

Term Plan – 2017-2018

AI Madina International Kindergarten

Term- 3

Class- KG2

	Week	Literacy Topics
01	04-08 March	<p>Speaking & Listening Objectives: To be able to discuss about self “feelings” e.g. I am hot, Jojo is kind, and you are cold? Are you lonely? Yes I am. No I am not etc. Listen to stories about Feelings.</p> <p>Reading objectives- Join in with stories about feelings. rhymes and songs,</p> <ul style="list-style-type: none"> • <i>If you are cold and you know it....</i> • <i>I sit in the sun</i> • <i>You are a good friend</i> • <i>This is the way we make the bread</i> <p>Guided reading: Select books independently and to read most words.</p> <p>Writing objectives- writing words and sentences about feelings e.g I am cold. I am hot etc.</p> <p>Phonics: Sounding/Reading, writing alphabets both capital and small and CVC words with “u” and “un” words. Recognition of vowels in the CVC words.</p> <p>Words to focus: Happy, sad, hot, tired, sleepy, kind, helpful, lonely, hungry and thirsty etc.</p>
02	11-15 March	<p>Speaking & Listening Objectives: To be able to discuss about self “feelings” e.g. I am hot, Jojo is kind, and you are cold? Are you lonely? Yes I am. No I am not etc. Listen to stories about Feelings.</p> <p>Reading objectives- Join in with stories about feelings. rhymes and songs,</p> <ul style="list-style-type: none"> • <i>If you are cold and you know it....</i> • <i>I sit in the sun</i> • <i>You are a good friend</i> • <i>This is the way we make the bread</i> <p>Guided reading: Select books independently and to read most words.</p> <p>Writing objectives- writing words and sentences about feelings e.g. I am cold. I am hot with focus of “yes” and “no”etc.</p> <p>Phonics: Sounding/Reading, writing alphabets both capital and small and CVC words with “u” and “un” “ug” “um” words, and rhyming words e.g. cat, hat, dog, log, sun and bun etc.</p> <p>Recognition of vowels in the CVC words.</p> <p>Words to focus: Happy, sad, hot, tired, sleepy, kind, helpful, lonely, hungry and thirsty etc.</p>

03	18-22 March	<p>Speaking & Listening Objectives: To be able to discuss about “where is it” e.g. where is the pillow? It is on the bed. Where is the kite? It’s behind the toy box etc. Listen to stories about where it is?</p> <p>Reading objectives- Join in with stories about where it is, things in different places, rhymes and songs,</p> <ul style="list-style-type: none"> • <i>In my room</i> • <i>One, two, three o'clock</i> • <i>Look at the sheep</i> • <i>skipping rope</i> <p>Guided reading: Select books independently and to read most words.</p> <p>Writing objectives- writing words and sentences about things found in different places.</p> <p>Phonics: Sounding/Reading, writing alphabets both capital and small and diagraph sh/Sh e.g. sheep, shoes, fish, shirt etc.</p> <p>Words to focus: Next to, behind, in front of, in, under, pillow, lamp, clock, shelf etc.</p>
04	25-29 March	<p>Speaking & Listening Objectives: To be able to discuss about “where is it” e.g. where is the pillow? It is on the bed. Where is the kite? It’s behind the toy box etc. Listen to stories about where it is?</p> <p>Reading objectives- Join in with stories about where it is, things in different places, rhymes and songs,</p> <ul style="list-style-type: none"> • <i>In my room</i> • <i>One, two, three o'clock</i> • <i>Look at the sheep</i> • <i>skipping rope</i> <p>Guided reading: Select books independently and to read most words.</p> <p>Writing objectives- writing words and sentences about things found in different places.</p> <p>Phonics: Sounding/Reading, writing alphabets both capital and small and diagraph sh/Sh e.g. sheep, shoes, fish, shirt etc.</p> <p>Words to focus: Next to, behind, in front of, in, under, pillow, lamp, clock, shelf etc.</p>
05	01-05 April	<p>Speaking & Listening Objectives: To be able to discuss about room in a home, e.g. lounge, bathroom, bedrooms, kitchen etc. . Listen to stories about “At home”.</p> <p>.Talking about their homes, number of rooms, toilets, garden etc</p> <p>Reading objectives- Join in with stories about my home. Rhymes and songs.</p> <p>Guided reading: Select books independently and to read most words.</p> <p>Writing objectives- writing sentences about homes, and what we see and can find in our homes e.g We eat in the dining room. We sleep in the bedrooms. etc</p> <p>Phonics: Sounding/Reading, writing alphabets both capital and small letters.</p> <p>Words to focus: home, bedroom, bathroom, sofa, toilet, garden, bedroom, dining room etc</p>

06	08-12 April	<p>Speaking & Listening Objectives: To be able to discuss about their homes. How many rooms, bedrooms, lounges, stairs etc they have? Listen to ‘At the home’ and “no place like home” stories.</p> <p>Reading focus- Join in with stories about at the home. rhymes and chants:</p> <ul style="list-style-type: none"> • <i>At home.....</i> <p>Guided reading: Select books independently and to read most words.</p> <p>Writing objectives- writing sentences about where we eat, sleep, wash, cook etc. e.g. We sleep in the bedroom. We cook in the kitchen etc.</p> <p>Phonics: Sounding/Reading, writing alphabets both capital and small letters, and writing yes and no</p> <p>Words to focus: home, sofa, bed, sink, shower, kitchen, bedroom, lounge, garden and porch.</p>
07	15-19 April	Half Term
08	22-26 April	<p>Speaking & Listening Objectives: To be able to discuss about room in a home, e.g. lounge, bathroom, bedrooms, kitchen etc. . Listen to stories about “ At home”. .Talking about their homes, number of rooms, toilets, garden etc</p> <p>Reading objectives- Join in with stories about my home. Rhymes and songs.</p> <p>Guided reading: Select books independently and to read most words.</p> <p>Writing objectives- writing sentences about homes, and what we see and can find in our homes e.g We do not eat in the stairs. We do not sleep in the lounge. etc</p> <p>Phonics: Sounding/Reading, writing alphabet capital and small letters and words with diagraph Ch/ch (chip, chick, cheese) and Sh/sh (sheep, ship, shell)</p> <p>Words to focus: house, kitchen, lounge, bedroom, stairs, garden, porch, sofa, toilet, door, walls...</p>
09	29-03 May	<p>Speaking & Listening Objectives: To be able to discuss about a “Going out” in a bus, car, train, cycle, or walk. Listen and discuss with each other which transport they use when they go out.</p> <p>Reading objectives- Join in with stories about going to beech, parks, schools and shops. rhymes and songs,</p> <ul style="list-style-type: none"> • <i>The wheel on a bus goes round and round....</i> <p>Guided Reading: Select books independently and to read most words.</p> <p>Writing objectives- Writing sentences about going out to a park, school and shops.</p> <p>Phonics: Sounding/Reading, writing alphabets both capital and small letters and vowels.</p> <p>Words to focus: bus, car, train, cycle, or walk etc.</p>

10	06-10 May	<p>Speaking & Listening Objectives: To be able to discuss about a “Going out” in a bus, car, train, cycle, or walk. Listen and discuss with each other which transport they use when they go out.</p> <p>Reading objectives- Join in with stories about going to beech, parks, schools and shops . rhymes and songs,</p> <ul style="list-style-type: none"> • <i>The wheel on a bus goes round and round....</i> <p>Guided Reading: Select books independently and to read most words.</p> <p>Writing objectives- Writing sentences from capital letters and ending it on a full stop as, how do we go to the.....?</p> <p>Phonics: Sounding/Reading, writing alphabets both capital and small letters and Th/th</p> <p>Words to focus: bus, car, train, cycle, or walk etc.</p>
11	13-17 May	<p>Speaking & Listening Objectives: To be able to discuss about a “Going out” in a bus, car, train, cycle, or walk. Listen and discuss with each other which transport they use when they go out.</p> <p>Reading objectives- Join in with stories about going to beech. .rhymes and songs,</p> <ul style="list-style-type: none"> • <i>The wheel on a bus goes round and round....</i> <p>Guided Reading: Select books independently and to read most words.</p> <p>Writing objectives- Writing sentences about going to a beech? What we do there? What we eat there? .</p> <p>Phonics: Sounding/Reading, writing alphabets both capital and small letters and vowels/ rhyming words e.g. tin/ bin, van /fan etc.</p> <p>Words to focus: beech, sea, ice-cream, shells, sandwich, bus, car, train, cycle, or walk etc.</p>
12	20-24 May	Revision/Assessments
13	27-31 May	Revision/ Assessments
14	03-07 June	Revision
15	10-14 June	Revision/ Reports

Note: Assessments are ongoing. Children will be assessed against the EYFS 7 areas of learning and Development on daily basis.