

# Curriculum Overview ELC

Academic Year: **2010 - 2011** Class: **Red**



Communication, Language and Literacy	Problem Solving, Reasoning and Numeracy	Knowledge and Understanding of the World	Personal, Social and Emotional Development	Creative Development	Physical Development
<p><b>Oral Language</b></p> <ul style="list-style-type: none"> <li>- Circle time</li> <li>- Room discovery</li> <li>- Use of words and gestures to communicate</li> <li>- Discussing stories, situational pictures and rhymes</li> <li>- Prediction, questions and answers</li> <li>- Nursery rhymes, jingles, songs and action songs</li> <li>- Drama</li> <li>- Review of daily activities</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Discriminating and identifying common sounds</li> <li>- Following simple two part instructions</li> <li>- Simple comprehension</li> <li>- Listening and responding to simple popular stories using different media</li> <li>- Respond to rhythm by movement to music</li> <li>- Imitating sounds</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Name recognition</li> <li>- Picture reading, shared reading</li> <li>- Book skills and book concepts</li> <li>- Pre-reading activities e.g. picture matching, sequencing etc</li> <li>- Foster an enjoyment of</li> </ul>	<p><b>Sorting</b></p> <ul style="list-style-type: none"> <li>- Undirected sorting</li> <li>- Sorting mixed collections of objects</li> <li>- Sorting by 3 criteria</li> <li>- Sorting by colours/shapes</li> </ul> <p><b>Matching</b></p> <ul style="list-style-type: none"> <li>- Common objects</li> <li>- Mixed collections</li> <li>- Shapes and colours</li> <li>- By size</li> <li>- Numbers to objects 1-4</li> <li>- Begin matching by drawing lines</li> </ul> <p><b>Colours</b></p> <ul style="list-style-type: none"> <li>- Recognition of colours red, blue, yellow, green, pink, orange and brown</li> <li>- Colour in the environment</li> <li>- Pattern and ordering</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>- Name and recognition of the 4 basic 2D shapes – circle, square, triangle and rectangle</li> <li>- Patterns and sequencing activities with shapes</li> <li>- Shape pictures</li> </ul> <p><b>Number concepts</b></p> <ul style="list-style-type: none"> <li>- Oral counting 1-10</li> <li>- Number rhymes and jingles</li> <li>- Value and recognition of numbers 1-4</li> </ul>	<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>- <b>My friends</b> - What is a friend / Who is my friend / Why we need friends / How to treat friends / My best buddy day / Friends in spite of racial and cultural differences / Friendship games / Animal friends</li> <li>- My Family - Who are the people in my family / How many siblings I have / Role of each person in my family / Mum and dad day / Sibling day / Importance of family and belonging to a group / Children without families</li> </ul> <p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>- <b>People who help us</b> – Who are the people in our neighbourhood e.g. doctor, gardener etc. / Different professions and their roles in society / Why we need these people / My teacher / Visits to places of work and visits from professionals / Everyone has a role to play, what is ours / Why we are at school / What do we want to be / Respect for all people who help us e.g. maids etc.</li> </ul> <p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>- <b>Animals and people</b> (comparison of habitat,</li> </ul>	<p><b>Dispositions and attitudes</b></p> <ul style="list-style-type: none"> <li>- Develop a strong exploratory impulse</li> <li>- Have a positive approach to new experiences</li> </ul> <p><b>Confidence and Self-Esteem</b></p> <ul style="list-style-type: none"> <li>- Be able to separate from main carer with confidence</li> <li>- Develop a sense of belonging</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>- Seek out others to share experiences</li> <li>- Relate and make attachments with members of their group</li> </ul> <p><b>Behaviour and self-control</b></p> <ul style="list-style-type: none"> <li>- Begin to accept the needs of others with support</li> </ul> <p><b>Self care</b></p> <ul style="list-style-type: none"> <li>- Begin to relate to own needs and tend to simple basic needs e.g. toileting, dressing and undressing etc</li> </ul> <p><b>Sense of community</b></p> <ul style="list-style-type: none"> <li>- make connections between different parts of their life experiences</li> </ul>	<p><b>Being creative- responding to experiences, expressing and communicating ideas</b></p> <ul style="list-style-type: none"> <li>- To create simple representations of events, people and objects</li> </ul> <p><b>Explore media and materials</b></p> <ul style="list-style-type: none"> <li>- Explore a variety of art media using all the senses</li> </ul> <p><b>Creating music and dance</b></p> <ul style="list-style-type: none"> <li>- Engage in simple dance, drama and music making</li> </ul> <p><b>Developing imagination and imaginative play</b></p> <ul style="list-style-type: none"> <li>- Engage in imitation and role play after observing adults</li> </ul>	<p><b>Movement and space</b></p> <ul style="list-style-type: none"> <li>- Begin to move spontaneously showing some control and coordination in a variety of ways with some awareness of space</li> </ul> <p><b>Health and body awareness</b></p> <ul style="list-style-type: none"> <li>- Show and awareness of needs and demonstrate the need for adult support to meet some of these</li> </ul> <p><b>Use of equipment and materials</b></p> <ul style="list-style-type: none"> <li>- Demonstrate an increasing control in mark making implements, blocks, construction sets and small world activities</li> </ul>



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<p>reading</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Improve hand/eye coordination</li> <li>- Exercises to improve and strengthen wrist movements and develop precision grip</li> <li>- Correct manipulation and exploration of writing and painting implements/ correct posture</li> <li>- Use of scissors</li> <li>- Finger tracing over numbers and letters</li> <li>- Painting, drawing and colouring</li> <li>- Model writing</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>- Letterland characters and sounds</li> <li>- f, t, v, w, x, s, z, j, k</li> <li>- Letterland songs, stories, role play and art</li> </ul>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>- Daily orientation</li> <li>- Rhymes associated with days of the week</li> <li>- Daily charts</li> <li>- Review of the day/week</li> </ul>	<p>nutrition, life cycles etc.)</p> <p>What is an animal? / What is a human being? / Difference between people and animals / Homes of animals and people / Foods eaten by animals and people / comparing body parts / movement activities related to animals and people</p>			

