

Kindergarten Curriculum Overview Spring Term



Subject	Spring 1		Spring 2
PSED	To settle new 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. To show confidence in asking for help and to be able to select and use resources. To speak and share ideas. To be aware of rules and boundaries. To encourage children to keep play going by responding to others. To initiate conversations and take account of what others say.	H A L F T E R M	To be familiar with the routine and be independent in 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 and to welcome praise. To be aware of the needs and feelings of others and to take turns and share. To understand class rules and to 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 immediately met and understand wishes may not always be met. To be able to adapt behaviour to different events, social situations and changes in routine.
Physical Development	To further develop fine motor skills and hold pencil near point between first two fingers and thumb and with good control. To further develop gross motor skills. To move freely with pleasure and confidence in a range of ways, 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 tools and equipment with increasing control and understand tools must be used safely.		To continue the use of tools and equipment being used safely and with increasing control. To continue to encourage hand washing and good personal hygiene. To understand their needs regarding hunger, tiredness, toileting and dressing and to observe the effects of physical activity on their bodies. To continue development of fine motor skills and gross motor skills, negotiating space and moving with pleasure and confidence. To show increasing control over an object in pushing, patting, throwing, catching or kicking.
Communication and language	To encourage good listening skills in all areas such as talking to peers, carrying out activities and at 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 what they see such as signs of winter, talking about clothes and describing snow and ice. To encourage the use of a range of tenses. To be able to follow simple instructions and follow directions (if not intently focused on own choice of activity).		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 attention and recall and join in with repeated refrains. To encourage children to build up vocabulary that reflects the breadth of their experiences. To encourage children to talk about what they see such as signs of spring, describing natural objects such as flowers. To be able to use descriptive words and naming words. To show an understanding of prepositions such as under, behind, on top by carrying out an action or selecting the correct pictures.

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<p>Literacy</p>	<p>To encourage children to recognise familiar words such as their names and advertising logos. To continue to work on letter recognition and formation. To recap phase 1 and 2 phonics from last term. To look at the initial sounds g, o, u, l, f, b. To continue to encourage mark making in a variety of ways and give meanings to marks they make. To enjoy listening to and joining in with stories and rhymes and suggest how a story might end. To enjoy library sessions and handle books correctly. To show interest in illustrations and print in the environment.</p>	<p>To continue to work on letter recognition and formation and recognition of their names and other small words. To look at the initial sounds j, z, w, v, y and x. To continue to play phonic games and recap previous initial sounds. To encourage children to ascribe meanings to marks that they see in different places. To continue mark making in all areas of the curriculum and with a variety of resources. To look at descriptive words to describe sounds. To look at named parts of a plant. To continue to enjoy a wide range of stories and rhymes. To show an awareness of rhyme and alliteration.</p>
<p>Maths</p>	<p>To continue to encourage children to show an interest in numerals in the environment and the use of numbers in their play. To recognise and form numbers 1-10. To match numeral and quantity correctly. To continue to encourage counting and sorting. To show interest in shape in the environment and by sustained activity or talking about shapes. To use shapes to create. To order numbers 1-10. To create patterns and continue repeating patterns. To represent numbers using fingers/marks on paper.</p>	<p>To continue the recognition and formation of numbers 1-10 and matching numeral and quantity. To encourage counting both forwards and backwards. To continue counting and sorting objects and to realise not only objects but anything can be counted such as steps, claps or jumps. To look at and compare size and talk about the shapes of everyday objects. To look at mathematical language related to capacity. To measure and compare levels of rainwater. To start looking at numbers above 10. To encourage use of positional language.</p>
<p>Understanding the World</p>	<p>To continue to encourage children to operate ICT toys and show skill in making toys work. To use the white board. To show interest in the lives of people familiar to them, talk about events in their own experience and to describe special times/event. To encourage children to comment and ask questions about their familiar world. To look for signs of Winter. To look at freezing and melting. To explore light and dark. To look at the life cycle of the Robin.</p>	<p>To continue ICT skills with toys and the use of the white board. To continue to encourage children to talk about things they observe such as plants and natural found objects. To encourage children to show care and concern for living things and the environment. To talk about growth and planting and develop an understanding of growth, decay and changes over time. To explore the rain. To look at sheep and their wool.</p>
<p>Expressive Arts and Design</p>	<p>To continue to encourage children to join in with dancing, singing, music and movement and begin to move rhythmically. To explore and learn how sounds can be changed using instruments. To engage in imaginative role play. To build and construct using a variety of resources. To engage in a wide range of creative activities and develop preferences for forms of expression.</p>	<p>To continue to explore dancing and movement encouraging children to imitate movement in response to music. To continue to encourage engagement in imaginative roleplay. To continue building and constructing in a variety of ways. To continue engaging in a wide range of creative activities encouraging children to explore colour and how colours can be changed. To capture their experiences and responses with a wide range of media and to begin to be interested and describe the textures of items.</p>

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RE	The Way, The Truth and The Life Foundation Stage - Getting to know Jesus. Ensuring children begin to appreciate that every day there are opportunities to love and share. To begin to respond to others when they are ill. To know Jesus can cure people who are ill. To begin to show love to people who are ill.		The Way, The Truth and The Life Foundation Stage - Sorrow and Joy. To begin to recognise that our actions can hurt others. To understand that saying sorry is not enough, we must change our behaviour. To know that Jesus forgave those who hurt him. Know that we can forgive people when they hurt us.
Music Express	Moving patterns. General musical focus - structure.		Working world. General musical focus - texture.