



# Curriculum Statements for Academic Year 2018 / 2019

**Pre-Prep One**

**Form Teacher: Mrs Dale**

| Term               | Literacy – Mrs McDonald  | Numeracy – Mrs Dale  | Science – Mrs Dale   |
|--------------------|--|--|--|
| <b>Autumn 2018</b> | <p>Daily reading of seen &amp; unseen texts.<br/>Speaking &amp; listening skills.<br/>Comprehension work: oral &amp; written.<br/>Handwriting practise.<br/>Spelling; weekly spelling test.<br/>Grammar &amp; punctuation: What is a sentence? Capital letter &amp; full stops. Identifying sentences; matching sentence beginnings &amp; endings; writing sentences.<br/>recognising &amp; classifying nouns; plural nouns; proper nouns; uses of capital letters; adjectives.<br/>Fiction: Stories with familiar settings.<br/>Listening &amp; responding to stories; comparing stories; retelling &amp; re-enacting stories; exploring stories with patterned/predictable language; inventing &amp; writing new sentences based on story patterns; adapting familiar stories using patterned language.<br/>Non-fiction: The alphabet; lower &amp; upper case letters; alphabetical order; instructions; letter.</p> <p>All Creative Writing to be based around the story <i>The Wind in the Willows</i> by Kenneth Grahame.</p> | <p>Addition and subtraction to 5 or more<br/>Addition totals to 10<br/>Properties of shape<br/>Addition and subtraction to 10<br/>Counting and number order<br/>Place value and comparing quantities and numbers<br/>Developing mental strategies for addition<br/>Subtraction as difference<br/>Measures<br/>Addition and subtraction using money</p> | <p><u>Animals Including Humans</u><br/>Human body parts, Animal body parts, Senses, Pictograms, Pets, Carnivores, herbivores and omnivores, Group animals, Sunny facts</p> <p><u>Seasonal Changes</u><br/>Sun movement, Shadows, More shadows, Seasons, Weather recording, Seasonal weather, Migration and hibernation</p> |
| <b>Spring 2019</b> | <p>Daily reading of seen &amp; unseen texts.<br/>Speaking &amp; listening skills.<br/>Comprehension work: oral &amp; written.<br/>Handwriting practise.<br/>Spelling; weekly spelling test.<br/>Grammar &amp; punctuation: Nouns: noun plurals; common &amp; proper nouns; using the conjunction 'and'; questions; exclamations.<br/>Fiction: traditional tales.<br/>Basic story elements; story sequencing; comparing tales; exploring story characters; writing stories.<br/>Non-fiction: Reports; explanations.</p>   | <p>Counting, reading and writing number patterns<br/>Doubles and near doubles<br/>Grouping and sharing<br/>Fractions<br/>Addition and subtraction to 15<br/>Counting and place value<br/>Addition and subtraction beyond totals of 10<br/>Shape, position and movement<br/>Measuring and time</p>  | <p><u>Materials</u><br/>Naming materials, Exploring plastics, Floating and sinking, Why things float, Materials for building, Magnetic materials</p> <p><u>Seasonal Changes</u><br/>Sun movement, Shadows, More shadows, Seasons, Weather recording, Seasonal weather, Migration and hibernation</p>                       |
| <b>Summer 2019</b> | <p>Daily reading of seen &amp; unseen texts.<br/>Speaking &amp; listening skills.<br/>Comprehension work – oral &amp; written.<br/>Handwriting practise.<br/>Spelling; weekly spelling test.<br/>Grammar &amp; punctuation: adjectives – identifying, variety &amp; classification, using adjectives in writing. Speech bubbles.<br/>Identifying and using verbs.<br/>Fiction: stories about fantasy worlds; poems on a variety of themes.<br/>Story planning.<br/>Non-fiction: recounts of events.</p>  | <p>Addition to totals to 10<br/>Addition and subtraction to 20<br/>Fractions<br/>Multiplication and division<br/>Measuring<br/>Moving and turning<br/>Number and place value<br/>Time and using standard units<br/>2D and 3D shape recognition</p>   | <p><u>Plants</u><br/>Plants, Wild plants, Garden plants, Local walk, Main parts, More plant parts, Observational drawing</p> <p><u>Seasonal Changes</u><br/>Sun movement, Shadows, More shadows, Seasons, Weather recording, Seasonal weather, Migration and hibernation</p>   |



# Curriculum Statements for Academic Year 2018 / 2019

**Pre-Prep One**

**Form Teacher: Mrs Dale**

| Term        | Creative Curriculum - Mrs Dale and Mrs MacDonald<br>(including History, Geography, Art & Design, Design & Technology and Computing)  | Music - Mrs Dale  | French - Mrs Parish   | PE/Games - Mr Ferris   | PSCHE - Miss Gerard   |
|-------------|--|---|---|--|---|
| Autumn 2018 | <p><b><u>Have you ever been lost?</u></b><br/>This unit develops the children's knowledge about the world, starting with their immediate environment. They are encouraged to use subject-specific vocabulary and to use first-hand observation and experience to enhance their locational awareness.</p> <p><b><u>Polar Bear or Penguins</u></b><br/>This unit allows children to find out about very hot and cold regions in the extreme north and south of the planet and develops their awareness of their similarities and differences. They consider how animals and people live in such hot and cold places.</p> <p><b><u>Using Programmable Toys</u></b></p> <ul style="list-style-type: none"> <li>• Understand that programmable toys can be controlled by inputting a sequence of instructions.</li> <li>• Develop and record sequences of instructions as an algorithm</li> <li>• Program the toy to follow their algorithm.</li> <li>• Debug their programs.</li> <li>• Predict how their programs will work.</li> </ul>   | <p><b><u>Day &amp; Night</u></b><br/>Day and night as an inspiration for music through mood – 'night music' reflecting the peace &amp; quiet of night, and 'day music' being a time of bustle &amp; activity. Exploration of the expressive qualities of music through movement &amp; composing activities.</p> <p>Nativity songs.</p>        | <p>Greetings.<br/>My Name.<br/>Classroom instructions<br/>Rhymes and songs.</p> | <p>Movement &amp; Fitness<br/>Gymnastics<br/>Football<br/>Uni-hoc<br/>Ballet &amp; Dance</p> | <p><b><u>New beginnings</u></b><br/>To developing a sense of belonging to the class and the school community.</p> <p><b><u>Feelings</u></b><br/>To recognise and name feeling.</p>  |
| Spring 2019 | <p><b><u>The Great Fire of London</u></b><br/>Children should be taught about the events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p><b><u>Victorian's at play</u></b><br/>Children should be exploring the toys and games of the time. Looking at how families entertained themselves and how the local parks and gardens were used.</p> <p><b><u>Illustrating an eBook</u></b></p> <ul style="list-style-type: none"> <li>• Use the web safely to find ideas for an illustration</li> <li>• Select and use appropriate painting tools to create and change images on the computer</li> <li>• Understand how this use of ICT differs from using paint and paper</li> <li>• Create an illustration for a particular purpose</li> <li>• Know how to save, retrieve and change their work</li> <li>• Reflect on their work and act on feedback received.</li> </ul> | <p><b><u>Marches &amp; Processions</u></b><br/>A variety of different pieces of music varying in style &amp; mood according to the occasion or purpose.</p> <p><b><u>The Seasons</u></b><br/>Exploring the expressive qualities of music through singing, listening, inventing &amp; playing simple accompaniments.</p> <p>Recorder work.</p> | <p>Colours<br/>Numbers<br/>Shopping</p>   | <p>Gymnastics<br/>Basketball<br/>Striking Skills<br/>Ballet &amp; Dance</p>                  | <p><b><u>Going for Goals</u></b><br/>To think about themselves, learn for their experiences, recognising what they are good at and begin to get simple goals.</p> <p><b><u>Me and Others</u></b><br/>To recognise who is special to them and know how special people show that they care.</p> |



## Curriculum Statements for Academic Year 2018 / 2019

|                    |   |  |   |   |   |
|--------------------|---|--|---|---|---|
| <b>Summer 2019</b> | <p><b><u>The First Aeroplane Flight</u></b><br/>The children will investigate the lives of the significant individuals involved with this event and how it has impacted on travel today.</p> <p><b><u>Creating a Digital Card</u></b></p> <ul style="list-style-type: none"><li>• Develop basic keyboard skills, through typing and formatting text.</li><li>• Develop basic mouse skills.</li><li>• Use the web to find and select images.</li><li>• Develop skills in storing and retrieving files.</li><li>• Develop skills in combining text and images.</li><li>• Discuss their work and think about whether it could be improved.</li></ul> | <p><b><u>Dances &amp; Games</u></b><br/>Pupils take part in dances &amp; movement games, providing opportunities for enjoying &amp; responding to music.</p> <p><b><u>Food &amp; Farming</u></b><br/>Opportunities to hear, play, move to and compose rhythm patterns.<br/>Singing &amp; playing accompaniments.</p> | Shopping<br>Foods<br>Role plays and songs related to shopping and food. | Kwik cricket<br>Racket & Court Awareness<br>Athletics<br>Ballet & Dance | <p><b><u>Relationships</u></b><br/>To recognise what they like and dislike, what is fair and unfair and what is right and wrong.</p> <p><b><u>Keeping Safe</u></b><br/>To know who is 'safe' and trusted to ask for help. To understand that you can say 'no' is something feels wrong.</p> |
|--------------------|---|--|---|---|---|

## Pre Prep One – How can parents help

- Time - recognising o'clock and half past, investigate different displays of time around the home e.g. microwave etc.
- Money – let your child handle money in a practical way.
- Discussing stories and looking at simple punctuation.
- Enjoying rhymes and stories with patterns together.
- Encourage the reading or and discussion about traditional fairy tales, plots and characters.
- Shopping with money – giving change.
- Counting, recognising and writing numbers to 100 – playing number games – bingo, snakes and ladders etc.
- In reading, point out sentence structure i.e. full stops, capital letters.
- To note question marks, exclamation marks, speech bubbles, capitals for emphasis, plurals.
- To encourage correct letter formation when writing.
- To help children tell the time – o'clock, half past, quarter to, quarter past.
- To be familiar with the seasons and months.
- Money – buying items and giving change.



# Curriculum Statements for Academic Year 2018 / 2019

Dear PP1 Parents

I am sending you a list of the High Frequency words used through Reception to PP2.

In PP1, we will be learning some of these words as 'sight recognition' words throughout the year; I thought you would like a copy to help your child at home.

The words below are essential high frequency words which pupils will need; even to tackle very simple texts. These words usually play an important part in holding together the general coherence of texts and early familiarity with them will help pupils get pace and accuracy into their reading at an early stage. Some of these words have irregular or difficult spellings, and because they often play an important grammatical part, they are hard to predict from the surrounding text.

The list is in two sections with 45 words to be achieved at the end of Reception and which we will be revisiting and approximately 150 words to be learned between Years 1 and 2.

## Reception Words

|      |     |      |      |       |      |      |      |     |     |     |      |
|------|-----|------|------|-------|------|------|------|-----|-----|-----|------|
| I    | Up  | Look | We   | Like  | And  | On   | At   | For | He  | Is  | Said |
| Go   | You | Are  | This | Going | They | Away | Play | A   | Am  | Cat | To   |
| Come | Day | The  | Dog  | Big   | My   | Mum  | No   | Dad | All | Get | In   |
| Went | Was | Of   | Me   | She   | See  | It   | Yes  | Can |     |     |      |

## PP1 and PP2 Words

|       |         |       |          |      |      |        |      |      |         |        |       |         |        |       |
|-------|---------|-------|----------|------|------|--------|------|------|---------|--------|-------|---------|--------|-------|
| About | Jump    | Their | After    | Just | Them | Again  | Last | Then | An      | Laugh  | There | Another | Little | These |
| As    | Live(d) | Three | Back     | Love | Time | Ball   | Made | Too  | Be      | Make   | Took  | Because | Man    | Tree  |
| Bed   | Many    | Two   | Been     | May  | Us   | Boy    | More | Very | Brother | Much   | Want  | But     | Must   | Water |
| By    | Way     | Name  | Call(ed) | New  | Were | Came   | Next | What | Can't   | Night  | When  | Could   | Not    | Where |
| Did   | Now     | Who   | Do       | Off  | Will | Don't  | Old  | With | Dig     | Once   | Would | Door    | One    | Your  |
| Down  | Or      | First | Our      | From | Out  | Girl   | Over | Good | People  | Got    | Had   | Push    | Pull   | Half  |
| Put   | Has     | Ran   | Have     | Saw  | Help | School | Her  | Seen | Here    | Should | Him   | Sister  | His    | So    |
| Home  | Some    | House | Take     | How  | Than | If     | That |      |         |        |       |         |        |       |