

Curriculum Overview for Kindergarten – Summer 2017

Personal, Social & Emotional Development

- Play in a group, extending and elaborating play ideas.
- Initiate play, offering cues to peers to join them and keep play going by responding to what others are saying or doing.
- Welcome and value praise for what they have done.
- Be confident to talk to other children when playing, and communicate freely about own home and community.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begin to accept the needs of others, take turns and share resources.
- Can tolerate delay when their needs are not immediately met, and understand wishes may not always be met.
- Initiate conversations, attend to and take account of what others say.
- Show awareness of the boundaries set and of behavioural expectations.

Communication & Language

- Listen to others one to one or in small groups, when conversation interests them.
- Listen to stories with increasing attention and recall.
- Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Question why things happen and gives explanations e.g. who, what, when, how.
- Use intonation, rhythm and phrasing to make the meaning clear to others.
- Use vocabulary focused on objects and people that are of particular importance to them.
- Build up vocabulary that reflects the breadth of their experiences.

Physical Development

- Mount stairs, steps or climbing equipment using alternate feet.
- Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- Stand momentarily on one foot when shown.
- Catch a large ball.
- Hold pencil near point between first two fingers and thumb and use it with good control.
- Copy some letters, e.g. letters from their name.
- Understand that equipment and tools have to be used safely.
- Begin to use anticlockwise movement and retrace vertical lines.
- Show increasing control over an object in pushing, patting, throwing, catching or kicking it.

Literacy

- Enjoy rhyming and rhythmic activities and show an awareness of rhyme and alliteration.
- Listen to and join in with stories and poems, one-to-one and also in small groups.
- Beginning to be aware of the way stories are structured and suggest how the story might end.
- Listen to stories with increasing attention and recall.
- Describe main story settings, events and principal characters.
- Look at books independently and handle them with care.
- Know that print carries meaning and, in English, is read from left to right and top to bottom.
- Ascribe meanings to marks that they see in different places.
- Hear and say the initial sound in words.
- Gives meaning to marks they make as they draw, write and paint.

Mathematics

- Match numeral and quantity correctly.
- Show an interest in number problems.
- Show an interest in numerals in the environment.
- Show an interest in representing numbers.
- Show awareness of similarities of shapes in the environment.
- Use shapes appropriately for tasks.
- Talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
- Use the language of 'more' and 'fewer' to compare two sets of objects.
- Find the total number of items in two groups by counting all of them

Understanding the World

- Remember and talk about significant events in their own experience.
- Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.
- Know how to operate simple equipment e.g. turns on CD player and uses remote control.
- Complete a simple program on a computer.

Expressive Arts and Design

- Begin to move rhythmically and imitate movement in response to music.
- Tap out simple repeated rhythms.
- Use various construction materials to construct; making enclosures and creating spaces.
- Use available resources to create props to support role-play.
- Capture experiences and responses with a range of media.
- Construct with a purpose in mind, using a variety of resources.
- Create simple representations of events, people and objects.
- Introduce a storyline or narrative into their play.

