

St George's Kindergarten

-Lent term 1-

2019

Personal, Social and Emotional Development

- Kindness code:
 - I will be kind to everyone.
 - I will treat others as I would like to be treated.
 - If I have worries, I will talk to an adult I trust (link to "secrets").

Discuss and model a variety of scenarios. Read a selection of stories to illustrate.

- Develop empathy for people who are disabled e.g. the blind. Children collect money that they have earned to sponsor a guide dog puppy.
- Activities to continue developing independence during snack/dressing/toilet routines.
- Children share news of George Bear's visits.
- Care of belongings.
- Using strong voices: model and support children to develop self-assertiveness and independence.
- Mind-up
 - Discuss what different parts of the body do (link P.D)
 - Discuss what different parts of the brain are responsible for.
 - Practise relaxation exercises.

Physical Development

- Healthy choices: Discuss a balanced diet. Use senses to discover more about fruit and vegetables.
- Gross motor skills developed through climbing, riding trikes and scooters & P.E sessions.
- P.E activities to develop ball skills using bean bags and large balls. Group games e.g. "Beans" and parachute work.
- Swimming with Mrs. Onions.
- Fine motor skills developed through cutting, threading, malleable, tracing an writing activities.
- Patterns pencil grip; anti-clockwise movements and vertical lines; names.
- Cutting snipping; straight lines; curved lines.
- Keeping safe: scissors; using outdoor equipment.

Expressive Arts and Design

- Create with paint, dough and collage materials. Learn new skills and techniques e.g. bubble printing, string printing.
- Respond to music with scarves and ribbons.
- Listen to a variety of musical instruments.
- Sing familiar and new songs.
- Paint a variety of healthy food. (Link PSED)
- Learn songs and greetings from other countries.
- Cooking for Chinese New Year.

Learning about "The World Around Us" through play (including seasons and celebrations)

Subject to change due to children's interests

Mathematics

- Number walks to find and recognise:
 - numbers in the school environment.
 - shape in the school environment.
- Counting: activities to develop counting a given number of objects from a larger group.
- Using "Ten train", develop recognition of numerals and matching number and amount to 10 and beyond. Play board games to develop these further. Introduce children to and use registration caterpillar.
- -Focus on before/after/between/more/less/etc.
- Make up simple addition and subtraction story sums.

Communication and language

- Show and Tell: Children share news about weekend's activities and objects brought from home. Focus on tenses and asking relevant questions.
- Listening skills: activities from "Letters and Sounds" to develop sound discrimination and rhyming e.g. "Silly Soup", "Go Fetch" and sound lotto.
- Ring games e.g. "Honeypot" / "There lived a Princess." Learn new games.
- Activities to develop and extend vocabulary.
- Children share feelings on being 'blind'. Children share ways they have collected sponsorship money.

Understanding the World

- Habitats: discuss creatures that live in hot/cold climates. Discuss how they have adapted to climate and surroundings e.g. camouflage / hibernation.
- Seasons: walks around school and in the "Queen's Garden" to note changes in nature.
- Celebrations: share experiences of Epiphany and Chinese New Year.
- ICT: opportunities to independently use smart board, i-pads and CD player.
- "Come Outside" programmes to extend themes.
- French.
- Musical instruments: Look at and listen to a variety of instruments.
- Learn songs & rhymes in a variety of languages that are spoken by children in the class.
- Dogs for the blind: Discover how dogs can assist those who cannot see. Children discover importance of using other "senses" when blindfolded. Children do chores to collect money to sponsor a puppy. Visit by guide dog.

Literacy

- Mark making: Using variety of resources e.g. malleable materials, creative and messy play. Paint pictures of objects beginning with a particular letter. Form letters with finger paints.
- Using 'Read, Write Inc.', introduce and practise initial sounds, segmenting and blending. i / n / p / g / o / c / k / b / u. Use 'Fred Talk'.
- Games and activities to develop rhyming and alliteration.
- Read books by authors Ian Whybrow and Lynley Dodd. Focus on characterisation. Make group books rewriting well-known stories. Adults annotate children's pictures and work, modelling correct letter formation.
- Writing patterns and names.
- Visits by parents to read favourite stories.