

Year KG Curriculum Overview



Term 2 (1st half)

Year KG Team

KGC—Miss Krys and Miss Criss-Ann

KGP— Miss Nicola and Miss Jane

KGH— Miss Clare and Miss Kadian

This half term's theme:

Frogs and Fairies

This half term in our Frogs and Fairies theme we will be delving into the magical world of fairy tales and Traditional tales. We will be reading a range of texts and adding actions to the stories we have read. We will learn about what makes a fairy Tale. The children will be looking closely at characters, using adjectives to describe a character, settings, and plots. We will also be building our own castles in the construction area working with our friends. The children have also be matching peas on numbers on mattresses to develop our fine motor and counting skills.

Welcome to Kindergarten

This curriculum booklet will give you information about what we are learning in this part of the term for each subject. It will also give you information about any upcoming themed days or trips that we might have. Under each subject the objectives will be written for what is being taught. In all of the 7 Areas some objectives are covered over more than one session. The children will be taught in short, whole group lessons in all areas of learning, as well as some small group lessons. They will also have lots of time throughout the week to 'Play and Explore'.

Through play, the children are able to initiate their own learning, and practice and solidify the knowledge gained from our lessons.

Mathematics:

The objectives to be covered:

- To recognise teen numbers
- To identify one more and one less than a given number
- To understand and explore odd and even numbers
- To combine two numbers
- To subitize to 6
- To explore and compare length and height
- To order and sequence time
- Begin to identify number bonds to 10

Literacy

The objectives to be covered:

- To read a range of Traditional Tales and Fairy tales
- To add actions to a familiar story
- To create story maps
- To form letters correctly
- To focus on a character, setting and plot in a story
- To learn phase three sounds in Phonics
- To hear initial, middle and final sounds in words
- To segment and blend words
- To read simple sentences
- To write captions and simple sentences
- To use simple punctuation

Personal, Social and Emotional Development:

The objectives to be covered:

- To identify different communities one belongs to
- To be able to identify how one is part of the wider community to help develop a sense of belonging
- To make and maintain positive friendships
- To resolve minor conflicts with friends

Communication and Language:

The objectives to be covered:

- To ask questions to find out more information
- To describe events in more detail
- To develop social phrases
- To listen to and talk about stories to build familiarity and understanding.
- To talk about selected non-fiction texts to develop a deep familiarity with new vocabulary
- To use talk to help work out problems

Physical Development:

The objectives to be covered:

To develop a more fluent style of moving, with developing control and grace
To develop small motor skills to use a range of tools competently, safely and confidently.
To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
To hold a pencil effectively
To independently get dressed and undressed.

Understanding the world:

The objectives to be covered:

To understand what it means to have a job
To explain what a doctor does
To identify where doctors and nurses work
To understand what a police officer does
To understand what a firefighter does and recall key features of a fire engine

Expressive arts and design:

The objectives to be covered:

To explore and use a variety of artistic effects to express one's own ideas and feelings
To develop storylines in imaginative play
To develop one's own ideas and decide which materials to use to express them

Computing:

The objectives to be covered:

To be able to use technology safely and respectfully
To know what a keyboard is
To know how to use a mouse
To be able to save and open work

Music:

The objectives to be covered:

Exploring the beat and duration through songs and games
To learn and feel the pulse through movement
To learn improvisational skills through use of rhythm

Spanish:

The objectives to be covered:

To learn the vocabulary for pets
To sing numbers from 1 to 20
To recognize and name farm animals
To show and name parts of the body

Physical Education:

The objectives to be covered:

To know the difference and to run at different speeds and distances.
To know how to stand to throw a range of implements over-hand.
To jump from one and two feet for distance.
To jump from one foot for height and to land on two feet.

Religious Education:

The objectives to be covered:

To identify what makes Christians feel special to God
To identify why many Christians believe children are special to God
To recognize the groups some religious people belong to
To identify how different religions show people they're welcome
To recognize how babies are welcomed into the Muslim tradition
To identify how Hindu siblings show love for each other during a festival

Planned Trips and Events:

Monday 13th January - Professional Development Day
Monday 27th January - Public Holiday
Monday 10th February - Sports Day
Friday 28th February - Professional Development Day
Monday and Wednesday— PE kit days
Book change day - Pupils need to bring their book bags in every day

Phonics

Phase 3 of phonics will focus on looking at the last few letters of the alphabet alongside previously learnt letter names and sounds. We then begin recognizing digraphs and trigraphs.

Digraphs are two letters that make one sound, for example 'ee' in sheep.

Trigraphs are three letters that make one sound, for example 'igh' in light.

Phase 3 phonics will build on oral blending and segmenting in class.

The pupils will learn the sounds in sets. The sets are as follows:

Set 6 : j, v, w, x


























Set 7: y, z /zz, qu

Set 8: ch, sh, th, ng

Set 9: ai, ee, igh, oa, oo/oo

Set 10 : ar, or, ur, ow, oi

Set 11: ear, air, ure, er

j 	v 	w 	x 	y 	z 	zz 	qu 	ch 
buzz	queen	cheetah						
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	ar 
ship	thumb	string	rain	sheep	light	goat	moon	star
or 	ur 	ow 	oi 	ear 	air 	ure 	er 	These are learnt alongside Phase 1 and Phase 2
fork	burger	owl	coin	hear	chair	secure	ladder	