

**MAYFIELD PREPARATORY SCHOOL**  
**SUMMER TERM 2023 PROGRAMME OF STUDY FOR KINDERGARTEN**

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b> <b>(<u>Prime Area</u> of Learning)</b>	<ul style="list-style-type: none"> <li>• Effortlessly follow the 'Mayfield Rules' both in the school environment and at home</li> <li>• Review of the year – likes and dislikes. What am I good at?</li> <li>• Friends – who are my friends? Why? To treat friends kindly.</li> <li>• 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</li> <li>• Health and Self-care, be responsible for getting yourself washed and dressed in a morning including cleaning teeth and brushing hair.</li> </ul>
<b>PHYSICAL DEVELOPMENT</b> <b>(<u>Prime Area</u> of Learning)</b>	<p style="text-align: center;"><u>Fine motor tasks</u></p> <ul style="list-style-type: none"> <li>• Use scissors, construction toys and modelling materials with control.</li> <li>• To write and draw using the correct pencil grip.</li> <li>• To form lower and upper case letters correctly.</li> <li>• To work on size and orientation of letters.</li> </ul> <p style="text-align: center;"><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> <li>• P.E. – Preparing for Sports Day. Aiming at a target, running, jumping, balancing, catching. Being part of a team.</li> <li>• Playing chasing games with friends.</li> <li>• Riding a bike.</li> <li>• Kinetic letters animal shapes for core strength.</li> </ul>
<b>COMMUNICATION AND LANGUAGE</b> <b>(<u>Prime Area</u> of Learning)</b>	<ul style="list-style-type: none"> <li>• Continue to enjoy listening to and talking about a wide variety of stories</li> <li>• Retell simple stories using connectives such as "and" "then", "next" "lastly"</li> <li>• Offer own opinions during discussions.</li> <li>• Question why things happen and gives explanations. Ask who, what, when, how questions</li> <li>• Use a range of tenses (e.g. play, playing, will play, played)</li> <li>• Talk about experiences.</li> <li>• Sustain attentive listening and begin to ask pertinent questions.</li> </ul>
<b>LITERACY</b> <b>Read Write Inc</b> <b>Phonics</b> <b>(<u>Specific Area</u> of Learning)</b>	<ul style="list-style-type: none"> <li>• To continue with the <i>Read, Write Inc.</i> Phonics scheme for reading and writing. Read simple sentences independently.</li> <li>• All know the set 1 and 2 sounds ay, ee, igh, ow, oo, <i>Then some children begin to recognise ar, or, air, ir, ou and oy.</i> When confident move on to read the Set 3 sounds ea, a-e, i-e, o-e, u-e, aw, are, ur, er, ow (<u>cow</u>), oa, ew, ire, ear</li> <li>• Continue enjoying listening to stories and retell these using a clear beginning, middle and end structure. Suggest what might happen next in a story</li> <li>• Show understanding of stories through answering simple questions about what they read</li> <li>• Recognise and write all upper and lower case letters of the alphabet</li> <li>• Use phonic knowledge to read/write simple words in own sentences</li> <li>• Write some high frequency words correctly. Move on to spelling some irregular words correctly.</li> <li>• Write at least 3 sentences independently, with spaces between words.</li> <li>• Show awareness of and use full stops and capital letters in sentences, moving on to using full stops and capital letters.</li> </ul>

**MAYFIELD PREPARATORY SCHOOL**  
**SUMMER TERM 2023 PROGRAMME OF STUDY FOR KINDERGARTEN**

<b>MATHEMATICS</b> <b>(Specific Area of Learning)</b>	<ul style="list-style-type: none"> <li>• Rote counting 1-50, 20-0 and then 1-100 in 10s, 5s and 2s</li> <li>• Writing numbers to 20 and beyond in digits</li> <li>• Begin to recall odd and even numbers</li> <li>• Reliably counting sets of objects to 20</li> <li>• Recall number bonds for 10, extending to 20</li> <li>• Know how to double numbers to 10</li> <li>• Practical sharing activities.</li> <li>• Identify halves in shape.</li> <li>• Read o'clock.</li> <li>• Use everyday language to describe position</li> <li>• Compare length and mass of objects</li> <li>• Start to use standard units of measurement – centimetres, litres and grams.</li> </ul>
<b>UNDERSTANDING THE WORLD</b> <b>(Specific Area of Learning)</b>	<ul style="list-style-type: none"> <li>• Identify things that grow</li> <li>• Talk about how things change as they grow. Include life cycle of butterfly, frog, chick</li> <li>• Explain how to care for growing things</li> <li>• Name the parts of a flowers – stem, petal, leaf, roots.</li> <li>• Name parts of a tree – roots, trunk, branch, twig, leaf, bark</li> <li>• Know what grows in a rainforest</li> <li>• Talk about summer and what it is like.</li> <li>• Know why different things grow in different countries.</li> <li>• Talk about Ramadan and Eid.</li> <li>• Know and celebrate the King's Coronation</li> <li>• Learn about dinosaurs.</li> <li>• Look at the history of dinosaurs and each period.</li> <li>• Compare with the world today.</li> </ul>
<b>EXPRESSIVE ARTS AND DESIGN</b> <b>(Specific Area of Learning)</b>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>• Build on previous learning, refining ideas and developing the ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Make bunting for Kings Coronation</li> <li>• Create a Father's Day card.</li> <li>• Play percussion instruments.</li> <li>• Explore instruments with different tones and sound duration</li> <li>• Listen to and be aware of music to be used at the King's Coronation</li> <li>• Develop the awareness of playing as a class or being part of a performing group</li> <li>• Listen to some program Music</li> </ul>