



Children's
International School

CIS LAGOS

ACADEMIC YEAR 2023-2024

TERM 3 CURRICULUM OVERVIEW FOR PRIMARY

YEAR GROUP – **NURSERY**

TERM 1	
CONCEPTS:	ECO FRIENDLINESS AND PEOPLE WHO HELP US
Week 1	MATHEMATICAL DEVELOPMENT Numbers, Shapes and Numerical Pattern: Revision <ul style="list-style-type: none">• Back to School:• To review counting and arranging in order numbers 1-20.• Number Manipulatives• To review numbers learnt so far- counting, matching, identification/recognition, patterns, sorting, number...• To introduce number 19- To recognise, say, identify, order, one-on-one correspondence.
	COMMUNICATION AND LANGUAGE Listening and attention, Understanding, Speaking Listening, Attention and Understanding; <ul style="list-style-type: none">• Group and Individual presentation: Weekend news, show and tell, sing and show the action activities.• To share their thoughts and take turns during group discussions or activities.• To listen to stories with increasing attention and recall.• To encourage children to learn language related to nature and the environment through activities such as naming plants, animals and natural phenomena as this fosters an appreciation for the natural world and builds vocabulary related to eco-friendliness.• To use stories, songs and rhymes that promote eco-friendly themes such as recycling, conservation, and caring for the environment.• To read: 🌍 I CAN SAVE THE EARTH - Earth Day Read Aloud• LOVE OUR EARTH a colourful counting story read by CC Stardust Learn how to help our Earth. <p><i>Keywords: Nature Environment, Earth Conservation Sustainability, Recycling, Reduce Reuse, Renewable energy, Plants, Animals, Water conservation, Energy conservation, Eco-friendly, Green living, Eco-warrior, Earth-friendly, Waste reduction Composting, Outdoor exploration</i></p>
	LITERACY Comprehension and Writing Objectives; <ul style="list-style-type: none">• To recite/sing Nursery Rhymes that they have been taught.• To make marks using different tools.• To practise sounds they have learnt (d, g, o, u, l, b, f).• To practise writing the letters learnt so far.• To practise active listening skills through stories, songs, or discussions.• To read: LOVE OUR EARTH a colourful counting story read by CC Stardust Learn how to help our Earth.• 🌍 I CAN SAVE THE EARTH - Earth Day Read Aloud• Jolly Phonics Group 3 Phonics for kids g o u l f b song jolly phonics song Marching Bell Schools To encourage children to develop empathy towards plants, animals and other living things by teaching them to care for plants, observe insects, and show kindness to animals. This helps children understand the interconnectedness of all living beings and the importance of environmental stewardship.• To empower children to take responsibility for the environment by engaging them in eco-friendly practices such as recycling, reducing waste and conserving resources, to encourage them to participate in eco-friendly activities both at home and in the community.• Classifying living and non-living things.

- **Link:** [Living & Non Living Things | What Are Non Living Things? | The Dr Binocs Show | Peekaboo Kidz](#)

Keywords: Nature Environment, Earth Conservation Sustainability, Recycling, Reduce Reuse, Renewable energy, Plants, Animals, Water conservation, Energy conservation, Eco-friendly, Green living, Eco-warrior, Earth-friendly, Waste reduction Composting, Outdoor exploration, Nature Walk.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation: Revision

- Redirecting class rules.
- To talk about various ways to care for the Planet.

UNDERSTANDING OF THE WORLD

Building relationships, Managing self, Self regulation:

- To re-acclimate to surroundings.
- To talk about previous topics that have been learnt.
- To introduce the concept of **Nature Exploration; Living and non-living things**
- To encourage curiosity and a love for learning by providing opportunities for exploration and inquiry.
- To foster an understanding and appreciation of the natural world while promoting eco-friendly attitudes and behaviours.
- To encourage children to learn language related to nature and the environment through activities such as naming plants, animals and natural phenomena as this fosters an appreciation for the natural world and builds vocabulary related to eco-friendliness.

- [All About Recycling | Recycling For Kids | Earth Day | Twinkl USA](#)

Keywords: Nature Environment, Earth Conservation Sustainability, Recycling, Reduce Reuse, Renewable energy, Plants, Animals, Water conservation, Energy conservation, Eco-friendly, Green living, Eco-warrior, Earth-friendly, Waste reduction Composting, Outdoor exploration, Nature Walk.

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To participate in singing, dancing and ring games.
- To encourage children to explore and experiment with a variety of natural materials such as leaves, sticks, rocks, and shells in their art activities. This promotes an appreciation for the environment and reduces reliance on synthetic or non-biodegradable materials.
- To use recyclable materials to make crafts.
- To provide opportunities for children to create artwork using recycled materials such as paper, cardboard, plastic bottles and scraps of fabric as this teaches them about the importance of recycling and repurposing materials while fostering creativity.
- To encourage children to explore colours inspired by nature, such as earth tones, greens, blues and yellows using activities like painting landscapes, mixing natural dyes from fruits and vegetables or creating leaf rubbings.

PHYSICAL DEVELOPMENT

Develop Fine and Gross Motor Skills:

- To provide sensory experiences using natural elements such as sand, water, mud and clay.
- To provide opportunities for children to engage in gardening activities such as planting seeds, watering plants as this fosters an appreciation for nature and promotes physical activity through digging, planting and caring for plants.
- To encourage children to explore textures, shapes and patterns in nature through tactile art activities like sculpting with clay or making impressions in sand or mud.
- To engage in activities that enhance hand-eye coordination, such as stacking blocks or threading beads.
- To engage in cutting activities using scissors; practise cutting along the line with precision.

Swimming:

To learn the rules, equipment, and facilities around the swimming pool area.

P.E

Introduction

To perform activities to improve coordination

LIBRARY:[To welcome students to a new term/session \(Introduction of librarian and students\)](#)[To understand Library rules and expectations,](#)

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Week 2	MATHEMATICAL DEVELOPMENT
	<p>Numbers, Shapes and Numerical Pattern:</p> <ul style="list-style-type: none"> ● To introduce number 20- To recognise, say, identify, order, one-on-one correspondence. ● To practise counting and recognising numbers while learning about recyclable materials; Counting recyclable items like plastic bottles, paper cups or cardboard boxes as part of recycling-themed games or activities. ● To introduce measurement concepts and comparison skills while learning about recycling; comparing the sizes or weights of recyclable items, such as comparing the weight of a plastic bottle to that of an aluminium can. ● To explore patterns and sequences using recycled materials; creating patterns or sequences with recyclable items like bottle caps, paper rolls, or cardboard pieces.
	COMMUNICATION AND LANGUAGE
	<p>Listening and attention, Understanding, Speaking Listening, Attention and Understanding;</p> <ul style="list-style-type: none"> ● Group and Individual presentation: Weekend news, show and tell, sing and show the action activities. ● To share their thoughts and take turns during group discussions or activities. ● To listen to stories with increasing attention and recall. ● To encourage children to learn language related to nature and the environment through activities such as naming plants, animals and natural phenomena as this fosters an appreciation for the natural world and builds vocabulary related to eco-friendliness. ● To use stories, songs and rhymes that promote eco-friendly themes such as recycling, conservation, and caring for the environment. ● To read: Recycling Is Fun (My Little Planet) by Charles Ghigna Earth Day Read Aloud Recycling Read Aloud ● Michael Recycle By Ellie Bethel & Illustrated by Alexandra Colombo <p><i>Keywords: Nature Environment, Earth Conservation Sustainability, Recycling, Reduce Reuse, Renewable energy, Plants, Animals, Water conservation, Energy conservation, Eco-friendly, Green living, Eco-warrior, Earth-friendly, Waste reduction Composting, Outdoor exploration.</i></p>
	LITERACY
	<p>Comprehension and Writing Objectives;</p> <ul style="list-style-type: none"> ● To introduce the sound of the week /L/ ● To recognise, sing songs, make the sound, describe and write letter formation of jolly phonics Group 3- L, Jolly phonics song ● Squiglet Story- Get Squiggling Letters Letter L ● To begin to use keywords from the story of the week: lantern, lamp, lollipop, lion, leaves, lonely... <p><i>Keywords: Nature Environment, Earth Conservation Sustainability, Recycling, Reduce Reuse, Renewable energy, Plants, Animals, Water conservation, Energy conservation, Eco-friendly, Green living, Eco-warrior, Earth-friendly, Waste reduction Composting, Outdoor exploration.</i></p>
	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	<p>Building relationships, Managing self, Self regulation:</p> <ul style="list-style-type: none"> ● To encourage children to develop empathy towards nature and living things by teaching them to care for plants, animals and the environment to help foster a sense of connection and responsibility towards the planet. ● To encourage children to reflect on their own habits and identify ways they can contribute to a more sustainable future, such as using reusable water bottles or recycling paper at home. ● To instill habits of responsible behaviour towards the environment, such as picking up litter, conserving water, and turning off lights when not in use in order to help children understand the impact of their actions on the planet and the importance of making eco-friendly choices.

- To use discussions and activities to help children identify and express their emotions related to environmental issues such as pollution, deforestation, or climate change. Teach them healthy ways to cope with feelings of sadness, anger, or concern about the planet's future.

UNDERSTANDING OF THE WORLD

People and communities, The world, Technology ,People, Culture and Communities; Reduce, Reuse, Recycle

- To develop the ability to recognise different materials and understand which ones can be reused or recycled.
- To encourage children to reflect on their own habits and identify ways they can contribute to a more sustainable future, such as using reusable water bottles or recycling paper at home.
- To encourage creativity and imagination in finding new purposes for old or used items.
- To recognise and sort common waste items into categories such as paper, plastic, glass, and organic waste.
- To recognise and sort common waste items into categories such as paper, plastic, glass, and organic waste.
- To begin to understand the concept of "reduce" by participating in activities that involve using less materials, such as using smaller amounts of paper for artwork or taking only what they need during snack time.
- To explore different types of reusable materials (e.g., cloth napkins, reusable containers) and learn how they can be used multiple times instead of being thrown away after one use.
- To learn about the importance of caring for living things by participating in activities such as planting seeds in reusable containers and observing the growth of plants over time.

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To encourage children to create artwork using recycled materials such as cardboard, paper rolls, and plastic bottles.
- To encourage children to explore the different textures, colours, and shapes while discussing how these items can be repurposed or recycled.
- To present children with a variety of everyday objects and ask them to identify which ones can be reused or recycled.
- To encourage discussion and critical thinking about the potential uses and environmental impact of each item.
- To encourage children to reflect on their own habits and identify ways they can contribute to a more sustainable future, such as using reusable water bottles or recycling paper at home.

PHYSICAL DEVELOPMENT

Develop Fine and Gross Motor Skills:

- To encourage children to dig, pour, and explore the different textures and shapes while discussing the concept of reusing materials.
- To use music and rhythmic movements to engage children in creative expression while reinforcing the concepts of Reduce, Reuse and Recycle.
- To encourage children to reflect on their own habits and identify ways they can contribute to a more sustainable future, such as using reusable water bottles or recycling paper at home.
- To involve children in planting seeds, watering plants, and composting organic materials, promoting physical activity and environmental stewardship.

Swimming:

Breath holding activities and floating.

P.E:

[To learn about basic body movement](#)

[To perform activities to improve coordination](#)

LIBRARY:

[To learn about the library - what is a library? What do we do in the library and what can we find in the library?](#)

[To check out new books,](#)

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Week 3	MATHEMATICAL DEVELOPMENT
	<p>Numbers, Shapes and Numerical Pattern:</p> <p>Counting Back from 20</p> <ul style="list-style-type: none"> To reinforce recognition of numerals and their sequence, aiding in the development of number sense. To foster basic problem-solving skills and critical thinking. To verbalise numbers in reverse order which will further enhance language development, particularly in terms of sequencing and vocabulary- before, after, in between... To boost children's confidence in their mathematical abilities, setting a positive tone for further exploration and learning in mathematics.
	<p>COMMUNICATION AND LANGUAGE</p> <p>Listening and attention, Understanding, Speaking Listening, Attention and Understanding;</p> <ul style="list-style-type: none"> Group and Individual presentation: Weekend news, show and tell, sing and show the action activities. To share their thoughts and take turns during group discussions or activities. To listen to stories with increasing attention and recall. To encourage children to learn language related to nature and the environment through activities such as naming plants, animals and natural phenomena as this fosters an appreciation for the natural world and builds vocabulary related to eco-friendliness. To use stories, songs and rhymes that promote eco-friendly themes such as recycling, conservation, and caring for the environment. What is POLLUTION? Types of POLLUTION - Air Water Soil Noise Dr Binocs Show -Peekaboo Kidz Pollution Types of Pollution Science for kids #Pantsbear To facilitate "Show and Tell" sessions where children can bring items related to Eco friendliness or share their experiences encouraging them to express themselves clearly and confidently. <p>Keywords: <i>Keywords:Nature Environment, Earth ConservationSustainability,Recycling,Reduce Reuse, Renewable energy, Plants, Animals, Water conservation,Energy conservation,Eco-friendly, Green living, Eco-warrior, Earth-friendly, Waste reduction Composting,Outdoor exploration.</i></p>
	<p>LITERACY</p> <p>Comprehension and Writing Objectives;</p> <ul style="list-style-type: none"> To introduce the sound of the week /f/ To recognise, sing songs, make the sound, describe and write letter formation of jolly phonics Group 4- f. To begin to use keywords from the story of the week: fan, family, foam, first... <p>Keywords:<i>Nature Environment, Earth ConservationSustainability,Recycling,Reduce Reuse, Renewable energy, Plants, Animals, Water conservation,Energy conservation,Eco-friendly, Green living, Eco-warrior, Earth-friendly, Waste reduction Composting,Outdoor exploration.</i></p> <ul style="list-style-type: none"> Get Squiggling Letters Letter F Geraldine the Giraffe learns /f/ To foster oral storytelling by asking children to share their own stories or experiences related to pollution reduction. Use props or visuals to support their storytelling. <p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</p>

Building relationships, Managing self, Self regulation:

- To foster a sense of environmental citizenship by teaching children about their role as responsible members of their community and empowering them to take action to protect the environment.
- To engage children in discussions and activities that involve brainstorming solutions to pollution-related problems, fostering critical thinking and problem-solving skills.
- To provide opportunities for children to actively participate in pollution reduction efforts, such as cleaning up litter or recycling, to build their confidence in making a positive difference.
- To develop empathy towards nature and living beings affected by pollution by engaging them in activities that highlight the impact of pollution on the environment, wildlife and communities.

UNDERSTANDING OF THE WORLD**Building relationships, Managing self, Self regulation:**

- To introduce children to the concept of pollution and its impact on the environment, fostering an early understanding of their role in protecting the planet.
- To identify common sources of pollution in their surroundings, such as littering, vehicle emissions, and improper waste disposal.
- To encourage a sense of responsibility and stewardship towards the environment, emphasising the importance of taking care of nature for future generations.
- To introduce simple eco-friendly practices that children can incorporate into their daily lives, such as recycling, conserving water and reducing energy consumption.

[What is POLLUTION? | Types of POLLUTION - Air | Water | Soil | Noise | Dr Binocs Show - Peekaboo Kidz](#)

[Pollution | Types of Pollution | Science for kids | #Pantsbear](#)

EXPRESSIVE ART & DESIGN**Creating with Materials and Being Imaginative:**

- To encourage children to express their thoughts and feelings about pollution and environmental conservation through art, allowing them to explore creative solutions and imaginative expressions.
- To provide opportunities for children to visually represent pollution and its effects on the environment through drawings, paintings, collages or sculptures, helping them understand complex concepts in a tangible way.
- To incorporate sensory experiences into art activities related to pollution reduction, such as using recycled materials, exploring different textures, or creating art outdoors to connect with nature.
- To facilitate collaborative art projects that involve working together towards a common goal, such as creating a recycled art installation or designing posters to raise awareness about pollution reduction.

PHYSICAL DEVELOPMENT**Develop Fine and Gross Motor Skills:**

- To engage children in physical activities outdoors that promote environmental awareness, such as nature walks, gardening, or participating in community clean-up events.
- To encourage the development of fine motor skills through tasks like sorting recyclables, threading beads to make jewellery from recycled materials, or using tools for gardening, fostering hand-eye coordination and dexterity.
- To integrate environmental themes into physical fitness activities, such as "eco-friendly" relay races where children carry recyclables instead of traditional batons, or obstacle courses that incorporate environmental challenges.
- To encourage children to use natural materials found outdoors for creative expression, such as building structures with sticks and stones, making art with leaves and flowers, or creating nature-inspired sculptures.

P.E:**SWIMMING:**

Breath holding activities and floating.

LIBRARY:

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Week 4	<p>MATHEMATICAL DEVELOPMENT</p> <p>Numbers, Shapes and Numerical Pattern:</p> <p>Number before</p> <ul style="list-style-type: none"> To foster a conceptual understanding of numbers as representing quantities or positions in a sequence, laying the groundwork for later mathematical concepts. To provide opportunities for children to explore and engage by boosting their confidence in their mathematical abilities and fostering a positive attitude towards learning. To promote numerical fluency and understanding of number relationships.
	<p>COMMUNICATION AND LANGUAGE</p> <p>Listening and attention, Understanding, Speaking Listening, Attention and Understanding;</p> <ul style="list-style-type: none"> Group and Individual presentation: Weekend news, show and tell, sing and show the action activities. To share their thoughts and take turns during group discussions or activities. To introduce and reinforce vocabulary related to plants and animals, such as names of different species, parts of plants and animal behaviours. To use stories, songs and rhymes that promote eco-friendly themes such as recycling, conservation, and caring for the environment; Caring for plants and animals. To encourage children to express their observations, thoughts and feelings about plants and animals verbally, using descriptive language to communicate their experiences. To facilitate "Show and Tell" sessions where children can bring items related to Caring for plants and animals or share their experiences encouraging them to express themselves clearly and confidently. To use language to raise awareness about the importance of caring for plants and animals, discussing topics such as habitat preservation, biodiversity and the impact of human actions on the environment. <p>Keywords: <i>Keywords: Nature Environment, Earth Conservation, planting, Sustainability, Recycling, Reduce Reuse, Renewable energy, Plants, Animals, Water conservation, Energy conservation, Eco-friendly, Green living, Eco-warrior, Earth-friendly, Waste reduction Composting, Outdoor exploration.</i></p>
	<p>LITERACY</p> <p>Comprehension and Writing Objectives;</p> <ul style="list-style-type: none"> To introduce the sound of the week /b/ To recognise, sing songs, make the sound, describe and write letter formation of jolly phonics Group 4- b. Jolly phonics b song Get Squiggling Letters Letter B https://www.youtube.com/watch?v=ztsfs0I9I9Q To read- Nature Story for Kids: The Boy Who Grew A Forest Vooks Narrated Storybooks To begin to use keywords from the story. To use language to raise awareness about the importance of caring for plants and animals, discussing topics such as habitat preservation, biodiversity and the impact of human actions on the environment.
	<p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</p> <p>Building relationships, Managing self, Self regulation:</p> <ul style="list-style-type: none"> To foster empathy towards living things by encouraging children to understand the needs and feelings of plants and animals, promoting a sense of responsibility and compassion. To help children recognise the interdependence between humans, plants, and animals, fostering an appreciation for the interconnectedness of all living things. To promote a sense of responsibility and respect for the natural world by teaching children how to care for plants and animals, emphasising the importance of treating living beings with kindness and care. To encourage teamwork and collaboration as children work together to care for plants and animals, fostering a sense of community and cooperation.
	<p>UNDERSTANDING OF THE WORLD</p>

Building relationships, Managing self, Self regulation:

Caring for Plants and Animals

- To introduce children to the life cycles of plants and animals, including stages of growth and development, helping them understand the interconnectedness of life processes.
- To help children recognise and understand the basic needs of plants and animals, such as water, sunlight, food and shelter, promoting an awareness of the importance of meeting these needs for survival.
- To develop children's observational skills by encouraging them to closely observe plants and animals, noting their physical characteristics, behaviours, and interactions with their environment.
- To encourage children to take on roles and responsibilities in caring for plants and animals, fostering a sense of empathy, responsibility and respect for living things.
- To engage children in hands-on activities, such as planting seeds, caring for seedlings, observing insects, or interacting with small animals, to deepen their understanding of the world of plants and animals through direct experience.

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To encourage children to express their experiences and feelings about plants and animals through various art forms, such as drawing, painting, sculpting or storytelling.
- To inspire children to create art that is inspired by nature, using natural materials such as leaves, flowers, sticks, or feathers to create collages, sculptures, or nature-based designs.
- To develop children's observational skills by encouraging them to closely observe plants and animals and represent their observations through art, promoting attention to detail and visual literacy.
- To stimulate children's imagination and creativity by encouraging them to imagine and create imaginary plants and animals, fostering imaginative play and storytelling.

PHYSICAL DEVELOPMENT

Develop Fine and Gross Motor Skills:

- To engage children in activities such as planting seeds, watering plants, or feeding animals to develop their fine motor skills, including hand-eye coordination and finger dexterity.
- To provide opportunities for children to engage in physical activities related to caring for plants and animals, such as digging in the garden, carrying watering cans, or walking pets, to develop their gross motor skills and physical strength.
- To promote outdoor play experiences that involve interacting with plants and animals, allowing children to run, jump, and explore in natural environments, fostering physical fitness and wellbeing.
- To sensitise children about safe practices when interacting with plants and animals, such as wearing gloves while gardening or approaching animals gently, to promote physical safety and risk awareness.

P.E:

[To perform activities to improve coordination and balance](#)

[To perform basic movement pattern](#)

SWIMMING:

To hold breath, submerge in the water and open eyes as well as gain buoyancy.

LIBRARY:

[To cultivate the art of listening to and following stories, the teacher will select a storybook, read to the class and discuss.](#)

[To check in borrowed books and check out new books.](#)

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Week 5

MATHEMATICAL DEVELOPMENT

Numbers, Shapes and Numerical Pattern:

Number After

- Introduce children to the concept of counting forward by identifying the number that comes after a given number in the sequence.
- To develop fluency in counting by practising identifying the number that comes after a given number up to 20.

- To encourage children to use logical reasoning and problem-solving skills to determine the number that comes after a given number, promoting cognitive development.
- To engage children in hands-on activities, such as using number cards or counting objects, to practise identifying the number that comes after a given number.

COMMUNICATION AND LANGUAGE

Listening and attention, Understanding, Speaking Listening, Attention and Understanding;

- To introduce and reinforce vocabulary related to composting, such as "**compost**," "**organic waste**," "decay," "nutrients," and "soil enrichment," to build children's understanding of the process.
- To prompt children to use descriptive language to describe the composting process, including the appearance, texture, and smell of compost materials, to build vocabulary and communication skills.
- To promote inquiry-based learning by encouraging children to ask questions about composting, fostering curiosity and critical thinking skills.
- To encourage children to reflect on their composting experiences and observations, prompting them to articulate their thoughts, feelings, and discoveries about the process.

Keywords:Compost,Recycling, Organic waste, Food scraps, Garden waste, Decomposition, Soil enrichment,Nutrients,Worms,Green waste,Brown waste,Bin, Pile,Turning, Mixing, Smell, Earthworms, Bacteria,Fertilizer...

LITERACY

- To introduce the sound of the week /j/
- To recognise, sing songs, make the sound, describe and write letter formation of jolly phonics Group 4- [Jolly Phonics j song](#)[Get Squiggling Letters | Letter J](#)<https://www.youtube.com/watch?v=oHe1GoxTyEI>
- To read-[Save the Scraps by Bethany Stahl | Children's Animated Audiobook | A Story About Composting](#)
- To begin to use keywords from the story.
- To use language to raise awareness about composting.

Keywords:Compost,Recycling, Organic waste, Food scraps, Garden waste, Decomposition, Soil enrichment,Nutrients,Worms,Green waste,Brown waste,Bin, Pile,Turning, Mixing, Smell, Earthworms, Bacteria,Fertilizer...

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To foster a sense of responsibility towards the environment by teaching children how composting reduces waste and benefits the earth.
- To encourage teamwork and collaboration as children work together to collect organic waste, create compost piles, and maintain compost bins, fostering a sense of community and cooperation.
- To develop empathy towards living organisms involved in composting, such as earthworms and microorganisms, by emphasising their role in the decomposition process.[Wiggly Woo](#)
- To support emotional regulation as children engage in hands-on composting activities, encouraging them to manage feelings of curiosity, excitement, or frustration that may arise.

UNDERSTANDING OF THE WORLD

People and communities, The world, Technology ,People, Culture and Communities; Composting

- To introduce children to the concept of composting as a natural process that transforms organic waste into nutrient-rich soil, fostering an understanding of ecological cycles.
- Introduce children to the role of compost in gardening and plant growth, explaining how compost provides essential nutrients for healthy soil and vibrant plants.
- To encourage children to ask questions and explore composting through inquiry-based learning, promoting curiosity, critical thinking, and problem-solving skills.
- To provide hands-on experiences with composting materials and processes, allowing children to actively engage with compost bins, turners, and compost heaps to deepen their understanding.

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To encourage children to express their understanding of composting creatively through various art forms, such as drawing, painting, sculpting, or collage.

	<ul style="list-style-type: none"> To provide sensory-rich experiences with composting materials, such as exploring different textures, smells, and colours of organic waste and compost, fostering sensory awareness and creativity. To Inspire children to create art that reflects the beauty of nature and the composting process, using natural materials such as leaves, twigs, or flowers to create artwork that celebrates the cycle of life. To provide opportunities for children to engage in role-play activities related to composting, such as pretending to be gardeners or composting superheroes, promoting imaginative play and storytelling. To use art as a means to celebrate the beauty and diversity of the natural world, fostering a sense of wonder, appreciation, and connection to plants, animals, and the earth.
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PHYSICAL DEVELOPMENT	
Develop Fine and Gross Motor Skills:	
	<ul style="list-style-type: none"> To engage children in activities such as collecting and sorting compost materials, handling gardening tools, and turning compost piles to enhance their hand-eye coordination, finger dexterity, and manipulation skills. To encourage children to explore outdoor environments such as gardens or composting areas, promoting physical activity, spatial awareness, and sensory exploration in natural settings. To teach children practical skills involved in composting, such as lifting and carrying compost bins, mixing compost materials, and watering compost piles, to promote independence, self-help skills, and confidence in their abilities. To teach children practical skills involved in composting, such as lifting and carrying compost bins, mixing compost materials, and watering compost piles, to promote independence, self-help skills, and confidence in their abilities.

P.E:	
To perform basic inversion games	
Swimming:	
Submersion in the water, gain buoyancy and begin to do the flutter kicks with noodles lying prone.	
LIBRARY:	
To learn how to use library voices and demonstrate proper behaviour in the library.	
To check in borrowed books and check out new books.	

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Week 6	MATHEMATICAL DEVELOPMENT
	Numbers, Shapes and Numerical Pattern
	Missing Numbers
	<ul style="list-style-type: none"> To help children recognize and identify numerals from 1 to 20, fostering familiarity with the numerical sequence. To build fluency in counting by filling in missing numbers within the sequence, reinforcing the concept of number order and progression. To develop an understanding of the relationship between numbers, recognizing that each number comes after the previous one and before the next one. To engage children in problem-solving as they determine the missing numbers, fostering critical thinking and logical reasoning. To recognise, say, identify, order, one-on-one correspondence Number 1-20. To find numbers before and after
	COMMUNICATION AND LANGUAGE
	Listening and attention, Understanding, Speaking Listening, Attention and Understanding;
	<ul style="list-style-type: none"> To introduce and reinforce vocabulary related to eco-friendly eating, such as "organic," "local," "sustainable," "seasonal," "plant-based," and "farm-to-table," to build children's understanding of healthy and environmentally conscious food choices. To encourage children to express their thoughts, preferences and questions about eco-friendly eating verbally, using descriptive language to communicate their understanding and curiosity about food and sustainability. To promote inquiry-based learning by encouraging children to ask questions about eco-friendly eating, fostering curiosity and critical thinking skills about where food comes from

and how it affects the environment. [Healthy Food Vs Junk Food Song!](#) [Kids Book Read Aloud: Why Should I Eat Well? By Claire Llewellyn](#) [OLIVER'S FRUIT SALAD | Healthy Eating Story | Read aloud #storyoftheweek](#)

Keywords: Organic, Local, Sustainable, Seasonal, Plant-based, Farm-to-table, Eco-friendly, Fair trade, Fresh, Healthy, Reduce, reuse, recycle, unhealthy, Compostable, Biodiverse, Non-GMO, Environmentally friendly...

LITERACY

Comprehension and Writing Objectives:

- To introduce the sound of the week /z/
- To recognise, sing songs, make the sound, describe and write letter formation of Jolly phonics Group 5- z.
- To introduce the sound of the week /z/
- To recognise, sing songs, make the sound, describe and write letter formation of jolly phonics Group 5- z.
- To begin to use keywords from the story of the week.
- [Jolly phonics- ' z ' song #jollyphonicsongs](#) [Get Squiggling Letters | Letter Z](#) [Geraldine the Giraffe learns the /z/ sound](#)

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To foster empathy towards the environment and living beings by teaching children about the impact of food choices on the planet and other creatures, encouraging them to consider the welfare of animals and ecosystems.
- To promote healthy eating habits by teaching children about the nutritional benefits of eco-friendly foods, such as fruits, vegetables, whole grains, and plant-based proteins, encouraging them to develop a preference for nutritious, sustainable foods.
- To explore cultural food traditions and practices from around the world, emphasising the diversity of eco-friendly eating habits and promoting respect for different dietary customs and values.

UNDERSTANDING OF THE WORLD

People and communities, The world, Technology, People, Culture and Communities;

- To introduce children to the concept of where food comes from and how it is produced, emphasising the importance of sustainable and ethical food practices.
- To provide hands-on experiences with eco-friendly foods, such as planting seeds, harvesting vegetables, or cooking simple meals with fresh, seasonal ingredients, to deepen children's understanding and appreciation of sustainable food practices.
- To explore the issue of food waste and its impact on the environment, discussing strategies for reducing waste at home and in the community through mindful meal planning, portion control, and composting.
- To introduce children to food labels and certifications that indicate eco-friendly and sustainable food choices, such as organic to empower them to make informed decisions as consumers.
- To make healthy food choices.

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To provide opportunities for children to engage in imaginative play related to eco-friendly eating, such as pretending to be chefs, farmers, or environmental activists, fostering creativity and storytelling skills through dramatic play.
- To provide sensory-rich experiences with eco-friendly foods, such as exploring different textures, colours and smells of fruits, vegetables, and grains, fostering sensory awareness and appreciation for natural ingredients.
- To provide opportunities for children to engage in imaginative play related to eco-friendly eating, such as pretending to be chefs, farmers, or environmental activists, fostering creativity and storytelling skills through dramatic play.
- To use art as a means to celebrate the beauty and diversity of the natural world, fostering a sense of wonder, appreciation, and connection to plants, animals, and the Earth through creative expression.

PHYSICAL DEVELOPMENT

Develop Fine and Gross Motor Skills:

- To engage children in activities such as peeling, chopping and slicing fruits and vegetables, promoting the development of hand-eye coordination, finger dexterity and fine motor skills.
- To teach children basic cooking skills such as stirring, pouring, mixing and kneading dough, promoting independence, self-help skills, and confidence in their ability to prepare healthy meals.
- To teach children about portion sizes, balanced meals and mindful eating practices, encouraging them to listen to their bodies, eat when hungry and stop when full.
- To promote physical activity and playtime as part of a healthy lifestyle, emphasising the importance of staying active and burning energy through outdoor play, games, and physical exercise.

P.E:

[To perform basic inversion games](#)
[To develop gross motor skills](#)

SWIMMING:

Gain buoyancy and continue to do the flutter kicks with noodles lying prone.

LIBRARY:

[To learn how to use library voices and demonstrate proper behaviour in the library.](#)
[To check in borrowed books and check out new books.](#)

HALF TERM

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Week 8

MATHEMATICAL DEVELOPMENT

Numbers, Shapes and Numerical Pattern:

- Review concepts from the first half; counting on, counting back, numbers before, number after, making patterns.
- To introduce the concepts of **more or less**.
- To be able to subitize which group has more or less.
- To estimate and determine which group has more and which group has less in a set.
- [More and Less | Comparison for Kids | Learn Pre-School Concepts with Siya | Part 5](#)

COMMUNICATION AND LANGUAGE

Listening and attention, Understanding, Speaking Listening, Attention and Understanding;

- **Group and Individual presentation:** Weekend news, **Show and tell**, sing and show the action activities.
- To share their thoughts and take turns during group discussions or activities.
- To listen to stories with increasing attention and recall.
- To use the vocabulary related to People who help us in their interaction with peers.
- To read: **Community Super Heroes read aloud story**
- [Community Superheroes | Kids Read Aloud Books | Classroom Read Alouds | Learning About Community](#)

Keywords-drivers, gardeners, cooks, janitors, security, teachers, nurses, store keepers, chefs etc.

LITERACY

Comprehension and Writing Objectives:

- To introduce the sound of the week **/w/**
- To recognise, sing songs, make the sound, describe and write letter formation of Jolly phonics Group 4 - **w**.
- [Jolly phonics- 'w' song #jollyphonicsongs](#)
- To introduce the sound of the week **/w/**
- To recognise, sing songs, make the sound, describe and write letter formation of jolly phonics Group 4 - **/w/**.
- To read- **Community Super Heroes read aloud story**
- [Community Superheroes | Kids Read Aloud Books | Classroom Read Alouds | Learning About Community](#)

- To begin to use keywords from the story of the week.
- To provide opportunities for mark-making and early writing related to **community helpers**. This includes drawing pictures, tracing shapes or attempting to write simple words.
- To introduce and expand the vocabulary related to **community helpers** by encouraging children to use descriptive words to talk about their roles and responsibilities, clothing and tools used by People who help us in our community.
- To foster oral storytelling by asking children to share their own stories or experiences related to a visit to a community helper with the use of props or visuals to support their storytelling.
- To begin to use keywords from the story of the week.

Nursery Rhymes/songs:

- [Jobs Song for Kids | What Do You Do? | Occupations | Kindergarten, Preschool, ESL | Fun Kids English](#)(Community helpers song).
- ["Alphabet Occupations" - ABC Jobs Song for Kids | Learn the alphabet phonics with Jobs & Occupations](#)ABC job songs (Bounce Patrol)
- [Community Superheroes | Kids Read Aloud Books | Classroom Read Alouds | Learning About Community](#)

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To provide opportunities for children to use language to describe and discuss their experiences with different community helpers, as well as engage in conversations with peers and adults about their preferences, opinions or memories related to different community helpers.
- To develop the ability to initiate and maintain positive relationships with peers and adults.
- To promote positive interactions by teaching children to be considerate and mindful of others when they visit a community helper.
- To initiate circle time discussions about different roles of people who help us.
- To role play scenarios where children act out different roles such as firefighters, doctors, or police officers.
- To participate in group activities that encourage teamwork and cooperation, like building a pretend emergency scene with blocks or creating a thank-you card for a community helper.

UNDERSTANDING OF THE WORLD

People and communities, The world, Technology ,People, Culture and Communities;

People Who Help Us:Introduction/ School and Home

- To introduce children to a variety of different occupations and ways of life and help them understand their purposes and how they are important in our everyday life.
- -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 cashiers.
- **Focus Topic-People who help us at home/school:**
- The children will look at the jobs of people who help us in our community, with emphasis on teachers, cleaners, gardeners, coaches, security etc.
- 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.
- **Nursery Rhymes/songs:**
- [Jobs Song for Kids | What Do You Do? | Occupations | Kindergarten, Preschool, ESL | Fun Kids English](#)(Community helpers song).
- ["Alphabet Occupations" - ABC Jobs Song for Kids | Learn the alphabet phonics with Jobs & Occupations](#)ABC job songs (Bounce Patrol)
- [Community Superheroes | Kids Read Aloud Books | Classroom Read Alouds | Learning About Community](#)

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To foster storytelling skills by combining art with storytelling about community helpers.

	<ul style="list-style-type: none"> To explore movement and rhythm through dance activities inspired by songs related to community helpers. To introduce the concept of sounds associated with community helpers vehicles e.g police cars. To explore the concept of shadows through artistic play with community helpers vehicles. To introduce the concept of patterns through community helpers-themed art projects. To foster spatial awareness and creativity through the construction of 3D models of community helpers vehicles. To explore expressiveness through music and movement inspired by community helpers songs. To promote role-play activities where children dress up and use pretend tools associated with different community helpers.
	PHYSICAL DEVELOPMENT
	Develop Fine and Gross Motor Skills: <ul style="list-style-type: none"> To enhance spatial awareness and coordination through obstacle courses with community helpers themes. To develop imaginative play and fine motor skills through pretending to drive a police car or an ambulance.. To incorporate movement and coordination by playing a freeze game with community helpers cues. To interact with sensory play stations materials representing tools used by community helpers, such as water for firefighters or bandages for doctors. To develop fine motor skills and hand-eye coordination by constructing community helpers vehicles.
	P.E:
	To perform basic inversion games To develop gross motor skills
	SWIMMING: Improve buoyancy in the water and flutter kicks with aids for a distance.
	LIBRARY:
	To cultivate the art of listening to and following stories, the students will listen to a read-aloud book/video and discuss. To check in borrowed books and check out new books.

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Week 9	MATHEMATICAL DEVELOPMENT
	Numbers, Shapes and Numerical Pattern: <ul style="list-style-type: none"> To introduce the use of Positional words in describing the location of objects in our environments. To use positional words in their day to day vocabulary development. To use the keywords in, under, above, below, behind, on, in front of, between etc. Where's the Monkey?
	COMMUNICATION AND LANGUAGE
	Listening and attention, Understanding, Speaking Listening, Attention and Understanding; <ul style="list-style-type: none"> To promote communication skills through role-playing and imaginative play scenarios involving people who help us with food. To enhance narrative skills by encouraging children to retell stories about a day in the life of a chef story. To develop the ability to ask and answer simple questions related to community helpers. To develop listening skills and comprehension through community helpers-themed stories and discussions. To introduce and expand children's vocabulary related to community helpers. To explore rhyming words and rhythm through community helpers -themed songs and rhymes. To develop descriptive language skills by encouraging children to use adjectives to describe vehicles or tools used by People who help us with food. Keywords- chefs, cooks, fishermen, farmers,bakers, net, hook,bake, butcher.

LITERACY

Comprehension and Writing Objectives:

- To introduce the sound of the week /v/
- [Jolly phonics v songs](#)
- To recognise, sing songs, make the sound, describe and write letter formation of Jolly phonics Group 4 - v.
- To engage in discussions about the sound that the letter /v/ makes at the beginning of words.
- To sing songs and stories related to People who help us with food.
- To provide opportunities for mark-making and early writing related to **Community Helpers**. This includes drawing and colouring pictures of various community helpers who help us with food or attempting to write simple words.
- To begin to use keywords from the story of the week- "[People who help us, Chef](#)", [read aloud](#)
- **Nursery Rhyme: "Old Macdonald had a farm"**
- [Old MacDonald Had A Farm | Nursery Rhymes | Super Simple Songs](#)

- *Keywords- chefs, cooks, fishermen, farmers,bakers, net, hook,bake, butcher.*

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To provide opportunities for self-expression through art activities related to healthy eating.
- To explore the diversity of food and the cultural backgrounds of food helpers, promoting inclusivity and understanding.
- To promote awareness of the importance of healthy eating habits through discussions about food helpers' roles in providing nutritious food.
- To foster collaboration and sharing skills by engaging children in activities related to food preparation and distribution.

UNDERSTANDING OF THE WORLD

People and communities, The world, Technology ,People, Culture and Communities; People who help us with food

- To introduce the children to various food helpers and their roles in providing food to the community.
- To familiarise the children with different types of food and where they come from.
- To teach the children about the importance of healthy eating habits with the help of food helpers.
- To learn about the importance of food safety and hygiene practices.
- To foster appreciation and gratitude towards food helpers for their contributions to the community.
- [Old MacDonald Had A Farm | Nursery Rhymes | Super Simple Songs](#)

Keywords- chefs, cooks, fishermen, farmers,bakers, net, hook,bake, butcher.

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To foster Empathy and Understanding the efforts of farmers, chefs, grocery store workers, and others involved in providing food to our communities.
- To encourage children to create artwork and crafts depicting people who help us with food.
- To foster creativity through collage projects related to People who help us with food.
- To foster storytelling skills by combining art with storytelling about People who help us with food.
- To introduce the concept of patterns through community helpers projects.
- To explore expressiveness through music and movement inspired by community helpers songs..
- To Introduce tactile experiences by exploring different textures of food and food prints in their artwork.

PHYSICAL DEVELOPMENT

Develop Fine and Gross Motor Skills:

- To provide opportunities for children to engage their creativity and imagination while learning about food helpers.

- To encourage them to explore different artistic mediums such as drawing, painting, collage, and role-playing.
- To stimulate children's creativity as they represent food helpers and the food journey from farm to table in their artwork.
- To aid children towards expressing themselves creatively and developing a deeper appreciation for the diverse roles involved in food production and distribution.

P.E:

[To catch a large ball](#)

[Self throw and catch activities](#)

SWIMMING:

Execute the flutter kicks lying prone with aids for a longer distance.

LIBRARY:

[To learn how to take care of books and how to keep books in good condition](#)

[To check in borrowed books and check out new books.](#)

Week 10

MATHEMATICAL DEVELOPMENT

Numbers, Shapes and Numerical Pattern:

- -To begin to use the keyword **Ordinal numbers** in describing the position of people and things around their immediate environment.
- -To identify and determine when to use ordinal numbers in context.
- -To use the keywords First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth.
- [Ordinal Numbers | Mathematics Grade 2 | Periwinkle](#)
- [Ordinal Numbers For Kids: Grade 1 Math | TutWay](#)

COMMUNICATION AND LANGUAGE

Listening and attention, Understanding, Speaking Listening, Attention and Understanding;

- To introduce and expand the vocabulary related to people who help us feel better with the use of vocabulary such as doctors, nurse, surgeons, vet, opticians.
- To promote the ability to express thoughts and ideas verbally about experiences at the hospital.
- To develop active listening skills by engaging in discussions, stories, or songs about a doctor, nurse, optician and the tools used to carry out their practice effectively.
- To foster storytelling skills by encouraging children to create narratives or engage in imaginative play scenarios involving what happens during a visit to the hospital.
- To develop descriptive language skills by encouraging children to use words that convey details about People who help us feel better..
- To use books and stories to expand language skills and expose children to new words and concepts.
- To encourage role-playing activities related to a doctor, nurse, optician, vet by promoting communication and language development through pretend play.

Keywords-doctor, nurse, vet, surgeon, optician, tools, bandage, syringe, stethoscope

LITERACY

Comprehension and Writing Objectives:

- To introduce the sound of the week **/y/**
- To recognise, sing songs, make the sound, describe and write letter formation of Jolly phonics Group 4 - **/y/**.
- [Jolly Phonics /y/ - Sound, Song, Vocabulary and Blending](#)
- To discuss word that comes at the beginning of the letter sound **/y/**.
- To engage in discussions about their favourite community helper who helps them feel better and ask open-ended questions to elicit descriptive responses.
- To sing songs and stories related to People who help us feel better.
- To provide opportunities for mark-making and early writing related to People who help us with feel better. This includes drawing pictures and tracing or attempting to write simple words.
- To begin to use keywords from the **story of the week-**
- [A Visit to the Doctor Read aloud](#)
- [A Visit to the Doctor Read aloud - YouTube](#)

Nursery : Miss Polly had a dolly who was sick.
[Miss Polly had a Dolly](#)
Keywords- doctor, nurse, vet, surgeon, optician, dentist, stethoscope, syringe, bandage

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To create opportunities for positive interactions and relationships among children while engaging in People who help us feel better related activities.
- To support children in developing independence by allowing them to make choices and take on age-appropriate responsibilities related to acting as a doctor, nurse or a patient at the hospital.
- To cultivate a sense of responsibility by discussing safety measures and following rules associated with the tools that are used by People who help us feel better..
- To help children understand and manage emotions related to new experiences, such as going to the dentist for the first time. .
- To help children develop confidence in expressing their thoughts and ideas about an experience with a doctor, nurse, dentist etc.

UNDERSTANDING OF THE WORLD

People and communities, The world, Technology ,People, Culture and Communities; People who help us feel better

- To introduce children to People who help us feel better in our community.
- To develop a basic understanding of how they carry out their practice with the use of tools such as stethoscope, syringe, bandage etc.
- To recognise the role of community helpers who help us feel better..
- To explore the purposes of transport vehicles such as ambulances in carrying people during emergency services.
- To encourage children to develop empathy and understanding towards individuals who help us feel better, such as doctors, nurses, caregivers, and therapists.
- To provide opportunities for children to express their emotions and learn healthy ways to cope with feelings of discomfort or sadness. Through art, music, and movement activities, children can explore different emotions and learn about strategies for self-soothing and seeking support from others.
- To create a supportive and inclusive environment where children can build positive relationships with caregivers, peers, and other helpers who contribute to their well-being. Encourage cooperative play, sharing, and acts of kindness among children, while also highlighting the importance of respecting and thanking those who help us feel better.
- [A Visit to the Doctor Read aloud story](#)
- *Keywords- doctor, nurse, vet, surgeon, optician, dentist, stethoscope, syringe, bandage*

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To encourage children to use various art materials to create models of People who help us feel better.
- To provide opportunities for children to construct three-dimensional models of people who help us vehicles using art and craft materials.
- To encourage imaginative play by setting up a role-playing area with props related to People who help us feel better, allowing children to act out scenarios involving a visit to a doctor, nurse, patient, dentist activities.
- To use a variety of textured materials for children to explore when creating People who help us feel better tools and vehicles.
- To Use expressive art and design activities to facilitate language development and communication skills in children.
- To help children in depicting the roles of People who help us feel better and gain a deeper understanding of their contributions to the society.

PHYSICAL DEVELOPMENT

Develop Fine and Gross Motor Skills:

- To enhance gross motor skills through active play experiences related to healthcare roles.

	<ul style="list-style-type: none"> To improve fine motor skills and hand-eye coordination through artistic expression related to the theme of healthcare. Provide sensory-rich experiences that support physical exploration and imaginative play related to healthcare roles. To organise a "doctor's office" dramatic play area where children can role-play as doctors, nurses, and patients. This allows them to practise movements like walking, reaching, and bending as they pretend to examine patients or administer care. To incorporate aerobic activities that mimic the movements of People who help us feel better vehicles such as ambulances.
	<p>P.E:</p> <p>To catch a large ball Self throw and catch activities</p> <p>SWIMMING: To move through water performing the doggy/front paddle with noodles for 10 meters.</p> <p>LIBRARY:</p> <p>To learn how to take care of books and how to keep books in good condition To check in borrowed books and check out new books.</p>
Week 11	<p>MATHEMATICAL DEVELOPMENT</p> <p>Numbers, Shapes and Numerical Pattern:</p> <ul style="list-style-type: none"> To begin to nurture a foundational understanding of addition as combining two or more groups of objects to find a total. Making Numbers To encourage children to apply addition to solve basic mathematical problems and puzzles. To strengthen children's understanding of number relationships and the concept of counting two set of numbers to find a total. Picture Addition Learning Addition for Preschoolers Numeracy with Teacher Jo <p>COMMUNICATION AND LANGUAGE</p> <p>Listening and attention, Understanding, Speaking Listening, Attention and Understanding;</p> <ul style="list-style-type: none"> To Introduce and expand the vocabulary related to People who help us feel safe. To promote the ability to express thoughts and ideas verbally about People who help us feel safe. To develop active listening skills by engaging in discussions, stories, or songs about people who help us feel safe and the tools that they use to make their services effective and efficient. To foster storytelling skills by encouraging children to create narratives or engage in imaginative play scenarios involving People who help us feel safe. To develop descriptive language skills by encouraging children to use words that convey details about their experiences. To use books and stories about safety personels to expand language skills and expose children to new words and concepts. To encourage role-playing activities related to policemen,soldiers,naval officers,securitys, promoting communication and language development through pretend play. To build confidence in communicating ideas and experiences related to people who help us feel safe in both individual and group settings. <p>Hurry Hurry Drive the Police Car - The Kiboomers Preschool Songs for Circle Time Keywords- <i>policemen,soldier, naval officers, security men, handcuffs, gun,</i></p> <p>LITERACY</p> <p>Comprehension and Writing:</p> <ul style="list-style-type: none"> To introduce the sound of the week /x/ To recognise, sing songs, make the sound, describe and write letter formation of Jolly phonics Group 4- /x/. Jolly Phonics x song To discuss words that come at the beginning of the letter sound /x/. To engage in discussions about their favourite community helper that keeps us safe and ask open-ended questions to elicit descriptive responses. To sing songs and stories related to People who help us feel safe To provide opportunities for mark-making and early writing related to People who help us feel safe. This includes drawing pictures and attempting to write simple words.

- To begin to use keywords from the **Story of the week-**
- **'A Day in the Life of a Police Officer read aloud story book.'**
- [I Want to be a Police Officer | Books Read Aloud| We ♥ Officers!! Career Day Books for Kids](#)

Keywords-policemen,soldier, naval officers, security men, handcuffs, gun,

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To develop self-regulation skills and promote relaxation techniques for managing emotions and promoting a sense of safety.
- To provide opportunities for hands-on exploration to build confidence in interacting with People who help us feel safe art models.
- To integrate activities that teach children self-regulation and calming techniques to manage stress or anxiety, contributing to a sense of safety and security.
- To establish clear safety rules related to people who help us feel safe activities.
- To develop language skills through discussions about different security transport vehicles and safety tools.
- To encourage verbal communication during collaborative activities.
- To foster self-awareness by encouraging reflection on personal experiences with a police officer, soldier or a security personnel.

Keywords-policemen,soldier, naval officers, security men, handcuffs, gun,

UNDERSTANDING OF THE WORLD

People and communities, The world, Technology ,People, Culture and Communities; People who help us feel safe

- To identify and recognize different types of helpers in their lives who contribute to their safety and well-being such as the policeman, soldier, firefighter, security.
- To be able to name and describe the roles of various people who help us feel safe.
- To identify tools that are used by People who help us feel better in carrying out their responsibilities efficiently.
- To demonstrate understanding of simple safety rules and procedures through role-playing and discussions.
- To understand basic safety measures and strategies to keep themselves safe in different situations.
- To demonstrate the ability to communicate their feelings and seek help from trusted adults when feeling unsafe or unsure.[Hurry Hurry Drive the Police Car - The Kiboomers Preschool Songs for Circle Time](#)[Firefighters Song for Kids - Fire Truck Song - Fire Trucks Rescue Team | Kids Songs](#)

• *keywords-policemen,soldier, naval officers, security men, handcuffs, gun,*

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To encourage children to use various art materials to express their ideas and feelings about People who help us feel safe.
- To provide opportunities for creative exploration through painting, drawing, or crafting models of people who help us feel safe.
- To foster creativity by allowing children to design and build their own imaginative safety models using various materials.
- Explore different colours and textures associated with safety tools and vehicles.
- To promote the importance of building trusting relationships with helpers and understanding the role they play in keeping us safe.

PHYSICAL DEVELOPMENT

Develop Fine and Gross Motor Skills:

- To engage children in activities that promote gross motor skills, such as simulating or driving a police car or fire truck.
- To provide opportunities for active play involving movements inspired by different vehicles of People who help us feel safe.

- To create spatial awareness activities using People who help us themes, like manoeuvring toy fire truck around obstacles to put out fire..
- To promote physical engagement through pretend play scenarios
- To encourage children to act out roles like police officer, soldier, naval officer etc.

P.E:

[To catch a large ball](#)
[Self throw and catch activities](#)

SWIMMING:

To be able to move through water performing the doggy/front paddle with noodles for a longer distance.

LIBRARY:

[To cultivate the art of listening to and following stories, the teacher will select a storybook, read to the class and discuss.](#)
[To check in borrowed books and check out new books.](#)

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Week 12

MATHEMATICAL DEVELOPMENT

Numbers, Shapes and Numerical Pattern:

- To revise all the topics that has been taught in the previous weeks.
- To introduce the concept of **Telling time in O' clock** to the children.
- -o explore real life experiences, each time the long hand of the clock stays on the number 12, it tells the time that the short hand is pointing at.
- [Tell the Time Song | Learn to Tell Time for Kids | Fun Kids English](#)

COMMUNICATION AND LANGUAGE

Listening and attention, Understanding, Speaking Listening, Attention and Understanding;

- To introduce and expand community helpers-related vocabulary, including terms associated with tools that they use to do their jobs.
- To use visual aids, books and discussions to enhance children's understanding and use of community helpers terminology.
- To facilitate discussions that involve comparing and contrasting past and present tools that are used by community helpers who fix things.
- To encourage the use of comparative language, such as "then" and "now," to describe changes in transportation over time.
- To promote curiosity and critical thinking by encouraging children to ask questions about transportation in the past.
- To enhance descriptive language skills by asking children to describe features and characteristics of past and present transportation vehicles.
- **Nursery Rhymes:** Bob the builder [Bob the Builder Theme Song | CBeebies](#)

Keywords-fixers. Carpenter, builder, shoe- maker, electrician, plumber etc.

LITERACY

Comprehension and Writing:

- To introduce the capital letters to all the letters that have been taught.
- To recognise, sing songs, make the sound, describe and write letter formation of Jolly phonics Group 1 - 4.
- To sing songs and stories related to community helpers.
- To provide opportunities for mark-making and early writing related to **community helpers.**
- To begin to use keywords from the **Story of the week- The Elves and the shoemaker.**

Keywords-fixers. Carpenter, builder, shoe- maker, electrician, plumber etc.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To promote empathy by discussing the challenges and experiences of individuals who help us fix things.

- To encourage children to understand the differences in tools that are used by different fixers in making their jobs effective and efficient.
- To facilitate reflective discussions on the challenges faced by People who help us fix things.

UNDERSTANDING OF THE WORLD

People and communities, The world, Technology ,People, Culture and Communities;

People who help us Fix things.

- To provide visual aids, images, or artefacts depicting People who help us fix things from historical periods.
- To introduce the tools used by different community fixers in carrying out their jobs effectively and efficiently.
- To encourage critical thinking by facilitating discussions on the advantages and disadvantages of the roles of community fixers.
- To share stories or narratives about their experiences with community helpers.
- To role play the responsibilities of shoemakers, plumbers. Carpenters, builders, electricians etc.
- [I Want To Be A Construction Worker - Kids Dream Job - Can You Imagine That?](#)

Keywords-fixers. Carpenter, builder, shoe- maker,electrician, plumber etc.

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To encourage children to create visual representations of their favourite community fixer.
- To provide opportunities for drawing, painting, or crafting to express their imaginative interpretations of people who help us to fix things in our community.
- To incorporate expressive dance activities inspired by the movements and styles associated with past and present community helpers..

PHYSICAL DEVELOPMENT

Develop Fine and Gross Motor Skills:

- Integrate fine motor activities related to People who help us fix things such as assembling model vehicles or using small tools to represent a fire truck.
- Encourage precision in handling materials during craft projects that involve detailed depictions of People who help us fix things.
- To develop activities that involve climbing, crawling and navigating through obstacles to simulate the physical demands of different occupations that fix things.

P.E:

[To catch a large ball](#)
[Self-throw and catch activities](#)

SWIMMING:

Children will be able to move through water demonstrating the doggy/front paddle with noodles for 12 meters.

LIBRARY:

[To cultivate the art of listening to and following stories, the students will listen to a read-aloud book/video and discuss.](#)
[To check in borrowed books and check out new books.](#)

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