

Kindergarten Curriculum Overview Summer Term



Subject	Summer 1		Summer 2
<p>PSED</p>	<p>To settle new children into the daily routine in kindergarten and familiar the children with the classroom and school. Encourage children to demonstrate friendly behaviour, initiate conversations and form good relationships. To show confidence in asking for help and selecting and using recourses. To initiate conversations, share ideas, take into account what others say and to keep play going by responding to others. To be aware of rules and boundaries. To be confident to talk to others when playing and communicate freely about own home and community. To be able to adapt behaviour to different events, social situations and changes in routine. RSE- To understand creation, to know we are part of God's family and to love others like God loves us. To look at who is special to us and who we can go to. To understand our behaviour can affect others and understand we must say always say sorry and to understand forgiveness.</p>	<p>H A L F T E R M</p>	<p>To be familiar with the routine and be independent in class. To play in a group, extend ideas, initiate play and offer cues for peers to join them. To enjoy the responsibility of carrying out tasks and welcome praise. To be aware of the needs of others, take turn and share. To understand class rules, use their manners and be polite. To be more outgoing towards unfamiliar people and gain confidence in new social situations. To be able to tolerate delay when needs are not met immediately and understand their wishes may not always be met. To adapt behaviour to different events and changes in routine. To understand that their own actions can affect others around them. RSE- To understand safe situations inside, outside and online. To know they can ask their special people for help. To know they are entitled to bodily privacy and that they should be open with special people. To understand that there are many different people they can trust to help them. To know to look after their bodies as God gifted them to us. To understand there are lots of jobs designed to help us such as doctors, paramedics etc. To know God is love and we are to be loved and love others. To understand what a community is, the importance of living in a community and how they belong to various communities. To understand they should help at home.</p>
<p>Physical Development</p>	<p>To further develop fine motor skills and hold pencil between thumb and first two fingers and with good control. To copy some letters from their name. To further develop gross motor skills, to move freely with pleasure and confidence, run skilfully and negotiate space. To understand their needs regarding hunger, tiredness, toileting and dressing. To encourage hand washing and the importance of good hygiene. To use one handed tool's, objects, construction and malleable materials safely and with increasing control. To experiment with different ways of moving and to walk downstairs two feet to each step while holding an object.</p>		<p>To continue to use tools and equipment safely and with increasing control and to understand how to transport and store equipment safely. To continue to encourage hand washing and good personal hygiene. To understand their needs regarding tiredness, hunger, toileting and dressing and to observe the effects of physical activities on their bodies. To further develop their fine and gross motor skills and move with pleasure and confidence. To show increasing control over objects by pushing, patting, throwing, catching or kicking. To negotiate space successfully, adjust speed, change direction and avoid obstacles. To show preference for dominant hand and begin to form recognisable letters. To be dry and clean during the day.</p>

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<p>Communication and language</p>	<p>To encourage good listening skills in all areas such as talking to peers, carrying out activities and carpet time. To encourage children to share ideas, retell a simple event, recall experiences and use talk to link their thoughts and feelings. To be able to talk about and describe what they see such as different mini beasts and different flowers and plants. To encourage the use of a range of tenses. To be able to follow simple instructions and directions. To focus their attention and understand how and why questions. To question why things happen and be able to give explanations. To be able to follow a story without pictures or props.</p>	<p>To continue to encourage good listening skills. To encourage the use of talk in their play and responding to others. To listen to stories with increasing control and join in with repeated refrains. To encourage the building up of vocabulary that reflects the breadth of their experiences. To encourage children to talk about and describe what they see such as signs of summer and talk about their experiences of the seaside. To be able to use descriptive words and naming words. To understand prepositions. To use intonation, rhythm and phrasing to make their meaning clear to others. To listen and respond to ideas expressed by others in conversation and discussion. To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
<p>Literacy</p>	<p>To encourage children to recognise familiar words such as their names. To continue to work on letter recognition and formation. To recap phase 1-4 phonics from the last two terms and look at the sounds ai, oa, ie. To encourage mark making in a variety of ways. To enjoy library lessons, listening to and joining in with stories and rhyme. To suggest how a story might end, begin to be aware of the way stories are structured and to describe main story settings. To handle books correctly and show interest in illustrations and print. To recognise rhythm in the spoken word. To link sounds to letters. To give meanings to marks as they draw, write and paint.</p>	<p>To continue work on letter recognition and formation and recognition of their names and other small words. To look at sounds ee, or, ng, oo, ch, sh. To continue phonic games and recap previous phonics. To encourage children to ascribe meanings to marks they see in different places. To encourage mark making in all areas of the curriculum and with a variety of resources. To look at descriptive words. To continue to enjoy a wide range of stories and rhymes. To show awareness of rhyme and alliteration. To know information can be relayed in the form of print and that print carries meaning and is read from left to right and top to bottom. To hear and say initial sounds in words. To be able to write their name and other labels.</p>
<p>Maths</p>	<p>To continue to encourage children to show an interest in numerals in the environment and to use numbers in their play. To recognise numbers 1-10. To begin to count beyond 10. To start to recognise and form numbers 11-15. To order numbers. To match numeral and quantity and encourage counting and sorting. To show curiosity about numbers. To show interest in shape in the environment and by sustained activity or by talking about shapes. To use shapes to create. To select a particular named shape and use shapes appropriately for tasks. To create patterns and</p>	<p>To continue recognition of numbers to 10. counting above 10. To count and start to recognise some numbers from 11-20. To encourage counting forwards and backwards. To match numeral and quantity, count and sort objects and realise anything can be counted such as claps/jumps. To understand positional language. To look at and compare size of objects. To look at mathematical language related to capacity during water play. To show an interest in number problems. To be able to separate a group of objects in different ways and recognise the total is still the same. To count out up to six objects from a larger group. Beginning to use mathematical names for solid 3d shapes and flat</p>

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	<p>continue repeating patterns. To represent numbers using fingers/marks on paper. To know number's, identify how many objects are in a set. To show an interest in number problems and compare two groups of objects saying when they have the same number.</p>	<p>2d shapes. To order two or three items by length or height. To use familiar objects/shapes to create patterns and build models.</p>
<p>Understanding the World</p>	<p>To continue to encourage children to operate ICT toys and show skills in making toys work. To use the whiteboard for writing and games. To know information can be retrieved from computers. To show interest in the lives of familiar people, talk about own experiences and describe special times and events. To encourage children to comment and ask questions about their familiar world. To encourage children to show interest in different occupations and ways of life. To plant sunflowers and look at blossom. To look at the life cycle of the butterfly and the frog. To look at and describe different minibeasts and where they live. To look at how bees make honey and how spiders make webs. To talk about why things happen and how things work.</p>	<p>To continue ICT skills with the use of ICT toys and the whiteboard and to be able to complete a simple program on the whiteboard. To encourage children to talk about and describe the things they observe such as plants and natural found objects. To encourage children to show care and concern for living things in the environment and care for our sunflowers. To know some of the things that make them unique and can talk about some similarities and differences in relation to their family and friends. To talk about growth and change and develop their understanding of growth, decay and changes over time. To look for signs of summer and sun safety. To look at the sun and the shadows it creates. To look at sea creatures and creatures found at the beach.</p>
<p>Expressive Arts and Design</p>	<p>To continue to encourage children to join in with dancing, singing, ballet, yoga and music and movement. To move rhythmically and use movement to express feelings. To enjoy singing and sing songs to self and make up simple songs. Using instruments, explore the different sounds and how the sounds can be changed. To engage in imaginative roleplay and to notice what adults do and imitating what is observed and use it in their play. To build and construct using a variety of resources. To engage in a wide range of creative activities using a variety of different materials. To develop preferences for forms of expression. To begin to form simple representations of objects.</p>	<p>To continue to explore dancing, singing, ballet, yoga and music and movement and encourage children to imitate movement in response to music. To encourage children to use musical instruments and make up rhythms. To continue to encourage engagement in imaginative roleplay. To continue to encourage building and constructing using various materials. To continue taking part in a wide range of creative activities encouraging children to explore colour, how colours can be changed and choose colours for a particular purpose. To capture children's experiences and responses with a wide range of media. To encourage children to be interested and describe the texture of objects. To understand they can use lines to enclose a space and then begin to use these shapes to represent objects. To create simple representations of events, people and objects.</p>
<p>RE</p>	<p>The Way, The Truth, The Life Foundation stage- New life. Ensure children recognise that because Jesus</p>	<p>The Way, The Truth, The Life Foundation stage-The Church. To ensure children understand we call Church the family of God</p>

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	<p>rose from the dead, we experience Easter joy. To know that Jesus appeared to the disciples and begin to understand why these stories are important. To ensure children understand the special gift of joy and peace that Jesus gave to the disciples and can give to us. To know the story of Jesus going back to his father in heaven.</p>		<p>and we can all belong to his family. To know that a Church is a Holy place where we are all welcome and we can all pray. To help children understand that Jesus is present in a special way in the tabernacle and he invites us to visit him. To know and be thankful that lots of people help to look after the church and to know why Sunday is a special day.</p>
Music Express	<p>Growth and change. General musical focus – Loud and quiet.</p>		<p>Our Senses. General musical focus- timbre.</p>