



ST WINEFRIDE'S SCHOOL
Founded 1669

Curriculum Overview 2025 – 2026

Kindergarten – Mrs Simmill

		<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
RE/RSE		God's Wonderful World My Family Prophecy and Promise Creation and Covenant RSE- Life to the full		The Holy family Good friends Galilee to Jerusalem Desert to garden RSE-Life to the full		New life Our Church family To the ends of the earth Dialogue and encounter. RSE-Life to the full	
Prime Areas	Personal, Social and Emotional Development	Forming friendships and extending and elaborating play ideas. Demonstrating friendly behaviour. Selecting and using resources. Gaining confidence. Develop their sense of being a member of a community. Independence, responsibility. Welcoming praise. Sharing and taking turns. Understanding the class rules and routines.		As term 1+ Become more outgoing with unfamiliar people. Initiating conversations. keeping play going by responding to others. Understanding other's feelings. Developing ways of being assertive. Following rules and understanding why they are important. Adopting behaviour to changes in routine, patience.		As term 1 + 2 + Find solutions to conflicts and rivalries. Aware of boundaries and growing independence of following the rules. Talking to solve conflicts and awareness of how their actions can affect others. Managing their own basic hygiene including dressing and toileting. Preparing for change.	
	PSHE Themes:	Classroom rules, Harvest Festival	Remembrance Day, Diwali, St Andrew's Day Advent.	Chinese New Year, St Valentine's Day	Mother's Day St David's Day. St Patrick's Day Easter, World book day	St George's Day	Father's Day
		Settling into new environments	Growing in independence	Settling in new environments. Working together	Caring for the environment	Settling in new environments Sun Safety	Preparing for Reception
	Communication and Language	Focusing attention. Listening and responding to conversations, stories, and group situations. Responding to simple instructions. Develop their communication. Start and continue conversations. Learn many songs and rhymes.		As term 1 + Listening, maintaining attention, and concentrating. Retell a story. Understand questions and instructions with two parts. Listening and responding to questions and ideas. Use longer sentences and a wider range of vocabulary to reflect their experiences.		As term 1+2 + Listening and understanding. Focusing attention, maintaining attention, and shifting own attention. Understanding- Understanding why and how questions. Questioning why things happen, using language to imagine and recreate experiences.	
Physical Development	Move freely and with confidence. Develop movement, balance and co-ordination and control in gross motor movements. Develop fine motor skills and skills in using tools and equipment. Increase independence in dressing and personal hygiene. Understand the importance of washing hands. Participate in dance, PE, and yoga.		As term 1 + Develop comfortable grip and control with writing equipment. Use large muscle movements. Use small and large equipment. To develop sequences and patterns of movement. Match physical skills to activities. Understands tools and equipment must be used safely.		As term 1 + 2 + Increased skills in balance and gross motor movement. Taking part in and collaborating with others in physical activities. Hold a pencil effectively. Use a range of small tools. Make healthy choices. Manage their own dressing and personal hygiene. Sports day.		
S	Reading- Recognition of Phonic sounds, recognition of rhyming words, sounding out small words. Encourage a love of stories. Each term children will experience a wide range of stories, poems, and rhymes.						

Literacy	<p>Writing- Pencil control, Formation of Phonics, Name writing, Mark making. Opportunities for writing and mark making across all areas of the curriculum. Comprehension- Demonstrate understanding of what they have heard through books by retelling stories and using picture reading books.</p>		
	<p>Introduce phonic sets 1 + 2 Phonic songs and games- Voice sounds, environmental sounds, syllables, initial sounds. Writing over the letters of their names and other small words. Writing independently. Understanding the concepts of print. Talk about stories and learn new vocabulary.</p>	<p>As term 1 + Introduce Phonics set 3+4. Phonic songs and games Voice sounds, environmental sounds, syllables, initial sounds.-. Developing phonological awareness. Early writing skills and mark making. Awareness of rhyme.</p>	<p>As term 1 and 2 + Introduce phonics set 5+6 Phonic songs and games- Voice sounds, environmental sounds, syllables, initial sounds. Linking sounds to letters and sounding out small words. Writing names and other words and labels independently.</p>
Mathematics	<p>Number- Counting in order, recognising and formation of numbers, ordering numbers, counting, and sorting, quantities. Numerical patterns- To verbally count to 10, talk about and identify patterns, understanding positional language, recognising shapes, making comparisons.</p>		
	<p>Counting- objects and actions. Matching quantity and numeral. Recognising/forming numbers. Repeating patterns. Exploring shape. Subitising. Comparing. Understanding position.</p>	<p>As term 1 + Counting, recognising/forming numbers 6-10. Comparing quantity using mathematical language. Correcting repeating patterns.</p>	<p>As term 1+2+ Counting above 10. Comparing groups/sets of objects- more and less. Make comparisons. Look at routes and sequence of events.</p>
Understanding the World	<p>Past and present- people around them. People, culture, and communities- Diwali. The natural world- Autumn colours, and bulbs. ICT</p>	<p>Past and present- Experiences, occupations. People, culture, and communities- Positive attitudes/differences. The natural World- Planting, Seasons. ICT</p>	<p>Past and present- Memories. People, cultures, and communities- Countries. The natural world- Growth, forces, Animals, Life cycles. ICT.</p>
Expressive Arts and Design	<p>Creating with materials- using simple tools, experiment with colour/ different materials. Build models and construct with different materials. Being imaginative and expressive- Singing songs, rhymes. Using musical instruments. Dance and music and movement. Expressing thoughts and feelings. Imaginative role play.</p>	<p>As term 1 + Creating with materials- Explore materials, and textures. Use tools with increasing control. Being imaginative and expressive- Capture experiences with a range of media and forms of expression. Develop role play ideas. Construct with a purpose in mind.</p>	<p>As term 1 + 2 + Creating with materials- developing ideas and use of materials. Show increasing complexity and detail. Being imaginative and expressive- Move in time to music, perform, create own music/songs. Use props in role play.</p>
Taught through each area of learning:	<p>Nursery rhymes, Harvest, Diwali, Colours, Bonfire night, Remembrance Day, Christmas and our Nativity play.</p>	<p>Opposites, Chinese New Year, Valentine's Day, St Patrick's Day, Stories, Mother's Day, World book day, Easter.</p>	<p>Growth and change, Father's Day, St George's Day, Animals and environments, sports day.</p>
<p>This is taught through topics that will be chosen throughout the year, depending on the interests of the children. Each area of learning is taught through play and exploration.</p>			