



CIS LAGOS
ACADEMIC YEAR 2023-2024
TERM 2 CURRICULUM OVERVIEW FOR PRIMARY
YEAR GROUP – NURSERY

TERM 1	
CONCEPTS:	BEARS AND TRANSPORTATION
LEARNING OBJECTIVES	What do we want the children to learn?
Week 1	MATHEMATICAL DEVELOPMENT Numbers, Shapes and Numerical Pattern: Revision • Back to School: • Counting and arranging in order numbers 1-10. • Counting personal and classroom items (chairs, tables, teachers, letters in their name, shoes, water bottles...). Sorting colours (crayons, pins...). Identifying shapes they have been taught within the classroom. Engaging with simple puzzles (pin-ups/jigsaw puzzles). • To spot shapes all around us. • To match colours, shapes and pictures. • To continue to make AB patterns. 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 read: <i>The Berenstain Bears Go To School By Stan and Jan Berenstain Book Read Aloud w/Music Back to School</i> LITERACY Comprehension and Writing Objectives; • To recite/sing Nursery Rhymes that they have been taught. • To make marks using different tools. • To practise sounds they have learnt (s, a, t, i, p, n). • To identify and practise writing the different lines they have been taught. • To practise active listening skills through stories, songs, or discussions. • To read: <i>The Berenstain Bears Go To School By Stan and Jan Berenstain Book Read Aloud w/Music Back to School.</i> PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT Building relationships, Managing self, Self regulation: Revision • Redirecting class rules. • Understanding and practising good toilet hygiene. • Share, play and take care of resources -role play and books on sharing and caring • Becoming independent with daily routines and personal/toilet. 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 encourage curiosity and a love for learning by providing opportunities for exploration and inquiry. • To support in asking questions and seeking answers. • To re-acquaint myself with various centers or corners (such as maths, art, kitchen, construction) within both the classroom and the school setting. • To discuss personal aspects. • To converse about weather conditions (sunny, rainy, snowy...). • To converse about the days of the week, months of the year, and personal milestones (birthday, birth month, birth year...). EXPRESSIVE ART & DESIGN Creating with Materials and Being Imaginative: • To participate in dancing and ring games. • To craft and paint representations of their Christmas holiday.

	- To utilise different art techniques, such as finger painting and collage, to express their creativity. - To incorporate found objects into art projects, promoting resourcefulness and creativity with everyday materials. - To sing and discuss various weather conditions (sunny, rainy, snowy...). - To sing about the days of the week and months of the year.
	PHYSICAL DEVELOPMENT
	Develop Fine and Gross Motor Skills: - To roll and unroll—paper, napkin and small work mat. - To join in with dancing and ring games. - To pick up small objects using a pincer grasp. - To transfer objects between containers to develop hand control. - To use crayons, markers and pencils to draw, paint and make 2D shapes and lines (vertical, horizontal, slanted, curvy, wavy and zigzag). - To move freely with pleasure in a variety of ways such as slithering, rolling. - 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
	LIBRARY:
	Introduction to the Library. To introduce children to the various elements and aspects of the library. To establish a positive and exciting connection with the library environment.

Week 2	MATHEMATICAL DEVELOPMENT
	Numbers, Shapes and Numerical Pattern: To introduce number 11- To recognise, say, identify, order, one-on-one correspondence. - To develop number recognition skills by incorporating bear-themed numeral activities, using bear images with corresponding numerals to engage children in recognising and matching them. - To count out a smaller number of bears (up to 5) from a larger group. - To count actions, sounds and using activities like dice games with a bear theme to engage children in activities where they roll dice and count the corresponding number of bears, reinforcing counting and subitizing skills. - To introduce pattern recognition by creating bear-themed patterns using bear images or toys to create simple AB or ABC patterns, encouraging children to identify and continue the patterns. - To rote count from 1-20. - To use counting songs with bear themes to reinforce numerical concepts. - To explore shapes through bear-related activities, encouraging children to identify and create bear shapes using various materials, fostering an understanding of geometric concepts.
	COMMUNICATION AND LANGUAGE
	Listening and attention, Understanding, Speaking Listening, Attention and Understanding; - To introduce and talk about Grizzly Bear families linking it to Goldilocks and the three bears story (brown, small, big, medium, lost, found...) Goldilocks and the Three Bears Story English Fairy Tales And Stories storytime - Fun fact about Grizzly Bears Meet the Animals Grizzly Bear Wild Animals Stories for Kindergarten - To foster oral storytelling by asking children to share their own stories or experiences related to grizzly bears. Use props or visuals to support their storytelling. - To introduce and expand the vocabulary related to grizzly bears encouraging children to use words like "grizzly," "bear," "cub," "den," and other relevant terms in their conversations. - To develop listening skills by sharing stories or information about grizzly bears encouraging children to listen attentively and respond to questions or prompts related to the content. - To develop storytelling skills by encouraging children to create and share stories about grizzly bears providing prompts to engage them in imaginative storytelling activities. - To enhance descriptive language skills by encouraging children to use adjectives to describe grizzly bears exploring words that convey size, colour, behaviour and other characteristics. - To develop the ability to sequence events by discussing the life cycle and behaviours of grizzly bears encouraging children to order events and share their understanding in a logical sequence. - To facilitate "Show and Tell" sessions where children can bring items related to grizzly bears or share their experiences. Encourage them to express themselves clearly and confidently.

- To integrate rhyming and singing activities related to grizzly bears using songs or rhymes to reinforce vocabulary and engage children in language-rich experiences.

Keywords: Bear, Cub, Mama Bear, Papa Bear, Hibernation, Den, Paws, Fur, Snout, Claws, Forest, Wildlife, Hibernate, Roar, Nap, Climb, Trees, Fish, Bamboo, Ears, Nose, Eyes, Tail, Honey, Snow Ice, Polar Bear, Grizzly Bear, Black Bear, Koala Bear, Sun bear, Panda bear, furry, curious, sleepy, playful, gentle, strong, big, little, fuzzy, round, munch, Winter, Summer, Autumn, Spring, Mountain

LITERACY

Comprehension and Writing Objectives;

- To introduce the sound of the week /c/
- To recognise, sing songs, make the sound, describe and write letter formation of jolly phonics Group 2- C.
- Story- [Brown Bear, Brown Bear, What Do You See - Animated Children's Book](#)
- To begin to use keywords from the story of the week.
- To provide opportunities for mark-making and early writing related to grizzly bears. This includes drawing pictures, tracing bear shapes or attempting to write simple words.
- To introduce and expand the vocabulary related to grizzly bears by encouraging children to use descriptive words to talk about the bears' appearance, habitat and behaviour.
- To foster oral storytelling by asking children to share their own stories or experiences related to grizzly bears. Use props or visuals to support their storytelling.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To learn safety rules related to encounters with bears, emphasising the importance of observing wildlife from a safe distance.
- To foster empathy by exploring the emotions of **Grizzly bears**.
- To discuss how bears may feel in different situations and encourage children to express and understand emotions.
- To promote the concepts of friendship and cooperation by discussing how **Grizzly bears** interact with each other, emphasising the importance of working together and supporting one another.
- To discuss the importance of families and communities in the lives of **Grizzly bears** relating this to the children's own families and communities, promoting a sense of belonging.
- To encourage cooperative play by incorporating bear-themed games or activities that require teamwork emphasising on the joy of playing and working together.

UNDERSTANDING OF THE WORLD

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

Grizzly Bears:

- To introduce children to the natural habitat of grizzly bears, discussing forests and mountainous regions in order to encourage understanding of the bear's environment.
- To explore the lifecycle of grizzly bears, from cubhood to adulthood in order to foster an understanding of growth and development in the animal kingdom.
- To identify and discuss the physical features and adaptations of grizzly bears, emphasising on how these characteristics help them survive in their habitat.
- To introduce the concept of the bear's diet and hunting behaviours-discussing how grizzly bears find and secure their food in the wild.
- To explore the seasonal changes that impact grizzly bears, including hibernation- discussing how bears adapt to different seasons for survival.
- To encourage observation skills by comparing grizzly bears with other bear species or animals-discussing similarities and differences.
- To instil a sense of respect for wildlife, emphasising the importance of coexisting with grizzly bears and understanding their role in the ecosystem.

Scientific Inquiry Opportunities:

To Encourage scientific inquiry by posing questions about pandas, prompting children to make predictions, observe and draw conclusions.

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To encourage children to express their creativity by creating bear-themed artworks using various materials such as paint, crayons or collage to foster individuality and imaginative expression.
- To promote expressive arts through role-play and storytelling related to bears using props, costumes or puppets for children to act out bear-related stories, fostering creativity and communication.

- To integrate expressive arts with physical activity by incorporating bear-themed dances or movement activities to encourage children to express themselves through bear-inspired movements and gestures.
- To explore musical expression with bear-themed songs and music providing instruments or create simple rhythmic patterns related to bears, encouraging children to express themselves through sound.
- To foster three-dimensional creativity by allowing children to create bear sculptures using playdough, clay or other sculpting materials to encourage them to explore shapes and textures.
- To connect literacy and expressive arts by inviting children to illustrate their own bear stories, encouraging them to draw or paint pictures that represent their imaginative bear tales.
- To introduce printmaking techniques with bear motifs encouraging children to create bear prints using stamps, sponges or other printmaking tools, exploring different textures and patterns.
- To extend creative collage activities by having children create bear masks. Encourage them to choose materials that represent the features of different bear species, promoting artistic expression.

PHYSICAL DEVELOPMENT

Develop Fine and Gross Motor Skills:

- To engage children in bear-inspired movement activities to develop gross motor skills encouraging actions such as walking like a bear, crawling or imitating bear movements to enhance coordination.
- To manipulate objects related to bears, such as using tweezers to pick up small bear-shaped objects or using scissors to cut out bear shapes in crafts.
- To participate in games that require throwing, catching or hitting bear-themed objects, like a beanbag bear toss or a bear piñata.
- To engage children in active play that simulates bear-like behaviour, such as pretending to hibernate by curling up in a cozy spot for a set period of time or doing bear-themed yoga poses for relaxation and exercise.
- To make actions for Jolly Phonics songs, clap, hop, stomp to counts linked to sounds and number of the week.
- To talk about the importance of good hygiene and self-care by discussing how bears keep themselves clean in the wild and relating it to personal grooming habits, such as brushing teeth, washing hands or bathing regularly.
- To move their bodies in different directions and spaces, as bears do in their natural habitats, like crawling under and over obstacles or maneuvering through a pretend bear cave.

Swimming:

Breath holding activities and floating.

P.E:

LIBRARY:

To enhance listening skills through a captivating read-aloud session.
To encourage active participation and interaction with story elements.

Week 3

MATHEMATICAL DEVELOPMENT

Numbers, Shapes and Numerical Pattern:

- **Beginning to use number 12-** To recognise, say, identify, order, one-on-one correspondence.
- To develop number recognition skills by incorporating bear-themed numeral activities, using bear images with corresponding numerals to engage children in recognising and matching them.
- To count out a smaller number of bears (up to 5) from a larger group.
- To count actions, sounds and using activities like dice games with a bear theme to engage children in activities where they roll dice and count the corresponding number of bears, reinforcing counting and subitizing skills.
- To introduce pattern recognition by creating bear-themed patterns using bear images or toys to create simple AB or ABC patterns, encouraging children to identify and continue the patterns.
- To rote count from 1-20.
- To use counting songs with bear themes to reinforce numerical concepts.
- To explore shapes through bear-related activities, encouraging children to identify and create bear shapes using various materials, fostering an understanding of geometric concepts.
- To introduce the concept of **length**, comparing two objects (long and short)-encouraging children to measure and compare the distance each bear travels, promoting an understanding of length, using non-standard units like blocks or ribbons.

COMMUNICATION AND LANGUAGE

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

- To foster oral storytelling by asking children to share their own stories or experiences related to Panda **bears**. Use props or visuals to support their storytelling.

- To introduce and expand the vocabulary related to Panda **bears** encouraging children to use words like "Panda," "bear," "cub," "den," and other relevant terms in their conversations.
- To develop listening skills by sharing stories or information about **Panda bears** encouraging children to listen attentively and respond to questions or prompts related to the content.
- To develop storytelling skills by encouraging children to create and share stories about Panda **bears** providing prompts to engage them in imaginative storytelling activities.
- To enhance descriptive language skills by encouraging children to use adjectives to describe **Panda bears** exploring words that convey size, colour, behaviour and other characteristics.
- To develop the ability to sequence events by discussing the life cycle and behaviours of **Panda bears** encouraging children to order events and share their understanding in a logical sequence.
- To facilitate "**Show and Tell**" sessions where children can bring items related to **Panda bears** or share their experiences encouraging them to express themselves clearly and confidently.
- To integrate rhyming and singing activities related to **Panda bears** using songs or rhymes to reinforce vocabulary and engage children in language-rich experiences.

Keywords: Bear, Cub, Mama Bear, Papa Bear, Hibernation, Den, Paws, Fur, Snout, Claws, Forest, Wildlife, Hibernate, Roar, Nap, Climb, Trees, Fish, Bamboo, Ears, Nose, Eyes, Tail, Honey, Snow Ice, Polar Bear, Grizzly Bear, Black Bear, Koala Bear, Sun bear, Panda bear, furry, curious, sleepy, playful, gentle, strong, big, little, fuzzy, round, munch, Winter, Summer, Autumn, Spring, Mountain

LITERACY

Comprehension and Writing Objectives;

- To introduce the sound of the week /E/
- To recognise, sing songs, make the sound, describe and write letter formation of jolly phonics Group 2- E.
- **To read-PANDA PANTS by Jacqueline Davies, Illustrated by Sydney Hanson**
- To begin to use keywords from the story of the week.
- To provide opportunities for mark-making and early writing related to Panda bears. This includes drawing pictures, tracing bear shapes or attempting to write simple words.
- To introduce and expand the vocabulary related to Panda bears by encouraging children to use descriptive words to talk about the bears' appearance, habitat and behaviour.
- To foster oral storytelling by asking children to share their own stories or experiences related to grizzly bears. Use props or visuals to support their storytelling.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To encourage respect for differences by discussing the unique characteristics of **Panda bears**, emphasising that, like people, animals can have diverse qualities and appearances.
- To instil a sense of responsibility and care by discussing the parental behaviours of **Panda bears**, highlighting the nurturing role of bear mothers and drawing parallels to caring behaviours in human families.
- To teach conflict resolution skills by discussing how **Panda bears** may resolve disputes encouraging children to share their thoughts on peaceful ways to resolve conflicts.
- To facilitate positive relationship-building by discussing the social structure of **Panda bear** families emphasising the importance of positive interactions within families and communities.
- To promote an understanding of personal boundaries by discussing the territorial behaviours of **Panda bears**, relating this to the concept of personal space and respecting the space of others.
- To promote a positive self-image by discussing the uniqueness of **Panda bears**, encouraging children to appreciate their own individual qualities and strengths.

UNDERSTANDING OF THE WORLD

Building relationships, Managing self, Self regulation:

Panda Bears

- To introduce children to the natural habitat of panda bears, emphasising bamboo forests in China in order to foster an understanding of the unique ecosystem they inhabit.
- To foster geographical awareness by locating China on maps and discussing the characteristics of panda habitats, including mountainous regions.
- To explore cultural perspectives related to pandas in Chinese traditions, folklore or art. Introduce stories or myths that feature pandas.
- To discuss the physical characteristics of pandas, including their distinctive black and white fur and to explore how these features help them in their environment.
- To introduce the concept of conservation for pandas, discuss the role of conservationists and the efforts to protect panda habitats and increase their population.
- To encourage observation skills by comparing pandas with other bear species and discuss the differences and similarities in their physical characteristics and behaviours.

Scientific Inquiry Opportunities:

To Encourage scientific inquiry by posing questions about pandas, prompting children to make predictions, observe and draw conclusions.

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To encourage children to express their creativity by creating bear-themed artworks using various materials such as paint, crayons or collage to foster individuality and imaginative expression.
- To promote expressive arts through role-play and storytelling related to bears using props, costumes or puppets for children to act out bear-related stories, fostering creativity and communication.
- To integrate expressive arts with physical activity by incorporating bear-themed dances or movement activities to encourage children to express themselves through bear-inspired movements and gestures.
- To explore musical expression with bear-themed songs and music providing instruments or create simple rhythmic patterns related to bears, encouraging children to express themselves through sound.
- To foster three-dimensional creativity by allowing children to create bear sculptures using playdough, clay or other sculpting materials to encourage them to explore shapes and textures.
- To connect literacy and expressive arts by inviting children to illustrate their own bear stories, encouraging them to draw or paint pictures that represent their imaginative bear tales.
- To introduce printmaking techniques with bear motifs encouraging children to create bear prints using stamps, sponges or other printmaking tools, exploring different textures and patterns.
- To extend creative collage activities by having children create bear masks. Encourage them to choose materials that represent the features of different bear species, promoting artistic expression.

PHYSICAL DEVELOPMENT

Develop Fine and Gross Motor Skills:

- To engage children in bear-inspired movement activities to develop gross motor skills encouraging actions such as walking like a bear, crawling or imitating bear movements to enhance coordination.
- To manipulate objects related to bears, such as using tweezers to pick up small bear-shaped objects or using scissors to cut out bear shapes in crafts.
- To participate in games that require throwing, catching or hitting bear-themed objects, like a beanbag bear toss or a bear piñata.
- To engage children in active play that simulates bear-like behaviour, such as pretending to hibernate by curling up in a cozy spot for a set period of time or doing bear-themed yoga poses for relaxation and exercise.
- To make actions for Jolly Phonics songs, clap, hop, stomp to counts linked to sounds and number of the week.
- To talk about the importance of good hygiene and self-care by discussing how bears keep themselves clean in the wild and relating it to personal grooming habits, such as brushing teeth, washing hands or bathing regularly.
- To move their bodies in different directions and spaces, as bears do in their natural habitats, like crawling under and over obstacles or maneuvering through a pretend bear cave.

P.E:

To perform activities to improve coordination and balance

To perform basic movement pattern

SWIMMING:

Breath holding activities and floating.

Week 4

MATHEMATICAL DEVELOPMENT

Numbers, Shapes and Numerical Pattern:

- **Beginning to use number 13-** To recognise, say, identify, order, one-on-one correspondence.
- To develop number recognition skills by incorporating bear-themed numeral activities, using bear images with corresponding numerals to engage children in recognising and matching them.
- To count out a smaller number of bears (up to 5) from a larger group.
- To count actions, sounds and using activities like dice games with a bear theme to engage children in activities where they roll dice and count the corresponding number of bears, reinforcing counting and subitizing skills.
- To introduce pattern recognition by creating bear-themed patterns using bear images or toys to create simple AB or ABC patterns, encouraging children to identify and continue the patterns.
- To rote count from 1-20.
- To use counting songs with bear themes to reinforce numerical concepts.
- To explore shapes through bear-related activities, encouraging children to identify and create bear shapes using various materials, fostering an understanding of geometric concepts.

- To introduce the concept of **height**, comparing two objects (tall and short)-encouraging children to measure and compare the height of bears, promoting an understanding of measurement,using non-standard units like blocks or ribbons.

COMMUNICATION AND LANGUAGE

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

- To foster oral storytelling by asking children to share their own stories or experiences related to Panda **bears by** using props or visuals to support their storytelling.
- To Introduce and expand the vocabulary related to **Koala** encouraging children to use words like "Koala," "bear," "cub," "den," and other relevant terms in their conversations.
- To develop listening skills by sharing stories or information about **Koala**, encouraging children to listen attentively and respond to questions or prompts related to the content.
- To develop storytelling skills by encouraging children to create and share stories about **Koalas** providing prompts to engage them in imaginative storytelling activities.
- To enhance descriptive language skills by encouraging children to use adjectives to describe **Koala** exploring words that convey size, colour, behaviour and other characteristics.
- To develop the ability to sequence events by discussing the life cycle and behaviours of **Koalas**, **encouraging** children to order events and share their understanding in a logical sequence.
- To facilitate "**Show and Tell**" sessions where children can bring items related to **Koalas** or share their experiences encouraging them to express themselves clearly and confidently.
- To integrate rhyming and singing activities related to **Koalas** using songs or rhymes to reinforce vocabulary and engage children in language-rich experiences.

Keywords: Bear, Cub, Mama Bear, Papa Bear, Hibernation, Den, Paws,Fur, Snout, Claws,Forest, Wildlife, Hibernate, Koala, growl, Roar, Nap,Climb, Trees, Fish, Bamboo, Ears, Nose, Eyes,Tail, Honey, SnowIce,Polar Bear,GrizzlyBear, Black Bear Koala Bear,Sun bear, Panda bear, furry, curious, sleepy, playful,gentle, strong, big, little,fuzzy, round,munch, Winter, Summer, Autumn,Spring, Mountain.

LITERACY

Comprehension and Writing Objectives;

- To introduce the sound of the week /h/
- To recognise, sing songs, make the sound, describe and write letter formation of jolly phonics Group 2- **h**.
- **To read-The Koala Who Could story, read aloud by Robert Power**
- To begin to use keywords from the story.
- To provide opportunities for mark-making and early writing related to **Koala** bears. This includes drawing pictures, tracing bear shapes or attempting to write simple words.
- To introduce and expand the vocabulary related to **Koala** bears by encouraging children to use descriptive words to talk about the bears' appearance, habitat and behaviour.
- To foster oral storytelling by asking children to share their own stories or experiences related to **Koala** bears. Use props or visuals to support their storytelling.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To encourage respect for differences by discussing the unique characteristics of **Koalas**,, emphasising that, like people, animals can have diverse qualities and appearances.
- To instil a sense of responsibility and care by discussing the parental behaviours of **Koalas**, highlighting the nurturing role of bear mothers and drawing parallels to caring behaviours in human families.
- To teach conflict resolution skills by discussing how **Koalas** may resolve disputes encouraging children to share their thoughts on peaceful ways to resolve conflicts.
- To facilitate positive relationship-building by discussing the social structure of **Koala** families emphasising the importance of positive interactions within families and communities.
- To promote an understanding of personal boundaries by discussing the territorial behaviours of **Koalas**, relating this to the concept of personal space and respecting the space of others.
- To promote a positive self-image by discussing the uniqueness of **Koalas**, encouraging children to appreciate their own individual qualities and strengths.

UNDERSTANDING OF THE WORLD

Building relationships, Managing self, Self regulation:**Koalas**

- To discuss the tree-dwelling nature of koalas, exploring their adaptations for climbing and living in eucalyptus trees.
- To highlight their unique paw structure.
- To foster geographical awareness by locating Australia on maps and discussing the characteristics of koala habitats, including forests and woodlands.
- To introduce the concept of conservation for koalas, discuss the role of conservationists and the efforts to protect koala habitats in order to increase their population.
- To encourage observation skills by comparing koalas with other bear species.
- To discuss the differences and similarities in their physical characteristics and behaviours.
- To discuss the physical characteristics of koalas, including their round faces and large noses-explore how these features contribute to their survival.

Scientific Inquiry:

To encourage scientific inquiry by posing questions about koalas, prompting children to make predictions, observe, and draw conclusions.

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

- To encourage children to express their creativity by creating bear-themed artworks using various materials such as paint, crayons or collage to foster individuality and imaginative expression.
- To promote expressive arts through role-play and storytelling related to bears using props, costumes or puppets for children to act out bear-related stories, fostering creativity and communication.
- To integrate expressive arts with physical activity by incorporating bear-themed dances or movement activities to encourage children to express themselves through bear-inspired movements and gestures.
- To explore musical expression with bear-themed songs and music providing instruments or create simple rhythmic patterns related to bears, encouraging children to express themselves through sound.
- To foster three-dimensional creativity by allowing children to create bear sculptures using playdough, clay or other sculpting materials to encourage them to explore shapes and textures.
- To connect literacy and expressive arts by inviting children to illustrate their own bear stories, encouraging them to draw or paint pictures that represent their imaginative bear tales.
- To introduce printmaking techniques with bear motifs encouraging children to create bear prints using stamps, sponges or other printmaking tools, exploring different textures and patterns.
- To extend creative collage activities by having children create bear masks. Encourage them to choose materials that represent the features of different bear species, promoting artistic expression.

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

- To engage children in bear-inspired movement activities to develop gross motor skills encouraging actions such as walking like a bear, crawling or imitating bear movements to enhance coordination.
- To manipulate objects related to bears, such as using tweezers to pick up small bear-shaped objects or using scissors to cut out bear shapes in crafts.
- To participate in games that require throwing, catching or hitting bear-themed objects, like a beanbag bear toss or a bear piñata.
- To engage children in active play that simulates bear-like behaviour, such as pretending to hibernate by curling up in a cozy spot for a set period of time or doing bear-themed yoga poses for relaxation and exercise.
- To make actions for Jolly Phonics songs, clap, hop, stomp to counts linked to sounds and number of the week.
- To talk about the importance of good hygiene and self-care by discussing how bears keep themselves clean in the wild and relating it to personal grooming habits, such as brushing teeth, washing hands or bathing regularly.
- To move their bodies in different directions and spaces, as bears do in their natural habitats, like crawling under and over obstacles or maneuvering through a pretend bear cave.

P.E:**SWIMMING:**

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

LIBRARY:

Numbers, Shapes and Numerical Pattern:

- **Beginning to use number 14-** To recognise, say, identify, order, one-on-one correspondence.
- To develop number recognition skills by incorporating bear-themed numeral activities, using bear images with corresponding numerals to engage children in recognising and matching them.
- To count out a smaller number of bears (up to 5) from a larger group.
- To count actions, sounds and using activities like dice games with a bear theme to engage children in activities where they roll dice and count the corresponding number of bears, reinforcing counting and subitizing skills.
- To introduce pattern recognition by creating bear-themed patterns using bear images or toys to create simple AB or ABC patterns, encouraging children to identify and continue the patterns.
- To rote count from 1-20.
- To use counting songs with bear themes to reinforce numerical concepts.
- To explore shapes through bear-related activities, encouraging children to identify and create bear shapes using various materials, fostering an understanding of geometric concepts.
- To introduce the concept of **sizes**, comparing two objects (big and small)-encouraging children to measure and compare the sizes, promoting an understanding of visual discrimination, sorting, comparison and observational skills.

COMMUNICATION AND LANGUAGE

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

- To foster oral storytelling by asking children to share their own stories or experiences related to **Sun bears**, using props or visuals to support their storytelling.
- To Introduce and expand the vocabulary related to **Sun bears, encouraging** children to use words like "bear," "cub," "den," and other relevant terms in their conversations.
- To develop listening skills by sharing stories or information about **Sun bears**, encouraging children to listen attentively and respond to questions or prompts related to the content.
- To develop storytelling skills by encouraging children to create and share stories about **Sun bears** providing prompts to engage them in imaginative storytelling activities.
- To enhance descriptive language skills by encouraging children to use adjectives to describe **Sun bears** exploring words that convey size, colour, behaviour and other characteristics.
- To develop the ability to sequence events by discussing the life cycle and behaviours of **Sun bears, encouraging** children to order events and share their understanding in a logical sequence.
- To facilitate **"Show and Tell"** sessions where children can bring items related to **Sun bears** or share their experiences encouraging them to express themselves clearly and confidently.
- To integrate rhyming and singing activities related to **Sun bears** using songs or rhymes to reinforce vocabulary and engage children in language-rich experiences.

Keywords: Bear, Cub, Mama Bear, Papa Bear, Hibernation, Den, Paws, Fur, Snout, Claws, Forest, Wildlife, Hibernate, Koala, growl, Roar, Nap, Climb, Trees, Fish, Bamboo, Ears, Nose, Eyes, Tail, Honey, Snow Ice, Polar Bear, Grizzly Bear, Black Bear, Koala Bear, Sun bear, Panda bear, furry, curious, sleepy, playful, gentle, strong, big, little, fuzzy, round, munch, Winter, Summer, Autumn, Spring, Mountain

LITERACY

Comprehension and Writing Objectives;

- To introduce the sound of the week /r/.
- To recognise, sing songs, make the sound, describe and write letter formation of jolly phonics Group 2- r.
- **To read about Sun bears**
- To introduce the sound of the week /r/.
- To recognise, sing songs, make the sound, describe and write letter formation of jolly phonics Group 2- H.
- **To read- 'It's time to Sleep' by Denise Flemming / Bear Snores On" by Karma Wilson and Jane Chapman**
- To begin to use keywords from the story of the week.
- To provide opportunities for mark-making and early writing related to **Sun bears**. This includes drawing pictures, tracing bear shapes or attempting to write simple words.
- To introduce and expand the vocabulary related to **Sun bears** by encouraging children to use descriptive words to talk about the bears' appearance, habitat and behaviour.
- To foster oral storytelling by asking children to share their own stories or experiences related to **Sun bears** with the use of props or visuals to support their storytelling.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To encourage respect for differences by discussing the unique characteristics of **Sun bears**, emphasising that, like people, animals can have diverse qualities and appearances.
- To instil a sense of responsibility and care by discussing the parental behaviours of **Sun bears**, highlighting the nurturing role of bear mothers and drawing parallels to caring behaviours in human families.
- To teach conflict resolution skills by discussing how **Sun bears** may resolve disputes encouraging children to share their thoughts on peaceful ways to resolve conflicts.
- To facilitate positive relationship-building by discussing the social structure of **Sun bear** families emphasising the importance of positive interactions within families and communities.
- To promote an understanding of personal boundaries by discussing the territorial behaviours of **Sun bears**, relating this to the concept of personal space and respecting the space of others.
- To promote a positive self-image by discussing the uniqueness of **Sun bears**, encouraging children to appreciate their own individual qualities and strengths.

UNDERSTANDING OF THE WORLD

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

- To Introduce children to the native habitat of **sun bears**, emphasising tropical rainforests in Southeast Asia in order to foster an understanding of the unique ecosystem they inhabit.
- To introduce the varied diet of **sun bears** and discuss their foraging habits.
- To explore how their long claws and strong jaws contribute to their ability to extract food.
- To discuss the tree-dwelling nature of **sun bears**, exploring their adaptations for climbing and living in the canopy of the rainforest.
- To highlight their distinctive chest markings.
- To introduce the concept of conservation for sun bears.
- To discuss the role of conservationists and the efforts to protect **sun bear** habitats and increase their population.
- To encourage observation skills by comparing **sun bears** with other bear species.
- To discuss the differences and similarities in their physical characteristics and behaviours.
- To introduce stories or myths that feature **sun bears**.
- To discuss the physical characteristics of **sun bears**, including their short snouts and distinctive crescent-shaped chest markings-exploring how these features contribute to their survival.

Scientific Inquiry:

To encourage scientific inquiry by posing questions about sun bears, prompting children to make predictions, observe and draw conclusions.

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To encourage children to express their creativity by creating bear-themed artworks using various materials such as paint, crayons or collage to foster individuality and imaginative expression.
- To promote expressive arts through role-play and storytelling related to bears using props, costumes or puppets for children to act out bear-related stories, fostering creativity and communication.
- To integrate expressive arts with physical activity by incorporating bear-themed dances or movement activities to encourage children to express themselves through bear-inspired movements and gestures.
- To explore musical expression with bear-themed songs and music providing instruments or create simple rhythmic patterns related to bears, encouraging children to express themselves through sound.
- To foster three-dimensional creativity by allowing children to create bear sculptures using playdough, clay or other sculpting materials to encourage them to explore shapes and textures.
- To connect literacy and expressive arts by inviting children to illustrate their own bear stories, encouraging them to draw or paint pictures that represent their imaginative bear tales.
- To introduce printmaking techniques with bear motifs encouraging children to create bear prints using stamps, sponges or other printmaking tools, exploring different textures and patterns.
- To extend creative collage activities by having children create bear masks. Encourage them to choose materials that represent the features of different bear species, promoting artistic expression.

PHYSICAL DEVELOPMENT

Develop Fine and Gross Motor Skills:

- To engage children in bear-inspired movement activities to develop gross motor skills encouraging actions such as walking like a bear, crawling or imitating bear movements to enhance coordination.
- To manipulate objects related to bears, such as using tweezers to pick up small bear-shaped objects or using scissors to cut out bear shapes in crafts.
- To participate in games that require throwing, catching or hitting bear-themed objects, like a beanbag bear toss or a bear piñata.

- To engage children in active play that simulates bear-like behaviour, such as pretending to hibernate by curling up in a cozy spot for a set period of time or doing bear-themed yoga poses for relaxation and exercise.
- To make actions for Jolly Phonics songs, clap, hop, stomp to counts linked to sounds and number of the week.
- To talk about the importance of good hygiene and self-care by discussing how bears keep themselves clean in the wild and relating it to personal grooming habits, such as brushing teeth, washing hands or bathing regularly.
- To move their bodies in different directions and spaces, as bears do in their natural habitats, like crawling under and over obstacles or maneuvering through a pretend bear cave.

P.E:

Swimming:

Submersion in the water, gain buoyancy and begin to do the flutter kicks with noodles lying prone.

LIBRARY:

Week 6

MATHEMATICAL DEVELOPMENT

Numbers, Shapes and Numerical Pattern:

- **Beginning to use number 15-** To recognise, say, identify, order, one-on-one correspondence.
- To develop number recognition skills by incorporating bear-themed numeral activities, using bear images with corresponding numerals to engage children in recognising and matching them.
- To count out a smaller number of bears (up to 5) from a larger group.
- To count actions, sounds and using activities like dice games with a bear theme to engage children in activities where they roll dice and count the corresponding number of bears, reinforcing counting and subitizing skills.
- To introduce pattern recognition by creating bear-themed patterns using bear images or toys to create simple AB or ABC patterns, encouraging children to identify and continue the patterns.
- To rote count from 1-20.
- To use counting songs with bear themes to reinforce numerical concepts.
- To explore shapes through bear-related activities, encouraging children to identify and create bear shapes using various materials, fostering an understanding of geometric concepts.
- To introduce the concept of **sizes**, comparing two or more objects (big, medium and small)-encouraging children to measure and compare the sizes, promoting an understanding of visual discrimination, sorting, comparison and observational skills.

COMMUNICATION AND LANGUAGE

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

- To foster oral storytelling by asking children to share their own stories or experiences related to **Polar bears**, using props or visuals to support their storytelling.
- To Introduce and expand the vocabulary related to **Polar bears, encouraging** children to use words like "bear," "cub," "den," and other relevant terms in their conversations.
- To develop listening skills by sharing stories or information about **Polar bears**, encouraging children to listen attentively and respond to questions or prompts related to the content.
- To develop storytelling skills by encouraging children to create and share stories about **Polar bears** providing prompts to engage them in imaginative storytelling activities.
- To enhance descriptive language skills by encouraging children to use adjectives to describe **Polar bears** exploring words that convey size, colour, behaviour and other characteristics.
- To develop the ability to sequence events by discussing the life cycle and behaviours of **Polar bears, encouraging** children to order events and share their understanding in a logical sequence.
- To facilitate "Show and Tell" sessions where children can bring items related to **Polar bears** or share their experiences encouraging them to express themselves clearly and confidently.
- To integrate rhyming and singing activities related to **Polar bears** using songs or rhymes to reinforce vocabulary and engage children in language-rich experiences.

Keywords: Bear, Cub, Mama Bear, Papa Bear, Hibernation, Den, Paws, Fur, Snout, Claws, Forest, Wildlife, Hibernate, Koala, growl, Roar, Nap, Climb, Trees, Fish, Bamboo,

Ears, Nose, Eyes, Tail, Honey, Snow Ice, Polar Bear, Grizzly Bear, Black Bear Koala Bear, Sun bear, Panda bear, furry, curious, sleepy, playful, gentle, strong, big, little, fuzzy, round, munch, Winter, Summer, Autumn, Spring, Mountain...

LITERACY

Comprehension and Writing Objectives:

- To introduce the sound of the week /m/
- To recognise, sing songs, make the sound, describe and write letter formation of Jolly phonics Group 2- m.
- **To read about Polar Bears-**
- To introduce the sound of the week /m/
- To recognise, sing songs, make the sound, describe and write letter formation of jolly phonics Group 2- m.
- **To read-Polar Bear, Polar Bear, What do you hear | Animated Book | Read aloud**
- To begin to use keywords from the story of the week.
- To provide opportunities for mark-making and early writing related to **Polar bears**. This includes drawing pictures, tracing bear shapes or attempting to write simple words.
- To introduce and expand the vocabulary related to **Polar bears** by encouraging children to use descriptive words to talk about the bears' appearance, habitat and behaviour.
- To foster oral storytelling by asking children to share their own stories or experiences related to **Polar bears** with the use of props or visuals to support their storytelling.
- To begin to use keywords from the story of the week.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To encourage respect for differences by discussing the unique characteristics of **Polar bears**, emphasising that, like people, animals can have diverse qualities and appearances.
- To instil a sense of responsibility and care by discussing the parental behaviours of **Polar bears**, highlighting the nurturing role of bear mothers and drawing parallels to caring behaviours in human families.
- To teach conflict resolution skills by discussing how **Polar bears** may resolve disputes encouraging children to share their thoughts on peaceful ways to resolve conflicts.
- To facilitate positive relationship-building by discussing the social structure of **Polar bear** families emphasising the importance of positive interactions within families and communities.
- To promote an understanding of personal boundaries by discussing the territorial behaviours of **Polar bears**, relating this to the concept of personal space and respecting the space of others.
- To promote a positive self-image by discussing the uniqueness of **Polar bears**, encouraging children to appreciate their own individual qualities and strengths.

UNDERSTANDING OF THE WORLD

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

- To introduce children to the Arctic habitat where polar bears live, emphasising icy landscapes and their adaptation to extreme cold conditions.
- To explore the lifecycle of polar bears, focusing on their adaptations for survival in the Arctic, such as thick fur, large paws and a layer of blubber.
- To introduce the concept of food chains in the Arctic and discuss the hunting behaviours of polar bears, particularly their reliance on sea ice for hunting seals.
- To raise awareness about the impact of climate change on polar bears, discussing the melting of sea ice and its consequences for their hunting and survival.
- To introduce the concept of conservation for polar bears and discuss the role of conservationists and the efforts to protect their habitats and population.
- To encourage observation skills by comparing polar bears with other bear species. Discuss the differences and similarities in their physical characteristics and behaviours.
- To explore cultural perspectives related to polar bears, including stories, myths or traditions from Arctic communities that feature these majestic animals.

Scientific Inquiry:

To encourage scientific inquiry by posing questions about polar bears, prompting children to make predictions, observe and draw conclusions.

Ice and Water Experiences:

Objective: To facilitate hands-on experiences related to ice and water, discussing the freezing and melting of ice to simulate the Arctic environment.

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

- To encourage children to express their creativity by creating bear-themed artworks using various materials such as paint, crayons or collage to foster individuality and imaginative expression.
- To promote expressive arts through role-play and storytelling related to bears using props, costumes or puppets for children to act out bear-related stories, fostering creativity and communication.
- To integrate expressive arts with physical activity by incorporating bear-themed dances or movement activities to encourage children to express themselves through bear-inspired movements and gestures.
- To explore musical expression with bear-themed songs and music providing instruments or create simple rhythmic patterns related to bears, encouraging children to express themselves through sound.
- To foster three-dimensional creativity by allowing children to create bear sculptures using playdough, clay or other sculpting materials to encourage them to explore shapes and textures.
- To connect literacy and expressive arts by inviting children to illustrate their own bear stories, encouraging them to draw or paint pictures that represent their imaginative bear tales.
- To introduce printmaking techniques with bear motifs encouraging children to create bear prints using stamps, sponges or other printmaking tools, exploring different textures and patterns.
- To extend creative collage activities by having children create bear masks. Encourage them to choose materials that represent the features of different bear species, promoting artistic expression.

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

- To engage children in bear-inspired movement activities to develop gross motor skills encouraging actions such as walking like a bear, crawling or imitating bear movements to enhance coordination.
- To manipulate objects related to bears, such as using tweezers to pick up small bear-shaped objects or using scissors to cut out bear shapes in crafts.
- To participate in games that require throwing, catching or hitting bear-themed objects, like a beanbag bear toss or a bear piñata.
- To engage children in active play that simulates bear-like behaviour, such as pretending to hibernate by curling up in a cozy spot for a set period of time or doing bear-themed yoga poses for relaxation and exercise.
- To make actions for Jolly Phonics songs, clap, hop, stomp to counts linked to sounds and number of the week.
- To talk about the importance of good hygiene and self-care by discussing how bears keep themselves clean in the wild and relating it to personal grooming habits, such as brushing teeth, washing hands or bathing regularly.
- To move their bodies in different directions and spaces, as bears do in their natural habitats, like crawling under and over obstacles or maneuvering through a pretend bear cave.

P.E:**SWIMMING:**

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

LIBRARY:**HALF TERM****Week 8****MATHEMATICAL DEVELOPMENT****Numbers, Shapes and Numerical Pattern:**

- To recognise, say, identify, order, one-on-one correspondence Number 1-20.
- To continue to count out a smaller number of objects (up to 10) from a larger group.
- To continue to count actions/sounds to 10 and beyond.
- To continue to show an interest in representing numbers in sand, glitter...
- Number puzzles, filling in missing numbers, number sorting and number hunt.
- To continue to rote count from 1-20.
- To continue to use shapes to create patterns and pictures.

- To continue to compare **sizes** and **height**, two/three objects (big, medium and small).
- To continue to use and identify AB patterns.

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 read:

LITERACY

Comprehension and Writing Objectives:

- To continue to make marks using different tools.
- To practise sounds they have learnt (c/k, e, h, r, m).
- To use the different lines they have been taught to form numbers, letters and draw recognisable pictures.
- To engage in discussions about their favourite vehicles and ask open-ended questions to elicit descriptive responses.
- To practise active listening skills through stories, songs or discussions.
- To blend two sounds to make sensible and nonsense words
- To identify and write their first name.

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 transportation, as well as engage in conversations with peers and adults about their preferences, opinions or memories related to different modes of transportation.
- To talk about the importance of following rules and safety guidelines when using various modes of transportation, such as waiting for their turn to ride a scooter or looking both ways before crossing a road.
- To promote positive interactions by teaching children to be considerate and mindful of others when using shared transportation spaces, such as not pushing or crowding when getting on a school bus.
- To explore different cultural perspectives on transportation and help children develop an understanding and appreciation for the diversity of transportation methods and practices around the world.
- To explore different transportation scenarios and help solve problems or make decisions, such as figuring out the best route for a toy car to reach a specific destination or deciding how to travel to a pretend picnic.

UNDERSTANDING OF THE WORLD

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

- To introduce children to a variety of transportation methods, such as cars, trains, planes, boats, bicycles and help them understand their purposes and how they are used in everyday life.
- To grasp the concept of travel, distance and different speeds of transportation by engaging them in conversations and activities that explore fast and slow modes of transport.
- To explore different transportation methods from various cultures and countries, broadening children's understanding of how people around the world travel and transfer goods.
- To provide opportunities for children to physically explore and engage with different types of transportation through imaginative play, building models or going on field trips to transportation-related locations.

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To foster storytelling skills by combining art with storytelling about transportation.
- To explore movement and rhythm through dance activities inspired by transportation.
- To introduce the concept of sounds associated with transportation.
- To explore the concept of shadows through artistic play with toy vehicles.
- To introduce the concept of patterns through transportation-themed art projects.
- To foster spatial awareness and creativity through the construction of 3D models of vehicles.
- To explore expressiveness through music and movement inspired by transportation.
- To Introduce tactile experiences by exploring different textures associated with transportation, such as sandpaper, fabric or bubble wrap for children to create textured wheel prints in their artwork.

PHYSICAL DEVELOPMENT

Develop Fine and Gross Motor Skills:

- To enhance spatial awareness and coordination through obstacle courses with a transportation theme.
- To develop imaginative play and fine motor skills through pretend driving and riding activities.
- To incorporate movement and coordination by playing a freeze game with traffic signal cues.
- To integrate hopscotch with transportation-related themes to promote hopping and jumping.
- To develop fine motor skills and hand-eye coordination by constructing and steering toy vehicles.

P.E:**SWIMMING:**

Improve buoyancy in the water and flutter kicks with aids for a distance.

Week 9**MATHEMATICAL DEVELOPMENT****Numbers, Shapes and Numerical Pattern:**

- **Beginning to use number 16-** To recognise, say, identify, order, one-on-one correspondence.
- To count out a smaller number of objects (up to 5) from a larger group.
- To count actions / sounds to 10 and beyond.
- To show an interest in representing numbers in sand, glitter...
- Number puzzles, filling in missing numbers, number sorting and number hunt.
- To rote count from 1-20.
- To continue to use shapes to create patterns and pictures.
- To continue to compare **sizes**, comparing three objects (big, medium and small).
- To introduce the concept of **weight** (heavy and light).

COMMUNICATION AND LANGUAGE**Listening and attention, Understanding, Speaking Listening, Attention and Understanding;**

- To promote communication skills through role-playing and imaginative play scenarios involving land transportation.
- To enhance narrative skills by encouraging children to retell transportation stories.
- To develop the ability to ask and answer simple questions related to land transportation.
- To develop listening skills and comprehension through transportation-themed stories and discussions.
- To introduce and expand children's vocabulary related to land transportation.
- To Improve the ability to follow simple instructions related to transportation-themed activities.
- To explore rhyming words and rhythm through transportation-themed songs and rhymes.
- To develop descriptive language skills by encouraging children to use adjectives to describe vehicles.
- To introduce basic concepts related to transportation, such as fast/slow, big/small and near/far.
- To Introduce cultural aspects related to transportation and encourage discussions about how people in different cultures use various vehicles.

Keywords-Car, Bus, Truck, Bicycle, Motorcycle, Train, Boat, Airplane, Scooter, Taxi, Ambulance, Firetruck, Police car, Helicopter, Subway, School bus, Van, Delivery truck, Garbage truck, Ice cream truck, Tow truck, Limousine, Jeep, Convertible, Go-kart...

LITERACY**Comprehension and Writing Objectives:**

- To introduce the sound of the week /d/
- To recognise, sing songs, make the sound, describe and write letter formation of Jolly phonics Group 2- d.
- To engage in discussions about their favourite land vehicles and ask open-ended questions to elicit descriptive responses.
- To sing songs and stories related to land transport-<https://www.youtube.com/watch?v=cSw50Jw0H34> by Barefoot/ **Wheels on the Bus** <https://www.youtube.com/watch?v=lf0vd6OhYbo> by Barefoot , https://www.youtube.com/watch?v=wKcrsv_t8Ko -A Ride from Grandpa's House,Linguish Story Telling // **My Car** by Byron Barton.
- To provide opportunities for mark-making and early writing related to **Transportation**. This includes drawing pictures and tracing various land transportation or attempting to write simple words.
- To begin to use keywords from the story of the week-**Bear on a Bike - By Stella Blackstone** 🚲🐻

Keywords-Car, Bus, Truck, Bicycle, Motorcycle, Train, Boat, Airplane, Scooter, Taxi, Ambulance, Firetruck, Police car, Helicopter, Subway, School bus, Van, Delivery truck, Garbage truck, Ice cream truck, Tow truck, Limousine, Jeep, Convertible, Go-kart...

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To Provide opportunities for self-expression through art activities related to land transportation.
- To develop an understanding of daily routines involving transportation.
- To develop basic safety awareness related to land transportation.
- To encourage respect for differences in preferences and experiences related to land transportation.
- To understand that land vehicles require maintenance and repairs.

UNDERSTANDING OF THE WORLD**People and communities, The world, Technology ,People, Culture and Communities;****Land Transportation**

- To introduce children to various land vehicles such as cars, buses, trucks, bicycles and scooters.
- To develop an understanding of the basic features of land vehicles.
- To introduce basic traffic signs and their meanings.
- To foster awareness of basic road safety rules.
- To understand how different land vehicles are suited for various terrains.
- To introduce the concept of maps and how they relate to land transportation.
- To compare the sizes and speeds of various land vehicles.
- To recognise the role of community helpers in transportation.
- To understand that land vehicles require maintenance and repairs.
- To provide real-world exposure through visits or virtual sessions with professionals related to land transportation.

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

- To encourage children to create artwork and crafts depicting various land vehicles.
- To foster creativity through collage projects related to land transportation.
- To foster storytelling skills by combining art with storytelling about land transportation.
- To explore movement and rhythm through dance activities inspired by land transportation.
- To introduce the concept of sounds associated with land transportation.
- To explore the concept of shadows through artistic play with toy vehicles.
- To introduce the concept of patterns through transportation-themed art projects.
- To foster spatial awareness and creativity through the construction of 3D models of land vehicles.
- To explore expressiveness through music and movement inspired by land transportation.
- To Introduce tactile experiences by exploring different textures associated with land transportation, such as sandpaper, fabric or bubble wrap for children to create textured wheel prints in their artwork

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

- To enhance spatial awareness and coordination through obstacle courses with a transportation theme.
- To develop imaginative play and fine motor skills through pretend driving and riding activities.
- To incorporate movement and coordination by playing a freeze game with traffic signal cues.
- To integrate hopscotch with transportation-related themes to promote hopping and jumping.
- To develop fine motor skills and hand-eye coordination by constructing and steering toy vehicles.

P.E:**SWIMMING:**

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

LIBRARY:**Week 10****MATHEMATICAL DEVELOPMENT****Numbers, Shapes and Numerical Pattern:**

- **Beginning to use number 17-** To recognise, say, identify, order, one-on-one correspondence.
- To count out a smaller number of objects (up to 5) from a larger group.
- To count actions / sounds to 10 and beyond.
- To show an interest in representing numbers in sand, glitter..
- Number puzzles, filling in missing numbers, number sorting and number hunt.
- To rote count from 1-20.
- To continue to use shapes to create patterns and pictures.
- To continue to compare **sizes**, comparing three objects (big, medium and small).
- To introduce the concept of **direction** (left and right)

COMMUNICATION AND LANGUAGE

		Listening and attention, Understanding, Speaking Listening, Attention and Understanding; - To Introduce and expand the vocabulary related to air transport, including words like aeroplane, helicopter, pilot, airport, takeoff and landing. - To promote the ability to express thoughts and ideas verbally about air transport experiences. - To develop active listening skills by engaging in discussions, stories, or songs about air transport. - To foster storytelling skills by encouraging children to create narratives or engage in imaginative play scenarios involving air transport. - To develop descriptive language skills by encouraging children to use words that convey details about air transport experiences. - To use books and stories about air transport to expand language skills and expose children to new words and concepts. - To encourage role-playing activities related to air transport, promoting communication and language development through pretend play. - To build confidence in communicating ideas and experiences related to air transport in both individual and group settings. Keywords-Car, Bus, Truck, Bicycle, Motorcycle, Train, Boat, Airplane, Scooter, Taxi, Ambulance, Firetruck, Police car, Helicopter, Subway, School bus, Van, Delivery truck, Garbage truck, Ice cream truck, Tow truck, Limousine, Jeep, Convertible, Go-kart...
		LITERACY
		Comprehension and Writing Objectives: - To introduce the sound of the week /g/ - To recognise, sing songs, make the sound, describe and write letter formation of Jolly phonics Group 2- g. - To engage in discussions about their favourite sea vehicles and ask open-ended questions to elicit descriptive responses. - To sing songs and stories related to sea transport-" MAISY GOES ON A PLANE bedtime story by Lucy Cousins Read Aloud by Books Read Aloud for Kids,"Flying Around The World" by Alyssa Liang, Air transport vehicles for kids - Vocabulary for children,My First Airplane Ride story. - To provide opportunities for mark-making and early writing related to Air Transportation. This includes drawing pictures and tracing various Air transportation or attempting to write simple words. - To begin to use keywords from the story of the week-MAISY GOES ON A PLANE bedtime story by Lucy Cousins Read Aloud by Books Read Aloud for Kids Keywords-Car, Bus, Truck, Bicycle, Motorcycle, Train, Boat, Airplane, Scooter, Taxi, Ambulance, Firetruck, Police car, Helicopter, Subway, School bus, Van, Delivery truck, Garbage truck, Ice cream truck, Tow truck, Limousine, Jeep, Convertible, Go-kart...
		PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
		Building relationships, Managing self, Self regulation: - To create opportunities for positive interactions and relationships among children while engaging in air transport-related activities. - To support children in developing independence by allowing them to make choices and take on age-appropriate responsibilities related to air transport activities. - To cultivate a sense of responsibility by discussing safety measures and following rules associated with air transport. - To help children understand and manage emotions related to new experiences, such as flying on an aeroplane for the first time. - To help children develop confidence in expressing their thoughts and ideas about air transport. - To develop an understanding of different perspectives by discussing the experiences of passengers and pilots in air transport.
		UNDERSTANDING OF THE WORLD
		People and communities, The world, Technology ,People, Culture and Communities; Air Transportation To introduce children to various air transport vehicles such as aeroplanes, helicopters, airbus, rockets, hot air balloons, blimp...

		- To develop a basic understanding of how air transport works, including the use of wings, rotors and engines.. - To explore the purposes of air transport, such as carrying people, goods, or emergency services. - To understand how air transport is a part of their daily lives, connecting them to people and places around the world. - To introduce basic safety concepts related to air transport, such as the importance of seatbelts and following instructions on an aeroplane. - To introduce the concept of maps and how they relate to air transportation. - To encourage imaginative play related to air transport, allowing children to role-play scenarios involving aeroplanes, pilots and passengers. - To recognise the role of community helpers in transportation. - To understand that air vehicles require maintenance and repairs. - To provide real-world exposure through visits or virtual sessions with professionals related to air transportation. - To use digital tools for creating air transport-themed artwork, such as using drawing apps or interactive whiteboards.
		EXPRESSIVE ART & DESIGN
		Creating with Materials and Being Imaginative: - To encourage children to use various art materials to create their interpretations of air transport vehicles, such as aeroplanes, helicopters, or hot air balloons. - To provide opportunities for children to construct three-dimensional models of aeroplanes, helicopters, or other air transport vehicles using art and craft materials. - To encourage imaginative play by setting up a role-playing area with props related to air transport, allowing children to act out scenarios involving pilots, passengers and airport activities. - To use a variety of textured materials for children to explore when creating air transport-themed art, enhancing their sensory experiences. - To use sound exploration by encouraging children to experiment with creating air transport-related sounds using musical instruments or everyday objects. - To use a variety of materials for children to create collages depicting air transport scenes, allowing them to explore shapes, colours and composition. - To use digital tools for creating air transport-themed artwork, such as using drawing apps or interactive whiteboards.
		PHYSICAL DEVELOPMENT
		Develop Fine and Gross Motor Skills: - To Provide opportunities for children to build and play with aeroplane models or toys, enhancing their fine motor skills and hand-eye coordination. - To incorporate aerobic activities that mimic the movements of air transport, such as jumping like a bouncing helicopter or stretching like an aeroplane in flight. - To provide challenges that involve fine motor skills, such as assembling and disassembling small aeroplane models, connecting puzzle pieces depicting air transport, or drawing air transport vehicles. - To play with flying objects like kites, paper aeroplanes, or foam gliders to encourage running, chasing and throwing. - To pair air transport sounds with corresponding movements, such as jumping when they hear a takeoff sound or moving slowly when they hear a landing sound.
		P.E:
		SWIMMING: To move through water performing the doggy/front paddle with noodles for 10 meters.
		LIBRARY:
Week 11		MATHEMATICAL DEVELOPMENT
		Numbers, Shapes and Numerical Pattern: Beginning to use number 18- To recognise, say, identify, order, one-on-one correspondence. - To count out a smaller number of objects (up to 5) from a larger group. - To count actions / sounds to 10 and beyond. - To show an interest in representing numbers in sand, glitter.. - Number puzzles, filling in missing numbers, number sorting and number hunt. - To rote count from 1-20. - To continue to use shapes to create patterns and pictures. - To continue to compare sizes, comparing three objects (big, medium and small). - To introduce the concept of capacity (full and empty).
		COMMUNICATION AND LANGUAGE

		Listening and attention, Understanding, Speaking Listening, Attention and Understanding; • To Introduce and expand the vocabulary related to air transport, including words like anchor, dork, sea port, airport, and landing. • To promote the ability to express thoughts and ideas verbally about air transport experiences. • To develop active listening skills by engaging in discussions, stories, or songs about air transport. • To foster storytelling skills by encouraging children to create narratives or engage in imaginative play scenarios involving air transport. • To develop descriptive language skills by encouraging children to use words that convey details about air transport experiences. • To use books and stories about air transport to expand language skills and expose children to new words and concepts. • To encourage role-playing activities related to air transport, promoting communication and language development through pretend play. • To build confidence in communicating ideas and experiences related to air transport in both individual and group settings. Keywords-Car, Bus, Truck, Bicycle, Motorcycle, Train, Boat, Airplane, Scooter, Taxi, Ambulance, Firetruck, Police car, Helicopter, Subway, School bus, Van, Delivery truck, Garbage truck, Ice cream truck, Tow truck, Limousine, Jeep, Convertible, Go-kart...
		LITERACY
		Comprehension and Writing: • To introduce the sound of the week /o/ • To recognise, sing songs, make the sound, describe and write letter formation of Jolly phonics Group 2- o. • To engage in discussions about their favourite sea vehicles and ask open-ended questions to elicit descriptive responses. • To sing songs and stories related to sea transport-"Hello Lighthouse" By Sophie Blackall Read by Ann DuCharme at the MV Museum,Little Tug by Stephen Savage Children's Book Read Aloud Ms. Becky & Bear's Storytime, Pirate Pete's Talk Like A Pirate Narration & Characterizations, A Sailor Went To Sea Kids Songs Super Simple Songs • To provide opportunities for mark-making and early writing related to Sea Transportation. This includes drawing pictures and tracing various Sea transportation or attempting to write simple words. • To begin to use keywords from the story of the week- Keywords-Car, Bus, Truck, Bicycle, Motorcycle, Train, Boat, Airplane, Scooter, Taxi, Ambulance, Firetruck, Police car, Helicopter, Subway, School bus, Van, Delivery truck, Garbage truck, Ice cream truck, Tow truck, Limousine, Jeep, Convertible, Go-kart...
		PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
		Building relationships, Managing self, Self regulation: • To provide opportunities for hands-on exploration to build confidence in interacting with water transport models. • To encourage self-help skills, such as pouring water or assembling simple water transport models. • To establish clear safety rules related to water play and water transport activities. • To develop language skills through discussions about different water transport modes. • To encourage verbal communication during collaborative water transport activities. • To foster self-awareness by encouraging reflection on personal experiences with water transport.
		UNDERSTANDING OF THE WORLD
		People and communities, The world, Technology ,People, Culture and Communities; Water Transportation • To Introduce children to various water transport modes, such as boats, ships, submarines and jet skis. • To foster an understanding of the unique features and functions of each water transport vehicle. • To investigate the influence of weather conditions on water transport, including the impact of waves, wind and tides. • To integrate technology by exploring virtual tours or simulations of water transport environments.

		To discuss the importance of life jackets, navigation rules and emergency procedures on watercraft.
		EXPRESSIVE ART & DESIGN
		Creating with Materials and Being Imaginative: - To encourage children to use various art materials to express their ideas and feelings about water transport. - To provide opportunities for creative exploration through painting, drawing, or crafting water transport scenes. - To foster creativity by allowing children to design and build their own imaginative water transport models using various materials. - To facilitate movement activities that simulate the swaying motion of boats or the rhythmic paddling of canoes. - Explore different colours and textures associated with water transport themes. - Experiment with materials that mimic the textures of boats, waves or underwater landscapes in art activities.
		PHYSICAL DEVELOPMENT
		Develop Fine and Gross Motor Skills: - To engage children in activities that promote gross motor skills, such as simulating rowing or paddling motions. - To provide opportunities for active play involving movements inspired by different water transport modes. - To create spatial awareness activities using water transport themes, like maneuvering toy boats around obstacles. - To promote physical engagement through pretend play scenarios involving water transport. - To encourage children to act out roles like sailors, swimmers or captains, incorporating physical movements.
		P.E:
		SWIMMING: To be able to move through water performing the doggy/front paddle with noodles for a longer distance.
		LIBRARY:

Week 12	MATHEMATICAL DEVELOPMENT
	Numbers, Shapes and Numerical Pattern: Beginning to use number 19- To recognise, say, identify, order, one-on-one correspondence. - To continue to count actions / sounds to 10 and beyond. - Number puzzles, filling in missing numbers, number sorting and number hunt. - To continue to rote count from 1-20. - To continue to use shapes to create patterns and pictures. - To continue to compare sizes, comparing three objects (big, medium and small). - To introduce the concept of comparing quantity (More or less)
	COMMUNICATION AND LANGUAGE
	Listening and attention, Understanding, Speaking Listening, Attention and Understanding; - To introduce and expand transportation-related vocabulary, including terms associated with past and present modes of travel. - To use visual aids, books and discussions to enhance children's understanding and use of transportation terminology. - To facilitate discussions that involve comparing and contrasting past and present transportation methods. - 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. <i>Keywords-Car, Bus, Truck, Bicycle, Motorcycle, Train, Boat, Airplane, Scooter, Taxi, Ambulance, Firetruck, Police car, Helicopter, Subway, School bus, Van, Delivery truck, Garbage truck, Ice</i>

cream truck, Tow truck, Limousine, Jeep, Convertible, then, now, before, past, present Go-kart...

LITERACY

Comprehension and Writing:

- To introduce the sound of the week /u/
- To recognise, sing songs, make the sound, describe and write letter formation of Jolly phonics Group 2- u.
- To sing songs and stories related to past and present transport.
- To provide opportunities for mark-making and early writing related to **Past and Present transportation.**
- To begin to use keywords from the story of the week-

Keywords-Car, Bus, Truck, Bicycle, Motorcycle, Train, Boat, Airplane, Scooter, Taxi, Ambulance, Firetruck, Police car, Helicopter, Subway, School bus, Van, Delivery truck, Garbage truck, Ice cream truck, Tow truck, Limousine, Jeep, Convertible, past, before, long time ago, present, now, Go-kart...

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Building relationships, Managing self, Self regulation:

- To promote empathy by discussing the challenges and experiences of individuals who used transportation in the past.
- To encourage children to understand the differences in lifestyle and travel conditions between past and present.
- To facilitate reflective discussions on the impact of transportation changes on individuals, communities and the environment.

UNDERSTANDING OF THE WORLD

People and communities, The world, Technology ,People, Culture and Communities; Past and Present Transportation

- To provide visual aids, images, or artefacts depicting modes of transportation from different historical periods.
- To encourage children to identify and categorise past transportation vehicles and compare them to current ones.
- To encourage critical thinking by facilitating discussions on the advantages and disadvantages of past and present transportation.
- To share stories or narratives about historical journeys and the challenges faced by travellers.
- To encourage children to create their own stories based on historical transportation scenarios.

EXPRESSIVE ART & DESIGN

Creating with Materials and Being Imaginative:

- To encourage children to create visual representations of past and present transportation modes using various art materials.
- To provide opportunities for drawing, painting, or crafting to express their imaginative interpretations of historical and contemporary vehicles.
- To incorporate expressive dance activities inspired by the movements and styles associated with past and present transportation.

PHYSICAL DEVELOPMENT

Develop Fine and Gross Motor Skills:

- Integrate fine motor activities related to transportation, such as assembling model vehicles or using small tools to represent the construction of historical and modern transport.
- Encourage precision in handling materials during craft projects that involve detailed depictions of transportation.
- To develop activities that involve climbing, crawling and navigating through obstacles to simulate the physical demands of different modes of travel.
- To integrate dance movements that represent the swaying of trains, the rocking of ships, or the rhythmic pedalling of bicycles.

P.E:

SWIMMING:

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

LIBRARY:

	Numbers, Shapes and Numerical Pattern: • Beginning to use number 20- To recognise, say, identify, order, one-on-one correspondence. • To continue to show an interest in representing numbers in sand, glitter... • Number puzzles, filling in missing numbers, numbers before, numbers after, number sorting and number hunt. • To continue to count from 1-20. • To continue to use shapes to create patterns and pictures. • To continue to compare sizes, comparing three objects (big, medium and small). • To revise the concepts of capacity, more or less, weight and direction.
	COMMUNICATION AND LANGUAGE
	Listening and attention, Understanding, Speaking Listening, Attention and Understanding; • To develop narrative skills by encouraging children to create and share stories related to transportation experiences. • To guide them in constructing narratives that incorporate details about different modes of travel and historical transport. • To encourage communication skills through dialogue, negotiation and collaboration during pretend play. • To develop public speaking skills by allowing children to present information about various modes of transportation to the class.
	LITERACY
	Comprehension and Writing: • To continue to make marks using different tools. • To review sounds they have learnt (d,g,o,u). • To engage in discussions about their favourite vehicles and ask open-ended questions to elicit descriptive responses. • To practise active listening skills through stories, songs or discussions. • To blend two sounds to make sensible and nonsense words • To identify and write their first name.
	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	Building relationships, Managing self, Self regulation: • Encourage children's curiosity about transportation modes by introducing engaging activities and stories that spark interest. • Teach children about safety practices associated with different modes of transportation. • To emphasise the importance of following rules, wearing seatbelts and being mindful of safety guidelines when using various transportation methods. • To encourage a sense of autonomy and responsibility when it comes to making choices related to transportation.
	UNDERSTANDING OF THE WORLD
	People and communities, The world, Technology ,People, Culture and Communities; • To encourage sorting activities where children classify vehicles into the appropriate categories. • To promote curiosity by encouraging children to investigate transportation innovations and advancements. • To review theme on transportation (land, sea, air, past and present)
	EXPRESSIVE ART & DESIGN
	Creating with Materials and Being Imaginative: • To encourage children to create visual representations of past and present transportation modes using various art materials. • To provide opportunities for drawing, painting, or crafting to express their imaginative interpretations of historical and contemporary vehicles. • To incorporate expressive dance activities inspired by the movements and styles associated with past and present transportation.
	PHYSICAL DEVELOPMENT
	Develop Fine and Gross Motor Skills: • Integrate fine motor activities related to transportation, such as assembling model vehicles or using small tools to represent the construction of historical and modern transport. • Encourage precision in handling materials during craft projects that involve detailed depictions of transportation. • To develop activities that involve climbing, crawling and navigating through obstacles to simulate the physical demands of different modes of travel. • To integrate dance movements that represent the swaying of trains, the rocking of ships, or the rhythmic pedalling of bicycles.
	P.E:
	SWIMMING:

	moving in water demonstrating the doggy/front paddle with noodles for 12meters.
	LIBRARY: