

# Kindergarten Curriculum Overview Autumn Term



Subject	Autumn 1		Autumn 2
<b>PSED</b>	To settle children into the daily routine in Kindergarten. To familiarise the children with the classroom and school. Encourage children to demonstrate friendly behaviour, initiate conversations and form good relationships with peers and adults. To be able to select and use resources. To show confidence in asking for help. To speak and share ideas in a group situation. To be aware of rules and boundaries.	<b>H A L F  T E R M</b>	To be familiar with the routine and be independent in the class. To play in a group extending play ideas, initiating play and offering cues for peers to join them. To enjoy the responsibility of carrying out small tasks in class and to welcome praise for what they have done. To be aware of the needs and feelings of others and to take turns and share resources. To understand the class rules and to use their manners and be polite.
<b>Physical Development</b>	To develop fine motor skills such as pencil control and the handling of tools. To develop gross motor skills through activities including ballet and football. To move freely and with pleasure and confidence in a range of ways and to 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 continue fine motor skills including holding a pencil correctly, practising writing patterns and going over the letters of their name. To continue the development of gross motor skills through weekly lessons of ballet, football, outdoor play, ball skills and movement. To continue to encourage hand washing and good personal hygiene.
<b>Communication and language</b>	To encourage good listening skills in class such as when they are talking to their peers and at carpet time. To encourage children to be able to follow simple instructions. To encourage children to share ideas, retell a simple event, recall experiences and use talk to link their thoughts with their peers and in a group. To be able to talk about themselves, their home, their family and their favourite things.		To continue to encourage good listening skills in a range of situations. To continue to build children's confidence in speaking in a group and joining in class discussions. Encourage children to talk about objects and people that are important to them. To encourage the use of talk in their play and responding to others. To listen to stories with increasing attention and recall and join in with repeated refrains. To be able to talk about what they see such as signs of autumn and the colours of leaves and to talk about celebrations such as harvest and Christmas.
<b>Literacy</b>	To encourage children to recognise their names. To encourage children to work on letter formation by going over the letters of their names and other small words. To look at the initial sounds s, a, t, l, p, n and play phonic games. To encourage mark making using a variety of resources and giving meaning to marks they make. To enjoy listening to and joining in with a wide range of stories and rhymes. To enjoy library sessions and understand how to handle books correctly.		To encourage name recognition and formation. To look at the initial sounds c, k, e, h, r, m, d, and continue to play phonic games. To continue to encourage letter formation by going over letters and forming letters independently. Looking at descriptive words for describing Autumn, leaves, fireworks, animals and Christmas. To continue mark making in all areas of the curriculum and with a variety of resources. To continue to enjoy a wide range of stories and rhymes.

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<p><b>Maths</b></p>	<p>To encourage children to show an interest in numerals in the environment and to use numbers in their play. To look at the recognition and formation of numbers 1-5. To encourage counting in order and counting and sorting different objects. To recognise simple shapes. To compare objects through size and shape such as fruit and vegetables. To look at ourselves and count body parts such as eyes, nose, legs, fingers and toes. To compare our height and length of hair.</p>	<p>To continue the recognition of numbers 1-5 and work on the recognition and formation of numbers 6-10. To continue practising counting in order and counting movements as well as objects. To continue looking at simple shapes and counting and sorting. To compare the size and shape of different leaves. To look at shapes and symmetry in Rangoli patterns. To sing seasonal counting songs. To be able to continue a simple pattern.</p>
<p><b>Understanding the World</b></p>	<p>To look at and talk about ourselves by looking at our individual features. To encourage children to talk about their families and talk about how families are all different. To talk about our homes and different homes around the world. To encourage children to talk about their likes and dislikes. To celebrate harvest and the hard work farmers do. To encourage children to operate ICT toys and use the interactive white board.</p>	<p>To talk about Autumn and look at autumn leaves and the colours of Autumn. Collecting leaves and other items to look at and describe and to use for art and collage. To talk about which trees do not lose their leaves in Autumn. To look at hibernation and which animals hibernate. To learn about other celebrations such as Diwali, Bonfire night, Remembrance Sunday and Christmas and to encourage children to share their experiences of family celebrations. To continue to use ICT toys and the interactive whiteboard.</p>
<p><b>Expressive Arts and Design</b></p>	<p>To encourage children to join in with dancing, ring games, singing, using musical instruments and music and movement. To encourage children to sing familiar songs. To engage in imaginative role play with their peers. To be encouraged to build and construct using a variety of construction toys. To engage in a wide range of creative activities such as painting, printing, collage and cutting and sticking using a variety of different techniques and resources.</p>	<p>To continue to encourage children to dance, sing and use the musical instruments. To encourage children to create movement in response to music. To develop children's role play by creating different environments in the home corner. To encourage the use of natural materials in creative work such as leaves, cones, twigs and petals. To encourage observational drawing. To continue using a wide variety of techniques in art.</p>
<p><b>RE</b></p>	<p>The Way, The Truth, The Life Foundation stage- God's world. Ensuring children understand God loves and cares for us all and know that God made each one of us different and special. To understand Creation and look at all the things that God created and how he wanted us to care for the world.</p>	<p>The Way, The Truth, The Life- God's Family. Ensuring children understand God made all the people in the world to be part of his family and that we are part of it too. To understand God made us to know and love him and show our love for him by helping one another. To understand God has given us gifts so we can show his love to others and know that God's greatest gift was to send Jesus to us.</p>
<p><b>Music Express</b></p>	<p>Exploring sounds, beat and tempo.</p>	<p>Exploring pitch- high/low.</p>