

Curriculum Overview ELC

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



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>Oral Language</p> <ul style="list-style-type: none"> - Orientation and familiarization of the environment and equipment - Group discussions on stories and events - School rules, greeting and manners - Nursery rhymes, jingles, songs and action songs - Role play and retelling events, stories and rhymes - Expressing ideas and focusing on sentence structure - Usage of words in context - Statements, questions and thinking - Use of intonation, rhythm and phrasing to make meaning clear - Building up vocabulary through various activities <p>Listening</p> <ul style="list-style-type: none"> - Discriminating and identifying common sounds - Listen to words with the same beginning sound - Play with song, rhyme and verse and develop an awareness of sounds that make up words - Following three part instructions - Simple comprehension - Listening to short and long 	<p>Sorting</p> <ul style="list-style-type: none"> - Directed and undirected sorting - Sorting mixed collections of objects - Sorting by more than 3 criteria - Sorting by colours/shapes - Sorting by size - Sorting by specific attributes - Sorting into sets <p>Matching</p> <ul style="list-style-type: none"> - Common objects - Shapes and colours - By size/association - Matching objects in sets - Matching equivalent/non-equivalent sets - Numbers to objects 1-5 - Matching by drawing lines <p>Colours</p> <ul style="list-style-type: none"> - Recognition of colours red, blue, yellow, green, pink, orange, brown, grey, purple, black and white - Colour names - Colour in the environment - Pattern and ordering - Colour mixing <p>Shape</p> <ul style="list-style-type: none"> - Name and recognition of the 4 basic 2D shapes – circle, square, triangle and rectangle - Name and recognition of 	<p>Term 1</p> <ul style="list-style-type: none"> - Baby Animals – What is a baby? Babies need special care/What was I like when I was a baby? Common baby animals – names/ Baby animal day/ Matching baby animals to their mothers/ Dangers for babies/How different babies are born <p>Term 2</p> <ul style="list-style-type: none"> - Growth of plants and animals - What is growth? How have I changed? How animals grow/ How plants grow / What effects growth / Conditions for growth/ Social growth / Emotional growth / Respect for animals and plants <p>Term 3</p> <ul style="list-style-type: none"> - My Emotions - What are emotions? What emotions do I have? What causes them? Respect for other people's emotions / How our actions affect others / Ways of controlling our emotions / How animals show their emotions / Role play - What can I do? Body parts /Functions of body parts / What things have I learnt to do? Things I do well / Teach a friend day - 	<p>Dispositions and attitudes</p> <ul style="list-style-type: none"> - Show increasing independence in selecting and carrying out activities - Demonstrate confidence in seeking others for support and guidance <p>Confidence and Self-Esteem</p> <ul style="list-style-type: none"> - Show care and concern for self - Be able to speak freely about home and community <p>Making relationships</p> <ul style="list-style-type: none"> - Demonstrate flexibility and adapt behaviour to different events, social situations and changes in routine <p>Behaviour and self-control</p> <ul style="list-style-type: none"> - Begin to show concern for others/living things and the environment <p>Self care</p> <ul style="list-style-type: none"> - Take initiatives and manage developmentally appropriate tasks <p>Sense of community</p> <ul style="list-style-type: none"> - Show a sense of self as a member of different communities such as family or the school setting 	<p>Being creative- responding to experiences, expressing and communicating ideas</p> <ul style="list-style-type: none"> - Begin to capture experiences using ideas, thoughts, feelings, materials, tools, movement and equipment <p>Explore media and materials</p> <ul style="list-style-type: none"> - Use a variety of art techniques and media in self expression <p>Creating music and dance</p> <ul style="list-style-type: none"> - Explore and manipulate a variety of musical instruments - Participate in song, dance and drama with confidence and enjoyment <p>Developing imagination and imaginative play</p> <ul style="list-style-type: none"> - Engage in imaginative play and role play based on first hand experiences - Begin to make believe by pretending 	<p>Movement and space</p> <ul style="list-style-type: none"> - Demonstrate appropriate control in large and small scale movements through intended movements - Demonstrate the need for safety when tackling new challenges <p>Health and body awareness</p> <ul style="list-style-type: none"> - Understand the effects of activity on the body <p>Use of equipment and materials</p> <ul style="list-style-type: none"> - Demonstrate increasing skill in the use of a variety of indoor and outdoor equipment



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<p>stories</p> <ul style="list-style-type: none"> - Listening, retelling and reciting popular stories and rhymes - Play with simple musical instruments - to promote rhythm - Imitating sounds <p>Reading</p> <ul style="list-style-type: none"> - Name recognition - Picture reading, shared reading and 1 to 1 correspondence - Left to right directionality - Book skills and book concepts - Story concepts and sequencing - Picture cues and prediction - Book making - Recording of ideas - Pre-reading activities e.g. picture matching, sequencing, understanding concepts and relationships - Foster an enjoyment of reading <p>Writing</p> <ul style="list-style-type: none"> - Rhythmic patterns to improve hand/eye coordination and exercises to strengthen wrist movements - Activities to develop precision grip - Correct manipulation of writing and painting 	<p>diamond and oval</p> <ul style="list-style-type: none"> - Patterns and sequencing activities with shapes - Shape pictures/art work - Play with shapes - Shapes in the environment <p>Number concepts</p> <ul style="list-style-type: none"> - Oral counting 1-10 - Number rhymes and jingles - Value and recognition of numbers 1-5 <p>Time</p> <ul style="list-style-type: none"> - Daily orientation - Rhymes associated with days of the week - Daily charts - Review of the day/week - Concept of yesterday / today / tomorrow 	<p>something I can do well / Things that I can't do / Things I should not do / Movement activities</p>			



Maximising the potential of future world citizens

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<p>implements/ correct posture</p> <ul style="list-style-type: none"> - Use of scissors - Ascribing meanings to marks - Tracing, over writing and copying numbers 1- 5 and letters - Painting, drawing and colouring - Model writing <p>Phonics</p> <ul style="list-style-type: none"> - Jolly Phonics/Letterland characters and sounds c, o, a, d, g, q, e, j, u, y - Jolly Phonics/Letterland songs, stories, role play and art - Start to show awareness of rhyme and alliteration - Recognise rhyme in spoken words 					

