

**SPRING TERM 2026 PROGRAMME OF STUDY FOR KINDERGARTEN**

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| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | Consistently follow the class rules and routines. Be confident to try new activities and talk about why they like some activities more than others. To talk about their ideas and be able to choose resources they need to complete an activity. To play co-operatively, take into account the ideas of others. |
| COMMUNICATION AND LANGUAGE | During Circle-time, talk about experiences in and out of school, using past, present and future tenses correctly. Sustain attentive listening in a range of situations including show and tell, respond with relevant questions and comments. Follow instructions involving several ideas or actions. Listen to class assemblies. |
| PHYSICAL DEVELOPMENT | <p><u>In the classroom (Fine Motor Skills)</u></p> <p>Use scissors, construction toys and modelling materials with increasing control. Write words and draw pictures using a correct pencil grip. Form individual letters correctly</p> <p>Gymnastics: Theme 'Body shapes' shapes that twist/coil/stretch. First on floor then adapt to suit pieces of apparatus. Start to hold posture in take offs and landings and begin linking moves.</p> <p>Games skills: Revisit movement skills; continue to develop small and larger ball skills with emphasis on sending and receiving. Build confidence through simple games and challenges . Co-ordinating hands and feet .</p> |
| LITERACY | <p>Continue to follow the Read, Write Inc. phonics scheme. Recognise all letters of the alphabet and say the letter sound and name. Move on to set 2 speed sounds.</p> <p>Read simple sentences and show understanding when talking about what they have read.</p> <p>Write forename and begin to write surname with correct use of capital letters.</p> <p>Read and begin to spell the 45 High Frequency words for Reception.</p> <p>Begin to write simple sentences, with some words spelt correctly and others which are phonetically plausible.</p> <p>Begin to use simple punctuation, starting sentences with a capital letter and ending with a full stop.</p> <p>Weekly spelling tests linked to phonics lessons.</p> |

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| MATHEMATICS | <p><u>Numbers and Place Value</u> Count numbers beyond 10 Recognise, read & begin to write numbers to 20 and beyond. Order numbers to 20 and beyond by placing them on a line. Understand the 'one more/one less' relationship Explore the composition of numbers to 10 Count in 2s to 20 Compare numbers to 5</p> <p><u>Addition and Subtraction</u> Continue to learn number bonds to 10. To begin to understand addition as counting on and subtraction as counting back. Begin to use a systematic way of recording calculations.</p> <p><u>Space Shape and Measure</u> Estimate, measure and compare the weight/height/length of objects Use vocabulary related to time Read the time to the hour (o'clock) Revise 2D and 3D shapes and their properties.</p> |
| UNDERSTANDING THE WORLD | <p><u>Topic: Traditional tales</u> Compare characters in stories. Make simple maps Baking to observe change in materials Talking about difference between children's books now and in the past.</p> <p><u>Seasons</u> Winter and spring walks in school grounds to compare what they see.</p> <p><u>Festivals</u></p> <ul style="list-style-type: none">• Chinese New Year• Valentines Day• Shrove Tuesday• Easter |
| EXPRESSIVE ARTS AND DESIGN | <p><u>In the classroom</u> Children to have the opportunity to use a variety of art tools and materials to create their own artwork. Children will be able to explore collage, printing and painting.</p> <p>Make valentine, Mother's Day and Easter cards.</p> |



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MUSIC

Look at songs and music related to Easter, for Friday assemblies and end of term. (As well as general songs for assemblies).
Begin to know of the four family groups found in an orchestra using an appropriate age-based online resource.
Revise how instruments create a variety of sounds e.g. strike, pluck, blow, shake.
Children to be given the opportunity to produce the sounds discussed. e.g. loud, soft, long sound short sounds.
Children walk and move to a rhythm, keep the pulse and beat in time and work towards repeating a simple rhythm.