

## 2025/26 - PK1 (Cambridge Curriculum)

Theme: Me and My Family	Theme: Food	Theme: Living Things
<b>Understanding the World - Science</b> Needs of a human being (Living things). Main parts of the body. Explore the senses.	<b>Understanding the World - Science</b> Food is essential for life. Food goes through changes. Food comes from different sources.	<b>Understanding the World - Science</b> Needs of Living Things and their Habitats. Life Cycles. Respect and care for living things.
<b>Communication and Language</b> Listen to simple stories and understand what is happening with the help of the pictures.	<b>Communication and Language</b> Understand simple instructions. Start developing their pronunciation. Listens to others one to one or in small groups.	<b>Communication and Language</b> Understand "why" questions.
<b>Literacy</b> Have favourite books. Add some marks to their drawings, which they give meaning to.	<b>Literacy</b> Listens to rhymes and stories. Listen to stories with increasing attention and recall.	<b>Literacy</b> Repeat words and phrases from familiar stories. Develop their phonological awareness.
<b>Mathematics</b> Shows awareness of similarities of shapes. Develop fast recognition of up to 3 numbers. ("subitising")	<b>Mathematics</b> Say one number for each item in order: 1, 2, 3, 4, 5. Link numerals and amounts. Show awareness of similarities of shapes.	<b>Mathematics</b> Recite numbers past 5. Know that the last number reached when counting a small set of objects. Notice patterns and extend them.
<b>Expressive Arts and Design</b> Explore paint, using fingers as well brushes and other tools. Engages in imaginative role-play based on own first-hand experiences.	<b>Expressive Arts and Design</b> Explore colour and how colours can be changed. Engages in imaginative role-play based on own first-hand experience.	<b>Expressive Arts and Design</b> Engages in imaginative role-play based on own first-hand experiences.

<p><b>Music</b> Family Fun Songs. (A) Our Family Band. (B)</p>	<p><b>Music</b> Yummy Food Rhythms. (A) Cooking with Beats. (B)</p>	<p><b>Music</b> Animal Sound Adventures. (A) Nature's Symphony. (B)</p>
<p><b>Physical Education</b> Fine motor skills. Build independently with a range of appropriate resources.</p>	<p><b>Physical Education</b> Gross motor skills Move freely and with pleasure and confidence in a range of ways, such as crawling, jumping, skipping, sliding and hopping.</p>	<p><b>Physical Education</b> Gross motor skills. Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>
<p><b>Theme: Up and Away</b></p>	<p><b>Theme: Once Upon a Time</b></p>	<p><b>Theme: Colours All Around Us</b></p>
<p><b>Understanding of the World Science</b> Some things go up and float, others do not.</p>	<p><b>Understanding the World</b> Stories tell us events from the past. Different stories can make us feel different feelings and emotions.</p>	<p><b>Understanding the World</b> The Environment Around Us.</p>
<p><b>Communication and Language</b> Enjoy listening to longer stories. Understand a question or instruction that has two parts. Simple questions "who", "what" and "where".</p>	<p><b>Communication and Language</b> Use a wider range of vocabulary. Understand a question or instruction that has two parts. Simple questions "who", "what" and "where".</p>	<p><b>Communication and Language</b> Use a wider range of vocabulary. Simple sentences. Listen to others.</p>
<p><b>Literacy</b> Make marks on their picture to stand for their name.</p>	<p><b>Literacy</b> Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name.</p>	<p><b>Literacy</b> Give meaning to mark-making. Listen to stories and rhymes. Listen to Stories with increasing attention and recall.</p>
<p><b>Mathematics</b> Say one number for each item in order: 1, 2,3,4,5. Show 'finger numbers' up to 5. Talk about and explore 2D shapes.</p>	<p><b>Mathematics</b> Make comparisons of objects relating to size, length, weight and capacity.</p>	<p><b>Mathematics</b> Recite numbers to 10. Notice patterns. Complete AB patterns.</p>

<p><b>Expressive Arts and Design</b> Explore colour and how colour can be changed.</p> <p><b>Music</b> Flying High with Music. (A) Rocket Rhythms and Space Sounds. (B)</p>	<p><b>Expressive Arts and Design</b> Develop stories using small-world equipment like animal sets, dolls and houses.</p> <p><b>Music</b> Magical Story Songs. (A) Fairy Tale Melodies. (B)</p>	<p><b>Expressive Arts and Design</b> Explore colour and how colour can be changed.</p> <p><b>Music</b> Colour songs.</p>
<p><b>Physical Education</b> Gross motor skills. Walk, run, jump, climb, and start using the stairs independently.</p>	<p><b>Physical Education</b> Gross motor skills. Enjoy starting to kick, throw and catch balls.</p>	<p><b>Physical Education</b> Fine motor skills: Use one-handed tools. Gross motor skills- Move in a range of ways.</p>

## 2025/26 – PK2 (Cambridge Curriculum)

<p><b>Understanding the world</b></p> <p><b>Theme:</b> All about me. Face. Human Body. 5 Senses. Emotions.</p> <p><b>Music:</b> My Beat – Explore the different sounds of instruments.</p> <p><b>Literacy /CL:</b> Simple Sounds Group 1 &amp; 2. HFW-1 Read and write CVC Words.</p> <p><b>Mathematics:</b> Counting to 10. Review 2D shapes. Making sets to 10. Recognise numbers to 10. Organising numbers from 1-10. Measurements (length, capacity).</p> <p><b>Expressive Arts:</b> Portraits. Simple techniques (drawing, finger painting).</p> <p><b>PE:</b> Body movements.</p>	<p><b>Understanding the world</b></p> <p><b>Theme:</b> Let’s pretend, Shadow Theatre. Countries and World map. Weather.</p> <p><b>Music:</b> Sound play. Begins to build a repertoire of songs and dances.</p> <p><b>Literacy/CL:</b> Simple Sounds Group 3 &amp; 4. HFW-2. Read and write CVC words.</p> <p><b>Mathematics:</b> Counting to 15. 3D shapes. Recognising teen numbers. Organising numbers from 1-15. Matching quantities to numbers 1-15. One more and one less. Comparing quantities and numbers.</p> <p><b>Expressive Arts:</b> Exploring art materials and resources. Simple techniques (water colours, collage).</p> <p><b>PE:</b> Basic juggling and balancing.</p>	<p><b>Understanding the world</b></p> <p><b>Theme:</b> Patterns in Nature. Water Cycle. Frog Life Cycle. Beans Life Cycle. Day and Night.</p> <p><b>Music:</b> Rhythm lab. Taps out simple, repeated rhythms.</p> <p><b>Literacy/CL:</b> Simple Sounds Group 5 &amp; 6. HFW-3. Read and write CVC words</p> <p><b>Mathematics:</b> Counting to 20. Organising numbers from 1-20. Recognising teen numbers. Addition and subtraction with quantities. Create and describe patterns.</p> <p><b>Expressive Arts:</b> Patterns in famous paintings.</p> <p><b>PE:</b> Circuits and patterns in movements.</p>
<p><b>Understanding the world</b></p> <p><b>Theme:</b> Changes in colours. Growing up. 4 seasons. Changes in Food. Camouflage. Life cycles.</p> <p><b>Music:</b> Tune shift - Beginning to move rhythmically.</p> <p><b>Literacy/CL:</b> Simple Sounds. Group 7. Review HFW. Read and write CVC Words (digraphs).</p>	<p><b>Understanding the world</b></p> <p><b>Theme:</b> Going Places. Moving and Forces. Transport. Different communities.</p> <p><b>Music:</b> World groove - Imitates movement in response to music.</p> <p><b>Literacy/CL:</b> Read and write simple sentences independently.</p> <p><b>Mathematics:</b> Solving problems that involve addition and subtraction, doubling and halving. Relative</p>	<p><b>Understanding the world</b></p> <p><b>Theme:</b> Stepping Stones. Consolidating.</p> <p><b>Music – The Remix Unit:</b> Sing familiar songs.</p> <p><b>Literacy/CL:</b> Read and write short CVC stories.</p> <p><b>Mathematics:</b> Solves mathematical problem including addition, subtraction, doubling and halving.</p>

<p><b>Mathematics:</b> Language of time. Addition and subtraction with numbers. Doubling and halving. <b>Expressive Arts:</b> Exploring and mixing colours. Experiment with design. <b>PE:</b> Growing up to be famous.</p>	<p>position. Keep records with tally marks and drawings. <b>Expressive Arts:</b> Textures. Simple techniques (printmaking). <b>PE:</b> Cycling and safety. International games.</p>	<p><b>PE:</b> Play-based games.</p>
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## 2025/26 – Kindergarten (Cambridge Curriculum Stage 1)

Here are the 'Blocks' of Cambridge Curriculum teaching for the academic year. The 'blocks' are approximately 6 week periods and the 'block' order may change.

<p><b>Block 1</b></p> <p><b>Science:</b> My body, your body, everybody!  <b>IPC:</b> The Brainwave: The Brain. Treasure Islands.  <b>English:</b> Stories with repetitive language / Simple rhyming poems.  <b>Mathematics:</b> Numbers to 20.  <b>Computing &amp; Digital Literacy:</b> What is a computer? Are computers clever?  <b>Music:</b> We Can Sing. Celebration.  <b>Art:</b> Unit 1:1 Intro. To Drawing &amp; Mark making.  <b>PE:</b> My Body My Health.</p>	<p><b>Block 2</b></p> <p><b>Science:</b> Plants - Growing Strong.  <b>IPC:</b> Who Am I?  <b>English:</b> Traditional rhymes.  <b>Mathematics:</b> Addition, subtraction, and doubles.  <b>Computing &amp; Digital Literacy:</b> How many?  <b>Music:</b> Celebration.  <b>Art:</b> Lines &amp; shapes.  <b>PE:</b> Play-based Games.</p>	<p><b>Block 3</b></p> <p><b>Science:</b> Staying Alive.  <b>IPC:</b> A Day in the Life.  <b>English:</b> Instructions.  <b>Mathematics:</b> Money. Time.  <b>Computing &amp; Digital Literacy:</b> Step By Step.  <b>Music:</b> Fun with Sounds.  <b>Art:</b> Unit 1:2 Weaving &amp; Sewing.  <b>PE:</b> Developing Creative Locomotor Skills in Dance.</p>
<p><b>Block 4</b></p> <p><b>Science:</b> What is it made of?  <b>IPC:</b> Hooray... Let's Go On Holiday!  <b>English:</b> Recounts of Personal Experiences. Poems on similar themes.  <b>Mathematics:</b> Shapes, direction and movement. Measurement.  <b>Computing &amp; Digital Literacy:</b> Are Robots real?  <b>Music:</b> Travel.  <b>Art:</b> Intro to sculpture.  <b>PE:</b> Time For Adventure.</p>	<p><b>Block 5</b></p> <p><b>Science:</b> The Science of my toys.  <b>IPC:</b> Hooray. Let's Go On Holiday. The Earth: Our Home.  <b>English:</b> Information texts / Stories with familiar settings.  <b>Mathematics:</b> Fractions.  <b>Computing &amp; Digital Literacy:</b> Let's Move it!  <b>Music:</b> Travel. Music &amp; Journeys.  <b>Art:</b> Unit 1:4 Painting &amp; intro to tools, materials.  <b>PE:</b> Body Management with gymnastics.</p>	<p><b>Block 6</b></p> <p><b>Science:</b> Journey to the International Space Station.  <b>IPC:</b> The Earth, Our Home.  <b>English:</b> Traditional tales.  <b>Mathematics:</b> Statistical methods.  <b>Computing &amp; Digital Literacy:</b> Safe and secure. End of stage projects.  <b>Music:</b> Music &amp; Journeys.  <b>Art:</b> Art Appreciation.  <b>PE:</b> Play-based Games.</p>

## Key Objectives Kindergarten (Cambridge Curriculum Stage 1)

By the end of Kindergarten the key elements for your child to know are:

English	Mathematics	Science
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Spell words using the standard phonemes.</li> <li>• Spell common exception words.</li> <li>• Spell the days of the week.</li> <li>• Name the letters of the alphabet in order.</li> <li>• Understand spelling rules for adding 's'.</li> <li>• Use suffixes -ing, -ed, -er and -est.</li> <li>• Sit and hold writing implement correctly.</li> <li>• Begin to form lower-case letters correctly.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Compose a sentence orally before writing.</li> <li>• Sequence sentences to form short narratives.</li> <li>• Read writing aloud audibly and clearly.</li> <li>• Leave spaces between words.</li> <li>• Join words and clauses using 'and'.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Speedily read all basic phoneme/graphemes.</li> <li>• Read accurately by blending known GPCs.</li> <li>• Read common exception words.</li> <li>• Read common suffixes.</li> <li>• Read multi-syllable words containing known GPCs.</li> <li>• Read contractions and understand use of</li> </ul>	<ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• Count, read and write numbers to 100 in numerals.</li> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) Signs.</li> <li>• Given a number, identify one more and one less.</li> <li>• Represent and use number bonds and related subtraction facts within 20.</li> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>• Measure and begin to record length/height, weight/mass, capacity/volume &amp; time.</li> <li>• Recognise and know the value of different denominations of coins and notes.</li> <li>• Sequence events in chronological order using language.</li> <li>• Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>• Recognise and name common 2-D shapes (e.g. Square,</li> </ul>	<ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways.</li> <li>• Perform simple tests.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> </ul>

<p>apostrophe.</p> <ul style="list-style-type: none"> <li>• Retell familiar stories and traditional tales.</li> <li>• Recognise and join in with predictable phrases.</li> <li>• Recite some poetry by heart.</li> <li>• Understand texts based on prior knowledge or provided information.</li> <li>• Correct inaccurate reading by check for sense.</li> <li>• Discuss the significance of title and events.</li> <li>• Make inferences on the basis of what is said and done.</li> <li>• Explain clear understanding of what is read to them.</li> </ul>	<p>circle, triangle).</p> <ul style="list-style-type: none"> <li>• Recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids &amp; spheres).</li> </ul>	
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