

Kirkham Grammar Junior, Infant and Pre-School Spring Term

I1 Curriculum Overview

Literacy: Communication and Language

This term, pupils will continue to develop their communication and language skills in a variety of ways. Through everyday interactions with their teachers and peers, and by taking up opportunities for storytelling and role play in Continuous Provision, the pupils will continue to become increasingly confident listeners and speakers. They will participate in whole-class, small-group, and one-to-one discussions that will allow for them to make comments and ask questions using recently introduced vocabulary. Alongside this, with modelling and support from the teachers, all pupils will be invited to share their ideas and encouraged to elaborate. Pupils will also continue with weekly *circle time* during PSHE, which is an opportunity to express their feelings and to speak about their personal experiences using past, present and future tenses. The weekly *Show and Tell* slots will continue to offer our pupils the opportunity to bring in a special object to speak about and, in turn, answer questions from the other members of the class; we will invite one pupil from the year group each week to lead this session. Pupils will also continue with their weekly Spanish lessons, during which they will learn how to: describe their hair and eyes; say numbers to ten; understand basic classroom instructions; name some vegetables; say the days of the week; answer the question: 'what do you have in your school bag?'; and begin to ask some questions to form a short dialogue.

Literacy: Phonics, Reading and Writing

Throughout the Spring Term, teachers will continue to promote a lifelong love of reading amongst the pupils. Through our daily *Floppy's Phonics* lessons, pupils will further develop their word reading skills. We will revise *Stage 1+* and begin to focus on *Stage 2*; this covers simple grapheme-phoneme correspondences and consonant digraphs. Pupils will also continue to learn to read *tricky words* through consistent practise using their *Elmer cards*, as well as joining in with games and songs in lessons. All pupils will be read with daily, on a one-to-one basis, and the same is still encouraged at home. As well as learning to *sound out* and *blend* words, pupils will start to develop their fluency and begin to read with some expression. We will also continue to share a wide range of rich and diverse genres with the pupils and support pupils' language comprehension through detailed discussion. In terms of writing, pupils will continue to sound out and write *CVC* words (a word made up of a consonant-vowel-consonant sound), and begin to write short sentences. Each week, pupils will have focussed handwriting practice and they will complete work in their *Nelson Handwriting Book B*. As part of Continuous Provision, pupils continue to have access to the Writing Area, which includes a range of inviting materials to encourage them to write for a range of purposes.

Personal, Social and Emotional Development

This term, pupils will be encouraged to continue to be aware of their own needs and those of others. This will develop their empathy, trust and consideration. We will continue to do focussed activities related to following instructions, with the progressive skill of following a simple set of instructions. There will be ample opportunity for pupils to share and take turns. Through our topic work, pupils will be learning about role play and dressing up, with the importance of pupils being able to put clothes on and take them off independently. Linked with this, we shall discuss the need to keep warm when the weather is cold. During class activities the expectation will be to cooperate with others and show friendly behaviour towards one another. Pupils will be encouraged to use *conflict resolution* should they need to, with guided support on how this can be done. We will teach about feelings and emotions and discover what happens to our expressions when feelings change. The use of mirrors and partners will assist with this activity. Pupils will learn to develop empathy through the use of characters in fairy tales.

Physical Development

This term, pupils will continue to develop their fine and gross motor skills so that they can become confident to explore the world around them. Through our Continuous Provision, pupils will have repeated and varied

opportunities to explore with small world activities, puzzles, arts and crafts and the practise of using small tools. Alongside this, they will make use of our Outdoor Area to engage in activities which aim to develop their arm strength, mobility and balance; use of the climbing equipment and manipulating heavy objects will be incorporated into these sessions. In their PE lessons, the pupils' development of these important skills will be supported through six exciting units, including: Gymnastics, Invasion Games, Object Manipulation, Circus Dance, Locomotion and Target Games.

Mathematics

Our *Power Maths* lessons this term begin with our first topic of *Numbers to 10*. Through the continued use of visual resources and use of a *five frame*, *ten frame* and *part-whole model*, pupils will develop a deep understanding of these numbers, including the composition of each one. Subitising amounts to 5 is encouraged, as is verbally counting each amount by touching or using the *count and crossing out* method. Our next unit is *Comparing numbers within 10*. This involves comparing various quantities up to 10 and deciding which one is more, fewer or the same. We also cover *Addition to 10* and *Number bonds to 10*, whereby two groups are combined to find the whole (*part-whole model*). Through using this model, pupils will become confident when learning number bonds and will develop the skill of missing number questions, for example: $6 + ? = 10$. Ultimately, these skills will assist pupils with the inverse operation of subtraction, which also features this term. Once again, a deep understanding of all previous work covered regarding numbers to 10 will greatly assist pupils with this unit. In our *Measure* unit, we shall teach length, height, distance and weight. This is largely supported with practical activities to bring context and meaning to the questions. Pupils will begin with simple patterns, progressing onto more complex ones in our *Exploring Patterns* unit.

Understanding the World

The topics for this term are: Winter Wonderland, Chinese New Year, Shadows and Reflections, Once Upon a Time, Police and Hulk, Signs of Spring and Easter. Pupils will be encouraged to continue with noticing and exploring the world around them (including seasonal changes) and link experiences with the studied topic. This term, we shall focus developing pupils' skills in relation to *cultural capital* through the celebration of *Chinese New Year*. This shall follow on from our topics last term about *Diwali* and *Christmas around the World*. Discussions and activities will enable pupils to find out more regarding different cultures and traditions.

Expressive Art and Design

This term, *Woodwork* will be introduced, whereby pupils will be encouraged to use their creativity when working on a design and subsequent project. In Music lessons, pupils will learn why songs can have actions; simple Makaton signing will be taught in these sessions. They will also explore a musical beat through body movement, and recognise and reflect different tempos and pitch in music. A song *The Teddy Bear's Picnic* will be used in order for pupils to display their knowledge of what they have learnt through adapting their movements according to the song. Pupils will be introduced to classical music, for example *Peter and the Wolf* by Sergei Prokofiev; they shall learn the skill of analysing the characters and then represent them by acting. In addition to this, pupils will perform to a *Sleeping Princess* and also act out *We're Going on a Bear Hunt* by Michael Rosen, with the use of instruments to represent various parts of the story. Finally this term, pupils will learn a song from *The Three Little Pigs*, and discover how to sing the song through breath control, perform confidently to an audience, work as a team and convey the emotions of the song.