

<b>TERM 2</b>	
<b>CONCEPTS:</b>	<b>Traditional Stories!/ Who is a friend?/We are what we eat!</b>
<b>LEARNING OBJECTIVES</b>	<b>What do we want the children to learn?</b>
<b>Week 1</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b> To recall carpet rules and class routines. <b>COMMUNICATION AND LANGUAGE</b> To build up vocabulary that reflects the breadth of their experiences. Reporting an event – My Christmas holiday news. <b>PHYSICAL DEVELOPMENT</b> To engage in moulding, building, dancing, movement and stacking activities. <b>LITERACY</b> To recall sounds (environmental, indoor, outdoor and animal sounds) learnt from previous term. <b>MATHEMATICAL DEVELOPMENT</b> To recall shapes and colours learnt in Autumn Term. <b>UNDERSTANDING OF THE WORLD</b> To review the 'All About Me' theme. <b>EXPRESSIVE ART &amp; DESIGN</b> To engage in colouring, painting and mark making activities. <b>SWIMMING:</b> P.E: Fitness test <b>LIBRARY:</b> <b>Introduction to the Library.</b> To introduce children to the various elements and aspects of the library. To establish a positive and exciting connection with the library environment.

<b>Week 2</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b> To identify and talk about ways to help each other. <b>COMMUNICATION AND LANGUAGE</b> To build up vocabulary that reflects the breadth of their experiences. E.g. describing people/animals -colour, shapes ( <b>Big, little, old, tall</b> ). To understand the concept of reporting an event and retelling a story – <b>(My Weekend News and story focus for the week.</b> <b>PHYSICAL DEVELOPMENT</b> To lace the Little Red Riding Hood's Cape. To use playdough to create the apple and basket. <b>LITERACY</b>
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	<p>To listen to stories attentively and recall by answering questions asked <b>(The Little Red Riding Hood)</b>. To recognise, sing songs, make the phonic sound of the letter "s".</p>
	<b>MATHEMATICAL DEVELOPMENT</b>
	<p>To rote count 1-10. To recognise number 1 <b>(Link to the story-The Little Red Riding Hood)</b>.  To count actions to represent number 1 in different ways <b>(fingers, objects)</b>.</p>
	<b>UNDERSTANDING OF THE WORLD</b>
	<p>To begin to identify and talk about things and animals that can be found in a forest. <b>(Link to the forest in story- The Little Red Riding Hood)</b>. <b>Nursery rhyme:</b> Walking in the Forest</p>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<p>To continue to use lines, colours to represent shapes and objects through painting/ drawing, mark making e.g. <b>fruits, basket</b>. To engage in imaginative role-play in the classroom role play area. To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.</p>
	<b>P.E:</b>
	Egg and spoon race, bean bag race.
	<b>SWIMMING:</b>
	P.E
	<b>LIBRARY:</b>
	<p>To enhance listening skills through a captivating read-aloud session. To encourage active participation and interaction with story elements.</p>

<b>Week 3</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	To identify the characters' feelings and share when they have experienced such feelings.
	<b>COMMUNICATION AND LANGUAGE</b>
	<p>To build up vocabulary that reflects the breadth of their experiences. E.g. describing food -colour, taste(<b>sweet</b>), texture (<b>liquid, solid, thick, hard</b>), describing kitchen utensils (<b>shiny, big, small, round</b>). To understand the concept of reporting an event and retelling a story – <b>(My Weekend News and story focus for the week)</b>.</p>
	<b>PHYSICAL DEVELOPMENT</b>
	<p>To pinch, roll and knead. To use playdough to create models of different pots. To explore textures of food. (<b>watery, soft, hard, thick, liquid</b>)</p>
	<b>LITERACY</b>
	<p>To listen to stories attentively and recall by answering questions asked <b>(The Magic Porridge Pot)</b>. To recognise, sing songs, make the phonic sound of the letter "s" <b>(Salad, strawberry, soursop and star fruit)</b>. To match the 's' sound with objects and pictures.</p>
	<b>MATHEMATICAL DEVELOPMENT</b>

	<p>To rote count 1-10.</p> <p>To respond to one-on-one correspondence of number 1.</p> <p>To count actions to represent number 1 in different ways (<b>Dice, dominos, five frames</b>).</p>
	<b>UNDERSTANDING OF THE WORLD</b>
	<p>To begin to identify and talk about different kitchen utensils and equipment (<b>Link to the pot in story- The Magic Porridge Pot</b>).</p> <p><b>Nursery rhyme:</b> Pat a cake</p>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<p>To continue to use lines, colours to represent shapes and objects through painting/ drawing, mark making e.g. <b>pots</b>.</p> <p>To create number 1 using the same or different objects..</p> <p>To engage in imaginative role-play in the classroom roleplay area.</p> <p>To take part in pretend play to cook porridge.</p>
	<b>P.E:</b>
	<p>Ball collection game;</p> <p>To learn how to collect objects within a given time.</p>
	<b>SWIMMING:</b>
	<p>To learn about safety rules around the swimming pool.</p> <p>To be able to identify basic swimming equipment.</p> <p>To learn how to enter and exit from the pool through the ladder.</p> <p>To learn about water confidence activities.</p>
	<b>LIBRARY:</b>
	<p>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.</p>

<b>Week 4</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	To talk about 'What makes me happy?' and 'What makes me sad?.'
	<b>COMMUNICATION AND LANGUAGE</b>
	<p>To build up vocabulary that reflects the breadth of their experiences. E.g. describing food -colour, taste(<b>sweet</b>), shape/size- <b>big, small, circle, triangle</b>).</p> <p>To understand the concept of reporting an event and retelling a story – (<b>My Weekend News and story focus for the week</b>).</p>
	<b>PHYSICAL DEVELOPMENT</b>
	<p>To pinch, roll and knead. (<b>Ongoing</b>).</p> <p>To use playdough to create the gingerbread man.</p>
	<b>LITERACY</b>
	<p>To listen to stories attentively and recall by answering questions asked (<b>The Gingerbread Man</b>).</p> <p>To recognise, sing songs, make the phonic sound of the letter "a".</p>
	<b>MATHEMATICAL DEVELOPMENT</b>
	To begin to use vocabulary linked to capacity (full /empty- <b>Fruit juice</b> ).
	<b>UNDERSTANDING OF THE WORLD</b>
	To talk about the settings and the animals in the story - <b>The Gingerbread Man</b> .

	<b>Nursery rhyme:</b> Five Gingerbread Men
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	To continue to use lines, colours to represent shapes and objects through painting/ drawing, mark making e.g. <b>cow, gingerbread man, old woman etc.</b> To engage in imaginative role-play in the classroom roleplay area. To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words. To create a <b>gingerbread man.</b>
	<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>
	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.

<b>Week 5</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	To begin to identify and talk about my friends.
	<b>COMMUNICATION AND LANGUAGE</b>
	To build up vocabulary that reflects the breadth of their experiences. E.g. describing fruit /vegetables -colour, smells, shapes and sizes ( <b>Big, small, round, long, short</b> ), texture ( <b>liquid, solid and thick, soft, hard, squishy</b> ). To observe and discuss sounds made when eating ( <b>cracking, sucking, chewing, crunching, blowing</b> ). To understand the concept of reporting an event and retelling a story/past event – ( <b>My Weekend News and story focus for the week</b> ).
	<b>PHYSICAL DEVELOPMENT</b>
	To continue to colour within a given parameter. To pinch, roll and knead. ( <b>Ongoing</b> ) To cut objects from whole into small parts. (fruits, vegetables, playdough) To use playdough to create models of different vegetables.
	<b>LITERACY</b>
	To listen to stories attentively and recall by answering questions asked ( <b>My BestFriend by Alyssa Liang</b> ). To match the 'a' sound with objects and pictures. To recognise, sing songs, make the sound of and describe the letter 'a'. ( <b>avocado, apple,</b> )
	<b>MATHEMATICAL DEVELOPMENT</b>
	To begin to use vocabulary to describe the size of objects. ( <b>big or small</b> )
	<b>UNDERSTANDING OF THE WORLD</b>
	To identify and talk about what friendship means. <b>Nursery rhyme:</b> Friends song by <b>The Singing Walrus</b>

	<b>EXPRESSIVE ART &amp; DESIGN</b>
	To continue to use lines, colours to represent shapes and objects through painting/ drawing, mark making e.g. <b>fruits, vegetables</b> . 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.
	<b>P.E:</b>
	Sports Day Rehearsals: To perfect children's preparation for specific individual activities on the Sports Day.  <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.
	<b>LIBRARY:</b>
	Preparation for book fair. No library classes. Checking in borrowed books and checking out new books.

<b>Week 6</b> <b>CHOCOLATE</b> <b>FRIENDSHIP</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	To care for our friends.
	<b>COMMUNICATION AND LANGUAGE</b>
	To retell a simple past event in correct order (e.g. went down the slide, hurt my finger). To use a range of tenses ( <b>e.g. play, playing, plant, planted, will plant</b> ). To follow directions ( <b>how to plant a seed</b> ). To understand the concept of reporting an event and retelling a story/past event – ( <b>My Weekend News and story focus for the week</b> ). To use vocabulary linked to the planting process.( <b>seed, root, stem, leaf, tree, grow, germinate, soil, water</b> )
	<b>PHYSICAL DEVELOPMENT</b>
	To plant a fruit or vegetable. To water a growing plant.
	<b>LITERACY</b>
	To listen to stories attentively and recall by answering questions asked ( <b>A Good Friend by Alyssa Liang</b> ). To recognise the phonic sound for letter 't'.  To sing songs and rhymes linked to the 't' phonic sound.
	<b>MATHEMATICAL DEVELOPMENT</b>
	To rote count 1-10. To recognise number 2. To count actions to represent number 2 in different ways ( <b>fingers, objects</b> ).
	<b>UNDERSTANDING OF THE WORLD</b>
	To explore ways to be a good friend.  <b>Nursery rhyme:</b> The more we are together.
	<b>EXPRESSIVE ART &amp; DESIGN</b>

	<p>To continue to use lines to represent shapes and objects through painting/ drawing, mark making. <b>(create pictures showing the life cycle of a plant using a variety of media).</b></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>
	<b>P.E:</b>
	<p>Balancing and coordination. beam balancing.</p> <p><b>SWIMMING:</b></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>
	<b>LIBRARY:</b>

**Week 7**

## HALF TERM

<p><b>Week 8</b> <b>EVENT</b> Tea Party</p>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	To begin to talk about the importance of eating food.
	<b>COMMUNICATION AND LANGUAGE</b>
	<p>To build up vocabulary that reflects the breadth of their experiences. E.g. describing fruits -colour, smells, shapes <b>(Big, round and juicy orange/soft yummy banana, peeled/ Unpeeled).</b></p> <p>To understand the concept of reporting an event and retelling a story – <b>(My Weekend News and story focus for the week.</b></p> <p>To observe and discuss sounds made when eating <b>(cracking, sucking, chewing, crunching, blowing).</b></p>
	<b>PHYSICAL DEVELOPMENT</b>
	<p>To pinch, roll and knead. To use playdough to create models of different fruits and junks.</p>
	<b>LITERACY</b>
	<p>To listen to stories attentively, recall by answering questions asked and suggest how the story might end <b>(The Tiger Who Came to Tea).</b></p> <p>To match the 't' sound with objects and pictures.</p> <p>To recognise, sing a song, make the sound of and describe the letter 't'. <b>(teacher, tailor, tiger, tea, table).</b></p> <p><b>Tea party</b></p>
	<b>MATHEMATICAL DEVELOPMENT</b>
	<p>To rote count 1-10.</p> <p>To respond to one-on-one correspondence of number 2.</p> <p>To count actions to represent number 2 in different ways <b>(Dice, dominos, five frames).</b></p>

	<b>UNDERSTANDING OF THE WORLD</b>
	<b>Healthy and Unhealthy Food</b> To begin to learn about healthy and junk food e.g. recognise, name, describe, categorise and sort. <b>Rhyme:</b> The Food Song <b>Project:</b> 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. ( <b>Link to the story-The Very Hungry Caterpillar</b> )
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	To continue to use lines, colours to represent shapes and objects through painting/ drawing, mark making e.g. <b>fruits, junks</b> . 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.
	<b>P.E:</b>
	Balancing and coordination. 30m kangaroo hop.  <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>LIBRARY:</b>
	To cultivate the art of listening to and following stories. 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.

<b>Week 9</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	To begin to identify and talk about the importance of eating fruits.
	<b>COMMUNICATION AND LANGUAGE</b>
	To build up vocabulary that reflects the breadth of their experiences. E.g. describing fruits-colour, smells, shapes and sizes ( <b>Big, small, round, long short</b> ), texture ( <b>liquid, solid, thick, soft, hard, squishy</b> ). To understand the concept of reporting an event and retelling a story – ( <b>My Weekend News and story focus for the week</b> ).
	<b>PHYSICAL DEVELOPMENT</b>
	To pinch, roll and knead. ( <b>Ongoing</b> ) To cut objects from whole into small parts. (Fruits, playdough) To use playdough to create models of different fruits. To explore textures of fruits. ( <b>solid, soft, hard, rough, smooth</b> )
	<b>LITERACY</b>
	To listen to stories attentively and recall by answering questions asked. <b>Stories - Seal at the Wheel</b>  <b>Apple Farmer Annie by Monica Wellington</b>

	<p><b>Tami Tickles Teri" by Alyssa Liang</b> To review phonic sounds s, a and t.</p>
	<p><b>MATHEMATICAL DEVELOPMENT</b></p>
	<p>To begin to use vocabulary to describe height (<b>tall or short</b>).</p>
	<p><b>UNDERSTANDING OF THE WORLD</b></p>
	<p>Topic – Food/ <b>fruits</b>- setting up a fruit store. To begin to talk about some fruits they have eaten. (<b>Link to fruits in story-Handa's Surprise</b>). To make fruit smoothies and salad. <b>Rhyme:</b> Fruit song <b>Project:</b> My smoothie</p>
	<p><b>EXPRESSIVE ART &amp; DESIGN</b></p>
	<p>To continue to use lines, colours to represent shapes and objects through painting/ drawing, mark making e.g. <b>fruits</b>. 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>
	<p><b>P.E:</b></p>
	<p>Balancing on different body parts.</p> <p>To learn how to balance on one body part.</p> <p><b>SWIMMING:</b></p> <p>To learn how to demonstrate front crawl leg actions with swimming aids and support.</p>
	<p><b>LIBRARY:</b></p>
	<p>Introduction to picture books. Students will look through a picture book and the teacher will tell the story using the pictures. Checking in borrowed books and checking out of new books.</p>

<b>Week 10</b>	<p><b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b></p>
	<p>To begin to identify and talk about the importance of eating vegetables.</p>
	<p><b>COMMUNICATION AND LANGUAGE</b></p>
	<p>To build up vocabulary that reflects the breadth of their experiences. E.g. describing vegetables/ -colour, taste, smells, shapes and sizes (<b>Big, small, round, long short</b>), texture (<b>liquid, solid and thick, soft, hard, chop, slice, dice, squishy...</b>). To observe and discuss sounds made when eating (<b>cracking, sucking, chewing, crunching,blowing...</b>). To understand the concept of reporting an event and retelling a story – (<b>My Weekend News and story focus for the week</b>).</p>
	<p><b>PHYSICAL DEVELOPMENT</b></p>
	<p>To pinch, roll and knead. (<b>Ongoing</b>). To cut objects from whole into small parts. (Vegetables, playdough). To use playdough to create models of different vegetables. To explore textures (<b>squishy, solid, soft, hard, rough, smooth</b>).</p>
	<p><b>LITERACY</b></p>



	<p>To review phonic sounds s, a and t. To listen to stories attentively, recall by answering questions asked and suggest how the story might end. <b>Stories - Seal at the Wheel.</b></p> <p><b>Apple Farmer Annie by Monica Wellington.</b></p> <p><b>Tami Tickles Teri" by Alyssa Liang.</b></p>
	<b>MATHEMATICAL DEVELOPMENT</b>
	<p>To rote count 1-10. To recognise number 3. To count actions to represent number 3 in different ways (<b>fingers, objects</b>).</p>
	<b>UNDERSTANDING OF THE WORLD</b>
	<p>To talk about and describe some vegetables, they have eaten (<b>Oliver's Vegetables</b>). To make vegetable salad. <b>Project /science: My vegetable salad</b> <b>Rhyme:</b> Vegetable song by the Singing Walrus.</p>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<p>To continue to use lines, colours to represent shapes and objects through painting/ drawing, mark making e.g. <b>Vegetables</b>. 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 <b>potato face/ create a face with vegetables</b>.</p>
	<b>P.E:</b>
	<p>Balancing and coordination. To learn how to balance on two body parts.</p> <p><b>SWIMMING:</b></p> <p>To learn how to do the leg actions in front crawl with swimming aids independently.</p>
	<b>LIBRARY:</b>
	<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>

<b>Week 11</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	To begin to understand the importance of healthy eating ( <b>fruits and vegetables</b> ).
	<b>COMMUNICATION AND LANGUAGE</b>
	<p>To build up vocabulary that reflects the breadth of their experiences. E.g. describing fruit /vegetables -colour, smells, shapes and sizes (<b>Big, small, round, long, short</b>), texture (<b>liquid, solid and thick, soft, hard, squishy</b>). To observe and discuss sounds made when eating (<b>cracking, sucking, chewing, crunching, blowing</b>).</p>

	To understand the concept of reporting an event and retelling a story/past event – <b>(My Weekend News and story focus for the week)</b> .
	<b>PHYSICAL DEVELOPMENT</b>
	To continue to colour within a given parameter. To pinch, roll and knead. <b>(Ongoing)</b> To cut objects from whole into small parts. (fruits, vegetables, playdough) To use playdough to create models of different vegetables.
	<b>LITERACY</b>
	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.
	<b>MATHEMATICAL DEVELOPMENT</b>
	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 <b>(Dice, dominos, five frames)</b> .
	<b>UNDERSTANDING OF THE WORLD</b>
	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. <b>Project /science:</b> My healthy plate. <b>Rhyme:</b> I love fruits and veggies.
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	To continue to use lines, colours to represent shapes and objects through painting/ drawing, mark making e.g. <b>fruits, vegetables</b> . 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.
	<b>P.E:</b>
	Balancing and coordination. To learn how to balance on three body parts.  <b>SWIMMING:</b>  To learn how to do the leg actions in front crawl with swimming aids independently.
	<b>LIBRARY:</b>
	Revision. Returning borrowed books.

<b>Week 12</b>	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	<b>Care for plants:</b> To begin to learn about how to care for own plants to help them grow.
	<b>COMMUNICATION AND LANGUAGE</b>

	<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 (<b>e.g. play, playing, plant, planted, will plant</b>).</p> <p>To follow directions (<b>how to plant a seed</b>).</p> <p>To understand the concept of reporting an event and retelling a story/past event – (<b>My Weekend News and story focus for the week</b>).</p> <p>To use vocabulary linked to the planting process.(<b>seed, root, stem, leaf, tree, grow, germinate, soil, water</b>)</p>
	<b>PHYSICAL DEVELOPMENT</b>
	<p>To colour pictures of people who help us.</p> <p>To use playdough to create models of different community helpers.</p> <p>To handle and use safety tools such as helmet,walkie talkie etc.</p>
	<b>LITERACY</b>
	<p>To listen to stories attentively, recall by answering questions asked and suggest how the story might end. (<b>Ivy Makes Ice Tea" by Alyssa Liang</b>).</p> <p>To match the 'i' sound with objects and pictures.</p> <p>To recognise, sing a song, make the sound of and describe the letter 'i'.</p>
	<b>MATHEMATICAL DEVELOPMENT</b>
	<p>To begin to use vocabulary to describe and compare the weight of objects.(<b>heavy or light</b>).</p>
	<b>UNDERSTANDING OF THE WORLD</b>
	<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><b>Project /science link:</b> My growing plant.</p> <p><b>Rhyme:</b> Farmer plants the seed</p> <p>There's a worm in the bottom of my garden...</p>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<p>To continue to use lines to represent shapes and objects through painting/ drawing, mark making. (<b>create pictures showing the life cycle of a plant using a variety of media</b>).</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>
	<b>P.E:</b>
	<p>Balancing and coordination.</p> <p>To learn how to balance on four body parts.</p> <p><b>SWIMMING:</b></p> <p>To learn how to do the leg actions in front crawl with swimming aids independently.</p> <p>To learn how to do the doggy paddle arm actions.</p>
	<b>LIBRARY:</b>

