



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

Curriculum Guide

Academic Year 2017 2018

Reception Term 1

Class Teacher: Miss Sapulani
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| Topic 1 : Ourselves | Phonics | Literacy | Maths | Inquiry | Art | ICT | Music | PE | PSD |
|------------------------|---|--|--|--|--|---|---|--|--|
| Weeks 1 to 6 | Student Targets: Know all 42 sounds | Student Targets: Read 'At School'. | Student Targets: Read, write and order numbers to 5. | Student Targets: Identify their name and start to recognise their written name. | Student Targets: Draw a picture of themselves. | Student Targets: Hold the mouse, move the mouse and drag objects. Left click, right click and scroll. | Student Targets: Be excited and motivated to learn. | Student Targets: Explain and demonstrate chasing and catching. Students use strategies to catch and evade. Jump with two legs effectively. | Student Targets: Identify themselves as boy or girl. Identify their names. |
| Wed | Know the following tricky words: I, the, she, he, we, me, be, was, to, do, are, all | Read 'Who is it?' | Read, write and order numbers to 10. | Know the parts of the body and their functions. | Create hand prints and foot prints. | Identify and type letters, numbers and other characters on the computer keyboard. | Be confident in trying new activities. | | |
| 06/09/2017 | Identify all the 42 sounds. Audibly blend words. Blend written words. | Read 'Floopy Floppy'. | Identify 2D | Investigate healthy eating. | Colour healthy foods. | | Share their ideas and speak in a familiar group. | Stand on one leg and draw big circle with the other leg. Practice the activity. | Talk about things they like and prefer. |
| Fri | Reading tricky words. | Read 'Six in a Bed'. | 3D shapes. | Know different stages of growth. Know the difference between a baby and a toddler, or a child and an adult. Know where they live. Describe their school environment and home. Talk about Malawi, and sing the national anthem. | Draw a picture of themselves when they were 1 year, 2 years and now. | | Maintain concentration and sit quietly when appropriate. | | Describe own abilities positively. |
| 13/10/2017 | | Read 'A Good Trick'. | | | Painting in the classroom and the school. | | | | Manners: Learn how to sit on the mat, give each other |
| | | Read 'Fun at the Beach'. | | | Make a mothers' day card. | | | | |



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| | | | | | | | words. Speak clearly and audibly with confidence and control, showing awareness of the listener. Speak clearly and audibly with confidence and control, showing awareness of the listener. | | Takes turns and shares toys. Takes turns in conversation |
| | <p>Assessment:</p> <p>Can they identify all the 42 sounds? can they audibly blend words? can they blend written words? Can they blending sounds to read words. Can they segment words to write spellings?</p> | <p>Assessment:</p> <p>Can they tell a story from pictures</p> <p>Can they redict what happens next?</p> <p>Can they sequence the story?</p> <p>Can they recount a story?</p> | <p>Assessment:</p> <p>Can they make patterns</p> <p>Can they sort objects according to colour, shape, size?</p> <p>Can they say 1 less of a number?</p> <p>Can they identify and describe the 3D shapes?</p> | <p>Assessment:</p> <p>Do they know healthy and unhealthy food?</p> <p>Do they understand what fruits and vegetables are?</p> <p>Do they know the importance of water and healthy juices?</p> <p>Do they know what energy giving food is? Can they give examples?</p> | <p>Assessment:</p> <p>Can they colour, cut and paste pictures of healthy food?</p> <p>Painting fruits and vegetables?</p> <p>Colour enegy giving food items</p> <p>Colour, cut and paste body building food items</p> | <p>Assessment:</p> <p>Can they create coloured pictures on the computer?</p> | <p>Assessment:</p> <p>Perform a rap using high and low vocal and instrumental sounds to represent different animal voices. Sing songs with high and low notes reinforced with matching hand or body positions. Sing stepping notes that move up and down accompanied by tuned percussion and hand actions. Sing a song with steps and leaps, accompanied by pitched instruments.</p> | <p>Assessment:</p> <p>Are students able to play a number of games observing rules and displaying cooperation?</p> | <p>Assessment:</p> <p>Can they identify a classmate as a friend.</p> <p>Do they know how to engage in parallel play (side-by-side with another child)?</p> <p>Do they know how to comfort others in distress?</p> <p>Can they greet familiar peers?</p> |