



# CURRICULUM GUIDE




For parents of children in

**KINDERS**

**2025-26**

## CURRICULUM GUIDES FOR PARENTS OF CHILDREN IN KINDERS

Work covered by pupils in Kinders in the Advent Term will include the following:

 <p><b>Personal, Social &amp; Emotional Development</b></p>	<ul style="list-style-type: none"><li>• Assemblies</li><li>• Harvest, Christmas, Diwali</li><li>• Jigsaw-Being Me in My World</li><li>• Settling in, learning new routines</li><li>• Making friends</li><li>• Sharing and being kind</li><li>• Have an awareness of boundaries set and behaviour expectations</li><li>• Change shoes for PE, with some adult support</li><li>• Jigsaw-Celebrating Differences</li><li>• Making friends</li><li>• Using the toilet independently</li><li>• Understand the importance of hand hygiene</li><li>• Finding own belongings and attempt to dress independently</li><li>• Working as part of a group</li></ul>
 <p><b>Communication &amp; Language</b></p>	<ul style="list-style-type: none"><li>• Speaking fluently in sentences</li><li>• Listening and responding</li><li>• Joining in with rhymes</li><li>• Responding to simple instructions</li><li>• Learning to talk in a group</li></ul>
 <p><b>Physical Development</b></p>	<ul style="list-style-type: none"><li>• P.E. with specialist, including: Topic related music and movement Gymnastics</li><li>• Activities to develop fine and gross motor skills.</li><li>• Playtime with large outside toys</li><li>• Exploring various sports equipment</li><li>• Using tools like pencils and pens to make marks demonstrating increasing control</li><li>• Using scissors to cut straight lines and to snip</li><li>• Movement for Learning</li><li>• Fine and gross motor control with 'Dough Disco'</li><li>• Cosmic Yoga and Dance</li></ul>



### Literacy

- Locating name
- Hearing initial sounds in words
- Anima phonics-Early Worms
- Sharing books, stories and rhymes at home and school
- Listening to stories with increasing attention and recall
- Mark making



### Mathematics

- Number songs
- Reasoning and explaining
- Sorting and matching
- Recognising colours
- Patterns
- Shapes in the environment
- Number names
- Counting and subitising to 2



### Understanding of the World




- Settling in topic, including me, my family, my school, my feelings (first half term)
- 'Is It Shiny?' topic, including celebrations such as Diwali, Bonfire Night, Christmas (second half of Advent)
- Sensory skill development
- Supporting curriculum and topic areas with appropriate IT equipment-taking photographs
- Outdoor Learning and walks
- Observing seasonal changes
- Forest School activities
- Cooking



### Expressive arts and design

- Role play to support topic work
- Art and craft activities supporting the curriculum
- Using a range of large and small construction equipment
- Learning and singing nursery rhymes, action and topical songs
- Playing musical games
- Exploring percussion sounds
- Learning songs for Nativity production

**Work covered by pupils in Kinders in the Lent Term will include the following:**

 <p><b>Personal, Social &amp; Emotional Development</b></p>	<ul style="list-style-type: none"><li>• Assemblies</li><li>• Class assembly</li><li>• Working and playing as part of a group.</li><li>• Shows care and concern for others</li><li>• Speaking confidently in a variety of situations.</li><li>• Persevering with chosen activity</li><li>• Taking turns and sharing resources</li><li>• Jigsaw-Dreams and Goals</li><li>• Jigsaw- Healthy Me</li><li>• Festivals-Chinese New Year, Easter. Eid-al- Fitr</li><li>• Mother's Day</li></ul>
 <p><b>Communication &amp; Language</b></p>	<ul style="list-style-type: none"><li>• Listening and responding, asking questions to find out more.</li><li>• Joining in with repeated refrains and showing increasing recall of stories</li><li>• Building a breadth of vocabulary</li><li>• Demonstrate an understanding of prepositions through actions</li><li>• Follow increasingly complex instructions, sometimes with more than one part</li><li>• Talking in detail about subjects of interest</li><li>• Telling stories</li><li>• Predicting events</li></ul>
 <p><b>Physical Development</b></p>	<ul style="list-style-type: none"><li>• Topic related music and movement</li><li>• Gymnastics and apparatus</li><li>• Ball skills</li><li>• Correct letter formation for the letters of name</li><li>• Develop a preference for right or left hand</li><li>• Locating and copywriting name</li><li>• Use scissors to cut out a simple shape</li><li>• Movement for Learning</li><li>• Fine and gross motor control with 'Dough Disco'</li><li>• Parachute games</li><li>• Cosmic yoga and dance</li></ul>



### Literacy

- Hearing initial sounds in words
- Anima phonics-Early Worms
- Introduce picture books
- Recognising familiar words and signs
- Handling books carefully
- Recognising rhyming strings
- Begin to blend and segment letter sounds.



### Mathematics

- Counting 1-10
- Recognising 3-6 in and out of sequence
- Subitising to 6
- Relating numbers to shapes.
- Comparing and separating a group of objects
- Sequencing events
- Using shapes in constructions / pictures
- Height and length
- Mass
- Capacity



### Understanding of the World





- 'Where does Snow go?' imaginative topic (first half of Lent)
- 'Are eggs alive?' Exploration and discovery. Coincides with hatching eggs in school (Second half of Lent)
- Growing plants
- Celebrations including: Chinese New Year, Shrove Tuesday and Mother's Day
- Continue to develop sensory skills
- Supporting curriculum and topic areas with appropriate IT equipment
- Outdoor learning and Forest School



### Expressive arts and design

- Role play to support topic work
- Art and craft activities supporting the curriculum
- Experimenting with a range of tools, materials and techniques, including clay, fabrics and paint
- Continuing the learning and singing of nursery rhymes, action and topical songs
- Creative music making using percussion and body sounds
- Musical games

**Work covered by pupils in Kinders in the Trinity Term will include the following:**

 <p><b>Personal, Social &amp; Emotional Development</b></p>	<ul style="list-style-type: none"><li>• Assemblies</li><li>• Festival of Eid- al-Adha</li><li>• Dressing and undressing independently for PE</li><li>• Recognising that everyone has different skills and abilities,</li><li>• Begin to concentrate for an increasing length of time</li><li>• Demonstrating an awareness of the boundaries and behavioral expectations</li><li>• Operating independently within environment</li><li>• Jigsaw- Relationships</li><li>• Jigsaw- Changing Me</li><li>• Preparation for Reception</li></ul>
 <p><b>Communication &amp; Language</b></p>	<ul style="list-style-type: none"><li>• Speaking fluently and in detail</li><li>• Speaking to an audience</li><li>• Linking statements and sticking to a theme when talking</li><li>• Responding to instructions involving several sequences</li><li>• Listening and responding to others, asking questions to find out more.</li><li>• Telling stories</li></ul>
 <p><b>Physical Development</b></p>	<ul style="list-style-type: none"><li>• Practising basic skills taught in preparation for Sports Day</li><li>• Tennis, cricket skills</li><li>• Development of fine motor skills when using tools (e.g. scissors, paint brushes, pencils)</li><li>• Begin to develop letter formation and a tripod pencil grip</li><li>• Movement for Learning</li><li>• Cosmic yoga and Dance</li><li>• Parachute games</li></ul>
 <p><b>Literacy</b></p>	<ul style="list-style-type: none"><li>• Sounding and naming some letters of the alphabet</li><li>• Correct use of upper and lower case letters for forename</li><li>• Understanding that print conveys meaning and that, in English it is read from left to right</li><li>• Using phonic skills to decode simple words</li><li>• Anima phonics-Early Worms</li><li>• Using books and computers to find out more</li><li>• Emergent writing</li></ul>



### Mathematics

- Developing accurate counting strategies
- Recognising numeral and number patterns
- Numbers 7-10
- Sequencing
- More than/fewer than
- Beginning to represent some numbers correctly in writing
- Language of addition and subtraction
- Using numbers in practical tasks
- Positional language
- 2D shapes – mathematical language



### Understanding of the World

- “Can I have a dog?” Learning about animals and caring for them
- ‘Do Dragons exist?’ Exploring mythical creatures and the land of make believe (second half of Trinity term)
- Cooking: application of sensory skills
- Supporting curriculum and topic areas with appropriate IT equipment
- Outdoor learning and Forest School



### Expressive arts and design

- Role play to support topic work
- Art and craft activities supporting the curriculum
- Developing singing and using seasonal and topical songs
- Playing simple rhythm patterns
- Recognising classroom instrument sounds
- Playing classroom instruments

This guide provides an overall outline of work to be covered and is subject to change.