

**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 ownchoice 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 paperor 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 orby 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 orfriends.• 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 ofthings.• Uses various construction materials.• Beginning to construct, stacking blocks vertically andhorizontally, 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 toavoid 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’, ‘ontop’, ‘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 10objects.• Counts an irregular arrangement of up to ten objects.• Uses positional language. | • Knows some of the things that make them unique, and cantalk about some of the similarities and differences in relation tofriends 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 createnew 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 orshirt 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. Askse.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 andpaint.• 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 thendoing 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 liftingflaps • 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 withoutaggression, 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 andclimbing equipment.• Shows increasing control over an object in pushing, patting, throwing, catching orkicking 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 elsein 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 experiencesin 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 ofthe 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 thevocabulary 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 andjoin 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 asksappropriate 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 sametheme.• Plays cooperatively as part of a group to develop and act outa narrative. |