



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

# Curriculum Guide

Academic Year 2017 2018  
Nursery Term 2

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|                     | English Development   | Mathematical Development  | Inquiry  | Art  | Music  | PE  | PSD   |
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| <b>Topic 1</b>      |   |   | <b>Sea creatures</b>   | <b>Plants and water</b>  |  |   |   |
| <b>Weeks 1 to 6</b> | <b>Student Targets:</b><br>PHONICS:   | <b>Student Targets:</b><br>Reviewing numbers 0-10 and learning numbers 10-15.   | <b>Student Targets:</b><br>sea creatures; what they look like, where they live, what they eat, how they grow: fish, jellyfish, seahorse, starfish, octopus etc.<br>learning about sea creatures and the sea. | <b>Student Targets:</b><br>learning about plants, their key elements, what they need to survive, how to look after them. | <b>Student Targets:</b>  | <b>Student Targets:</b><br>Gross Motor Skills:                            | <b>Student Targets:</b><br>car safety: children to explore and learn about the importance of keeping safe when travelling in cars, buses etc.<br>continue to reinforce importance of turn taking and nursery rules: being kind, being good friends, choosing to do the right thing. |
| Tue                 | learning sounds h, r, m, d, g, o; developing phonological awareness through sound games (letters and sounds phase 1 games); | beginning to represent numbers using fingers, marks on paper or pictures.       |  | plant life cycles: from seed to flower, chn to plant their own seeds and observe plants growing throughout the term.     | <b>Songs:</b><br>Pebbles   | jumping over hoops and strings  |   |
| 09/01/2018<br>Fri   | STORIES:<br>Commotion in the Ocean; Tiddler; The snail and the whale; The Rainbow Fish; the tiny seed.                      | matching numerals and quantities.<br>counting actions: steps, jumps, claps etc. | visiting the fish farm in limbe  |  | Join in<br>Dumplings   | Balancing beanbags on their heads<br>Skipping using one leg and two legs. |   |
| 16/02/2018          |   | learning new shapes   |  |  | Stamp and clap<br>Supermarket<br>Bicycle counting                              | Games   |   |
|                     | <b>Assessment:</b><br>at the end of each week, can children remember what   | <b>Assessment:</b><br>can children recognise numerals 1-10 and 10-15, for       | <b>Assessment:</b><br>can children talk about sea creatures, using key words to describe their   | <b>Assessment:</b><br>can children talk about plants, do they understand that plants need specific                       | <b>Assessment:</b><br>– say and use number names in order in familiar contexts | <b>Assessment:</b><br>Balance beanbags on their heads effectively         | <b>Assessment:</b><br>do children show understanding of the importance of car safety? can they talk   |



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|                      | <p>sound the letter represents?</p> <p>can children hear and say initial sounds in familiar words, for example when playing sound games such as 'I spy with my little eye'?</p> <p>can children distinguish between different sounds in the environment?</p> <p>can children have a go at writing letters or string of letters and give meaning to them when 'mark making'?</p> | <p>example when playing a game?</p> <p>can they show the correct number of fingers when given a number? can they have a go at tallying numbers (i.e. scoring game)?</p> <p>can children match the correct numeral with a given quantity? (i.e. labelling a bag of sweets?)</p> <p>can children have a go at counting actions (i.e. roll the dice and jump game)?</p> | <p>features and using critical thinking to answer to questions in relation to eating habits, habitats, life cycles etc?</p> <p>can they name the sea creatures that have been explored throughout the term and compare them, talking about significant similarities and differences?</p> <p>can they represent them through a variety of media including paints, colours, 3D models, technology and written form?</p> <p>can they recall their experience at the fish farm?</p> | <p>elements to survive, can they compare different kinds of plants? can they name them and their key features (i.e. seed, roots, leaves, flower etc)</p> <p>are children able to plant and look after their own plants at school? do they show care and concern? do they show awareness of the process of growth? how do they show this? (i.e. verbal observations, art work)</p> <p>can children use a variety of creative media to represent their own understanding of plants? (i.e. making paper sunflowers, bean collages etc?)</p> | <p>– count forwards and backwards</p> <p>– use mathematical language such as more or less to compare numbers</p> <p>– talk about, recognise and recreate simple patterns, including sound patterns</p> | <p>Skip using one or two legs</p>                     | <p>about car safety using key words (i.e. seatbelt, doorlock, traffic light, steering wheel etc.)</p>            |
| <b>Topic 2</b>       |   |  | <b>Fresh water creatures</b>  | <b>Plants and water</b>  |  |   |  |
| <b>Weeks 7 to 11</b> | <b>Student Targets:</b><br><b>PHONICS:</b>  | <b>Student Targets:</b><br><br>Reviewing numbers 0-15 and learning numbers 15-20.  | <b>Student Targets:</b><br>fresh water creatures: fish, frogs, freshwater plants, fresh water insects, snails.  | <b>Student Targets:</b><br>exploring water and its characteristics: how to measure water? how to collect   | <b>Student Targets:</b><br><b>Songs:</b>   | <b>Student Targets:</b><br><b>Gross Motor Skills:</b> | <b>Student Targets:</b><br>road safety: children to explore and learn about the important of road safety through |



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| Mon        | learning sounds u, l, f, b, ai; developing phonological awareness through sound games (letters and sounds phase 1 games); | Reciting numbers 0-10 (and beyond) in the right order.   | learning about fresh water creatures and fresh water environments: the lake, river, pond.  | water? exploring ice, exploring steam etc.   |   |   |   |
| 26/02/2018 | <b>STORIES:</b>   | Consolidate the idea that numbers represent how many objects there are in a set.   | exploring local sources of fresh water: ponds and rivers.  | exploring waterproof and non-waterproof materials.   | Litter  | Skipping using one and two legs   | photographs, information books, stories and practical experiences. having a friendly behaviour': encouraging children to initiate conversations, and forming good relationships with peers and adults (practical demonstrations, circle time, puppet shows, specific praise). |
| Thu        | information books on plants and water cycle;  | comparing 2 groups of objects, saying when they have the same number. showing an interest in numerals in the environment (i.e. going on a 'number hunt') |  | making a rain gauge; making a watermill.   | Working toys  | Passing beanbags through legs.  |   |
| 29/03/2018 |   |  |  | using water in art: 'water painting', 'ice painting', sensory bottles. exploring floating and sinking  | Farm time   | Taking out shoes while standing   |   |
|            |   |  |  |  | Robot   | Games   |   |
|            |   |  |  |  | Light Our town  |   |   |
|            | <b>Assessment:</b><br><br>at the end of each week, can children remember what sound the letter represents?                | <b>Assessment:</b><br><br>can children recognise numerals 1-15 and 15-20, for example when playing a game?   | <b>Assessment:</b><br><br>can children talk about fresh water creatures, using key words to describe their features and using critical thinking to answer to | <b>Assessment:</b><br><br>can children use their language to describe water and its characteristics, can they use key words to recount experiences and experiments (i.e. | <b>Assessment:</b><br><br>– investigate objects and materials, using their senses | <b>Assessment:</b><br><br>Are the children able to skip, pass beanbags and take off shoes easily? | <b>Assessment:</b><br><br>do children show understanding of the importance of road safety? can they talk about road safety using key words (i.e. zebra crossings,   |



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|  | <p>can children hear and say initial sounds in familiar words, for example when playing sound games such as 'I spy with my little eye?'</p> <p>can children distinguish between different sounds in the environment?</p> <p>can children have a go at writing letters or string of letters and give meaning to them when 'mark making'?</p> | <p>can children recite sequences of numbers in the correct order (i.e. pass the teddy and say the number; naughty number)</p> <p>encourage children to take part in counting activities where they are asked the question 'HOW MANY?' and they find the answer by counting the objects (build a tower in 30 second challenge)</p> <p>can children count objects from 2 different groups and compare them? (i.e. pompom race in 2 teams, which team is the winner? why?)</p> <p>can children spot numerals in the environment and say the corresponding number name?</p> | <p>questions in relation to eating habits, habitats, life cycles etc?</p> <p>can they talk about the different environments they have been exploring through photographs, information books and trips, comparing them, finding similarities and differences and also comparing them to their immediate environment?</p> <p>can they name the fresh water creatures that have been explored throughout the term and compare them, talking about significant similarities and differences?</p> <p>can they represent them through a variety of media including paints, colours, 3D models, technology and written form?</p> | <p>transparent; ice, freezing, boiling, melting, waterproof).</p> <p>can they take active part in activities such as creating a waterproof 'jacket for a doll', making a rain gauge, making a watermill?</p> <p>can children use water in creative ways, for example to make pictures and work of art using coloured water, pipettes, icecubes, oil, water and foodcolouring etc.</p> <p>do children show understanding of the concepts of floating and sinking, through verbal observations and by making sensible predictions?</p> | <p>– identify features of their world</p> <p>– look closely at similarities, differences, patterns and changes</p> <p>– ask questions about why things happen and how things work</p> <p>– select appropriate resources for activities</p> |  | <p>cars, motorbikes, bicycles, traffic lights, pedestrians etc.)</p> |
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