriting format.</p> <p>To answer comprehension questions based on stories read.(The Very Hungry Caterpillar).</p> <p>Stories –</p> <p>Visual-Clever Birds (Movie Day).</p> <p>Oral- The Owl Babies.</p> <p>Reading (ORT core books)- Good Old Mum and The Ice Cream.</p> |
| | PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT |
| | <p>To listen to bird songs and relate music to feelings.</p> <p>To understand and learn how to be safe in class and on the playground.</p> <p>To share toys with friends/work as a team.</p> <p>To role play scenarios about mistreating animals and discuss what is right or wrong.</p> |
| | UNDERSTANDING OF THE WORLD |
| | <p>To look at different types of birds (pigeons, parrots, eagles, vulture, bats, sea-gulls, hummingbirds, sparrow and robin, owls, Ostrich) and comment on their similarities and differences.</p> <p>To explain to friends coherently what they have learnt and the information collected during the process.</p> |
| | EXPRESSIVE ART & DESIGN |
| | <p>To sing songs and rhymes about birds.</p> <p>To engage in role play as an extension of learning.</p> <p>To use a range of small world toys to support imagination.</p> <p>To begin to explore mixing colours to create different pictures of birds.</p> <p>To explore the use of a wide range of media e.g paint, pastels, chalk etc.</p> <p>Focus Rhyme:-Two little Dicky Birds.</p> |
| | PHYSICAL DEVELOPMENT |
| | To learn, discuss and mimic the different sounds birds make. |

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| | To use tools safely, making sure they are well looked after. To explore a range of climbing, balancing and sliding apparatus, wheeled toys and hoops outdoors. |
| | P.E: |
| | Balancing and coordination. |
| | SWIMMING: |
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| | ICT: |
| | To understand the meaning of directional arrows. |
| | MUSIC |
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| | FRENCH |
| | Movie; finding Nemo french version. |
| Week 7 | HALF TERM BREAK |
| Week 8 | MATHEMATICAL DEVELOPMENT |
| | Starter -To recognise addition keywords To identify the addition keywords in number stories. To write out the number sentences. To add numbers to 10 using ten frames and dominos and writing out the number sentences. |
| | COMMUNICATION AND LANGUAGE |
| | To listen to stories about minibeasts and respond to questions showing understanding of the story. To think of their own ending to a story. To listen and use new vocabulary introduced to communicate ideas, thoughts and experiences.. To use props to act out stories about minibeasts. |
| | LITERACY |
| | To introduce the consonant digraph 'voiced th' and 'voiceless th' , read and create words with sounds. To learn to read and spell sight words: her, his, five, six. To practice writing uppercase and lowercase letters in order (Aa-Zz). To answer comprehension questions based on stories read.(The Grouchy LadyBug) Stories – Visual -Ants Oral - The Very Hungry Caterpillar. Reading (ORT core books) - Can you see me |

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| | PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT |
| | To share toys with friends/work as a team. https://www.youtube.com/watch?v=svBrlahmMo . To role play scenarios about mis-treating animals and discuss what is right or wrong. To look out for minibeasts in their immediate environment. |
| | UNDERSTANDING OF THE WORLD |
| | To look at different types of minibeasts and comment on their similarities and differences. (Insects) . To observe changes that occur in minibeasts.(life cycles). To explain to a friend coherently what they have learnt and the information collected during the process. |
| | EXPRESSIVE ART & DESIGN |
| | To draw minibeasts and make models of them. To begin to research about minibeasts- how they grow, what they eat, where they live etc. To develop storylines in their pretend play.- The Hungry Caterpillar. To construct with a purpose in mind exploring different ways to shape, assemble and join materials to models of minibeasts. Focus Rhyme:-I'm a very hungry Caterpillar. |
| | PHYSICAL DEVELOPMENT |
| | To mimic movements in the minibeast e.g wiggle like a worm, crawl like a spider, fly like a butterfly. To develop eye hand coordination by picking up small objects such as with tweezers. To fix minibeast puzzles. |
| | ICT |
| | To experiment with programming a Bee Bot. |
| | P.E.: |
| | Balancing and coordination. beam balancing. |
| | SWIMMING: |
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| | MUSIC |
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| | FRENCH |

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| | Spelling the animal names, using the French alphabet. |
| Week 9 | MATHEMATICAL DEVELOPMENT |
| | <p>Starter-To recognise addition keywords in number stories. To solve addition word problems between 1-20 using a number line.. To solve addition word problems between 1-20 mentally by counting on.</p> |
| | COMMUNICATION AND LANGUAGE |
| | <p>To listen to stories about minibeasts and respond to questions showing understanding of the story. To explain to a friend coherently what they have learnt and the information collected during the process. To listen and use new vocabulary introduced to communicate ideas, thoughts and experiences.. To use props to act out stories about minibeasts.</p> |
| | LITERACY |
| | <p>To introduce the consonant digraph 'ng', read and create words with sounds. To learn to read and spell sight words: ten, come, some, same. To introduce the 5 sentence rules. To answer comprehension questions based on stories.(Pointy T-rex and the Impossible Hug). Stories- Visual-Ants Oral- The Grouchy Ladybug. Reading (ORT core books)- What a Din.</p> |
| | PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT |
| | <p>To share toys with friends/work as a team. https://www.youtube.com/watch?v= svBrlahmMo. To role play scenarios about mis-treating animals and discuss what is right or wrong. To look out for minibeasts in their immediate environment.</p> |
| | UNDERSTANDING OF THE WORLD |
| | <p>To look at different types of minibeasts and comment on their similarities and differences.(Arachnids). To observe changes that occur in minibeasts.(life cycles). To learn about the roles of minibeasts in nature.(Scientific inquiry).</p> |
| | EXPRESSIVE ART & DESIGN |
| | <p>To draw minibeasts and make models of them. To act out stories- The Hungry Caterpillar. To design and construct minibeasts using clay. Focus Rhyme:- Incy Wincy Spider. Little Miss Muffet, The Ants go marching.</p> |
| | PHYSICAL DEVELOPMENT |

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| | <p>To mimic movements in the minibeast e.g wiggle like a worm, crawl like a spider, fly like a butterfly.</p> <p>To draw pictures to represent knowledge, ideas and experiences.</p> <p>To Create own movement of minibeasts and copy those of others, showing coordination, balance and strength.</p> |
| | P.E: |
| | <p>Balancing and coordination.</p> <p>30m kangaroo hop.</p> |
| | SWIMMING: |
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| | ICT: |
| | To learn to debug instructions. |
| | MUSIC |
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| | FRENCH |
| | To categorize animals into wild and domestic groups. |
| Week 10 | MATHEMATICAL DEVELOPMENT |
| | <p>Starter-To review prior learning on addition using different strategies.</p> <p>To count backwards from 30- independently.</p> <p>To learn about the vocabulary linked to subtraction.(less, less than, take-away, minus, subtract, deduct, remove, left, decrease, give, fewer).</p> <p>To begin to use the vocabulary linked to subtraction in number stories.</p> <p>To identify the - sign and write number sentences.</p> <p>To begin to subtract using objects and fingers.</p> |
| | COMMUNICATION AND LANGUAGE |
| | <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>To discuss the importance of looking after our world and caring for the environment.(Extinction)</p> <p>To use the names of different dinosaurs correctly during play.</p> <p>To discuss what would happen if dinosaurs came back.</p> |
| | LITERACY |
| | <p>To introduce the vowel digraph 'ai' and 'ay', read and create words with sounds.</p> <p>To learn to read and spell sight words: seven, came, they, them.</p> <p>To begin to start a sentence with a capital letter and end with a full stop.</p> <p>To answer comprehension questions based on stories.</p> |

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| | <p>Story Book –</p> <p>Visual-Jurassic Park.</p> <p>Oral -</p> <p>Reading (ORT core books)- See me Skip</p> |
| | PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT |
| | <p>To display confidence to try new ideas and activities.</p> <p>To discuss the attributes required to be a palaeontologist e.g patience, perseverance etc, linking to own activity in class.</p> <p>To begin to investigate or brainstorm what the word 'extinct' means and discuss how we can help endangered species.</p> |
| | UNDERSTANDING OF THE WORLD |
| | <p>To learn the names of different dinosaurs and discuss their physical attributes and features.(Tyrannosaurus Rex, Stegosaurus, Triceratops, pterodactyl, Velociraptor, Brachiosaurus, Ankylosaurus, Iguanodon, Spinosaurus, diplodocus).</p> <p>To begin to investigate or brainstorm what the word 'extinct' means and discuss how we can help endangered species.</p> |
| | EXPRESSIVE ART & DESIGN |
| | <p>To engage in dinosaur crafts.</p> <p>To develop fine motor skills through digging, scraping and chipping dinosaur fossils using small tools.</p> <p>Focus Rhyme:-Dinosaur songs https://www.youtube.com/watch?v=AL8tdhFy_2s</p> |
| | PHYSICAL DEVELOPMENT |
| | To develop gross motor movement, good control and coordination by creating and responding to dinosaur movement –e.g moving on all fours, on two legs, flapping wings etc. |
| | P.E: |
| | Balancing on different body parts. |
| | To learn how to balance on one body part. |
| | SWIMMING: |
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| | ICT: |
| | To follow an algorithm as part of an unplugged game. |

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| | MUSIC |
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| | FRENCH |
| | Continuation of common animals. |
| Week 11 | MATHEMATICAL DEVELOPMENT |
| | <p>Starter-To count backwards from 30-1 independently. To begin to use the vocabulary linked to subtraction in number stories. To begin to subtract numbers from 1-20 using the number line.</p> |
| | COMMUNICATION AND LANGUAGE |
| | <p>To discuss the importance of looking after our world and caring for the environment. To use the names of different dinosaurs correctly during play. To learn to use descriptive terms and languages in their expressions and communication about dinosaurs.</p> |
| | LITERACY |
| | <p>To introduce the vowel digraph "oa", read and create words with sounds. To learn to read and spell sight words: then, eight, by. To begin to start a sentence with a capital letter and end with a full stop. To answer comprehension questions based on stories. Story Book – Visual- Continuation of Jurassic Park Oral - Reading (ORT core books)- Fancy Dress?</p> |
| | PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT |
| | To discuss the attributes required to be a palaeontologist e.g patience, perseverance etc, linking to own activity in class. |

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| | To begin to investigate or brainstorm what the word 'extinct' means and discuss how we can help endangered species. |
| | UNDERSTANDING OF THE WORLD |
| | To recognise and name different dinosaurs and describe their physical attributes and features. To sort and match dinosaurs according to their features and characteristics . To begin to investigate or brainstorm what the word 'extinct' means and discuss how we can help endangered species. |
| | EXPRESSIVE ART & DESIGN |
| | To engage in dinosaur crafts. To develop gross motor movement by creating and responding to dinosaur movement –e.g moving on all fours, on two legs, flapping wings etc. To develop fine motor skills through digging, scraping and chipping dinosaur fossils using small tools. Play dinosaur games such as; call dinosaur names and children to follow commands to travel to the correct station e.g "stomp to stegosaurus". Focus Rhyme:-Dinosaur songs https://www.youtube.com/watch?v=AL8tdhFy_2s |
| | PHYSICAL DEVELOPMENT |
| | To demonstrate good control and coordination of small and large movements. |
| | P..E: |
| | Balancing on different body parts. To learn how to balance on two body parts. |
| | SWIMMING: |

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| | ICT: |
| | To follow an algorithm as part of an unplugged game |
| | MUSIC |
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| | FRENCH |
| | To revise concepts taught. |

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| | To create a musical story based upon a familiar routine. |
| Week 12 | MATHEMATICAL DEVELOPMENT |
| | Starter- To count backwards from 30-1 independently. To begin to use the vocabulary linked to subtraction in number stories. To solve subtraction word problems by counting backwards mentally, writing out the number sentences. |
| | COMMUNICATION AND LANGUAGE |
| | To Listen and respond to ideas expressed by others in conversation or discussion. To use the names of different animals correctly during play. To learn to use descriptive terms and languages in their expressions and communication about nocturnal animals. |
| | LITERACY |
| | To introduce the vowel digraphs " ie ", read and create words with sounds. To learn to read and spell sight words: old, say, nine. To begin to start a sentence with a capital letter and end with a full stop. |

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| | <p>To answer comprehension questions based on stories.</p> <p>Stories–</p> <p>Visual- Zambezia Animation-https://www.youtube.com/watch?v=hDgdA1RIcFk</p> <p>Oral- Small babies</p> <p>Reading (ORT core books)- the Mud Pie.</p> |
| | PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT |
| | <p>To discuss the importance of sleeping patterns and how sleep relates to good health and well being.</p> <p>To begin to investigate or brainstorm what the word 'nocturnal' means and discuss how we can help endangered species.</p> |
| | UNDERSTANDING OF THE WORLD |
| | To learn about the features and characteristics of nocturnal and diurnal animals. |
| | EXPRESSIVE ART & DESIGN |
| | <p>To engage in bird/animal crafts.</p> <p>To develop gross motor movement by creating and responding to animal movement –e.g Flapping of arms on two legs.</p> <p>To engage in Easter crafts.</p> <p>Play games such as the 'Easter Egg' hunt.</p> <p>To develop fine motor skills through digging, scraping for Easter eggs during Easter egg hunt, using small tools.</p> <p>Focus Rhyme:-Owl song https://www.youtube.com/watch?v=7kEjZHKXLDg</p> |
| | PHYSICAL DEVELOPMENT |
| | <p>To develop gross motor skills and coordination (move energetically, such as running, jumping, dancing, hopping, skipping and climbing)</p> <p>To demonstrate good control and coordination of small and large movements.</p> |
| | P.E: |
| | <p>Balancing on different body parts.</p> <p>To learn how to balance on three and four body parts.</p> |
| | SWIMMING: |

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| | ICT: |
| | Revision |
| | LIBRARY: |
| | |
| | MUSIC |
| | |
| | FRENCH |
| | Revision of concepts taught. |