



CIS LAGOS

ACADEMIC YEAR 2023-2024  
 TERM 3 CURRICULUM OVERVIEW FOR PRIMARY  
 YEAR GROUP – RECEPTION

<b>TERM 3</b>	
<b>CONCEPTS:</b>	<b>ANIMAL GROUPS, PLANTS AND FLOWERS</b>
<b>Week 1</b>	<p><b>MATHEMATICAL DEVELOPMENT</b></p> <p><b>Numbers, Shapes and Numerical Pattern:</b>  <b>Starter-Review Learning on Addition</b>          using various addition methods. (number line, mental, objects, fingers, 10 frame, dominoes)          To review addition Keywords</p> <p><b>LITERACY:</b></p> <p><b>Comprehension, Reading and Writing</b></p> <ul style="list-style-type: none"> <li>To review learning on all phonics sounds (read and spell words linked to all sounds taught) in term 2(sets 1-3), z, w, ng, v, y, ch, sh, th, th, qu (<b>phonics</b>)</li> <li>To review and spell sight words taught in term 2 (<b>Sight words</b>)</li> <li>To begin to read for fluency in a group and independently and demonstrate understanding of texts read. (<b>Word Reading &amp; Comprehension</b>) (Animal Groups/Mammals)</li> <li><b>Reading (ORT core books) – (Shared Reading)</b></li> <li><b>Nursery Rhyme-</b> The mammal Song for Kids.  <a href="https://www.youtube.com/watch?v=TSgn80NEINI">https://www.youtube.com/watch?v=TSgn80NEINI</a></li> <li><b>Story -:</b> The Gruffalo  <a href="https://www.youtube.com/watch?v=425kAJU-EOo">https://www.youtube.com/watch?v=425kAJU-EOo</a></li> </ul> <p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p> <p><b>Building relationships, Managing self, Self-regulation:</b></p> <ul style="list-style-type: none"> <li>To begin to understand and demonstrate the seven habits of Leadership. (<b>Habit 1 Be Pro-active</b>)</li> <li>To review and set new physical class rules.</li> <li>To review safety rules within and outside the classroom.</li> </ul> <p><b>UNDERSTANDING OF THE WORLD</b></p> <p><b>People and communities, The world, Technology, People, Culture and Communities;</b></p> <ul style="list-style-type: none"> <li>To recognise, name and talk about the features of mammals.</li> <li>To recognise, compare and talk about the similarities and differences between the features and characteristics of mammals.</li> </ul> <p><b>PHYSICAL DEVELOPMENT</b></p> <p><b>Develop Fine and Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>To use a small range of tools effectively</li> <li>To show preference for a dominant hand during activities.</li> <li>To practise colouring and tearing activities. pincer grip (holding small things) cutting colouring painting (mammals) each table can do different things. rotate tables.</li> </ul> <p><b>EXPRESSIVE ART &amp; DESIGN</b></p> <p><b>Creating with Materials and Being Imaginative:</b></p> <ul style="list-style-type: none"> <li>To encourage creativity through art and craft activities related to “Mammals”</li> <li>Creating collage (mammals) and free painting. Handprint animal craft.</li> </ul> <p><b>COMMUNICATION AND LANGUAGE -ONGOING</b></p> <p><b>Listening and attention, Understanding, Speaking Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>To confidently talk about your own ideas in a group using introduced vocabulary.</li> <li>To use appropriate vocabulary to describe mammals (e.g. they have hairs on the bodies).</li> </ul> <p><b>ICT</b></p>

	<ul style="list-style-type: none"> <li>To understand the meaning of directional arrows.</li> </ul>
	<b>MUSIC</b>
	<ul style="list-style-type: none"> <li>To discuss what makes a musical instrument and using recyclable materials to create a simple representation of a musical instrument.</li> </ul>
	<b>P.E</b>
	<ul style="list-style-type: none"> <li>Introduction to floor exercises.</li> </ul>
	<b>SWIMMING:</b>
	<b>Swimming Gala Preparation</b> <ul style="list-style-type: none"> <li>Revision on Spring Term.</li> <li>Stroke Corrections such as.</li> <li>Leg and arms actions.</li> </ul> Breathing techniques and body positioning.
	<b>FRENCH:</b>
	<ul style="list-style-type: none"> <li>To review classroom instructions and commands in French.</li> </ul>

<b>Week 2</b>	<b>MATHEMATICAL DEVELOPMENT</b>
	<b>Numbers, Shapes and Numerical Pattern:</b> <ul style="list-style-type: none"> <li><b>Starters</b>-To count backwards from 30-1 independently.</li> <li>To begin to use the vocabulary linked to subtraction in number stories using counters and fingers.</li> </ul>
	<b>COMMUNICATION AND LANGUAGE</b>
	<b>Listening and attention, Understanding, Speaking Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>To differentiate between making comments and asking questions.</li> <li>Use appropriate vocabulary to differentiate between different reptiles.</li> </ul>
	<b>LITERACY</b>
	<b>Comprehension, Reading and Writing</b> <ul style="list-style-type: none"> <li>To introduce the vowel digraph 'ai' and 'ay', read and create words with sounds .(<b>Phonics</b>)</li> <li>To learn to read and spell sight words – where, were, eight (<b>Sight words</b>)</li> <li>To begin to read books about Animals for fluency in a group and independently and demonstrate understanding of texts read. (<b>Word Reading &amp; Comprehension</b>)</li> <li><b>Reading (ORT core books)</b>- Go-Kart, The Dream</li> <li><b>Nursery Rhyme</b>- Reptile Song <a href="https://www.youtube.com/watch?v=6CQHewteFo8">https://www.youtube.com/watch?v=6CQHewteFo8</a></li> <li><b>Story</b> - The Reptile Club. <a href="https://www.youtube.com/watch?v=jiE7X2A8H-Y">https://www.youtube.com/watch?v=jiE7X2A8H-Y</a></li> </ul>
	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	<b>Building relationships, Managing self, Self-regulation:</b> <ul style="list-style-type: none"> <li>To begin to understand and demonstrate the seven habits of Leadership. (<b>Habit 1 Be Pro-active</b>)</li> <li>To regulate self by setting targets for the rest of the term.</li> </ul>
	<b>UNDERSTANDING OF THE WORLD</b>
	<b>People and communities, The world, Technology, People, Culture and Communities;</b> <ul style="list-style-type: none"> <li>To recognise, name and talk about the features of reptiles.</li> <li>To recognise, compare and talk about the similarities and differences between the features and characteristics of reptiles.</li> </ul>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<b>Creating with Materials and Being Imaginative:</b> <ul style="list-style-type: none"> <li>To use various media to create a model of reptiles using shapes, play dough, pipe cleaners, craft sticks)</li> </ul>
	<b>PHYSICAL DEVELOPMENT</b>
	<b>Develop Fine and Gross Motor Skills:</b> <ul style="list-style-type: none"> <li>To use a small range of tools effectively</li> <li>To enhance children's fine and gross motor skills through activities that encourage children to develop and nurture their uniqueness.</li> <li>To enhance pincer grip of crayons whilst colouring or collaging reptiles</li> <li>To develop cutting skills.</li> </ul>

<b>SWIMMING:</b>
<b>Swimming Gala Preparation</b>
<ul style="list-style-type: none"> <li>• Speed assessment.</li> <li>• Entry of students into various ability based categories.</li> </ul>
<b>P.E:</b>
<ul style="list-style-type: none"> <li>• Introduction to floor exercises.</li> <li>• To learn different basic floor exercises.</li> </ul>
<b>FRENCH:</b>
<ul style="list-style-type: none"> <li>• To learn the French numbers 1-10.</li> </ul>
<b>MUSIC:</b>
<ul style="list-style-type: none"> <li>• To learn the French numbers 1-10.</li> </ul>
<b>ICT:</b>
<ul style="list-style-type: none"> <li>• To learn the French numbers 1-10.</li> </ul>

<b>Week 3</b>	<b>MATHEMATICAL DEVELOPMENT</b>
	<b>Numbers, Shapes and Numerical Pattern:</b> <ul style="list-style-type: none"> <li>• <b>Starter-</b> To count backwards from 30-1 independently.</li> <li>• To begin to use the vocabulary linked to subtraction in number stories.</li> <li>• To solve subtraction word problems by counting backwards mentally, writing out the number sentences.</li> </ul>
	<b>COMMUNICATION AND LANGUAGE</b>
	<b>Listening and attention, Understanding, Speaking Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>• To offer an explanation to why things might happen.</li> <li>• Explore the world of amphibians</li> </ul>
	<b>LITERACY</b>
	<b>Comprehension, Reading and Writing</b> <ul style="list-style-type: none"> <li>• To introduce the vowel digraph "oa", read and create words with sounds. Discuss more on animal groups with a focus on Amphibians (<b>Phonics</b>)</li> <li>• To learn to read and spell sight words: black, from, nine (<b>sight words</b>)</li> <li>• To answer comprehension questions based on stories. (<b>Word Reading &amp; Comprehension</b>)</li> <li>• Reading (ORT core books)- <b>Floppy Bath, Babysitter.</b></li> <li>• <b>Story -</b> "The Icky Sticky Frog"  <a href="https://www.youtube.com/watch?v=Hz26AjUeab8">https://www.youtube.com/watch?v=Hz26AjUeab8</a></li> <li>• <b>Nursery Rhyme-</b> Amphibian Song  <a href="https://www.youtube.com/watch?v=tRxTKvhTSI8">https://www.youtube.com/watch?v=tRxTKvhTSI8</a></li> <li>• Five Green and Speckled frogs  <a href="https://www.youtube.com/watch?v=ziGG_L9C12o">https://www.youtube.com/watch?v=ziGG_L9C12o</a></li> </ul>
	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	<b>Building relationships, Managing self, Self-regulation:</b> <ul style="list-style-type: none"> <li>• To begin to understand and demonstrate the seven habits of Leadership. (<b>Habit 2 Begin with the end in mind</b>)</li> <li>• To begin to understand, show and recognise emotions in others. (Empathy)  <a href="https://www.youtube.com/watch?v=Itp21ty8nM">https://www.youtube.com/watch?v=Itp21ty8nM</a>  <a href="https://www.youtube.com/watch?v=6P-Y_M9q7RM">https://www.youtube.com/watch?v=6P-Y_M9q7RM</a></li> </ul>
	<b>UNDERSTANDING OF THE WORLD</b>
	<b>People and communities, The world, Technology, People, Culture and Communities;</b> <ul style="list-style-type: none"> <li>• To recognise, name and talk about the features of amphibians.</li> <li>• To recognise, compare and talk about the similarities and differences between the features and characteristics of amphibians.</li> </ul>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<b>Creating with Materials and Being Imaginative:</b> <ul style="list-style-type: none"> <li>• To make crafts related to amphibians..</li> </ul>
	<b>PHYSICAL DEVELOPMENT</b>
	<b>Develop Fine and Gross Motor Skills:</b> <ul style="list-style-type: none"> <li>• To fix 15 piece puzzles and sequence event cards.</li> </ul>

	<ul style="list-style-type: none"> <li>To draw pictures to represent knowledge, ideas and experiences. (amphibians)</li> </ul> <p>Develop spatial awareness through story puzzles and collaborative giant floor puzzle races.</p>
	<b>P.E:</b>
	<ul style="list-style-type: none"> <li>Introduction to floor exercises.</li> <li>To practice the basic floor exercises they have learnt.</li> </ul>
	<b>SWIMMING:</b>
	<b>Swimming Gala Preparation</b>
	<ul style="list-style-type: none"> <li>Testing running groups and making final adjustments.</li> </ul>
	<b>ICT:</b>
	<ul style="list-style-type: none"> <li>To learn to debug instructions, with the help of an adult, when things go wrong.</li> </ul>
	<b>FRENCH:</b>
	<ul style="list-style-type: none"> <li>To learn the French numbers 1-10 (continuation).</li> </ul>

<b>Week 4</b>	<b>MATHEMATICAL DEVELOPMENT</b>
	<b>Numbers, Shapes and Numerical Pattern:</b>
	<ul style="list-style-type: none"> <li><b>Starter</b>-To count backwards from 30-1 independently.</li> <li>To begin to subtract numbers from 1-10, 1-20 using the number line.</li> </ul>
	<b>COMMUNICATION AND LANGUAGE</b>
	<b>Listening and attention, Understanding, Speaking Listening, Attention and Understanding</b>
	<ul style="list-style-type: none"> <li>To listen and respond to what they hear or learn</li> <li>Use appropriate vocabulary to describe birds (e.g., fly, lay eggs, feather etc.).</li> </ul>
	<b>LITERACY</b>
	<b>Comprehension, Reading and Writing</b>
	<ul style="list-style-type: none"> <li>To introduce the vowel digraphs "ie", read and create words with sounds. <b>(Phonics)</b></li> <li>To learn to read and spell sight words: who, ten, when <b>(sight words)</b></li> <li>To answer comprehension questions based on stories. <b>(Comprehension)</b></li> <li><b>Reading (ORT core books)</b> – Water Fight, Kipper’s Balloon</li> <li><b>Story</b> - The Bird with the broken wing.</li> </ul> <p><a href="https://www.youtube.com/watch?v=2XDPNXArrqI">https://www.youtube.com/watch?v=2XDPNXArrqI</a></p> <ul style="list-style-type: none"> <li><b>Nursery Rhyme</b>- Two little dicky birds</li> </ul> <p><a href="https://www.youtube.com/watch?v=IlHnRIQsk6o">https://www.youtube.com/watch?v=IlHnRIQsk6o</a></p> <p><a href="https://www.youtube.com/watch?v=Y3u6Gw2_X6c">https://www.youtube.com/watch?v=Y3u6Gw2_X6c</a></p>
	<b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>
	<b>Building relationships, Managing self, Self-regulation:</b>
	<ul style="list-style-type: none"> <li>To continue the discussion on understanding and demonstrating the seven habits of Leadership. <b>(Habit 3- Putting first things first)</b></li> <li>To begin to understand and demonstrate accountability by taking ownership for their actions.</li> </ul> <p><a href="https://www.youtube.com/watch?v=RGJpO2qHUBQ">https://www.youtube.com/watch?v=RGJpO2qHUBQ</a></p>
	<b>UNDERSTANDING OF THE WORLD</b>
	<b>People and communities, The world, Technology, People, Culture and Communities;</b>
	<ul style="list-style-type: none"> <li>To recognise, name and talk about the features of birds.</li> <li>To recognise, compare and talk about the similarities and differences between the features and characteristics of birds.</li> </ul>
	<b>EXPRESSIVE ART &amp; DESIGN</b>
	<b>Creating with Materials and Being Imaginative:</b>
	<ul style="list-style-type: none"> <li>To use 2D shapes to make different models of Birds.</li> <li>To Build their repertoire of songs and dances by singing songs and nursery rhymes linked to learning.</li> </ul>
	<b>PHYSICAL DEVELOPMENT</b>

**Develop Fine and Gross Motor Skills:**

- To continue with various gross/fine motor activities –threading and lacing
- To draw pictures to represent knowledge, ideas and experiences. (Birds)
- To create your own movement and copy those of others, showing coordination, balance and strength.
- To participate in activities involving physical coordination, balance, and strength by creating their own movements and imitating those of their peers. (Bird movement)

**P.E:**

- Swim gala preparation.

**SWIMMING:**

- Practice of swimming gala events begins.

**ICT:**

- To follow an algorithm as part of an unplugged game.

**MUSIC:**

- To perform a practiced rhythmic story to a small audience.

**FRENCH:**

- To count objects in the classroom within the number 1 – 10 frame.

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**Week 5****MATHEMATICAL DEVELOPMENT****Numbers, Shapes and Numerical Pattern:****Starter-**

- To count in 2s from any given number. (Odd and even numbers)
- To find the missing number in 2s.
- To solve word problems in 2's

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

- To offer an explanation on why/how things work.
- To confidently talk about your own ideas in a group using introduced vocabulary about fish (e.g. fins, swim, scale etc.

**LITERACY****Comprehension, Reading and Writing**

- To introduce the vowel digraphs "or", read and create words with sounds. (**Phonics**)
- To learn to read and spell sight words: why, green, does (**sight words**)
- To answer comprehension questions based on stories. (**Comprehension**)
- **Reading (ORT core books)** – Spot, kipper's Birthday
- **Story -** The Rainbow Fish

<https://www.youtube.com/watch?v=qDhzSXXkU1q>

- **Nursery Rhyme-** 1,2,3,4,5, once I caught a fish alive

<https://www.youtube.com/watch?v=VWWEUChKo6s>

**PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT****Building relationships, Managing self, Self-regulation:**

- To begin to understand and demonstrate the seven habits of Leadership. (**Habit 4 -Think win-win**)
- To begin to understand, accept and tolerate delay without becoming anxious or annoyed.(Patience)

<https://www.youtube.com/watch?v=qgeuCgODqv4>, <https://www.youtube.com/watch?v=4E7LBN DYeV0>

- To engage in activities to promote civic responsibility (**Donation of toys to charity**)

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

- To recognise, name and talk about the features of fish.
- To recognise, compare and talk about the similarities and differences between the features and characteristics of fish.

**EXPRESSIVE ART & DESIGN**

**Creating with Materials and Being Imaginative:**

- To Perform songs, rhymes, poems and stories solo or in groups of fish and try to move in time with music.
- To construct with a purpose in mind exploring different ways to shape, assemble and join materials selecting appropriate tools and techniques.

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

- To handle tools and materials safely and effectively.
- To continue with various gross/fine motor activities e.g. Self-help frames (buttons, zips, lacing shoes)
- To participate in activities involving physical coordination, balance, and strength by creating their own movements and imitating those of their peers. (fish movement)

**P.E:**

- Dance - introduction to movement and rhythms.

**Swimming:**

- Practice of swimming gala events continues.

**MUSIC:**

- To explore dynamics (loud & quiet) as a musical element.

**ICT**

- To learn to debug instructions.

**FRENCH:**

- Continuation of numbers (1 – 15).

**Week 6****MATHEMATICAL DEVELOPMENT****Numbers, Shapes and Numerical Pattern****Starter-**

- Review counting in 2s in different contexts, even and odd numbers.
- To find the missing number in 2s.
- To count in 5s.
- To find the missing number in 5s.
- To solve word problems related to counting in 5s.

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

- To listen and respond to what they hear or learn.
- To offer an explanation why mini-beast behave the way they do e.g. why do ant follow each in lines?

**LITERACY****Comprehension, Reading and Writing**

- To introduce the vowel digraphs "ee" and "ea", read and create words with sounds. **(Phonics)**
- To learn to read and spell sight words: what, white, goes **(sight words)**
- To answer comprehension questions based on stories. **(Comprehension)**
- **Reading (ORT core books)** – Kipper's Laces, Wobble Tooth
- **Story** : – The Very Hungry Caterpillar by Eric Carle

<https://www.youtube.com/watch?v=Jr-Sj29Oxg>

- **Nursery Rhyme:** Itsy bitsy spider

<https://www.youtube.com/watch?v=TRcDPd3VY0M>

**PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT****Building relationships, Managing self, Self regulation:**

- To begin to understand and demonstrate the seven habits of Leadership. **(Habit 5- Seek First to Understand, Then to Be Understood).**
- To begin to understand the importance of hardwork. (Not giving up)

<https://www.youtube.com/watch?v=eelJxC-QaZQ>

[https://www.youtube.com/watch?v=GkIOPrn\\_5U4](https://www.youtube.com/watch?v=GkIOPrn_5U4)

- To begin to understand the importance of hardwork. (Not giving up)

<https://www.youtube.com/watch?v=eelJxC-QaZQ>

[https://www.youtube.com/watch?v=GkIOPrn\\_5U4](https://www.youtube.com/watch?v=GkIOPrn_5U4)

**UNDERSTANDING OF THE WORLD**

	<p><b>People and communities, The world, Technology ,People, Culture and Communities;</b></p> <ul style="list-style-type: none"> <li>To recognise, name and talk about the features of minibeasts.</li> <li>To classify minibeasts according to their features (insects and arachnids).</li> </ul>
	<p><b>EXPRESSIVE ART &amp; DESIGN</b></p> <p><b>Creating with Materials and Being Imaginative:</b></p> <ul style="list-style-type: none"> <li>To create models of mini-beasts using playdough and a variety of materials.</li> <li>Perform songs, rhymes, poems and stories solo or in groups on mini-beasts.</li> </ul>
	<p><b>PHYSICAL DEVELOPMENT</b></p> <p><b>Develop Fine and Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>To handle tools and materials safely and effectively.</li> <li>To continue with various gross/fine motor activities e.g. play-dough, pinching, rolling, kneading.</li> <li>To participate in activities involving physical coordination, balance, and strength by creating their own movements and imitating those of their peers (mini-beast movement).</li> </ul>
	<p><b>P.E:</b></p> <ul style="list-style-type: none"> <li>Dance - movement to rhythms and beats.</li> </ul>
	<p><b>SWIMMING:</b></p> <ul style="list-style-type: none"> <li>Swimming gala practice continues.</li> </ul>
	<p><b>MUSIC:</b></p> <ul style="list-style-type: none"> <li>Musical story performance.</li> </ul>
	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>To learn to debug instructions.</li> </ul>
	<p><b>FRENCH:</b></p> <ul style="list-style-type: none"> <li>To count objects in the classroom within the number 1 – 15 frame.</li> </ul>
<b>HALF TERM</b>	

<b>Week 8</b>	<p><b>MATHEMATICAL DEVELOPMENT</b></p> <p><b>Numbers, Shapes and Numerical Pattern:</b></p> <ul style="list-style-type: none"> <li>Starters-To review recognition of British coins up to 1 pound and number bonds up to 10.</li> <li>To find the value and worth of each coin. (arranging in order, how many 1p's)</li> <li>To make amounts up to 10 or 20p.</li> <li>To solve word problems related to money.</li> </ul>
	<p><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>Listening and attention, Understanding, Speaking Listening, Attention and Understanding;</b></p> <ul style="list-style-type: none"> <li>Encourage children to express their thoughts and feelings about flowers through art and storytelling.</li> <li>Introduce vocabulary related to different plant groups such as trees, shrubs, herbs, climbers and creepers.</li> <li>Encourage children to describe the characteristics of each plant group.</li> <li>Introduce vocabulary related to plant growth stages such as seedling, sprout, and mature plants.</li> </ul>
	<p><b>LITERACY</b></p> <p><b>Comprehension, Reading and Writing</b></p> <ul style="list-style-type: none"> <li>To read and spell words with digraph 'oi' and 'oy' (Phonics)</li> <li>To learn to read and spell sight words – could, would, should. (Sight words)</li> <li>To begin to write simple short sentences in different contexts e.g retelling stories. (Writing)</li> <li>To begin to read for fluency in a group and independently and demonstrate understanding of texts read (Word Reading &amp; Comprehension)</li> <li><b>Reading (ORT core books)</b> - Baby Sitter.</li> <li><b>Nursery Rhyme-</b> Rub a dub dub, Pat a cake.</li> <li><b>Story</b> - The Little Red Hen.</li> </ul>
	<p><b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b></p> <p><b>Building relationships, Managing self, Self-regulation:</b></p> <ul style="list-style-type: none"> <li>To begin to understand and demonstrate the seven habits of Leadership. ((Habit 6- Synergize).</li> </ul>

	<ul style="list-style-type: none"> <li>Develop responsibility and care for living things by participating in watering, weeding, and nurturing plants.</li> </ul>
	<p><b>UNDERSTANDING OF THE WORLD</b></p> <p><b>People and communities, The world, Technology, People, Culture and Communities;</b></p> <ul style="list-style-type: none"> <li>Discuss the role of plants in the environment and their importance to living things.</li> <li>Identify and name different parts of a plant (e.g., stem, leaves, roots, flower).</li> <li>Introduce vocabulary related to different plant groups such as trees, shrubs, herbs, climbers and creepers.</li> <li>Investigate the impact of seasons and weather on plant growth.</li> </ul>
	<p><b>EXPRESSIVE ART &amp; DESIGN</b></p> <p><b>Creating with Materials and Being Imaginative:</b></p> <ul style="list-style-type: none"> <li>To Build their repertoire of songs and dances by singing songs and nursery rhymes linked to learning.</li> <li>To express creativity through art activities inspired by plants and flowers (e.g., painting, collage).</li> <li>To use natural materials found in the environment to create art or crafts.</li> </ul>
	<p><b>PHYSICAL DEVELOPMENT</b></p> <p><b>Develop Fine and Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>To Develop fine motor skills through activities such as planting seeds and handling gardening tools.</li> <li>Promote physical activity through outdoor exploration in the school garden.</li> </ul>
	<p><b>P.E:</b></p>
	<p><b>SWIMMING:</b></p> <ul style="list-style-type: none"> <li>Introduction to the arm action.</li> </ul>
	<p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>To Learn about the four different groups of musical instruments.</li> </ul>
	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>To understand how to sort and categorise objects.</li> </ul>
	<p><b>FRENCH</b></p> <ul style="list-style-type: none"> <li>To learn about common fruits.</li> </ul>

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<b>Week 9</b>	<p><b>MATHEMATICAL DEVELOPMENT</b></p> <p><b>Numbers, Shapes and Numerical Pattern:</b></p> <ul style="list-style-type: none"> <li>Starters-To review key words for addition and subtraction using word problems.</li> <li>To solve simple money word problems involving money. (Addition &amp; subtraction)</li> <li>To give change up to 20p.</li> </ul>
	<p><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>Listening and attention, Understanding, Speaking Listening, Attention and Understanding;</b></p> <ul style="list-style-type: none"> <li>To Use appropriate vocabulary to describe plants and flowers (e.g., petals, stems, roots).</li> <li>Encourage children to describe the changes they observe in their plants over time (life cycle of flowering plants).</li> <li>Engage children in discussions about the different types of flowers they observe.</li> </ul>
	<p><b>LITERACY</b></p> <p><b>Comprehension, Reading and Writing</b></p> <ul style="list-style-type: none"> <li>To read and spell words with digraphs 'er'. (Phonics)</li> <li>To learn to read and spell sight words - any, many, purple. (Sight words)</li> <li>To begin to write simple short sentences in different contexts e.g sequencing cards to create a story. (Writing)</li> <li>To begin to read for fluency in a group and independently and demonstrate understanding of texts read. (Word Reading &amp; Comprehension)</li> <li>Reading (ORT core books) – Kipper's Diary</li> <li>Nursery Rhyme- Five little monkeys, Doctor Foster</li> <li>Story - The Zoo Vet on Twinkl</li> </ul>
	<p><b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b></p>



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

- To continue the discussion on understanding and demonstrating the seven habits of Leadership. ((Habit 6- Synergize).
- Discuss the importance of flowers in celebrations and traditions.
- To understand the concept of growth and change in plants over time.

**UNDERSTANDING OF THE WORLD****People and communities, The world, Technology, People, Culture and Communities;****People who help us with food**

- To learn about the parts of a flowering plant and their functions.
- Investigate the life cycle of a flower from seed to bloom.
- Discuss the role of bees and other pollinators in the life cycle of flowering plants.

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

- To Build their repertoire of songs and dances by singing songs and nursery rhymes linked to learning.
- To express creativity through art activities inspired by plants and flowers (e.g., painting, collage).
- To use natural materials found in the environment to create art or crafts.

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

- To Explore the textures and scents of different flowers through sensory activities.
- Develop gross motor skills through outdoor games and activities in the garden.

**P.E:**

- Introduction to basic gymnastics movements and concepts.

**SWIMMING:**

- The use of the one arm action continues.

**MUSIC:**

- To learn how to follow a beat using an untuned instrument.

**ICT:**

- To explain how items have been sorted and categorized.

**FRENCH:**

- To name and express the fruits they like.

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

- To Starter-To review learning on telling time on the hour.
- To count in 10s
- To find the missing number in 10s.
- To solve word problems related to counting in 10s.

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

- To Describe and talk about the features of non-flowering plants.
- To describe the changes they observe in their plants over time (life cycle of non-flowering plants).
- To use the vocabulary related to non-flowering plants such as ferns, mosses, and algae.

**LITERACY****Comprehension, Reading and Writing**

- To read and spell words with digraphs 'ow', 'ou'.
- To learn to read and spell sight words - yellow, will, that. (Sight words)
- To begin to write simple short sentences in different contexts e.g sequencing cards to create a story. (Writing)
- To begin to read for fluency in a group and independently and demonstrate understanding of texts read (Word Reading & Comprehension).
- **Reading (ORT core books)** – Kipper's Laces.
- **Nursery Rhyme-** London's burning start the engine
- **Story -** Charlie the Firefighter (Twinkl e-book)

**PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT**

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

- To begin to understand and demonstrate the seven habits of Leadership. (Habit 7-Sharpen The Saw).
- To work cooperatively with peers during gardening activities, sharing tools and resources.
- Encourage children to appreciate the beauty and uniqueness of non-flowering plants.
- Discuss the importance of non-flowering plants in ecosystems and food chains.

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

- To explore different types of non-flowering plants and their characteristics.
- Investigate the different habitats where non-flowering plants can be found.
- Discuss how non-flowering plants adapt to their environments.
- Describe the lifecycle of a plant from seed to adult plants.

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

- To Build their repertoire of songs and dances by singing songs and nursery rhymes linked to learning.
- To express creativity through art activities inspired by plants and flowers (e.g., painting, collage).
- To use natural materials found in the environment to create art or crafts.

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

- To explore the textures and structures of non-flowering plants through sensory activities.
- To develop fine motor skills through activities such as pressing leaves and arranging plant specimens.

**P.E:**

- Developing rolling and tumbling skills.

**SWIMMING:****MUSIC:**

- To Experiment with playing tuned and untuned instruments.

**ICT:**

- To explore and understand the concept of branch databases.

**FRENCH:**

- To name and express the fruits they like (continuation).

**Week 11****MATHEMATICAL DEVELOPMENT****Numbers, Shapes and Numerical Pattern:**

- Starter-count in 2s, 5s and 10s.
- To review learning on doubling, recognising even and odd numbers.
- To double numbers up to 10.
- To use number doubles problems in real life contexts.
- To half numbers up to 20.

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

- To Engage in conversations about observations made during plant growth and changes.
- Introduce vocabulary related to plant growth stages such as seedling, sprout, and mature plant.

**LITERACY****Comprehension, Reading and Writing**

- To read and spell words with digraphs 'ee' (Phonics)
- To review sight words (All sight learnt).
- To begin to write simple short sentences in different contexts i.e creative writing. (Writing)
- To begin to read for fluency in a group and independently and demonstrate understanding of texts read (Word Reading & Comprehension).
- **Reading (ORT core books)** – New Dog.
- **Nursery Rhyme-** London Bridge is falling down, I've been working on the railroad.
- **Story** - The Elves and the shoe maker.

**PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT**

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

- To continue the discussion on understanding and demonstrating the seven habits of Leadership. (Habit 7-Sharpen The Saw)
- To take pride in the growth of their plants and celebrate their achievements.
- To show empathy towards plants and understand their needs.

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

- To Investigate the factors that affect plant growth such as sunlight, water, and nutrients.
- To discuss the life cycle of different plants and how they reproduce.
- To understand the basic needs of plants (e.g., sunlight, water, soil).

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

- To Build their repertoire of songs and dances by singing songs and nursery rhymes linked to learning.
- To express creativity through art activities inspired by plants and flowers (e.g., painting, collage).
- To use natural materials found in the environment to create art or crafts.

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

- To develop fine motor skills through activities such as pruning and caring for plants.
- To promote physical activity through outdoor gardening activities and games.

**P.E:**

- To learn proper jumping and landing techniques.

**SWIMMING::**

- Introduction to the use of both arm action.

**MUSIC:**

- To Perform a practised song to a small audience.

**ICT:**

- To explore and understand the concept of branch databases.

**FRENCH:**

- Revision of concepts learnt.

**Week 12****MATHEMATICAL DEVELOPMENT****Numbers, Shapes and Numerical Pattern:**

- To review keywords for subtraction using word problems.
- To solve simple money word problems involving money. (subtraction)
- To give change up to 20p.

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

- To share reflections on the learning journey through discussions or presentations.
- To encourage children to express their appreciation for plants and the natural world.

**LITERACY****Comprehension, Reading and Writing**

- To introduce the vowel digraphs "ee" and create words with sounds. (Phonics)To learn to read and spell words with the "sound"
- Review all sight words
- To answer comprehension questions based on stories. (Comprehension)
- **Story:** The Magical Flower Adventure The Magical Flower Adventure: A Fairy Tale Children's Story
- **Nursery Rhyme:** <https://www.youtube.com/watch?v=IWmLfkKHiMo> (ee jolly phonics)  
<https://www.youtube.com/watch?v=du3incCU6Xc> (ee words)

**PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT****Building relationships, Managing self, Self-regulation:**

- To Discuss the importance of caring for plants and taking responsibility for their growth.
- To reflect on learning experiences and celebrate achievements in plant exploration.

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

- To Explore the diversity of plants and flowers found in different environments (e.g., garden, forest, desert).
- Recognize and categorise different types of plants and flowers (e.g., trees, shrubs, annuals, perennials).
- To reflect on learning experiences and celebrate achievements in plant exploration.

**EXPRESSIVE ART & DESIGN**

**Creating with Materials and Being Imaginative:**

- To build their repertoire of songs and dances by singing songs and nursery rhymes linked to learning.
- To express creativity through art activities inspired by plants and flowers (e.g., painting, collage).
- To use natural materials found in the environment to create art or crafts.

**PHYSICAL DEVELOPMENT**

**Develop Fine and Gross Motor Skills:**

- To engage in outdoor activities and games to celebrate the completion of the plant exploration unit.
- To participate actively in plant-related celebrations and festivities.

**P.E:**

- Invasion game.

**SWIMMING:**

- The use of both arm action continues.

**MUSIC:**

- Revision.

**ICT:**

- Revision.

**FRENCH:**

- Revision.

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