

MAYFIELD PREPARATORY SCHOOL
SUMMER TERM PROGRAMME OF STUDY FOR KINDERGARTEN

<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (Prime Area of Learning)</p>	<ul style="list-style-type: none"> • Effortlessly follow the 'Mayfield Rules' both in the school environment and at home • Review of the year – likes and dislikes. What am I good at? • Friends – who are my friends? Why? • Thinking forward to Transition: Begin to say when I do or don't need help with an activity. To work as part of a group or class, and understand and follow the rules, understand that lessons will be getting longer and work demand will increase • Come into the cloakroom independently in the morning
<p>PHYSICAL DEVELOPMENT (Prime Area of Learning)</p>	<p><u>In the classroom</u></p> <ul style="list-style-type: none"> • In classroom – use scissors, construction toys and modelling materials with control • To write and draw using the correct pencil grip. • To form lower and upper case letters correctly. • To begin to work on size and orientation of letters. <p><u>Physical Education</u></p> <ul style="list-style-type: none"> • P.E. – Athletics. Run at different speeds. Running drills to improve fluency and control. Jumping activities for length and height. Throwing underarm for distance and accuracy. Throw and catch with a partner. Activities using a bat and ball. Parachute games
<p>COMMUNICATION AND LANGUAGE (Prime Area of Learning)</p>	<ul style="list-style-type: none"> • Continue to enjoy listening to and talking about a wide variety of stories, rhymes and poems • Retell simple stories using connectives such as "and" "then", "next" "lastly" • Offer own opinions during discussions • Question why things happen and gives explanations. Ask who, what, when, how questions • Use a range of tenses (e.g. play, playing, will play, played) • Talk about experiences in and out of school • Sustain attentive listening and begin to ask pertinent questions
<p>LITERACY Read Write Inc Phonics (Specific Area of Learning)</p>	<ul style="list-style-type: none"> • To continue with the <i>Read, Write Inc.</i> Phonics scheme for reading and writing • Know the sounds <i>ay, ee, igh, ow, oo, ar, or, air, ir, ou</i> and <i>oy</i>. Begin to read the sounds <i>ea, a-e, i-e, o-e, u-e, aw, are, ur, er, ow (cow), oa, ew, ire, ear</i> • Continue enjoying listening to stories and retell these using a clear beginning, middle and end structure • Talk about main characters • Show understanding of stories through answering simple questions about what they read • Recognise and write all upper and lower case letters of the alphabet • Use phonic knowledge to read/write simple words in own sentences • Write some high frequency words correctly. Move on to spelling some irregular words correctly. • Write at least 3 sentences independently, with spaces between words • Show awareness of and use full stops and capital letters in sentences, moving on to using full stops and capital letters

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<p style="text-align: center;">MATHEMATICS (<u>Specific Area of Learning</u>)</p>	<ul style="list-style-type: none"> • Rote counting 1-50, 20-0 and then 1-100 in 10s, 5s and 2s • Writing numbers to 20 and beyond in digits and words • Reliably counting sets of objects to 20 • Written addition/subtraction using +, - and = • Practical sharing activities. • Identify halves and begin to recognise quarters • Make sensible estimates • Revise names of 3D shapes • Read o'clock and begin to read half past • Recognise coins from 1p to £2. Find totals of coins. • Use everyday language to describe position • Compare length, capacity and mass of objects • Use the language of more, less and fewer to describe a quantity • Start to use standard units of measurement – centimetres, litres and grammes. • Use Mathematical knowledge to solve simple problems.
<p style="text-align: center;">UNDERSTANDING THE WORLD (<u>Specific Area of Learning</u>)</p>	<ul style="list-style-type: none"> • <i>Growing</i>: Know the names of some trees, plants and flowers. Know what seeds need to grow. Talk about life cycles. Talk about their environment. • <i>Animals</i>: Know different groups of animals – pets, zoo, farm, wild. Know what animals need to survive. Know how to care for animals. • <i>Father's Day</i>: How does dad look after me? • <i>Religious Education</i>: The notion of observing Ramadan. Story of Jonah. • Developing use of computer skills including logging on independently, navigating to Microsoft word and typing their name and copy and pasting an image from Google.
<p style="text-align: center;">EXPRESSIVE ARTS AND DESIGN (<u>Specific Area of Learning</u>)</p>	<p>In the classroom</p> <ul style="list-style-type: none"> • Sculpture from natural materials. • Sketching and painting trees. • Making flowers. • Drawing animals. <p>Music:</p> <p>Sing a melody comprising of lots of steps, with Makaton signs.</p> <p>Transfer actions and perform rhythmically using untuned percussion instruments.</p> <p>Begin to understand how notes of different duration can combine to create patterns in music, and play this along with the group.</p> <p>Invent and perform actions for new verses.</p> <p>Sing a song with a call-and-response structure.</p> <p>Identify different sound sources and classroom instruments</p>