

# Curriculum Overview for Kindergarten – Spring 2019

## Personal, Social & Emotional Development

- Initiates play, offering cues to peers to join them.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Keeps play going by responding to what others are saying or doing.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Shows confidence in asking adults for help.
- Can usually adapt behaviour to different events, social situations and changes in routine.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Confident to speak to others about own needs, wants, interests and opinions.
- Explains own knowledge and understanding, and asks appropriate questions of others.

## Communication & Language

- Listens to stories with increasing attention and recall.
- Is able to follow directions (if not intently focused on own choice of activity).
- Responds to simple instructions, e.g. to get or put away an objects.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Can retell a simple past event in correct order.
- Beginning to understand 'why' and 'how' questions
- Two-channelled attention; can listen and do for a short span.
- Able to follow a story without pictures or props.
- Uses language to imagine and recreate roles and experiences in play situations.

## Physical Development

- Moves freely and with pleasure in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Understands that equipment and tools have to be used safely.
- Can stand momentarily on one foot when shown.
- Observes the effects of activity on their body.
- Begins to form recognisable letters.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

## Literacy

- Recognises familiar words and signs such as own name.
- Ascribes meanings to marks that they see in different places.
- Suggests how the story might end.
- Beginning to be aware of how stories are structured.
- Describes main story settings, events and principal characters.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Gives meaning to marks they make as they draw, write and paint
- Writes own name and other things such as labels and captions.

## Mathematics

- Recites numbers in order to 10.
- Shows an interest in number problems.
- Shows an interest in representing numbers.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Orders two or three items by length and weight.
- Counts an irregular arrangement of up to ten objects.
- Says the number that is one more than a given number.
- Shows curiosity about numbers by offering comments or asking questions.
- Records, using marks that they can interpret and explain.
- Finds one more or one less from a group of up to five objects, then ten objects.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes

## Understanding the World

- Recognises and describes special times or events for family or friends.
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Knows how to operate simple equipment e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys such as cameras.
- Shows care and concern for living things and the environment.
- Enjoys joining in with family customs and routines.
- Completes a simple programme on a computer.
- Looks closely at similarities, differences, patterns and change.

## Expressive Arts and Design

- Sings a few familiar songs.
- Understands that they can use lines to enclose a space, and the begin to use these shapes to represent objects.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play own first-hand experiences.
- Uses available resources to create props to support role-play.
- Constructs with a purpose in mind, using a variety of resources.
- Introduces a storyline or narrative into their play.
- Plays cooperatively as part of a group to develop and act out a narrative.
- Create simple representations of events, people and objects.
- Explores what happens when they mix colours.

