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Curriculum Guide

Curriculum Overview – Term 3

2009-2010



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TODDLERS

The emphasis in Toddlers is on active learning through play, allowing the children to develop and reach their potential in a happy environment in which they feel safe and secure.

Throughout the year, we focus on a variety of themes. These include transport, colours, shapes, fairy tales, favourite books, weather and holidays.

Our Topic for Term 3 is Colours Numbers and Shapes

Through the activities and play experiences offered, we aim to help each individual child develop in the following six areas:

PERSONAL AND SOCIAL DEVELOPMENT

Dispositions and Attitudes

- Show their own particular characteristics, preferences and interests
- Begin to develop self-confidence and a belief in themselves

Making Relationships

- Begin to show care towards others
- Begin to seek out others to share experiences

Behaviour and self control

- Begin to learn that some things are theirs, some things are shared, and some things belong to other people
- Begin to show an awareness that some actions can hurt or harm others

Self-care

- Continue to become increasingly independent

Sense of Community

- Show affection and increasing concern for special people

COMMUNICATION, LANGUAGE AND LITERACY

Language for Communication

- Show an interest in learning new words, using them to communicate about things that interest them

Language for Thinking

- Respond to requests
- Use language for expressing feelings, experiences and thoughts

Linking Sounds and Letters

- Continue to listen to enjoy and play with rhymes and stories

Reading

- Increase their repertoire of favourite stories, rhymes and songs

Writing

- Examine and distinguish between the marks they make

Handwriting

- Enjoy mark making with fingers and some tools, increasing in confidence and control



PROBLEM SOLVING, REASONING AND NUMERACY

Numbers as Labels and for Counting

Begin to develop some understanding of numbers
Use number language such as 'more' and 'a lot'

Calculating

Begin to show an interest and surprise in changes in quantity of a group of things

Shape, Space and Measures

Continue and enjoyment of puzzles and blocks
Show an early awareness of variations in size

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Exploration and Investigation

Explore, play and seek meaning in their experiences
Show an interest in why things happen

Design and Making

Show curiosity in how things work

ICT

Develop an interest in working toys with buttons and flaps

Time

Begin to understand the concept of the 'here' and 'now'
Begin to explore daily routines as a sequence of events

Place

Continue to be curious about their environment

Community

Continue to increase their awareness of themselves as part of a group

PHYSICAL DEVELOPMENT

Movement and Space

Express themselves through action and sound

Health and Bodily Awareness

Show emerging autonomy in self-care

Using Equipment and Materials

Put together a sequence of actions
Begin to make and manipulate objects and tools



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CREATIVE DEVELOPMENT

Being Creative

Seek a sense of what they see, hear, smell, touch and feel

Exploring Media and Materials

Begin to combine movement, materials and marks
Enjoy creating using blocks, colour and marks

Creating Music and Dance

Begin to move to music, listen to and join in with rhymes and songs sometimes using instruments to bang, shake, tap and blow

Developing Imagination and Imaginative Play

Begin to 'make believe' by pretending

MANDARIN

In Mandarin this term, Toddler children will be continuing their exploration of colours, shapes and numbers while taking a look at animals - their names and some of the shapes and colours that we see in them.

We will talk about where animals live and their characteristics. For example two eyes, four legs and their colour and shape similarities and differences.

A variety of new games, songs and stories will be introduced to them to continue their interest in Mandarin.



NURSERY

The emphasis in Nursery is on active learning through play. This allows children to develop and reach their full potential in a happy environment in which they feel safe and secure.

In line with current Early Years good practice, the variety of stimulating activities and play experiences that are offered within each class, come directly from the interests of the children at that moment in time. Through a balance of child-initiated, adult-led and guided activities, where key skills are regularly monitored, we aim to help each individual child develop in the following six areas of their learning;

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Continue to take responsibility for their own needs
- Continue to develop an awareness of others through establishing new relationships with children and adults outside of the classroom
- Begin to realise the feelings of others
- Continue to develop an understanding of sharing and turn taking
- Continue to develop an understanding of right and wrong

COMMUNICATION, LANGUAGE AND LITERACY

- Speak in a variety of situations on a one-to-one basis, with each other or teachers, in small groups and during role play
- Talk about experiences, needs and feelings, likes and dislikes and interests
- Begin to retell stories and sing/recite songs and rhymes
- Listen for longer periods to each other or to stories and listen to and follow simple instructions
- Have confidence in recognising their own name and the names of others
- Recognise their interest in books
- Communicate some of their ideas through early drawing and mark making

PROBLEM SOLVING, NUMBERS AND REASONING

- Continue an enjoyment of number songs, games and rhymes
- Use basic mathematical vocabulary in everyday situations and play
- Begin to become familiar with numbers to 10
- Begin to count to 10 and sometimes beyond
- Feel confident in recognising some basic 2D shapes
- Continue an enjoyment of early symmetry
- Develop an awareness of data through exploring events and dates that are special to them
- Continue to explore size and shape



KNOWLEDGE AND UNDERSTANDING OF THE WORLD/ICT

- Develop an understanding of the changes in the environment
- Explore 'The Wild' – looking at Jungle animals and their habitat
- Develop observation skills
- Assemble and disassemble construction materials following instructions, identifying and solving simple problems
- Explore slopes & movement
- Select and use appropriate materials and tools
- Use the listening centre, mouse and keyboard with a variety of programmes
- Participate in a visit to the Wildlife Park

PHYSICAL DEVELOPMENT

- Develop imagination and confidence in movement
- Be able to construct items using different materials
- Develop manipulative skills
- Be able to manoeuvre around objects
- Develop throwing skills, aiming towards a target
- Develop gross motor movements using outdoor playground equipment

CREATIVE DEVELOPMENT

- Use of imagination through art, music, drama, dance, stories and play in response to different stimuli
- Use different media confidently and for a range of purposes, e.g. clay and fabric
- Develop observational drawing/painting skills
- Explore pattern and texture through description and recreation
- Work in 2 and 3 dimensions independently and by following instructions using reclaimed materials
- Experiment with shades of light and dark
- Listen to and use percussion instruments

MANDARIN

Focus: Listening and Speaking

- Introduce the names of animals (farm animals and wild animals). Enjoy learning through a variety of songs, games and stories
- Introduce the names of some fruits and vegetables. Understand that they are the healthy food for people
- Introduce the names of some insects. To talk about the life cycle of a butterfly, etc
- Talk about the season changing and weathers. To know the things we use for different weathers and the clothes we wear for different seasons
- Introduce the names of occupations; understand that people do different jobs can help us in different ways
- Introduce the names of facilities on the playground. Talk about the safety on the playground
- Introduce different places in our community such as school, fire station, post office, etc. To know the different functions of different places



RECEPTION

Topic: Animals

COMMUNICATION, LANGUAGE & LITERACY

Reading

- Explore and experiment with sounds, words and texts
- Retell narratives in the correct sequence, drawing on the language patterns of stories
- Read a range of familiar and common words and simple sentences independently
- Know that print carries meaning and, in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how

Writing

- Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

Language and communication

- Interact with others, negotiating plans and activities and taking turns in conversation
- Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning
- Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions
- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
- Extend their vocabulary, exploring the meaning and sounds of new words
- Speak clearly and audibly with confidence and control and show awareness of the listener

Language of thinking

- Use language to imagine and recreate roles and experiences
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events

Linking sounds and letters

- Playing With Sounds phonics program
- Hear and say initial and final sounds in words, and short vowel sounds within words
- Link sounds to letters and sounding the letters of the alphabet



MANDARIN

We will be learning about Summer and the changes that takes place in Nature (like the mountains, water, sun, clouds, rain and sky)

We will be exploring different animals for example, farm animals, wild animals and insects

Our community and different occupations in our community

We will explore 'Children of the world', different countries names and where the children are from

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Exploration and investigation

Find out about, and identify, some features of living things, objects and events

Look closely at similarities, differences, patterns and change

Ask questions about why things happen and how things work

Designing and making skills

Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary

Select the tools and techniques they need to shape, assemble and join materials

Information and communication technology

Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys

Sense of time

Find out about the past and present events in their own lives, and in those of their families and other people they know

Sense of place

Observe, find out about and identify features in the place they live in and the natural world

Find out about their environment, and talk about those features they like and dislike

Culture and beliefs

Begin to know about their own cultures and beliefs, and those of other people

PHYSICAL DEVELOPMENT

Movement

Move with confidence, imagination and in safety

Move with control and coordination

Travel around, under, over and through balancing and climbing equipment

Sense of space

Show awareness of space, of themselves and of others

Health and bodily awareness

Recognise the importance of keeping healthy and those things which contributes to this

Recognise the change that happen to their bodies when they are active

Using equipment

Use a range of small and large equipment

Using tools and materials

Handle tools, objects, construction and malleable materials safely and with increasing control



CREATIVE DEVELOPMENT

Explore media and materials

Explore colour, texture, shape, form and space in two or three dimensions

Music

Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music

Imagination

Use their imagination in art and design, music, dance, imaginative and role-play and stories

Responding to experiences, and expressing and communicating ideas

Respond in a variety of ways to what they see, hear, smell, touch and feel
Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments

MATHEMATICAL DEVELOPMENT

Numbers as labels and counting

Say and use number names in their familiar contexts
Count reliably up to 10 everyday objects
Recognise numerals 1 to 9
Use developing mathematical ideas and methods to solve practical problems

Calculating

In practical activities and discussions begin to use the vocabulary involved in adding and subtracting
Use language such as 'more' or 'less' to compare two numbers
Find one more and one less than a number from one to ten
Begin to relate addition to combining two groups of objects and subtraction to 'taking away'

Space, shape and measure

Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities
Talk about, recognise and recreate simple patterns
Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes
Use everyday words to describe position
Use developing mathematical ideas and methods to solve practical problems



YEAR 1

LITERACY

Focus: Word Work

- Continue with Playing with Sounds phonic program
- Investigate and learn spellings of verbs with *-ed (past tense)*
- Learn new words from reading and shared experiences, and to make collection of words
- Learn the terms *vowel* and *consonant*

Focus: Sentence Work

- Learn other common uses of capitalism
- Through reading and writing, to reinforce knowledge of term sentence from previous terms
- Add question marks to questions
- Read familiar texts aloud with pace and expression appropriate to the grammar
- Begin using full stops to demarcate sentences and to use a capital letter for personal pronoun 'I' and for the start of a sentence

Focus: Text Work

- Collect class and individual favourite poems for class anthology
- Use Nursery Rhymes and poems as models for own writing
- Compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery
- Re-tell stories, to give main points in sequence and to pick out significant incidents
- Use titles, cover pages, pictures and 'blurbs' to predict the content of unfamiliar stories
- Compare and contrast stories with a variety of settings
- Recognise that non-fiction books on similar themes can give different information in different ways
- Read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when*
- Write simple recounts linked to topics of interest/study or to personal experience, using language of texts read as models for own writing. Make group/class books
- Use the language and features of non-fiction texts, e.g. labelled diagrams, captions for pictures
- Write about significant incidents from known stories
- Write stories using simple settings, e.g. based on previous reading
- Identify simple questions and use text to find answers. Locate parts of text that give particular information
- Write own questions prior to reading for information and record answers, e.g. lists, a completed chart, extended captions for display, a fact file on IT
- Read a variety of poems on similar themes
- Compare and contrast preferences and common themes in stories and poems
- Prepare and retell stories orally, identifying and using some of the more formal features of story language



NUMERACY

- Number sequence to 100
- Counting in 1's to 100
- Understand and use vocabulary of comparing and ordering numbers
- Addition of 20 and a single digit number
- Addition of a two digit number and a single digit number with totals to 20
- Addition of two single digit numbers with totals greater than 10
- Comparing and ordering numbers
- Addition facts for 6,7,8,9 and 10
- Counting in 10's to 100 and back to 0
- Begin to know what each digit in a two-digit number represents
- Use patterns of similar calculations ($10-0=10$, $10-1=9$, $10-2=8$)
- Use known number facts and place value to subtract a pair of numbers mentally within the range 0 to at least 20
- Subtraction of 10 from a teens number
- Subtraction of a single digit from 20
- Extend subtraction of a single digit from a teens number with and without bridging

Movement and Positioning

- Symmetry
- Learn about moving forward and back, turning left and right, whole turns and half turns

Capacity

- Learn how to compare capacity directly by pouring
- Introduce non-standard units to measure and compare capacities
- Estimation and selection of suitable measuring units

Money

- To solve problems involving money, counting, subtracting, doubling or halving

Measures and time

- Understand the vocabulary related to time
- Read the time to the hour or half hour on analogue clocks
- Find the time 1, 2, 3 hours before or after a given digital and analogue times
- Find durations in whole hours between given digital or analogue times

Handling data

- Simple graphs
- Solve a problem by sorting, classifying and organising information in simple ways, such as:
using objects of pictures in a list or simple table



HUMANITIES

Focus: At the Seaside

- Where do we travel on our holidays?
- What locations do we like to travel to for seaside holidays?
- What can we find out about seaside today?
- How can we find out more about seaside habitats?
- How can we keep the seaside healthy?

MUSIC

Controlling sounds through singing and playing performing skills. Students should be able to:

- Sing a repertoire of known songs with a sense of accurate pitch, appropriate tone and in time with others or an accompaniment
- Recognise the patterns of notes on tuned percussion instruments
- Move appropriately in response to differing styles of Music
- Prepare for end of year concerts

Creating and developing musical ideas composing skills Students should be able to:

- Choose musical patterns to accompany known songs using classroom instruments

Responding and reviewing appraising skills Students should be able to:

- Respond to different musical tempi and differentiate between beat and rhythm
- Demonstrate how the timbre of stringed instruments can be used for different purposes

Listening, and applying knowledge and understanding. Students should be able to:

- Accurately place so, mi and la on the staff and read/sing melodic patterns using these notes
- Begin to read and write BAG on staff
- Identify rondo form in known songs

INFORMATION TECHNOLOGY

Focus: Representing information graphically and pictograms

- Children learn how to use ICT to represent information graphically. They learn to create pictograms and how to answer simple questions on the data shown in their pictogram

Focus: Understanding instructions

- Children learn how to give and follow instructions to make things happen. They learn how to sequence instructions, so that others can follow them, and to predict what will happen



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SCIENCE

Focus: Green Plants and the Environment

- Describe what a growing plant needs to stay alive
- Know what the leaves and roots are used for by a plant
- Know that plants develop from seeds
- Know that living things are found in a variety of habitats. For example Forest and Oceans
- Have the ability to understand why we need to look after plants and animals

ART/DESIGN AND TECHNOLOGY

Focus: Sculpture

- Exploring and developing ideas using a variety of materials
- Observing and recording
- Learn that shapes and textures can be made using simple tools
- Begin to understand what sculpture is and the meaning of 3D
- Evaluation

PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE)

Focus: Where I Live

- The clinic
- My school
- Places I like to visit
- People I see
- Busy places
- Quiet places
- Caring for the environment
- Our community
- Respecting differences
- Being yourself



MANDARIN (CFL)

Group 1 Focus: Listening & Speaking

- Introduce the names of common occupations
- Introduce common words about the time
- Introduce the names of weather
- Introduce the names of seasons and discuss what clothes we wear in different seasons
- Introduce words about nature
- Introduce the names of ocean animals
- Introduce the names of actions
- Introduce the names of common ball games
- Introduce the common words used about a birthday
- Review the characters we have learned

Group 2: Focus: Listening, Speaking & Sentences

- Able to recognise the names of common occupations and use them in a simple sentence, such as 'my dad is a teacher'
- Know the common words about the time; learn to tell time in Mandarin, such as, 'what time is it? It is 12 o'clock'
- Know the common words about the weather, such as 'today is sunny day'
- Know the names of the seasons in Mandarin and also to know the words for different clothes in different seasons, such as 'the summer is coming'
- know the words about nature, learn sentences such as 'There are trees'
- Know the names of ocean animals, such as 'I love shark'
- Know the names of some common actions and be able to make simple sentences, such as 'I can run'
- Learn the names of common ball games and be able to say 'I like to play football'
- Introduce common words used about a birthday and be able to say 'happy birthday to you'
- Go over the characters and sentences we have learned

Group 3: Focus: Character Recognition, Speaking Sentences & Dialogues

- Able to recognise the names of common occupations, able to use dialogue like 'What does your mum do? My dad is a teacher'
- Able to recognise the common words about the time, learn to tell time such as 'What time is it? It's 8 o'clock'
- Able to recognise the common words about seasons, able to discriminate four seasons in the short Chinese way, learn sentences such as 'It's very warm in spring'
- Able to recognise the correct words about nature, learn sentence such as 'There are trees on the mountain'
- Able to recognise the common names of ocean animals, learn dialogue such as 'Which ocean animal do you like? I like sharks'
- Know the names of common actions, able to recognise the names of common actions, learn sentences such as 'He runs very fast'
- Learn the names of common ball games; learn dialogue such as 'What kind of ballgame can you play? I can play basketball'
- Know the common words and phrases used around a birthday, learn sentences such as 'My birthday is 1st June'
- Go over the characters, sentences and dialogues we have learned



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CSL

Focus: Chinese characters, Grammar and Comprehension

Recognise words related to occupations and be able to copy “生” with the correct strokes

Recognise words related to time and be able to copy “点，半” with the correct strokes

Recognise words related to seasons and be able to copy “春，秋，冬” with the correct strokes

Recognise words related to actions and be able to copy“坐，走，爬，飞” with the correct strokes

Recognise words related to Chinese stories and re-tell the stories. Be able to copy“西” with the correct strokes

Word Level: Recognise and know the meaning of 60 new words

Character level: Review 16 simple strokes for Chinese characters. Be able to copy 11 new characters with the correct strokes

Sentences level: Use 60 new words to makes some simple sentences

Text level: Read 4 rhymes fluently. Re-tell stories told by the teacher in his/her own words



YEAR 2

NUMERACY

The Numeracy curriculum consists of five units of work which are repeated and extended each term.

Counting, partitioning and calculating numbers

- Place value
- Partitioning into multiples of 10 and ones
- Comparing, ordering, reading and writing numbers
- Using symbols for greater than and less than $<$ $>$
- Patterns and sequences
- Odd and even
- Mental methods
- Addition and subtraction
- Solving problems and puzzles; explaining methods and justifying decisions

Securing number facts and understanding shape

- Addition and subtraction facts to 10; pairs that sum to 20; multiples of 10 that sum to 100
- Tables for 2, 5 and 10
- Solving problems involving numbers, money and measures; using addition, subtraction, multiplication and division
- Patterns, relationships and properties of numbers and shapes
- Estimating and checking answers
- 2D and 3D shapes
- Line symmetry
- Sorting and making shapes

Handling data and measures

- Sorting information on a diagram
- Organising information using lists and tables
- Presenting data in block graphs and pictograms
- Collecting, organising, presenting and interpreting data to answer questions
- Identifying further questions
- Choosing and using appropriate units of measure and measuring equipment
- Measuring and comparing lengths, weights and capacities using standard units

Calculating, measuring and understanding shape

- Mental calculations
- Informal written calculations
- Following and giving instructions for movement, using mathematical language
- Solving problems involving numbers, money, measures or time
- Estimating, comparing and measuring lengths, weights and capacities
- Using units of time and reading time to the quarter hour
- Reading scales and interpreting the divisions

Securing number facts, relationships and calculating

- Counting on and back from different numbers in 2s, 5s and 10s
- Building on the 2, 5 or 10 times tables
- Finding half, quarter and three quarters of shapes and sets of objects
- Doubles of numbers to 20 and corresponding halves
- Describing patterns and relationships involving numbers or shapes and testing examples that fit conditions
- Solving problems using counting, the four operations and doubling or halving in practical contexts, including measures or money
- Using symbols for the four operations (addition, subtraction, multiplication and division) to describe, record and interpret number sentences
- Multiplication as repeated addition and arrays
- Division as sharing and repeated subtraction



LITERACY

- Develop reading and comprehension skills through group reading sessions
- Discuss a range of texts, both fiction and non-fiction. Identify their main features and practice skim reading headings, contents page and index page to speculate what a text might be about
- Practice reading aloud with intonation and expression appropriate to the grammar and punctuation
- Practice writing in clear sentences, using capital letters and full stops correctly, attempting to incorporate the use of commas, question marks and speech marks
- Develop knowledge of common spelling patterns and phonemes
- Practice cursive script
- Gain experience of writing a range of text types and genres, including sustained stories, reports, information texts, poetry and evaluations
- Pose questions prior to reading non-fiction and then read for information
- Compare books by the same author, looking at characters, settings and themes
- Develop grammatical awareness – understand the need for grammatical agreement (matching pronouns and verbs) and using standard forms of verbs in writing (correct irregular past tenses)

CROSS CURRICULAR STUDIES

Focus: This unit of work is based on the idea “Better City, Better Life” and the World Expo.

- Identify human and physical features of a place
- Recognise the nature and character of an environment different from their own
- Identify how land and buildings are used in different ways – according to the environment they are in
- Identify likes and dislikes about a place
- Identify how an environment changes
- Recognise similarities and differences and communicate them
- Understand that the world extends beyond our locality
- Record observations from first hand experiences
- Identify types of transport that may be specific to certain environments
- Understand that there are many different types of vehicles with different purposes and different parts
- Make simple drawings and label parts
- Identify a purpose for what you design and make (a vehicle, an Expo Pavilion and a mascot)
- Try out tools and techniques
- Review what they and others have done, say what they think and feel about it
- Ask and answer questions about the starting point of their work
- Develop and design ideas through discussion, observation and drawing
- Evaluate against a design criteria
- Assemble and join materials
- Measure and cut accordingly
- Apply safety rules to tools and techniques
- Choose and use finishing techniques
- Consider how our lifestyle can effect the environment and identify ways in which we can care for our environment



MANDARIN - CFL

Group 1 Focus: Listening, Speaking & Dialogues

- Know words of some fruits and vegetables; Try to use short sentences to express the food one likes or dislikes; Spell out the phonetic symbols: aouiu
- Know words of some fast foods, drinks and desserts; Spell out the phonetic symbols: ieueer; Know how to write three radicals: rice, rain, feeling
- Know words of some stationery and try to use simple sentences to introduce the things in one's schoolbag; Spell out the phonetic symbols: un ün; know how to write five radicals: metal, bamboo, utensil, insect, dead body
- Know words of different rooms of the house; Spell out the phonetic symbols: an en in; know how to write three radicals: door, household, cliff
- Learn words of furniture in the room; Try to use sentences to introduce one's own room; Spell out the phonetic symbols: ang eng ingong; Know how to write two radicals: shelter, ritual

Group 2: Focus: Character recognising, Listening, Speaking and Dialogues

- Learn words of some fruits, vegetables and snacks; Use short sentences to express the food one likes or dislikes; Spell out the phonetic symbols: aouiu
- Learn words of some fast foods, drinks and desserts; Try to express how good or bad the food is; Spell out the phonetic symbols: ieueer; Know how to write 3 radicals: rice, rain, feeling
- Learn words of some stationary and use simple sentences to introduce the things in one's school bag or pencil case etc. Spell out the phonetic symbols: un ün; know how to write five radicals: metal, bamboo, utensil, insect, dead body
- Learn words of different rooms of the house and use simple sentences to introduce one's house; Spell out the phonetic symbols: an en in; know how to write three radicals: door, household, cliff
- Learn words of furniture in the room; Use sentences to introduce one's own room; Spell out the phonetic symbols: ang eng ingong; Know how to write two radicals: shelter, ritual

Group 3: Focus: Character Recognition, Listening, Dialogue & Reading

- Memorise words of some fruits, snacks and vegetables; Recognise phonetic symbols: aouiu; Use short sentences to express one's favourite food
- Keep on learning about food and memorise such food like staple foods, fast foods and some popular drinks and know the characters; Recognise phonetic symbols: ieueer; Know how to write 3 radicals: rice, rain, feeling
- Know the names of some stationary and remember how to read the characters; Use simple sentences to introduce the things in one's schoolbag; memorise phonetic symbols: un ün; know how to write 5 radicals: metal, bamboo, utensil, insect, dead body
- Memorise some words about the places in one's home and use those words to make simple sentences; Use those words to tell where the family members are and what they are doing; Memorise phonetic symbols: an en in; know how to write 3 radicals: door, household, cliff
- Know how to read the words about one's own room and know the characters; Use sentences to introduce your own room at home; Memorise Pinyin phonetic symbols: ang eng ingong; Know how to write 2 radicals: shelter, ritual



MANDARIN - CSL

Focus: Pin yin, Characters, Words, Sentences and Simple Dialogues

Pin yin: able to spell syllables; able to read characters with the help of Pinyin

Radicals: able to recognise and know five radicals

Character level: able to recognise and read 70 new characters; able to write 36 new characters in right order; Learn some basic Chinese character strokes

Word level: able to read 55 new words

Sentence level: know the meaning of the characters appearing in the text, use them to form words and make sentences; able to express themselves by using simple sentences

Text level: stories (comprehension), rhymes (can read fluently), simple daily talk (conversations)(related to daily life)

ICT

Focus: Questions and Answers

Know that there are different programmes for collecting and presenting data; ask questions in different ways to find things out

Develop the awareness of different types of questions, how they can be asked and how ICT can be used to answer them using different types of software

Learn how to ask questions that can be answered with yes or no responses. Work on a binary tree program to practice their questioning skills

Learn that some of the programmes we have used so far to present data cannot provide the answers to some specific questions

MUSIC

Prepare for End- of- Year Concert

Sing a repertoire of known songs with a sense of accurate pitch, appropriate tone and in time with others or an accompaniment

Perform simple repertoire on recorder using notes DE GAB individually and as part of a group or musical ensemble

Move appropriately in response to differing styles of Music

Choose musical patterns to accompany known songs using classroom instruments

Identify instruments correctly within a piece of music

Identify instrument families

Accurately place D,E,G,A and B on the staff and read/sing/play melodic patterns using these notes

Write and recognize the treble clef and place at the beginning of the staff when writing music

Work out all treble clef note names using 'finger staves'

PHYSICAL EDUCATION

Focus: Games

Learn how to hit or strike the ball into spaces, so that they can score runs in different ways

Develop catching and throwing skills

When fielding the children learn how to work together to keep the batters' scores down

In all games students think about how to use skills, strategies and tactics to outwit the opposition