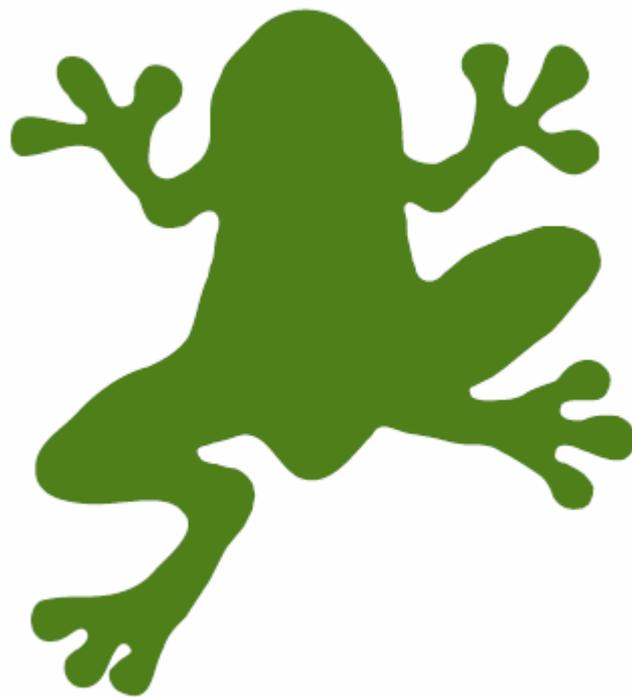


# Leapfrog Kindergarten



## Kindergarten Curriculum

No. 11 Pak Tam Chung Village, Sai Kung Country Park. Postal Address: PO Box 121, Sai Kung  
Tel: 2791 1540 Email: [admin@leapfrogkindergarten.org](mailto:admin@leapfrogkindergarten.org) Website: [www.leapfrogkindergarten.org](http://www.leapfrogkindergarten.org)

Updated August 2015

# Philosophy

Our educational philosophy is based on a developmentally appropriate play-based curriculum, based on the UK Early Years Foundation Stage (EYFS) Curriculum. Teaching includes programs that promote children's active exploration of the environment so that children have the opportunity to explore, reflect, interact and communicate with other children and adults. We encourage a mixture of teacher-led and child-initiated activities. We believe that children should be treated as individuals and be allowed to learn at their own pace and developmental level.

Since our foundation, Leapfrog teaching and learning philosophy has been learn-through-play. We believe the following about play:

"Play underpins all development and learning for young children. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally." (EYFS, 2007)

"Providing well planned experiences based on children's spontaneous play is an important way in which teachers support young children to learn with enjoyment and challenge." (EYFS 2007)

The four main principles (based on the EYFS) of our play-based curriculum are;

- **A Unique Child** - this aspect recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **Positive Relationships** - this aspect describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or key people in their lives.
- **Enabling Environments** -this aspect acknowledges that environment plays a key role in supporting and extending children's learning.
- **Learning and Developing** - this aspect recognises that children learn and develop at different rates and all areas of learning and development are equally important and interconnected.

## Parental Involvement

Leapfrog was established in 1993 by a group of parents committed to providing a good pre-school education for their children. Today, Leapfrog promotes learning through play and encourages parent participation. Research shows that there are clear benefits for children when parents become actively involved in their children's learning and development from an early age. Ever since the beginning, a committee of parents has been assisting with the running of Leapfrog alongside our team of staff, and have becoming greatly involved in their children's education, working under the close guidance of the qualified and experienced teachers at Leapfrog. Some parents have special skills, qualities and talents to offer, whilst others become involved in sharing everyday games and activities with the children, meaning that we can have more variety on offer each day.

## **Our Aims**

Our overall aim is that children who attend Leapfrog will experience a warm, friendly and purposeful atmosphere which is geared towards their individual needs, abilities and interests, and which will lay the foundation for future learning. This will be achieved by setting standards aimed at improving quality and consistency for all children, and building on the founding philosophy of the school - that parents and professionals can work together in harmony and mutual understanding in achieving these aims.

## **Learning at Leapfrog**

Each day, we set up a range of activities, both inside and out, which we know through our observations, will interest and engage the children. Some activities are adult-led, and require a specific response from the children in order to achieve an 'end result'. These might include art and craft or musical pursuits. Other areas, such as the role play area, facilitate more of an imaginative, child-led response. Three circle times during each session guide the children more formally in their numeracy and literacy learning, and split the sessions into two well-defined play times, with plenty of opportunity for free-choice.

### **1. Characteristics of Effective Learning (EYFS, 2014)**

#### **Playing and Exploring - engagement**

##### **Finding out and exploring**

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-minded activity
- Showing particular interests

##### **Playing with what they know**

- Pretending objects are things from their experiences
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

##### **Being willing to 'have a go'**

- Initiating activities
- Seeking challenges
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences and learning by trial and error

### **2. Active Learning - motivation**

#### **Being involved and concentrating**

- Maintaining focus on their activity for a period of time
- Showing high levels of energy and fascination
- Not easily distracted
- Paying attention to details

### **Keeping on trying**

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

### **Enjoying achieving what they set out to do**

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something - not just the end result
- Enjoyed meeting challenges for their own sake rather than external rewards or praise

## **3. Creating and Thinking Critically - thinking**

### **Having their own ideas**

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

### **Making Links**

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

### **Choosing ways to do things**

- Planning and making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

Our curriculum, based on the EYFS 2014 has the following areas of learning and development and our prime areas are;

## **1 Personal, Social and Emotional Development**

### **Making Relationships**

**K1:** 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
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults

**K2:** Initiates conversations, attends to and takes account of what others say.

- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

### **Early Learning Goal**

**Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organize their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.**

### **Self-confidence and Self-esteem**

**K1:** 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.
- Confident to talk to other children when playing, and will communicate freely about own home and community
- Shows confidence in asking adults for help

**K2:** Confident to speak to others about own needs, wants, interests and opinions

- Can describe self in positive terms and talk about abilities

### **Early Learning Goal**

**Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.**

### **Managing feelings and behaviour**

**K1:** Begins to become 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

**K2:** 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.

- Can usually adapt behaviour to different events, social situations and changes in routine
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

### Early Learning Goal

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

## 2. Physical Health and Development

Daily opportunities are offered for physical games and outdoor play. There is a wide range of freely available outdoor apparatus, such as climbing frames, slides, play houses, tricycles, cars, etc. We play chasing games such as 'Tag', traditional circle games, such as 'The Farmer's in his Den', and organised team games and relays.

### K1

- Can tell adults when hungry or tired or when they want to rest or play
- Observes the effects of activity on their bodies
- Understands that equipment and tools have to be used safely
- Can attend to toileting needs most of the time themselves
- Can usually manage washing and drying hands
- 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
- 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
- Mounts stairs, steps or climbing equipment using alternate feet
- Walks downstairs, two feet to each step while carrying a small object
- Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles
- Can stand momentarily on one foot when shown
- Can catch a large ball

### K2

- Eats a healthy range of foodstuffs and understands need for variety in food
- 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
- Shows understanding of how to transport and store equipment safely
- 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

#### **Early Learning Goal**

Children know the importance of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

#### **Early Learning Goal**

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

### **3. Communication, Language and Literacy**

At Leapfrog Kindergarten, each student spends between 9 and 15 hours a week - 3 hours a day - engaging in purposeful activities that are related to their age, stage of development and interests. There are three teacher-led circle times during the sessions. The first one is based on a range of assorted, practical numeracy tasks, such as grouping, matching or identifying shapes and dates. The second is for phonics and Mandarin, often based on a current theme. This circle time is held immediately before our snack. The final one is just before the children leave, when we offer a review of the day's events and sing some songs together.

Each day the teacher will lead a phonics-based activity that is geared to the children's level of attainment. Much of the remainder of the session is spent in 'free choice' activity, with the emphasis on learning through play. There is always a variety of choices available, including daily art and craft (again, frequently linked to a specific 'theme'), role play area, or outside play. Music and Movement is another important daily activity.

### **4. Numeracy**

Each day we all spend some time looking at the calendar and identifying the day, the month and year.

Every week we follow a numeracy theme, which rotates weekly between Numbers as Labels, Shape, Space and Measure and Calculating. This activity takes place after our calendar work each day. The emphasis is on the practical activity, with a visual stimulus in order to aid understanding. The children may also record their responses on the whiteboard when they feel ready for this.

#### **K1**

##### **K1 Numbers**

- 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
- Sometimes matches numeral and quantity correctly
- Shows curiosity about numbers by offering comments or asking questions
- 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

##### **K1 Space, Shape and Measure**

- 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
- Uses positional language
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'

### **K1 Calculating**

- Begin to make comparisons between quantities
- Know that a group of things changes in quantity when something is added or taken away

## **K2**

### **K2 Numbers**

- 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
- Counts objects to 10, and beginning to count beyond 10
- Counts out up to six objects from a larger group
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects
- Counts an irregular arrangement of up to ten objects
- Estimates how many objects they can see and checks by counting them
- Finds the total number of items in two groups by counting all of them
- 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.
- Records, using marks that they can interpret and explain

### **Early Learning Goal**

**Children count reliably with numbers from one to 10, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, halving and sharing.**

### **K2 Space, Shape and Measure**

- Begins to use mathematical names and terms for 'solid' 3D shapes and 'flat' 2D 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
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Orders and sequences familiar events
- Measures short periods of time in simple ways

### **Early Learning Goal**

**Children use everyday language to talk about size, weight, capacity, position and time to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them**

### **K2 Calculating**

- 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.

- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Begins to identify own mathematical problems based on own interests and fascinations.

### **Early Learning Goal**

**In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. Use language such as 'more' or 'less' to compare two numbers. Find one more or one less than a number from one to ten. Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.**

## **5. Daily Literacy Circle Time - discussions**

K1

- Beginning to use more complex sentences to link thoughts (eg. using and, because)
- Can retell a simple past event in correct order (eg went down slide, hurt finger)
- Asks who, what, where, when, how
- Uses intonation 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 experiences

K2

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- Links statements and sticks to a main theme or intention
- Uses talk to organize, sequence and clarify thinking, ideas, feelings and events
- Children express themselves effectively, showing awareness of listeners needs. They use past, present and future forms mostly accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas and events
- Uses a range of tenses (eg play, playing, will play and played)

## **Daily Literacy Circle Time – stories, rhymes and library**

K1

- Enjoys rhyming and rhythmic activities
- Recognizes rhythm in spoken words
- Listens to and joins in with stories and poems one-to-one 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 that stories are structured
- Listens to stories with increasing attention and recall
- Shows interest in illustrations and print in books and print in the environment
- Recognizes familiar words and signs such as own name
- Looks at books independently
- Handles books carefully

K2

- 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
- 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
- Suggests how the stories might end
- Shows interest in illustrations and print in books and print in the environment

## Phonics

As part of the implementation of the Communication, Language and Literacy area of learning, Leapfrog Kindergarten follows a synthetic phonics program called 'Get Reading Right'. We spend about 10 minutes each day on structured phonics tuition.

It is important to remember to use the sound that each letter makes, rather than the name of the letter. Capital letters are not introduced unless we are using them at the start of a name or a place.

K1

The first set of sounds consists of;

s - m - c - t - g - p - a - o

The second set of sounds consists of;

r - l - d - b - f - h - i - u

The third set of sounds consists of;

v - w - y - z - j - n - k - e

When they are ready, they will start to make simple words using those letters.

Practicing at home with the correct set of letters will help to reinforce your child's learning. However, reading stories aloud together and just talking to your child about anything and everything are also extremely important pre-reading activities.

Objectives for phonics in K1;

- Hear and say sounds in words in the order in which they occur
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Read and write a range of familiar and common words and simple sentences independently
- Use a pencil and hold it effectively to form recognizable letters, most of which are correctly formed

K2

The letters in all three sets may then be combined in order to create a wider range of words.

The fourth set of sounds consists of: ff, ll, ss, zz

As the children become more confident using the taught letters to form words, we focus on building up their skills combining the letters in order to create a wider range of words.

We also learn camera words, which are irregular, high frequency words that cannot be spelt out, but instead encourages the children to use their visual memory when they learn to read and spell these words. The camera words consist of:

(unit 1) to - are - she - was - I - the

(unit 2) day - of - a - he - for - today

(unit 3) all - is - me - said - no - they

(unit 4) you - play - this - my - come - have

(unit 5) do - give - says - like - what - going

(unit 6) what - going - give - away - see - look - very - once

We learn as many or as few as the children are ready for and it is quite typical to only get as far as learning up to unit 4 K2.

Objectives for phonics in K2

- Continues a rhyming string
- Hears and says the initial sounds in words
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them
- Begins to read words and simple sentences
- Demonstrate understanding when talking to others about what they have read

### **Early Learning Goal**

**Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.**

## **6. Mandarin**

Chinese as a second language is introduced at Leapfrog Kindergarten. The Chinese Language Curriculum is aimed at developing children's listening and speaking skills as well as a love and interest in Mandarin. We have a full-time Mandarin speaking Teacher/Education Assistant in the classroom all the time along with our English teacher. She also holds two circle times for both K1 and K2 classes, one in literacy time and one in music time.

Our Chinese program covers a range of topics include myself and family, food, animals, numbers, colours, transportation and etc. Our school follows "learning through play" philosophy. Children must have fun learning a language to develop a love for it. Our Chinese lessons are delivered through songs, stories and games.

During the children play sessions, the teacher also interacts with the children using Chinese, which makes learning of Chinese more meaningful. Children are encouraged to apply what they've learnt during the playtime.

K1 class will focus mostly on words. K2 class will also learn to use the words they've learnt to form short phrases or sentences. Our Chinese programme emphasizes on listening and speaking, but to better prepare K2 students for primary school, towards the end of the year the K2 class, will also talk about some basic strokes and stroke orders by using the simple Chinese number characters so that they would be more confident when they go to into P1 and start to write.

At Leapfrog, we appreciate Chinese cultures and customs. They also play an important part of our Chinese programme. Major festivals are introduced including Chinese New Year, Mid-Autumn Festival and Dragon Boat Festival. Children will learn the stories behind the festivals and how Chinese celebrate them.

## 7. Art and Craft Activities

Structured daily sessions are part of our syllabus, and are usually linked to the current theme. Play dough or other 'messy' activities are set up outside on most days in addition to this.

### K1

- Explores colour and how colours can be changed
- 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
- Captures experiences and responses with a range of media such as music, dance, paint and other materials or words
- Draws lines and circles using gross motor movements
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors

### K2

- Chooses particular colours to use for a purpose
- Explores what happens when they mix colours
- Experiments to create different textures
- Understands that different media can be combined to create new effects
- Manipulates materials to achieve a planned effect
- Constructs with a purpose in mind, using a variety of resources
- Uses simple tools and techniques competently and appropriately
- Selects appropriate resources and adapts work where necessary
- Selects tools and techniques needed to shape, assemble and join materials they are using
- Uses simple tools to effect changes to materials
- Handles tools, objects, construction and malleable materials safely and with increasing control
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

### **Early Learning Goal**

**Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**

### **Early Learning Goal**

**Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art and design.**

## **8. Daily Music and Movement**

Each day, the children participate in musical activities, using a combination of 'live' and recorded music. This can involve learning different lyrics and movements, or interpreting music in their own individual way.

### **K1**

- 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.
- Developing preferences for forms of expression
- Uses movement in response to music
- Sings to self and makes up simple songs
- 

### **K2**

- Begins to build a repertoire of songs and dances
- Explores the different sounds of instruments
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences
- Makes up rhythms

### **Early Learning Goal**

**Children sing songs, make music and dances, and experiment with ways of changing these.**

### **Early Learning Goal**

**Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music and dance.**

## 9. Role Play Area and Free Play - inside and outside

We have a well-equipped role play-area which is changed throughout the year. This includes, shops/baby clinic/home corner.

K1

- 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
- 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'
- 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, e.g. farm animals needing rescue from an armchair 'cliff'
- Uses available resources to create props to support role-play

K2

- Initiates conversations, attends to and takes account of what others say
- Explains own knowledge and understanding, and asks appropriate questions of others
- Takes steps to resolve conflicts with other children, e.g. finding a compromise
- 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
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Introduces a storyline or narrative into their play

### Early Learning Goal

**Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.**

### Early Learning Goal

**Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.**

# Themes

Much of our work will be based on a variety of topics throughout the year. The topics will incorporate discussions, stories, songs and rhymes, role play and art and craft. We will keep parents informed about the exact timing of the themes in the monthly newsletters. The length of the topics may range from one day to a whole month.

Outlined below are the themes for the next school year, with specific objectives outlined for each theme in both K1 and K2.

## Myself and my Family (August)

K1

- remembers and talks about significant times or events for family and friends
- shows interest in different occupations and ways of life

K2

- enjoys joining in with family customs and routines
- shows interest in the lives of people familiar to them
- 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

## Food and Healthy Choices (September)

K1

- describe and talk about what they see
- extend vocabulary, especially by grouping and naming

K2

- understands the need for healthy range of foodstuffs and variety in food
- make comparisons and create new connections
- show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health

## Dinosaurs (September)

K1

- use language and other forms of communication to share the things they create
- investigate various construction materials
- join construction pieces together to build and balance

K2

- use time-related words in conversation.
- begin to differentiate between past and present

## **Countries and International Day (September)**

K1

- gain an awareness of the cultures and beliefs of others
- show and interest in the world in which they live
- enjoys joining in with customs and routines

K2

- feel a sense of belonging to own community and place
- comment and ask questions about where they live and the natural world

## **Mid-Autumn Festival (September)**

K1

- enjoy imaginative and role play with peers
- express feelings about a significant personal event

K2

- feel a sense of belonging to own community and place
- gain an awareness of the cultures and beliefs of others

## **Animals (October)**

K1

- can talk about some of the things they have observed about animals, and show concern and care for living things and the environment
- show curiosity and interest in features of objects and living things

K2

- can talk about some of the things they have observed about animals, and show concern and care for living things and the environment
- show an awareness of change

## **Halloween (October)**

K1

- gain an awareness of the cultures and beliefs of others
- enjoy imaginative and role-play with peers
- enjoys joining in with customs and routines

K2

- understands that the seasons and festivals occur regularly each year
- uses their imagination in art and design, imaginative role-play and stories

## Castles (November)

K1

- use language and other forms of communication to share the things they create
- investigate various construction materials
- join construction pieces together to build and balance

K2

- use time-related words in conversation
- begin to differentiate between past and present

## Shops and Shopping (November)

K1

- shows an interest in numerals in the environment
- engages in imaginative role play based on their own first hand experiences
- uses available resources to create props to support role play
- notices what adults do, imitating what is observed and then doing it spontaneously when an adult is not there

K2

- plays alongside other children who are engaged in the same theme
- beginning to use everyday language related to money
- understands the need for healthy range of foodstuffs and variety in food

## Christmas (December)

K1

- remembers and talks about significant events in their own experience
- recognizes and describes special times or events for family and friends
- have an awareness of, and an interest in, cultural and religious differences

K2

- enjoys joining in with customs and routines
- understands that the seasons and festivals occur regularly each year

## Transport and Machines (January)

K1

- talks about why things happen and why things work
- enjoy imaginative and role-play with peers

K2

- asks questions about why things happen and how things work
- join construction pieces together to build and balance

## Occupation (January)

K1

- build up vocabulary that reflects the breadth of their experiences
- enjoy imaginative and role-play with peers

K2

- have confidence to speak to others about their own wants and interests
- begin to use talk to pretend imaginary situations
- show interest in different occupations and ways of life

## Chinese New Year (January)

K1

- seeks and delights in new experiences, with a positive approach to activities and events
- imitates and creates movement in response to music and develop a repertoire of actions by putting a sequence of movements together
- expresses feelings about a significant personal event
- captures experiences and responses with music, dances, art activities and words

K2

- has an awareness of and an interest in cultural and religious differences
- enjoys joining in with customs and routines
- understands that people have different needs, views, cultures and beliefs that need to be treated with respect
- begins to know about their own cultures and those of other people

## Music and Dance (February)

K1

- enjoy joining in with dancing and ring games
- uses movement to express feelings
- join in singing favourite songs

K2

- show respect to other children's' space when playing among them
- experiment with different ways of moving
- tap out simple repeated rhythms and make some up
- imitate and create movement in response to music

## Use Your Imagination! (February)

K1

- begin to make believe by pretending
- use available resources to create props to support role play
- talk activities through, reflecting on and modifying what they are doing
- capture experiences and responses with music, dance, paint and other materials or words

K2

- begin to use talk to pretend imaginary situations
- respond to comments and questions, entering into dialogue about their creations
- uses language to imagine and recreate roles and experiences in play situations
- introduces a storyline or narrative into their play
- plays cooperatively as part of a group to develop and act out a narrative

## **Spring (March)**

K1

- show curiosity and interest in the features or objects and living things
- describe and talk about what they see

K2

- notice and comment on patterns
- showing awareness of change
- developing an understanding of growth, decay and changes over time

## **Easter (March and April)**

K1

- remembers and talks about significant events in their own experience
- recognizes and describes special times or events for family and friends

K2

- enjoys participating in family customs and routines
- knows about similarities and differences between themselves and others and among communities and traditions

## **Space (April)**

K1

- show an interest in the world in which they live.
- describe and talk about what they see

K2

- comment and ask questions about where they live and the natural world
- explain own knowledge and understanding, and ask appropriate questions of others

## **Science (April)**

K1

- show curiosity and interest in the features of objects and living things
- describe and talk about what they see

K2

- show curiosity about why things happen and how things work
- notice and comment on patterns
- show an awareness of change
- explain own knowledge and understanding, and ask appropriate questions of others.

## **Minibeasts (May)**

K1

- show curiosity and interest in the features of objects and living things
- describe and talk about what they see

K2

- show curiosity about why things happen and how things work
- notice and comment on patterns
- show an awareness of change

## **Houses and Homes (May)**

K1

- comments and asks questions about aspects of their familiar world, such as the place where they live
- describe and talk about what they see

K2

- looks closely at similarities, differences, patterns and change
- children know about similarities and differences in relation to places. They talk about how environments might vary from one another

## **Summer (May/June)**

K1

- comments and asks questions about aspects of their familiar world, such as the natural world
- can talk about some of the things they have observed such as plants, animals, natural and found objects
- shows care and concern for living things and the environment

K2

- looks closely at similarities, differences, patterns and change
- they make observations of animals and plants and explain why some things occur, and talk about changes

## **Water (June)**

K1

- explores the concept of relative capacity between containers of different shapes and sizes
- shows understanding of cause/effect relations, eg If we put this water into the freezer, what will happen, and why? If we drop this stone into the water, what will happen and why?

K2

- investigates, using the senses as appropriate
- identifies, observes and finds out about features of the natural world

# Assessment

At Leapfrog, assessment involves analyzing and reviewing each child's development and learning in order to make informed decisions about their next steps in order to scaffold their learning.

Our assessment is formative, in terms of observations, photographs, examples of children's work, and relevant information from parents. All of this is done on a daily basis in order to guide the practitioner about the children's achievements and decide on the next steps in their learning. Lesson plans are annotated and changed accordingly to the children's interests and learning. Seizing the moment is crucial in a child's learning and sometimes this means adaptations to plans in order to build upon their learning at that given time.

The EYFS profile is the summative assessment, containing information gathered over a whole school year, and also includes their written report. Reference is made to each of the areas of learning referred to previously;

## Prime Areas

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Knowledge and Understanding of the world
- Problem solving reasoning and number
- Creative Development
- Physical Development

Our observations help us to determine each child's progress through the developmental landmarks defined by the EYFS, in terms of reaching the 'Early Years Goals'.

During the end of the academic year, each child's report is emailed home and they will be given a selection of their work to take with them.

Practice Guidance for the Early Years Foundation Stage, U.K. (2015)