KG Block 2 - Homes and Houses, Celebrations \& Seasons

| Activities |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Week | $23^{\text {rd }}-27^{\text {th }}$ Oct | $\begin{gathered} 30^{\text {th }} \text { Oct - } 3^{\text {rd }} \\ \text { Nov } \end{gathered}$ | $6^{\text {th }}-10^{\text {th }}$ Nov | $13^{\text {th }}-17^{\text {th }}$ Nov | $20^{\text {th }}-24^{\text {th }}$ Nov | $\begin{aligned} & 27^{\text {th }} \text { Nov-1 } 1^{\text {st }} \\ & \text { Dec } \end{aligned}$ | $4^{\text {th }}-8^{\text {th }}$ Dec |
| Topic | My Toys | Spring | Oman | Oman | Summer | Autumn | Winter |
|  | Writing <br> - Mark Making <br> - Cutting Skills <br> - Precursive Movement <br> Reading <br> - Name Recognition | Writing <br> - Mark Making <br> - Cutting Skills <br> - Precursive Movement <br> Reading <br> - Name Recognition | Writing <br> - Mark Making <br> - Cutting Skills <br> - Precursive Movement <br> Reading <br> - Name Recognition | Writing <br> - Mark Making <br> - Cutting Skills <br> - Precursive Movement <br> Reading <br> - Name Recognition | Writing <br> - Mark Making <br> - Cutting Skills <br> - Intro Name Practice <br> Reading <br> - Name Recognition <br> - Book Handling | Writing <br> - Mark Making <br> - Cutting Skills <br> - Name Practice <br> Reading <br> - Name Recognition <br> - Book handling | Writing <br> - Mark Making <br> - Cutting Skills <br> - Name Practice <br> Reading <br> - Name Recognition <br> - Book Handling |
|  | Phase 1 <br> - Rhythm \& Rhyme <br> - Session 2 | Phase 1 <br> - Alliteration <br> - Session 1 | Phase 1 <br> - Alliteration <br> - Session 2 | Phase 1 <br> - Voice Sounds <br> - Session 1 | Phase 1 <br> - Voice Sounds <br> - Session 2 | Phase 1 <br> - Oral Blending \& Segmenting <br> - Session 1 | Phase 1 <br> - Oral Blending \& Segmenting <br> - Session 2 |
|  | Colour: Pink Counting: <br> - Counting to 10 Number: 5 <br> - Counting \& getting 5 from a group. <br> - Number 5 formation. <br>  <br> Measurements: <br> - Big and small | Colour: Brown Counting: <br> - Counting to 10 Number: <br> - Consolidating 1-5 <br>  <br> Measurements: <br> - Big and small | Colour: White Counting: <br> - Counting to 10 Number: <br> - Numeral and quantity <br> - Consolidating 1-5 <br>  <br> Measurements: <br> - Long and short | Colour: Black Counting: <br> - Counting to 10 Number: <br> - Consolidating 1-5 <br>  <br> Measurements: <br> - Long and short | Colour: Grey Counting: <br> - Counting to 10 Number: <br> - Consolidating 1-5 <br> Shape, Space \& Measurements: <br> - Tall and short | Colour: Silver Counting: <br> - Counting to 10 Number: <br> - Consolidating 1-5 <br> Shape, Space \& Measurements: <br> - Tall and short | Colour: Gold Counting: <br> - Counting to 10 Number: <br> - Consolidating 1-5 <br> Shape, Space \& Measurements: <br> - Revision |
|  | Topic: My Toys Can identify different kinds of toys. | Topic: Spring Can recognise different things within Spring i.e | Topic: Oman Can talk about Oman; who is the ruler, what does | Topic: Oman Can talk about Oman; who is the ruler, what does | Topic: Summer Can recognise different things within Summer i.e | Topic: Autumn Can recognise different things within Autumn i.e | Topic: Winter Can recognise different things within Winter i.e |


|  | Can talk about their favourite toys. | clothing, weather, animals etc | the flag look like, what do the money look like, different foods, animals etc | the flag look like, what do the money look like, different foods, animals etc | clothing, weather, animals etc | clothing, weather, animals etc | clothing, weather, animals etc |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Learning Objectives |  |  |  |  |  |  |  |
| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | Handles books carefully. <br> Give meaning to marks they make as they draw, write and paint | Handles books carefully. <br> Give meaning to marks they make as they draw, write and paint | Handles books carefully. <br> Give meaning to marks they make as they draw, write and paint | Handles books carefully. <br> Give meaning to marks they make as they draw, write and paint | Handles books carefully. <br> Give meaning to marks they make as they draw, write and paint | Handles books carefully. <br> Give meaning to marks they make as they draw, write and paint | Handles books carefully. <br> Give meaning to marks they make as they draw, write and paint |
|  | Recites numbers in order to 10 | Recites numbers in order to 10 | Recites numbers in order to 10 | Recites numbers in order to 10 | Recites numbers in order to 10 | Recites numbers in order to 10 | Recites numbers in order to 10 |
| $\begin{aligned} & \frac{n}{1} \\ & \frac{10}{2} \end{aligned}$ | Knows that numbers identify how many objects are in a set. | Knows that numbers identify how many objects are in a set. | Starting to understand which number goes with the quantity | Knows which object is big and which one is small | Knows which object is long and which one is short | Knows which object is tall and which one is short | Recites all the colours <br> Recites the numbers |
|  | Shows interest in the lives of people who are familiar to them. | Shows interest in the lives of people who are familiar to them. | Shows interest in the lives of people who are familiar to them. | Shows interest in the lives of people who are familiar to them. | Shows interest in the lives of people who are familiar to them. | Shows interest in the lives of people who are familiar to them. | Shows interest in the lives of people who are familiar to them. |

