



CIS LAGOS
ACADEMIC YEAR 2023-2024
TERM 3 CURRICULUM OVERVIEW FOR PRIMARY
YEAR GROUP – PRESCHOOL

TERM 3	
CONCEPTS:	CLOTHES & TRANSPORTATION
Week 1	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	To settle back into class routines.
	COMMUNICATION AND LANGUAGE
	To report an event – My Easter holiday news.
	PHYSICAL DEVELOPMENT
	Pinching/rolling/tearing/poking/pounding
	LITERACY
	To revise letter phonic sounds - s, a, t. To begin to trace/write letter sounds.
	MATHEMATICAL DEVELOPMENT
	To revise counting number 1-10. To identify and represent number 1 - 3.
	UNDERSTANDING OF THE WORLD
	To revise our learning on healthy living.
	EXPRESSIVE ART & DESIGN
	To revise identifying colours learnt. To engage in imaginative role-play To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	P.E:
	To learn the basic skills for body movement, space awareness, carriage, expression and fluent response to musical tunes and rhymes.
	SWIMMING:
	Swimming Gala Preparation Freestyle Leg Kicks.
	LIBRARY:
	To run-through learning and skills acquired in second term To check out new books.
Week 2	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	To begin to explore ways to care for clothes - washing.
	COMMUNICATION AND LANGUAGE
	To build up vocabulary that reflects the breadth of their experiences.

	<p>To listen to stories with interest and begin to describe and predict what could happen in the stories and where the settings may be. To begin to use clothes vocabulary (wear, light clothes, ...).</p>
	<p>PHYSICAL DEVELOPMENT</p>
	<p>To tear, poke and cut clothes. To peg clothes on a washing line. To cut clothes from whole into small parts. To explore textures of clothes. (cotton, wool, stretchy, fluffy, silky, thick,)</p>
	<p>LITERACY</p>
	<p>To recognise the phonic sound for letter 'i'. To sing songs and rhymes linked to the 'i' phonic sound. To listen to stories attentively and recall by answering questions asked. Mary Wore Her Red Dress</p>
	<p>MATHEMATICAL DEVELOPMENT</p>
	<p>To count backwards from 5 to 1. To recognise number 4. To count actions to represent number 4 in different ways (fingers, objects).</p>
	<p>UNDERSTANDING OF THE WORLD</p>
	<p>Theme Introduction - To begin to name, identify and talk about different clothes. Nursery rhymes - This is the way we wash our clothes.</p>
	<p>EXPRESSIVE ART & DESIGN</p>
	<p>To continue to use lines to enclose a space, and use these shapes to represent objects. To engage in imaginative play and using the clothes in the role-play area. To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.</p>
	<p>P.E:</p>
	<p>Targeting and setting games. To learn how to target the bean bag into the hula hoops.</p>
	<p>SWIMMING:</p>
	<p>Swimming Gala Preparation -Freestyle leg kicks.</p>
	<p>LIBRARY:</p>
	<p>To cultivate the art of listening to and following read aloud stories. To check in borrowed books and check out new books.</p>

Week 3	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
May 1st	To begin to explore ways to care for clothes - ironing .
Workers	COMMUNICATION AND LANGUAGE
Day	To build up vocabulary that reflects the breadth of their experiences.

	<p>To listen to stories with interest and begin to describe and predict what could happen in the stories and where the settings may be. To begin to use clothes vocabulary (wear, light clothes, ...).</p>
	<p>PHYSICAL DEVELOPMENT</p> <p>To tear, poke and cut clothes. To iron clothes on an iron board. To take part in clothes fastening finger gym activity. To cut clothes from whole into small parts. To explore textures of clothes(cotton, wool, stretchy, fluffy, silky, thick).</p>
	<p>LITERACY</p> <p>To listen to stories attentively, recall by answering questions asked and suggest how the story might end. Red Shoes and the Duck To match the 'i' sound with objects and pictures. To recognise, sing a song, make the sound of and describe the letter 'i'.</p>
	<p>MATHEMATICAL DEVELOPMENT</p> <p>To count backwards from 5 to 1. To respond to one-on-one correspondence of number 4. To count actions to represent number 4 in different ways (Dice, dominos, five frames).</p>
	<p>UNDERSTANDING OF THE WORLD</p> <p>To identify and name different clothes worn in different weather conditions - Sunny. Nursery rhymes - Get Dressed for the Day Song.</p>
	<p>EXPRESSIVE ART & DESIGN</p> <p>To continue to use lines to enclose a space, and use these shapes to represent objects. To engage in imaginative play and use the clothes in the role-play area. To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.</p>
	<p>P.E:</p> <p>Targeting and setting games. To learn how to target the bean bag into the hula hoops.</p>
	<p>SWIMMING</p> <p>Swimming Gala Preparation -Freestyle leg kicks using the swimming noodles and assistance from the coach.</p>
	<p>LIBRARY:</p> <p>To cultivate the art of listening to and following read aloud stories. To check in borrowed books and check out new books.</p>

Week 4	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	To begin to explore ways to care for clothes - folding .

	COMMUNICATION AND LANGUAGE
	To build up vocabulary that reflects the breadth of their experiences. To listen to stories with interest and begin to describe and predict what could happen in the stories and where the settings may be. To begin to use clothes vocabulary (wear, light clothes, ...).
	PHYSICAL DEVELOPMENT
	To tear, poke and cut clothes. To begin to fold clothes. To explore textures of clothes (cotton, wool, stretchy, fluffy, silky, thick).
	LITERACY
	To listen to stories attentively and recall by answering questions asked (Emperor's new clothes). To recognise, sing songs, make the phonic sound of the letter "p".
	MATHEMATICAL DEVELOPMENT
	To begin to learn about the concept of patterns. Introduction to AB pattern.
	UNDERSTANDING OF THE WORLD
	To identify and name different clothes worn in different weathers - Rainy . Nursery rhymes - Rain Rain Go Away
	EXPRESSIVE ART & DESIGN
	To continue to use lines to enclose a space, and use these shapes to represent objects. To engage in imaginative play and use the clothes in the role-play area. To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.
	P.E:
	To learn the drills and rudiments of floor exercises and perform basic flexibility and balancing test optimally.
	SWIMMING
	Swimming Gala Preparation -Freestyle leg kicks using the swimming noodles and assistance from the coach. -Practice for the command-call.
	LIBRARY:
	To cultivate the art of listening to and following read aloud stories. To check in borrowed books and check out new books.

Week 5	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
Friday May 19th	To begin to explore ways to care for clothes - folding.
Pyjamas Day	COMMUNICATION AND LANGUAGE
	To build up vocabulary that reflects the breadth of their experiences.

	<p>To listen to stories with interest and begin to describe and predict what could happen in the stories and where the settings may be. To begin to use clothes vocabulary (wear, light clothes, ...).</p>
	<p>PHYSICAL DEVELOPMENT</p>
	<p>To tear, poke and cut clothes. To continue to explore folding clothes activities. To explore textures of clothes(cotton, wool, stretchy, fluffy, silky, thick).</p>
	<p>LITERACY</p>
	<p>To listen to stories attentively, recall by answering questions asked and suggest how the story might end (Llama Llama Red Pyjama). To match the 'p' sound with objects and pictures. To recognise, sing a song, make the sound of and describe the letter 'p'. (pig, pink, parrot, popcorn, penguin, panda).</p>
	<p>MATHEMATICAL DEVELOPMENT</p>
	<p>To begin to identify and explore AB patterns.</p>
	<p>UNDERSTANDING OF THE WORLD</p>
	<p>To identify and name different clothes worn in different weathers - Snowy. Nursery rhymes - 5 Little Snowmen Standing in a Row</p>
	<p>EXPRESSIVE ART & DESIGN</p>
	<p>To continue to use lines to enclose a space, and use these shapes to represent objects. To engage in imaginative play and use the clothes in the role-play area. To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.</p>
	<p>P.E:</p>
	<p>To learn a combination of target and throwing skills, footwork and space awareness skills, balancing and endurance skills. SWIMMING: -To learn about water familiarisation activities such as; bubble blowing, immersing in the water, counting of the coach's fingers under water and how to take jumps into the pool. -To learn how to do the front crawl leg actions with the swimming aid and support.</p>
	<p>LIBRARY:</p>
	<p>To cultivate the art of listening to and following read aloud stories. To check in borrowed books and check out new books.</p>

Week 6	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	To begin to explore ways to care for clothes - arranging .
	COMMUNICATION AND LANGUAGE
	To use and build up vocabulary that reflects the breadth of their experiences.

	<p>To listen to stories with interest and begin to describe and predict what could happen in the stories and where the settings may be. To begin to use clothes vocabulary (wear, light clothes, ...).</p>
	<p>PHYSICAL DEVELOPMENT</p>
	<p>To tear, poke and cut clothes. To continue to explore arranging clothes activities. To explore textures of clothes(cotton, wool, stretchy, fluffy, silky, thick). .</p>
	<p>LITERACY</p>
	<p>To listen to stories attentively and recall by answering questions asked (The Wolf in Sheep's Clothing). To recognise, sing songs, make the phonic sound of the letter "n".</p>
	<p>MATHEMATICAL DEVELOPMENT</p>
	<p>To count backwards from 10 - 1. To recognise number 5. To count actions to represent number 5 in different ways (fingers, objects).</p>
	<p>UNDERSTANDING OF THE WORLD</p>
	<p>To review clothes worn during different weather conditions. Story - Jesse bear, What will you wear? Nursery rhymes - What are you wearing? by Wormhole Learning</p>
	<p>EXPRESSIVE ART & DESIGN</p>
	<p>To continue to use lines to enclose a space, and use these shapes to represent objects. To engage in imaginative play and use the clothes in the role-play area. To capture experiences and responses with a range of media, such as music, dance, paint and other materials or words.</p>
	<p>P.E:</p>
	<p>To learn the drills and rudiments of floor exercises and perform basic flexibility and balancing tests optimally. SWIMMING: -To learn about water familiarisation activities such as; bubble blowing, immersing in the water, counting of the coach's fingers under water and how to take jumps into the pool. -To learn how to do the front crawl leg actions with the swimming aid and support.</p>
	<p>LIBRARY:</p>
	<p>To cultivate the art of listening to and following read aloud stories. To check in borrowed books and check out new books.</p>

**WEEK 7
HALF
TERM**

Week 8 **PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT**

	To identify and talk about the type of transport used to school.
	COMMUNICATION AND LANGUAGE
	To use and build up vocabulary that reflects the breadth of their experiences. To listen to stories with interest and begin to describe and predict what could happen in the stories and where the settings may be. To begin to use transport vocabulary (road, land, air, water, travel).
	PHYSICAL DEVELOPMENT
	To use playdough to create models of different cars, trucks, ships etc. To stack wooden block/lego blocks to make pretend vehicles.
	LITERACY
	To listen to stories attentively, recall by answering questions asked and suggest how the story might end (Car Journey). To match the 'n' sound with objects and pictures. To recognise, sing a song, make the sound of and describe the letter 'n'. (net, nest, nose,).
	MATHEMATICAL DEVELOPMENT
	To count backwards from 10 - 1. To respond to one-on-one correspondence of number 5. To count actions to represent number 5 in different ways (Dice, dominos, five frames).
	UNDERSTANDING OF THE WORLD
	To begin to explore and understand the different means of transportation. Nursery rhymes - The Wheels on the Bus
	EXPRESSIVE ART & DESIGN
	Begin to use lines to enclose a space, and then begin to use these shapes to represent objects e.g. cars, trucks To engage in imaginative role-play in the classroom. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	P.E:
	To learn the drills and rudiments of floor exercises and perform basic flexibility and balancing tests optimally. SWIMMING: -To learn about water familiarisation activities such as; bubble blowing, immersing in the water, counting of the coach's fingers under water and how to take jumps into the pool. -To learn how to do the front crawl leg actions with the swimming aid and support.
	LIBRARY:
	To cultivate the art of listening to and following read aloud stories. To check in borrowed books and check out new books.

Week 9	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
June 14th 2024	Land Transport - To begin to identify how to keep safe when travelling on the road.

Bus ride with my friends. (to Freedom Way)	COMMUNICATION AND LANGUAGE
	To use and build up vocabulary that reflects the breadth of their experiences. To listen to stories with interest and begin to describe and predict what could happen in the stories and where the settings may be. To begin to use transport vocabulary (road, land, air, water, travel).
	PHYSICAL DEVELOPMENT
	To use playdough to create models of different cars, buses, bikes etc. To stack wooden block/lego blocks to make pretend vehicles. To engage in fixing rail puzzles to build a railway.
	LITERACY
	To listen to stories attentively, recall by answering questions asked and suggest how the story might end (The Train Ride). To review phonic sounds s, a, and t.
	MATHEMATICAL DEVELOPMENT
	To count backwards from 10 - 1. To begin to use vocabulary to describe and compare the quantity of objects.(more or less)
	UNDERSTANDING OF THE WORLD
	Land Transport - To begin to identify and talk about land transportation. Nursery rhymes - Bus song.
	EXPRESSIVE ART & DESIGN
	To use lines to enclose a space, and then begin to use these shapes to represent objects e.g. circles, squares (cars, trucks,) To engage in imaginative role-play – garage,train station. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	P.E:
	To learn a combination of stretching, reaching, curling, twisting, pivotal turning and squatting and body management with steadiness. SWIMMING: -To learn how to demonstrate the front crawl leg actions with the swimming aid independently.
LIBRARY:	
To cultivate the art of listening to and following read aloud stories. To check in borrowed books and check out new books.	

Week 10	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
	Air Transport - To begin to identify how to keep safe when travelling by air.
	COMMUNICATION AND LANGUAGE
	To use and build up vocabulary that reflects the breadth of their experiences. To listen to stories with interest and begin to describe and predict what could happen in the stories and where the settings may be. To begin to use transport vocabulary (road, land, air, water, travel). To begin to have a better understanding of direction words when communicating (left, right, up, down, forward, backwards).
	PHYSICAL DEVELOPMENT

	<p>To use playdough to create models of different cars, trucks, ships etc. To stack wooden blocks/lego blocks to make pretend aeroplanes.</p>
	<p>LITERACY</p> <p>To listen to stories attentively, recall by answering questions asked and suggest how the story might end (Amazing Aeroplanes by Tony Mitton and Ant Parker).</p> <p>To review phonic sounds i, p, and n. Dot to dot writing activities.</p>
	<p>MATHEMATICAL DEVELOPMENT</p> <p>To count backwards from 10 - 1. To begin to use vocabulary to describe and compare the quantity of objects(more or less).</p>
	<p>UNDERSTANDING OF THE WORLD</p> <p>Air Transport - To begin to identify and talk about air transportation. Nursery rhymes - Ten little airplanes</p>
	<p>EXPRESSIVE ART & DESIGN</p> <p>To use lines to enclose a space, and then begin to use these shapes to represent objects e.g. aeroplane, jets. To engage in imaginative role-play- class room airport. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>
	<p>P.E:</p> <p>To learn to combine simple game activities with body management movement skills, pulling themselves up and through apparatus. SWIMMING: -To learn how to demonstrate the front crawl leg actions with the swimming aid independently.</p>
	<p>LIBRARY:</p> <p>To cultivate the art of listening to and following read aloud stories. To check in borrowed books and check out new books.</p>

Week 11	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
Messy Play	Water Transport - To begin to identify how to keep safe when travelling by water .
	COMMUNICATION AND LANGUAGE
	To use and build up vocabulary that reflects the breadth of their experiences. To listen to stories with interest and begin to describe and predict what could happen in the stories and where the settings may be. To begin to use transport vocabulary (road, land, air, water, travel). To begin to have a better understanding of direction words when communicating (left, right, up, down, forward, backwards).
	PHYSICAL DEVELOPMENT
	To use playdough to create models of different cars, trucks, ships etc. To stack wooden blocks/lego blocks to make pretend ports.
	LITERACY
	To listen to stories attentively, recall by answering questions asked and suggest how the story might end (Toy Boat).

	To review phonic sounds s, a, t, i, p, n. Dot to dot writing activities.
	MATHEMATICAL DEVELOPMENT
	To count backwards from 10 - 1. To begin to use vocabulary to describe and compare the quantity of objects. (same)
	UNDERSTANDING OF THE WORLD
	Water Transport - To begin to identify and talk about water transportation. Nursery rhymes - Row, row, row your boat
	EXPRESSIVE ART & DESIGN
	To use lines to enclose a space, and then begin to use these shapes to represent objects e.g. circles, squares (cars, trucks, bus...) To engage in imaginative role-play – classroom airport To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
	P.E:
	To learn to move fluently with confidence and control within a given space, change directions, adjusting speed and direction to avoid obstacles. SWIMMING: -To learn how to independently demonstrate the front crawl leg actions with the swimming aid. -To learn how to do the doggy paddle arm actions.
	LIBRARY:
	To cultivate the art of listening to and following read aloud stories. To check in borrowed books.

Week 12	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT
PTCs	To review learning on how to keep safe on the road, air and water.
	COMMUNICATION AND LANGUAGE
Junior School Class Parties	To review transportation vocabulary.
Prize Giving Day	PHYSICAL DEVELOPMENT
	To continue to engage with building activities with legos and blocks.
	LITERACY
	To review the ph
	MATHEMATICAL DEVELOPMENT
	To review representing number 1 - 5 in different ways.
	UNDERSTANDING OF THE WORLD
	To talk about experiences using land, water and air transport.
	EXPRESSIVE ART & DESIGN
	To continue to explore a range of media.
	P.E:

To learn to explore gross movement skills in different patterns and skills when playing adapted ball games.

SWIMMING:

-To learn how to independently demonstrate the front crawl leg actions with the swimming aid.

-To learn how to do the doggy paddle arm actions.

SWIMMING PLAY DAY!!!

LIBRARY:

To cultivate the art of listening to and following read aloud stories.

To check in borrowed books.