

Kindergarten curriculum London Steiner school		
Principles	content	Skills developed
<p>Children begin life with openness and trust. The world around them literally impresses itself upon the young child whose development is shaped by these impressions. A child's learning is directly connected to their physical body and sensory experience. The children are given time and space to observe, experience, ponder, experiment and discover the world around them with a sense of Awe and Wonder. They learn to care for themselves, others and their environment through purposeful activity.</p> <p>RHYTHM AND REPITITION: A strong and regular rhythm in the daily, weekly and yearly life of the kindergarten promotes and enables a feeling of security and enables self-confidence supporting the principles of living with change, knowing their place in the world and developing an understanding of past present and future.</p> <p>IMITATION: Learning through example. Surrounding the children with purposeful activity and learning. Developing their will forces and supporting them to gain meaning through its relevance to life. The young child moves from observation to participation.</p> <p>CREATIVE PLAY: The young child's self-initiated undisturbed creative play has a central importance to learning. Through play the young child makes sense of the world around them. Simple</p>	<p>RHYTHM AND REPITITION: Circle time, movement, singing, versus, poems, action rhymes, indoor and outdoor play. Participate in counting verses, games and riddles. Snack time. Story time: Seasonal and nature stories, fairy tales, Pedagogical stories.</p> <p>OTHER ACTIVITIES: Arts and craft activities including painting, seasonal craft activities, drawing, playing within and experiencing the natural world, gardening, scrubbing tables, cleaning, grinding e.g wheat grains for bread baking, using measuring scales, sawing and sanding.</p> <p>WOODWORK: Using a range of large and small tools, carrying and arranging large planks of wood and branches.</p> <p>CREATIVE PLAY: Dress up and role play in self-initiated and imaginative activities.</p> <p>TIDY TIME: Children and Teachers work together. Wooden shapes sorted and put into baskets. Cloths rolled or folded into squares or triangles. Large equipment put away with help from friends and teachers, large block's put away in certain way so they fit into large basket.</p> <p>IMITATION: Children participate in baking bread and chopping vegetables for soup. Cleaning and scrubbing tables, washing paint pots and brushes, gardening, caring for the environment, preparation of</p>	<p>Playing and exploring: Developing listening skills: Developing feelings of self and others. Flexibility and compromise. Speaking: Development of conversational speaking and describing observations. Imitate language and communication through play, rhyming and songs shared in different languages developing skills in connecting words and meanings using crayons for drawing and emergent writing. Participate with imitating gestures, words, rhymes and sounds developing memory, growing phonological awareness of beginning and end syllables in words. Connecting words and meanings through engagement with repetition of words with movements.</p> <p>DEVELOPING CONTROL AND CO ORDINATION: and a sense of periphery and boundaries. Developing and strengthening limbs through walking and playing in the environment in all weathers, experiencing seasonal change with awe and wonder. Climbing trees, structures in park, logs on Tooting common.</p> <p>DEVELOPING HEALTH AWARENESS: Washing hands, blowing noses into tissue and putting in bin then washing hands. Washing hands after toilet time. Wearing slippers to keep feet warm. Wearing coats, hats, gloves, scarves in winter to keep warm in cold weather. Independence in in toileting and dressing is</p>

<p>unformed natural play materials nurture the child's senses and maximise imaginative potential.</p> <p>CIRCLE TIME: A time for teacher led activity. In kindergarten children learn through imitation, circle time is an ideal time to build literacy skills in an active way, through singing, speech, vocabulary, improving phonic awareness and memorizing. The ¾ year old is reliant on the adults around them, they are spatially unaware, dreamy and unable to sense where the boundaries are in relation to the physical world. At this age the young child lives in their will.</p> <p>The 4/5-year-old begins to co-operate with their peers and develop social skills in creative play. They start to sense and feel where boundaries lie between themselves and the world. Creative discipline starts to become effective. Assessment is now possible.</p> <p>The 5/6/7-year-old: the change of teeth is happening; a sign the child's formative forces have become more available for more academic and focused learning. Gross and fine motor skills increase and the child is now more able to plan and organise their play, overcome their own needs and work in co-operation with the whole group.</p>	<p>festivals and birthdays, circle time and craft activities.</p> <p>Imitation of teacher writing their names and friends names along with a range of other words, writing signs for cafes in creative play, tickets for plays that the children perform, cards for friends or parents and grandparents, make story books. Children "read" pictures in storybooks and associate the word underneath with the content of the story.</p> <p>SOCIAL INTERACTION: Group craft activities, helping and sharing with other children. Creative play, working and playing together, compromising and sharing. Helping to prepare snack and serving it to others. Making story time circle of chairs and placing slippers on each chair.</p> <p>MOVEMENT: Creative and outdoor play. Walk days where climbing trees, running, jumping, hopping and skipping can take place. Circle time involves movement throughout.</p> <p>Creative play.</p> <p>SPEECH: Children imitate teachers and other children's speech. Teachers use a wide range of songs, poems, stories, verses and carefully considered speech including imaginative speech as part of the kindergarten morning.</p> <p>COMMUNICATION: Children are encouraged to use kind words when dealing with social muddles. To use speech rather than hitting or grabbing which is emulated by teachers. Teachers create an environment where all children are secure in being able to communicate with</p>	<p>encouraged when children enter kg.</p> <p>ASKING FOR HELP: Children learn how to express their needs/feelings, increasing confidence to interact, negotiate and co-operate with peers, increasing independence.</p> <p>LEARNING TO LISTEN: To our kindergarten golden rules for ourselves and others. To teachers and other children. Increasingly developing interest and curiosity.</p> <p>DEVELOPING PARTICIPATION, RESPECT AND CO OPERATION: Developing the ability to be quiet, to be still at times. To be able to imitate gestures and movement and to interact appropriately with peers. Developing social skills, kindness a courteous and listening disposition. Ability to be interactive, compromise and be flexible, take turns and want to share. Learning to be caring, kind and helpful to each other especially Children with special needs, children with English as a second language, using kind words, hands are for work and play and being kind, offer to help indoors and outdoors at tidy time.</p> <p>NUMBERS SHAPES AND MEASURES: Develop and practice counting in sequence, solving practical problems eg when laying the snack table children count how many people there are then if there is 15 people teachers will offer 5 or 25 plates and child works out if they need to add or subtract to find the right number. Understanding of quantities/measurements-cooking and baking, sewing</p>
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	<p>both children and their teachers.</p> <p>SNACK TIME: Children participate in growing and picking and preparing seasonal vegetables, fruit and herbs with their teachers they help lay the snack table and serve the food to their friends.</p> <p>CULTURAL AND COMMUNITY: Celebration of Birthday's and festivals throughout the year. Parents are encouraged to share stories from their cultural backgrounds. Food's from around the world are prepared and shared, particularly at shared festivals e.g Harvest festival, birthdays and any event where parents are joining k.g. Festival's from different cultures are discussed and crafts made. Opportunities are created where children can share their home language, e.g at circle time and snack time.</p> <p>TECHNOLOGY: Children will experience a variety of warm tools. Hand grinders, Apple juice press, scales for baking, whisk, hand drill, screwdriver, garden trowels, knives when helping to prepare snack with teacher. Children are given opportunities to see and experience the function of a machine as an extension of the body. Build dens and houses, boats, see saws, towers using logs, planks, boxes, material, pegs, chairs and an array of natural materials.</p>	<p>and weaving. Creating patterns, ordering, block play, tidying, sorting chairs for snack and story time. Developing an understanding of mathematical language through exploration, observation, reflection of different qualities of shape space, measures EG Giving, taking, losing, gaining, sharing, more than, bigger than, less than, fewer, greater, pairs, double, which are pre cursors to the four operations, addition, subtraction, multiplication and division.</p> <p>NAMING SHAPES; Circle, heart, triangle, square, oblong, rectangle etc.</p> <p>Understanding comparisons: Taller, shorter, longer, thinner.</p> <p>SPACE/TIME: Near, far, close, behind, late, early, yesterday, today, tomorrow.</p> <p>SEQUENCE ORDERING: Develop concept of the past through strong yearly seasonal rhythm. Anticipation of future activities EG festivals, daily work projects.</p> <p>PEOPLE AND COMMUNITIES: Experience and understanding of other languages and cultures.</p> <p>TECHNOLOGY: Discovering the origin and uses of natural materials used in craft EG straw, from the farmer, grown in fields on farms or in a planter at school, sheeps wool from the sheep that are sheared in spring, book, pelles new suit, felting, learning to saw and sand.</p> <p>READING: A range of books are made available from simple picture books to more advanced reading material appropriate for the kg age range. Trips to the library to</p>
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