



MOUNT VIEW PRIMARY SCHOOL
P.O. BOX 5023, Limbe,
Malawi

Curriculum Guide

Academic Year 2017 2018
Reception Term 2

Class Teachers: Miss Sapulani mphatsosapulani@mountviewprimarymw.com
Miss Facciani francescaffacciani@mountviewprimarymw.com
Teaching Assistants: Mrs. Amos annieamos@mountviewprimarymw.com
Mrs. Nkhoma josephinenkhoma@mountviewprimarymw.com

	Phonics	Literacy	Mathematics	Inquiry	Art	ICT	Music	PE	PSD
Topic 1 :		animals		animals	animals		Moving Patterns.		
Weeks	Student Targets:	Student Targets:	Student Targets:	Student Targets:	Student Targets:	Student Targets:	Student Targets:	Student Targets:	Student Targets:
1 to 6	Letter Formation:	Writing: Attempt to write short sentences in meaningful contexts.	- counting items in 2 groups	learning about animals and looking closely at similarities, differences patterns and change in relation to them.	- drawing/ painting pictures of animals	holding the mouse	Songs:	Gross Motor Skills:	Journeys the children have been on
Tue	1. S, A, T, I 2. P, N, C, K, E, 3. H, R, M, D, G 4. O, U, L, F, B 5. J 6. Z, W, V	Reading: Begin to read words and simple sentences.	- one more/ one less	- learning about different kinds of animals: pets, farm animals, wild animals.	- junk modelling animals	moving the mouse	Pebbles	Jumping over hoops (strings)	
09/01/2018	Letter Recognition:		- vocabulary of adding and subtracting	- trip to the farm	- playdough/salt dough animals	left clicking	Join in	Balancing beanbags on their heads.	
Fri	1. <y> spelling for /ee/ 2. revise short vowels and words with short vowels. 4 consonant is doubled or ck is used. 5 and 6 Magic <e> a_e, e_e, i_e, o_e, u_e: <ue> and <u_e> for oo	- Brown Bear Brown Bear	- recording		- animal puppets	right clicking	Dumplings	Skipping using one leg and two legs.	
16/02/2018	Tricky words: you, your, come, some, said, here, there, they, go, no, so, my, one, by	- Walking through the Jungle - the Gruffalo	- solving problems	- trip to game heaven - learning about different habitats - learning about life cycles	- animal patterns	scrolling	Stamp and clap Supermarket	Games	
	Blending: words with double letters and short vowels	- Owl babies	- creating patterns and building	- animal categories: mammals, birds, fish, insects, reptiles, amphibians.	- animal collage using natural materials - create fantasy animal on computer	double clicking dragging and dropping objects	Bicycle counting		



	<p>Blending ck words</p> <p>Blending with magic e</p>	<ul style="list-style-type: none"> - How to hide a lion - Giraffes can't dance - The Great pet sale - The Tiger who came to tea 	<ul style="list-style-type: none"> - using everyday language related to time - using everyday language related to money - measuring time - ordering and sequencing familiar events 			selecting text			
	<p>Assessment:</p> <p>Can they form capitals?</p> <p>Can they blend with double letters?</p> <p>Can they blend ck words</p> <p>Can they blend words with magic e</p>	<p>Assessment:</p> <ul style="list-style-type: none"> - what am I? card - animal fact file - writing about trip - instructions to look after a pet - write animal story using story maker - comparing animals: spot the differences 	<p>Assessment:</p> <ul style="list-style-type: none"> - counting objects and recording in book - one more/less worksheet - adding/ subtracting game (teacher to record on weekly grid) - animal patterns and animal models (take photos) - chn to talk about their daily routine (teacher to record) 	<p>Assessment:</p> <ul style="list-style-type: none"> - can children talk about animals they know and describe them using key words? - can children compare animals? - can children recall experiences in relation to animals they have observed, for example after a school trip? - life cycle worksheet - sorting animals into categories (using pictures) 	<p>Assessment:</p> <ul style="list-style-type: none"> - can children represent animals through a variety of creative and technological media? 	<p>Assessment:</p> <ul style="list-style-type: none"> can children hold the mouse? can children move the mouse? can children right and left click? can children scroll? can children double click? can children drag and drop? 	<p>Assessment:</p> <ul style="list-style-type: none"> - say and use number names in order in familiar contexts - count forwards and backwards - develop ideas and methods to solve practical problems - use practical activities involving vocabulary to support addition and subtraction - use mathematical language such as more or less to compare numbers - talk about, recognise and recreate simple patterns, including 	<p>Assessment:</p> <ul style="list-style-type: none"> Can children jump over the hoops? Can children balance objects on their heads? Can children skip effectively? 	<p>Assessment:</p> <ul style="list-style-type: none"> Can the children describe reasons for a journey? Can the children cross a road safely? Can the children act safely around water? Can the children role play buying a ticket politely? Can the children identify the healthiest way to travel?



			- race game, chn to measure time (teacher to record)			can children select text?	sound patterns – use language to describe shape in two and three dimensions.		
			- putting pictures of events in order (daily routine/ life cycle)						
Topic 2 :									
Weeks	Student Targets:	Student Targets:	Student Targets:	Student Targets:	Student Targets:	Student Targets:	Student Targets:	Student Targets:	Student Targets:
7 to 11	Letter formation:		Positional Language	Minibeasts:	Colour minibeasts	draw shapes and objects with the mouse use the keyboard arrow keys to move objects	Litter	Gross Motor Skills:	Emergencies
Mon	Y, X, Q, alphabet and capitals revision, revise A to M and formation of b and d, revise N to Z, revise caterpillar letters-c, a, d, o, g, q, Revise tall letters-b, d, h, k, l, t, revise letters with tails-f, g, j, p, q, y	Reading Jazzy in the Jungle	Heavier and lighter	spiders, ants, butterflies, bees, wasps, flies, snails, slugs, beetles, centipedes	Paint minibeasts		Working toys	Skipping using one and two legs	
26/02/2018	Letter Recognition:	Three Little Pigs	3D shapes		Draw the minibeasts	colour objects	Farm time	Passing beanbags through legs. Taking off shoes while standing	
Thu	7. <ay> for ai and <oy> for oi 8. <ea> for /ee/ 9. <y> for /ie/ 10. <ow> for /oa/ 11. <ir> and <ur> for /er/ sound 12. <ew> for /ue/ and oo	Elmer the Elephant		mini beasts habitat, food and life cycle.	Make the life cycles		Robot		
29/03/2018	Spelling:	Rainbow Fish	Ordinal numbers		Make the minibeasts from paper etc			Games	
	spell /ai/ and /oi/ words using correct alternative						Light		
	Blending:		Sequencing				Our town		



	<p>Blend <ay> and <oy> words, <ea>, <y> as /ie/ words, <ow> as /oa/ words, <ir> and <ur> words and <ew> words Tricky words: only, old, like, have, live, give, little, down, what, when, why, where, who, which</p>							
<p>Assessment: Can they recognise the alternative spellings of the given sounds? Can they read and spell the tricky words? Can they blend <ay>, <oy> words, <ea>, <y> as /ie/ words, <ow> as /oa/ words, <ir> and <ur> words and <ew> words?</p>	<p>Assessment: Can the children sequence a story Do they know the characters in the story? Do they know the characters in the story? Can they write a sentence independently?</p>	<p>Assessment: Can the children describe the position of an object? Can the children compare weights? Do they know properties of the 3D shapes learnt? Can they put things in the correct order using ordinal numbers? Can they put pictures in the right order or sequence?</p>	<p>Assessment: Do they know what minibeasts are? Can they name the minibeasts? Do they know the minibeasts' habitat?</p>	<p>Assessment: Can they colour minibeasts? Can they paint pictures of minibeasts? Can they draw pictures of the minibeasts?</p>	<p>Assessment: can children draw shapes and objects in microsoft in microsoft word and paint? can children use the keyboard arrow keys to move objects on the screen? can children colour objects?</p>	<p>Assessment: – investigate objects and materials, using their senses – identify features of their world – look closely at similarities, differences, patterns and changes – ask questions about why things happen and how things work – select appropriate resources for activities</p>	<p>Assessment: Can children skip effectively? Can children pass objects through legs effectively? Can children take off their shoes while standing up?</p>	<p>Assessment: Do the children know what to do in an emergency?</p>



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		Can they write a story?		Do they know what minibeats eat?	Can they make the life cycles using paper, sticks, boxes? Can they make the minibeats?		- talk about the past and present, their families and other people they know - find out about their world, things they like and dislike		
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