

## St. Peter's Kindergarten Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
<b>Themes</b>  (Umbrella themes to run alongside individual interests)	Ourselves, Friendships, Autumn,	Autumn Animals, Pumpkins (additional to individual interests)	The Arctic and animals, Farm. Chinese new year, People who help us. Valentines	Growing and changes. Chicks and daffodils Farm Easter Mothers Day, St Patricks day. St David's Day	Life cycles Father's Day Getting school ready.	Getting ready for School. Travel and holidays. Summer.
<b>RE</b>	<b>Branch 1: Creation &amp; Covenant</b> God made our beautiful world and everything in it. God made me. God loves me. God loves everyone. The words & actions of the "sign of the cross" Give thanks for God's wonderful world Look after me. Look after God's world.	<b>Branch 2: Prophecy and Promise</b> Mary was going to have a baby. His name will be Jesus. Jesus was born in Bethlehem. Shepherds hurried to see Mary and Joseph and baby Jesus. Advent wreath The tradition of the crib. Nativity celebration. Celebrate Advent-a time to get ready for Christmas. God sent Jesus to love us all.	<b>Branch 3: Galilee to Jerusalem</b> The Wise Men visit Jesus Jesus welcomes the little children Jesus blesses the little children Jesus was born for everyone The Glory Be is a special prayer Show love to everyone like Jesus.	<b>Branch 4: Desert to Garden</b> Lent is a time for caring for others. Jesus died on the cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone. Simple signs of Lent-colour purple, seeds, growing Simple signs of Easter-colour white, growth, Easter Garden. Celebrate with signs and symbols-hot cross buns, Easter eggs	<b>Branch 5: To the Ends of the Earth</b> Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us. The Holy Spirit is our friend. The parish church is a special place where we meet our friends. We sing and say prayers, especially on Sunday.	<b>Branch 6: Dialogue &amp; Encounter</b> Friends of Jesus: hear a simple life of St Peter and St Paul (our school Feast Day) Explore a range of pictures of Jesus from a non-European tradition. Opportunities to engage in traditions from other faiths and cultures eg. music, food, clothing.
<b>Communication &amp; Language</b>	Know many rhymes, be able to talk about familiar books and retell a story.  Listen to each other in small groups.  Share ideas and talk freely about home and family.	Express points of view appropriately.  Use talk in play more complexed.  Know many rhymes and begin to talk about familiar books	Build vocabulary that reflects experiences.  Increase understanding of following simple instructions.  Enjoy listening to longer stories and can remember what happens.	Use vocabulary focused on objects and people of importance.  Increase complexity of sentences.  Knows many rhymes and is able to discuss familiar books.	Maintain focus for longer periods of time (through provision and whole group sessions)  Follow giving instructions.  Start and hold conversation for longer period of time.	Use talk to organise situations in play. Give more detailed answers to 'why questions'  Be able to express an point and debate when they disagree with an adult or peer.

	Start conversations with new people and family.  Following instruction 1 and 2 parts.	Start to use sentence building 4-6 words.  Sing a repertoire of songs.	Develop their pronunciation of mutli syllabic words.		Have a library of songs they know.	Use vocab that reflects breadth of children's experiences.
<b>Personal Social Emotional Development</b>	Transition to a new setting.  Separate happily from main carers.  Settle and be happy in the new nursery setting.  Develop a sense of responsibility.  More outgoing with familiar adults.	Show more confidence within social settings.  Talk with others to resolve conflict.  Talk about feelings.  Cope with changes in routine.	Develop appropriate ways to be assertive.  Show an understanding of how others may be feeling.  Continue to develop turn taking.  Form good relationships with the group.	Continue to develop turn taking.  Remember and follow rules without the need for an adult to remind them.  Select and use activities and resources with help when needed.	Communicate freely on a chosen topic or home life.  Be confident independent learners across all the areas of the Kindergarten Setting.  Play with more than one child, extending and elaborating play ideas.	Discuss and talk about feelings and transition into school.  Understand and help others who feel sad. Or have other feelings.  Develop their sense of responsibly and membership of the school community.  Get school ready and understand rules around school and basic school routine.
<b>Physical Development</b>  <i>Lancashire PE Passport</i>	Self care and hygiene skills.  Be aware of own toileting needs.  Develop independence for dressing outdoors.  Dough gym.  Lots of gross motor activities.	Explore the outdoor area  Begin to use a dominant hand.  Gain increasing control of one-handed tools.  Correct grip on writing apparatus.	Increase confidence using and range of movements through outdoor provision. Embedding skills continued.  Balance and control  Dough Gym cont.	Dough Gym continued  Skipping, Jumping throwing and balance.  One handed tools control and safety.  Develop and understanding for healthy choices and lifestyles.  Skilfully negotiate open space without collision.	Continue to develop gross motor skills.  Get Squiggling activities.  Dough gym  Understand Sun safety.	Skilfully negotiate open space, without collision.  Effective pencil grip and ample opportunities for name writing.  Dough Gym.  Demonstrate hygiene routines and a healthy lifestyle.  Understand Sun safety.
<b>Literacy</b>	Books:- 5 Little ducks, Dear Zoo, Little blue Truck  Rhymes 5 Little ducks, Miss Polly, Incey wincey	Books:- Superworm, Goldilocks, Stickman, Christmas stories and  Rhymes. Old Mc Donald,	Books:- Jack and Beanstalk, Going on a bear hunt.	Books:- Animal boogie, Max the Brave. Hansel and Gretel	Books: Teeny weeny tadpole, The Hungry caterpillar. My Daddy.	Books: We're going on a bear hunt.  Rhymes:-

		Wheels on the Bus.		Rhymes:- 5 speckled frogs. Grand Old Duke of York. Humpty Dumpty.	Rhymes:- one two buckle my shoe, Tiny caterpillar on a leaf. Happy and you know it.	There was 5 little frogs. Zoom, Zoom, Zoom. The sun has got it's hat on.
<b>Phonics</b> <i>ReadWriteInc</i>	Phase 1 Listening games and walks.  Recognise own names and coat peg.  Develop and interest for mark making.	Engage in extended conversation regarding favourite stories.  Begin to form recognisable letters of their name.  Use print and letter knowledge in play (re write a shopping list starting at the top of the page)  Move on to picture cards and initial sounds. (where ready)	Where ready children continue to ReadWriteInc in similar ability 1-1 or small groups.  Begin to form recognisable letters of their name.  Begin to write own name	Where ready children continue ReadwriteInc  Begin to form recognisable letters of their name.	Begin to write own name  ReadWriteInc in ability groups  Write some letters accurately.	Begin to write own name. Write own name.  ReadWriteInc in ability groups.  Blend some sounds
<b>Mathematics</b>	Colour, Sorting, Number 1 Show finger numbers up to 5.  Subitising, Counting.  Notice patterns.	Compare and quantities.  Subitising amounts  Comparing mass and sizes.	Mass Capacity Height and length  Extend and create ABAB patterns. Subitising continued. Number recognition 1-10.  Recite numbers 1-5	Mass Capacity Height and length  Extend and create ABAB patterns. Subitising continued. Number recognition 1-10.  <u>Recite 1-10</u>	Sequencing positional language Less than / More than. 2d shapes What comes next 1-5 Numbers 1-5  Continue subitising  <b>C</b> Complete maths whiteboard game independently,	3D shapes Sequencing positional language Less than / More than. 2d shapes What comes next 1-5 Numbers 1-5  Notice and correct error in a repeating pattern.
<b>Understanding the World</b> <i>Science, Geography, History, Computing links</i>  <b>PL Parental Link.</b>	<b>S</b> :- Seasonal changes: Autumn. <b>S</b> Explore materials with different properties.  <b>H</b> :-Family and who we live with.  <b>C</b> :- Shows an interest in ICT.	<b>S</b> . Exploring the natural environment with our senses. <b>S</b> explore changes in materials e.g. Water to ice.  <b>C</b> :- Complete ICT age appropriate game.	<b>S</b> Seasonal changes Winter. Materials and their properties.  <b>G</b> know that there are different countries in the world explore China.	<b>S</b> Planting seeds and starting to look at life cycles.  <b>H</b> to know about jobs and people who help us.  Explore how things work.  Show an interest in different occupations.	<b>S</b> Seasonal changes Investigate shadows and light.  <b>H</b> Remember significant events in their lives and lives of others.	<b>S</b> Seasonal change into Summer.  <b>G</b> Explore different countries.

	<p><b>G:-</b> Features of home and Nursery environment.</p>	<p><b>H:-</b>Make connections between the features of their families and other families.</p> <p><b><u>Celebrations.</u></b>  <b>Bonfire night.</b>  <b>Remembrance Day.</b>  <b>Christmas.</b></p>	<p><b>Celebrations.</b>  <b>Chinese New year,</b>  <b>Valentines Day. Shrove</b>  <b>Tuesday</b></p>	<p><b><u>Celebrations:-</u></b>  <b>Mothers Day Easter</b>  <b>St.Patricks &amp;</b>  <b>St Davids Day</b></p> <p><b><u>PL Invite parents and any family members if in a profession of interest</u></b></p>	<p><b><u>Celebrations</u></b>  <b>St Georges Day.</b></p>	
<p><b>Expressive Arts and Design</b>  <i>Art, DT, Music links</i></p>	<p><b>D</b> Safely use a variety of tools and construction materials.</p> <p><b>M</b> Join in songs and music using voices and instruments.</p> <p><b>M</b> take part in action songs.</p> <p>Role play: Home corner, Pumpkin soup house.</p>	<p><b>A.</b> Use different materials freely in order to develop ideas about how to use them and what to make .</p> <p><b>A</b> Explore colour and colour mixing.</p> <p>Harvest/Farm shop.  R Nativity.</p> <p>Cosmic Kid Yoga</p>	<p><b>A</b> Develop own ideas and decide which materials to use to express them. Draw with increasing complexity and detail.</p> <p><b>D</b> Develop own ideas and decide what tools and materials to use to express them</p> <p><b>M</b> Remember to sing entire songs/rhymes.</p> <p>Role Play; Farm Shop,  Go Noodle dance</p>	<p><b>M</b> Know the names of some instruments and talk about performances.</p> <p><b>A</b> Continue to use a range of materials and explore colour both indoors and outdoors.</p> <p><b>M</b> Play instruments with increasing control to express feelings and ideas.</p> <p>Role play Garden centre.  Yo,Ri Me musical yoga.</p>	<p><b>A</b> Use drawing materials to create pictures with a range of lines and shapes. Combine materials to make new effects.</p> <p>Make up silly rhymes.</p> <p>Cosmic Kid Yoga</p> <p>Role play Café  Yo Ri Me</p>	<p><b>D</b> talk about what has been created.</p> <p><b>M</b> Represent own ideas through music and dance.</p> <p>Create own dances.</p> <p>Role play School.</p>