

Curriculum Overview ELC

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



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>Speaking and Listening</p> <ul style="list-style-type: none"> - to develop confidence in all areas of the curriculum - encouraging children to listen to each other and to talk within a group - simple sentence structures and vocabulary are extended through role play and drama - developing their ability to listen and respond during circle time - encouraged to share insights, opinions and observations with their classmates <p>Reading</p> <ul style="list-style-type: none"> - a new sound is introduced every week - sounds are revised daily through flash cards, stories, songs and worksheets - children experience a wide range of traditional, nursery and modern rhymes and stories - encouraged to enjoy books through individual and shared reading - children start off on Level 0 reading books which develop the language of books and the ability to predict and sequence events - sounds that are introduced 	<ul style="list-style-type: none"> - develop consistency in counting, formation, seriation and reciting numbers 1 to 9 - using the Number Puppies system. - Other mathematical topics covered this term include 2D shapes, sorting and matching, pattern, colour, and addition. - Mathematical language is developed through mental, oral and practical activities - addition and subtraction, shape and space, measurement, money, comparing and ordering. - work is based on the National Numeracy Strategy. - work on developing mathematical language, seriation, number recognition and counting to 20, addition, subtraction, time, money and measuring. - Bar graphs are introduced through topic work, as well as length, weight and volume. 	<p>Term 1 Ourselves includes People who help us at school</p> <ul style="list-style-type: none"> - My Family - My Toys - Myself - Our school and routines <p>Celebrations</p> <ul style="list-style-type: none"> - Diwali, Zambian Independence day, Eid and Christmas. - Concepts are developed through discussions, role play, observations and group activities. <p>Term 2 Water</p> <ul style="list-style-type: none"> - includes weather - food and healthy eating - growing - uses for water - what is water <p>Celebrations</p> <ul style="list-style-type: none"> - Holi and Easter <p>Term 3 Minibeasts includes Life Cycles</p> <ul style="list-style-type: none"> - habitats, - characteristics - their importance - explore and compare - children are engaged in a number of activities such as sorting, classifying and bar graphs. 	<p>Dispositions and attitudes</p> <ul style="list-style-type: none"> - to display high levels of involvement in activities offered - to be able to concentrate for an extended period of time on self chosen activities <p>Self-confidence and self-esteem</p> <ul style="list-style-type: none"> - to be able to express needs and feelings in appropriate ways - to demonstrate an awareness and pride in own identity and abilities <p>Forming relationships</p> <ul style="list-style-type: none"> - to value and contribute positively to own well being and self control within the group situation <p>Behaviour and self control</p> <ul style="list-style-type: none"> - to show confidence and begin to demonstrate a knowledge of personal rights - to be aware of set boundaries, appropriate behaviour, expectations and consequences within the setting <p>Self care</p> <ul style="list-style-type: none"> - to demonstrate independence and confidence in seeking support and 	<p>Being creative- responding to experiences, expressing and communicating ideas</p> <p>Children become aware of basic shapes, patterns and learn their primary colours. They are introduced to mediums such as charcoal and pastels which they use in art projects linked to the curriculum. They are encouraged to express themselves through art and develop their fine motor skills. They also do art activities related to Zambian Independence, Diwali and Christmas</p> <p>express their ideas in art, craft and design using a variety of mediums and techniques. They are encouraged to appreciate the work of others and evaluate their own work. Art and craft is used to support concepts across the curriculum and develop fine motor skills. They study the work and styles of Matisse using some of his concepts to create work of their own. encouraged to develop their observational and evaluation skills. Students create portraits following studies of individual facial features. They also do 3D sculpture of a curriculum-related object</p>	<p>Movement and space</p> <ul style="list-style-type: none"> - In ball skills, children participate in a range of activities. Emphasis is placed on developing hand/eye coordination skills, which will be used in a variety of games. In swimming, children develop water confidence and are exposed to basic water safety rules. - Children begin to learn basic movements through water, such as push and glide. They learn how to float and submerge themselves in the water. Self confidence is encouraged in each activity. Ball Skills - development of hand-eye co-ordination to be used in a variety of ball games - The children acquire and develop sending and receiving skills using a variety of apparatus such as bean bags and balls. Initial emphasis is on ball-handling and improving spatial awareness and the ability to initiate and modify movement in a limited space.



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<p>this term are l, t, h, f, k, c, o, a, d, g and i.</p> <p>Term 2</p> <ul style="list-style-type: none"> - sounds that are introduced this term are u, b, p, r, y, j, m, n, v, s and e. - sounds are revised daily through flash cards, stories, songs and worksheets <p>Term 3</p> <ul style="list-style-type: none"> - Children complete the remaining alphabet sounds z, x including qu, sh, ch and th. - focus on sight word vocabulary and rhyming words. - children continue to enjoy class reading in a variety of settings. - progressing at their own rate through the reading scheme and develop a wide range of reading skills. - A variety of books are studied, including traditional fairy tales and multi-cultural books, as well as those supporting topic work. <p>Writing Handwriting: Letter formation is taught in conjunction with the letter sound. An understanding of print is developed by using writing</p>			<p>guidance from others within the setting</p> <ul style="list-style-type: none"> - have and continue to develop an appreciation for issues relating to health and hygiene <p>Sense of community</p> <ul style="list-style-type: none"> - begin to make connections between different parts of their life experiences - demonstrate and develop an interest in cultural and religious differences - develop a positive self image - shows enjoyment in participating in family customs and routines <p>Topics</p> <ul style="list-style-type: none"> - Ourselves - All about us 	<p>(ie. insect) using modelling clay and paper mache.</p> <p>Explore media and ICT children can use the computer freely, after they have completed set work. We have a variety of Mathematics, English, General Knowledge and Art programs on the computers. continue to develop their computer skills in a more formal approach by using a variety of multimedia programs. They will learn about safety precautions and the main parts of a computer.</p> <p>Creating music and dance work with beat, difference between beat and rhythm, very simple rhythms, singing, difference in pitches (high/low) and play on percussion instruments. The children take part in class and whole school assemblies and participate in a Christmas production. The children also differentiate sound quality/timbre. Many of the songs and activities are linked to other subject areas.</p> <p>Consolidate the understanding of contrasting elements in music such as loud/soft, fast/slow and high</p>	



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<p>for a range of purposes including story writing, journals and communicating through festive cards. Writing is developed across the curriculum. Children continue to develop their skills in handwriting with emphasis on letter formation and sound correspondence. They develop independent writing for a range of purposes and incorporate it into a variety of everyday experiences and role play.</p> <p>French In term 1 the children learn about greetings, colours, animals, family, body parts, the alphabet and numbers from 1 to 10. A variety of materials and resources are used to introduce new vocabulary such as audiotapes, videotapes, books, puppets and toys.</p> <p>Students learn about alphabet, colours, numbers 1-10, days of the week, weather, breakfast, feelings, rooms and shapes. A variety of materials and resources are used to introduce new vocabulary such as audiotapes, videotapes, books, puppets and toys.</p>				<p>and low pitch. This will be done when singing, playing the percussion instruments and making movements to music. They also look at texture - one voice/many voices</p>	



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<p>In term 3 the children learn about body parts, verbs, numbers 1-20, means of transport, insects, food, wild animals, prepositions and objects in the classroom. A variety of materials and resources are used to introduce new vocabulary such as audiotapes, videotapes, books, puppets and toys.</p>					

