

Year KG Curriculum Overview



Term 2 (2nd half)

Year KG Team

KGC—Miss Krys and Miss Chris-Ann

KGP— Miss Nicola and Miss Kadian

KGH— Miss Clare and Miss Jane

This half term's theme:

Superheroes

This half term our focus will be looking at the hero in all of us; a fun topic that focuses on ourselves, our families, superhero animals, superhero vehicles, the super people around us who help us, such as teachers, doctors, religious leaders, police and firefighters. We will read stories about different heroes and hero characters to find out what made them a hero.

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 count the total amount in two groups
- To subitise a total amount without counting
- To add two amounts together
- To understand that 10 is one more than 9
- To write a number sentence
- To create number bonds within 10
- To compose and decompose shapes
- To sort shapes based on attributes
- To recognize and create a pattern
- To accurately identify the next number in a sequence
- To count forwards and backwards to/from 10
- To match an amount to a numeral
- To use fingers to solve simple addition problems

Literacy

The objectives to be covered:

- To say a sound for each letter of the alphabet and at least 10 digraphs
- To blend sounds into words
- To read Phase 2 Tricky words
- To read simple sentences
- To form lower case letters correctly
- To write a simple sentence
- To use Capital letters, finger spaces and full stops
- To re-read what they have written to check that it makes sense
- To understand the purpose of a non-fiction Book
- To demonstrate an understanding of what they have read by re-telling a story

Personal, Social and Emotional Development:

The objectives to be covered:

- To know & talk about the different factors that can support their overall wellbeing.
- To show sensitivity to their own needs and to others' needs.
- To see themselves as a valuable individual.
- To think about the perspective of others.
- To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

Communication and Language:

The objectives to be covered:

- To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.
- To make comments about what they have heard and ask questions to clarify their understanding.
- To express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctives, with modelling and support from their teacher.

Physical Development:

The objectives to be covered:

To confidently and safely use a range of large and small apparatus indoors
To develop overall body-strength, balance, coordination and agility
To progress towards a more fluent style of moving, with developing control & grace
To develop their small motor skills so that they can use a range of tools competently, safely and confidently
To combine different movements with ease and fluency
To use a range of small tools, including scissors, paintbrushes and cutlery

Understanding the world:

The objectives to be covered:

To know some similarities and differences between things in the past and now
To describe their immediate environment through discussions, stories, non-fiction texts and maps
To understand the job of an engineer
To explain how something works
To explain features of different modes of transport
To construct a transport model

Expressive arts and design:

The objectives to be covered:

To develop their own ideas and then decide which materials to use to express them
To develop story lines in their pretend play
To explore, use and refine a variety of artistic effects to express their ideas and feelings

Computing:

The objectives to be covered:

To explore different sounds in digital music software.
To be able to record sounds.
To experiment with the tempo and patterns in music compositions.

Music:

The objectives to be covered:

Exploring rhythm and rhyme
Counting rhymes to build on rhythm and beat.
Reading simple rhythms
Learning new songs
Basic elements of music through song and play

Spanish:

The objectives to be covered:

To be able to identify a variety of everyday body parts.
To sing "Body and Alphabet" song.
To listen to the story "De la cabeza a los pies" (Eric Carl)

Physical Education:

The objectives to be covered:

To use hoops and quoits in a controlled, coordinated, and safe way.
To share space and equipment safely and confidently with others.
To play and create games with a partner with equipment given to them.
To aim at different targets whilst using under and overhand throws.
To create dance moves with our body to make different shapes.
To copy and perform set dance actions.

Religious Education:

The objectives to be covered:

To understand what Easter is
To know what Easter means to Christians
To understand why some Christians put a cross on their Easter gardens

Planned Trips and Events:

Friday 14th March - World Book Day Dress Up
Friday 11th April — Easter Bonnet Parade

March/April—Pedro St James—TBC
Monday and Wednesday—PE kit days
Book change day - Pupils need to bring their book bags in every day



























Phonics

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

In Phase 3 Sounds new digraphs are taught alongside side reinforcing Phase 1 and 2 (recapped at the bottom of the page)

In Kindergarten in Term 2 we focus on learning Phase 3 Sounds. Below are Phase 3 Sounds.

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	

Phase 1 Sounds

Aspect 1: Environmental Sounds.

Aspect 2: Instrumental Sounds.

Aspect 3: Body Percussion.

Aspect 4: Rhythm and Rhyme.

Aspect 5: Alliteration.

Aspect 6: Voice Sounds.

Aspect 7: Oral Blending and Segmenting.

Phase 2 Sounds

Set 1: s, a, t, p.

Set 2: i, n, m, d.

Set 3: g, o, c, k.

Set 4: ck, e, u, r.

Set 5: h, b, f, ff, l, ll, ss.