

**International Academy Amman Curriculum Overview Kindergarten 1 2015/2016**

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| **Early Years Foundation Stage Curriculum Overview** | | | | | | | | |
| **Characteristics of Effective Learning** | | | | | | | | |
| **Active learning – motivation**  **Being involved and concentrating**  **Keeping trying**  **Enjoying achieving what they set out to do** | | | **Active learning – motivation**  **Being involved and concentrating**  **Keeping trying**  **Enjoying achieving what they set out to do** | | | **Creating and thinking critically – thinking**  **Having their own ideas**  **Making links**  **Choosing ways to do things** | | |
| **Prime areas of Learning** | | | | **Specific areas of Learning** | | | | |
| **Integrated curriculum – Jolly Phonics/Oral Language focus** | | | | | | | | |
| **Personal, Social, Emotional development** | **Physical Development** | **Communication and Language** | | **Literacy** | **Mathematics** | | **Understanding the world** | **Expressive Art and Design** |
| • Can play in a group, extending and elaborating play ideas,  e.g. building up a role-play activity with other children.  • Initiates play, offering cues to peers to join them.  • Keeps play going by responding to what others are saying or doing.  • Can select and use activities and resources with help.  • Welcomes and values praise for what they have done.  • Enjoys responsibility of carrying out small tasks.  • Shows confidence in asking adults for help.  • Confident to talk to other children when playing, and will communicate freely about own home and community. | • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  • Can tell adults when hungry or tired or when they want to rest or play.  • Observes the effects of activity on their bodies.  • Mounts stairs, steps or climbing equipment using alternate feet.  • Walks downstairs, two feet to each step while carrying a small object.  • Understands that equipment and tools have to be used safely.  • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. | • Listens to others one to one or in small groups, when conversation interests them.  • Listens to stories with increasing attention and recall.  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  • Focusing attention – still listen or do, but can shift own attention.  • Is able to follow directions (if not intently focused on own  choice of activity).  • Maintains attention, concentrates and sits quietly during appropriate activity.  • Responds to simple instructions, e.g. to get or put away an object. | | • Enjoys rhyming and rhythmic activities.  • Shows awareness of rhyme and alliteration.  • Recognises rhythm in spoken words.  • Listens to and joins in with stories and poems, one-to-one and also in small groups.  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  • Beginning to be aware of the way stories are structured.  • Suggests how the story might end.  • Listens to stories with increasing attention and recall.  • Describes main story settings, events and principal characters.  • Shows interest in illustrations and print in books and print in the environment.  • Sometimes gives meaning to marks as they draw and paint.  • Ascribes meanings to marks that they see in different places.  • Looks at books independently.  • Handles books carefully. | • Uses some number names and number language spontaneously.  • Uses some number names accurately in play.  • Recites numbers in order to 10.  • Knows that numbers identify how many objects are in a set.  • Beginning to represent numbers using fingers, marks on paper  or pictures.  • Shows an interest in shape and space by playing with shapes or making arrangements with objects.  • Shows awareness of similarities of shapes in the environment.  • Shows curiosity about numbers by offering comments or asking questions.  • Shows interest in shape by sustained construction activity or  by talking about shapes or arrangements.  • Shows interest in shapes in the environment.  • Sometimes matches numeral and quantity correctly. | | • Shows interest in the lives of people who are familiar to them.  • Remembers and talks about significant events in their own experience.  • Talks about why things happen and how things work.  • Developing an understanding of growth, decay and changes over time.  • Shows care and concern for living things and the environment.  • Recognises and describes special times or events for family or  friends.  • Shows interest in different occupations and ways of life. | • Enjoys joining in with dancing and ring games.  • Sings a few familiar songs.  • Beginning to move rhythmically.  • Imitates movement in response to music.  • Taps out simple repeated rhythms.  • Explores and learns how sounds can be changed.  • Explores colour and how colours can be changed.  • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  • Beginning to be interested in and describe the texture of  things.  • Uses various construction materials.  • Beginning to construct, stacking blocks vertically and  horizontally, making enclosures and creating spaces.  • Joins construction pieces together to build and balance.  • Realises tools can be used for a purpose. |
| **Eid Al-Adha** | | | | | | | | |
| • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  • Is more outgoing towards unfamiliar people and more confident in new social situations. | • Runs skilfully and negotiates space successfully, adjusting speed or direction to  avoid obstacles.  • Can stand momentarily on one foot when shown.  • Can usually manage washing and drying hands. | • Understands use of objects (e.g. *“What do we use to cut things?’*)  • Shows understanding of prepositions such as ‘under’, ‘on  top’, ‘behind’ by carrying out an action or selecting correct picture.  • Beginning to understand ‘why’ and ‘how’ questions. | | • Recognises familiar words and signs such as own name and advertising logos.  • Knows information can be relayed in the form of print.  • Holds books the correct way up and turns pages.  • Knows that print carries meaning and, in English, is read from left to right and top to bottom. | • Uses shapes appropriately for tasks.  • Beginning to talk about the shapes of everyday objects,  e.g. ‘*round*’ and ‘*tall*’.  • Selects the correct numeral to represent 1 to 5, then 1 to 10  objects.  • Counts an irregular arrangement of up to ten objects.  • Uses positional language. | | • Knows some of the things that make them unique, and can  talk about some of the similarities and differences in relation to  friends or family.  • Enjoys joining in with family customs and routines. | • Begins to build a repertoire of songs and dances.  • Explores the different sounds of instruments.  • Explores what happens when they mix colours.  • Experiments to create different textures.  • Understands that different media can be combined to create  new effects. |
| **Christmas break** | | | | | | | | |
| • Aware of own feelings, and knows that some actions and words can hurt others’ feelings.  • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.  • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. | • Can catch a large ball.  • Draws lines and circles using gross motor movements.  • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  • Dresses with help, e.g. puts arms into open-fronted coat or  shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.  • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. | • Beginning to use more complex sentences to link thoughts  (e.g. *using and, because*).  • Can retell a simple past event in correct order (e.g. *went down*  *slide, hurt finger*).  • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  • Questions why things happen and gives explanations. Asks  e.g. *who, what, when, how.*  • Uses a range of tenses (e.g. *play, playing, will play, played*). | | • Continues a rhyming string.  • Hears and says the initial sound in words.  • Gives meaning to marks they make as they draw, write and  paint.  • Begins to break the flow of speech into words.  • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | • Estimates how many objects they can see and checks by counting them.  • Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.  • Finds the total number of items in two groups by counting all of them.  • Compares two groups of objects, saying when they have the same number.  • Shows an interest in number problems.  • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. | | • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  • Can talk about some of the things they have observed such as plants, animals, natural and found objects.  • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.  • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. | • Developing preferences for forms of expression.  • Uses movement to express feelings.  • Creates movement in response to music.  • Sings to self and makes up simple songs.  • Makes up rhythms.  • Notices what adults do, imitating what is observed and then  doing it spontaneously when the adult is not there.  • Engages in imaginative role-play based on own first-hand experiences.  • Builds stories around toys.  • Constructs with a purpose in mind, using a variety of resources. |
| **Semester 2** | | | | | | | | |
| • Can usually adapt behaviour to different events, social situations and changes in routine.  • Initiates conversations, attends to and takes account of what others say. | • Holds pencil near point between first two fingers and thumb and uses it with good control.  • Can copy some letters, e.g. letters from their name. | • Responds to instructions involving a two-part sequence.  Understands humour, e.g. nonsense rhymes, jokes.  • Able to follow a story without pictures or props. | | • Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  • Links sounds to letters, naming and sounding the letters of the alphabet. | • Shows an interest in numerals in the environment.  • Shows an interest in representing numbers.  • Realises not only objects, but anything can be counted,  including steps, claps or jumps. | | • Shows skill in making toys work by pressing parts or lifting  flaps  • Knows that information can be retrieved from computers | • Uses simple tools and techniques competently and appropriately.  • Manipulates materials to achieve a planned effect. |

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| **Winter break** | | | | | | |
| • Takes steps to resolve conflicts with other children, e.g. finding a compromise.  • Confident to speak to others about own needs, wants, interests and opinions.  • Can describe self in positive terms and talk about abilities.  • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  • Aware of the boundaries set, and of behavioural expectations in the setting.  • Beginning to be able to negotiate and solve problems without  aggression, e.g. when someone has taken their toy. | • Eats a healthy range of foodstuffs and understands need for variety in food.  • Experiments with different ways of moving.  • Jumps off an object and lands appropriately.  • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  • Travels with confidence and skill around, under, over and through balancing and  climbing equipment.  • Shows increasing control over an object in pushing, patting, throwing, catching or  kicking it.  • Uses simple tools to effect changes to materials. | • Uses intonation, rhythm and phrasing to make the meaning clear to others.  • Uses vocabulary focused on objects and people that are of particular importance to them.  • Builds up vocabulary that reflects the breadth of their experiences.  • Uses talk in pretending that objects stand for something else  in play, e,g, *‘This box is my castle.’*  • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  • Uses language to imagine and recreate roles and experiences  in play situations.  • Links statements and sticks to a main theme or intention. | • Begins to read words and simple sentences.  • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  • Enjoys an increasing range of books.  • Knows that information can be retrieved from books and computers.  • Continues a rhyming string.  • Hears and says the initial sound in words.  • Can segment the sounds in simple words and blend them together.  • Links sounds to letters, naming and sounding the letters of  the alphabet. | • Recognises some numerals of personal significance.  • Recognises numerals 1 to 5.  • Counts up to three or four objects by saying one number name for each item.  • Counts actions or objects which cannot be moved.  • Says the number that is one more than a given number.  • Finds one more or one less from a group of up to five objects, then ten objects.  • In practical activities and discussion, beginning to use the  vocabulary involved in adding and subtracting.  • Beginning to use mathematical names for 3D shapes and 2D shapes, and mathematical terms to describe shapes.  • Selects a particular named shape.  • Can describe their relative position such as ‘*behind*’ or ‘*next to*’.  • Orders two or three items by length or height.  • Orders two items by weight or capacity. | • Looks closely at similarities, differences, patterns and change. | • Uses available resources to create props to support role-play.  • Selects appropriate resources and adapts work where necessary.  • Selects tools and techniques needed to shape, assemble and  join materials they are using.  • Create simple representations of events, people and objects.  • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. |
| **Easter Break** | | | | | | |
| • Explains own knowledge and understanding, and asks  appropriate questions of others. | • Usually dry and clean during the day.  • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. | • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  • Introduces a storyline or narrative into their play. | • Writes own name and other things such as labels, captions.  • Attempts to write short sentences in meaningful contexts. | • Counts objects to 10, and beginning to count beyond 10.  • Counts out up to six objects from a larger group.  • Records, using marks that they can interpret and explain.  • Begins to identify own mathematical problems based on own interests and fascinations.  • Uses familiar objects and common shapes to create and recreate patterns and build models. |  | • Chooses particular colours to use for a purpose.  • Introduces a storyline or narrative into their play.  • Plays alongside other children who are engaged in the same  theme.  • Plays cooperatively as part of a group to develop and act out  a narrative. |