



# **Winklebury Infant School**

**Welcome to the  
Spring Term 2017**

## The Curriculum

### Early Years Foundation Stage (Reception)

Prime Areas of Learning:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### Key Stage 1

National Curriculum plus additional subjects:

- English
- Mathematics
- Science
- Geography
- History
- Art and Design
- Music
- Design and Technology (D.T.)
- Physical Education (P.E.)
- Computing
- Religious Education (R.E.)
- Personal Development Learning (P.D.L.)

To help the children fully understand their learning we arrange the subjects into themes, with a clear hook and outcome. We also look for opportunities to enrich the children's learning through a range of visits and visitors.

Wherever possible we set the children's learning into real life contexts with real purpose. This allows the children to apply their skills and really understand the importance of what they are learning.

## Water

We would like to remind parents that children need a labelled bottle of plain water with them in school that goes home each day to be refilled. It is important that the children have access to a drink and they are given many opportunities to drink from their bottles during the course of each day. We do have water stations in school where children can fill their water bottles during an appropriate time in the school day.



## School Uniform

Children should come to school wearing a school sweatshirt or cardigan, white polo shirt, grey tailored school trousers or skirt, white, grey or black socks or tights and black school shoes. Please refer to the Uniform Policy for further details.



## P.E. Kit

Children should have their P.E. kit available at all times. This consists of a school or plain white t-shirt, plain black shorts, plimsolls or trainers, black tracksuit or black sweatshirt with black jogging bottoms. Hooded sweatshirts for P.E. are available from our uniform supplier, Michael Hope.

## Activate

The children develop spatial awareness and learn simple movement routines through daily sessions of 'Activate'. These sessions are part of the physical activity curriculum.



## Circle Time

All the children regularly participate in a class Circle Time session. These sessions give the children an opportunity to discuss and share an aspect of their P.D.L. programme.

## Computing

During school time the children use a range of different Computing resources and programmes. Each child has an individual login for Education City, which they can access from a computer at home over the internet. If a computer is not available at home we will ensure provision is made at school. Please inform your child's class teacher.

## Rainbows

Every half term we focus on a different rainbow, designed to reinforce the Core Values of the Federation. For the Spring term the rainbows are as follows:

### Spring 1



We are working hard to  
show that we can be trusted.

### Spring 2



We are working hard to  
try our best and never give up.

### **Literacy**

Phonics - learning new sounds to improve reading/spelling.

Role play - The Three Bears' Cottage and themes of the children's choice.

Traditional stories - reading, sequencing and writing the stories of Goldilocks and the Three Bears and The Three Billy Goats Gruff.

Writing for different purposes - labels, sentences, captions.

Non-fiction texts - finding out about materials.

Handwriting - forming letters correctly.

### **Hook**

Reading and acting out the stories of Goldilocks and The Three Billy Goats Gruff.

### **Outcome**

Celebration of children's work through display.

### **Maths**

Number recognition and ordering.

Counting forwards and backwards to 20 and beyond.

Counting in 2s and 10s.

Counting reliably ten objects and beyond.

One more / one less.

Adding and subtracting.

Using the vocabulary of addition and subtraction.

Comparing size, mass and numbers.

Using positional language.

### **Communication and Language**

Asking and answering questions.

Acting out and retelling stories - Goldilocks and the Three Bears, The Three Billy Goats Gruff.

Listening and responding to the ideas of others.

### **Expressive Arts and Design**

Imaginative play.

Painting and collage.

Music - duration, timbre, tempo and finding the beat.

Exploring how sounds can be changed.

Matching movements to music through dance.

Singing and playing instruments.

**Year R  
Spring 1  
Happy  
Ever  
After**



### **Understanding the World**

Exploring materials.

Constructing bridges.

Christianity - 'Stories Jesus Told'.

Using the mouse, keyboard and printer.

Using Bee-Bots.

Making porridge.

### **Physical Development**

Small apparatus - ball skills.

Large apparatus - taking weight on different parts of the body.

Recognising the changes to our bodies when we are active.

Handling equipment safely.

Cutting accurately.

Using malleable materials.

Dance - Pirates.

Accurate letter formation.

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

Circle Time - games, activities and discussions.

Being a good listener.

Rights, Respect and Responsibility

Class and Outdoor Charters.

### **Visits and Visitors**

Visit from the Church of The Good Shepherd to lead an assembly on the ideas behind Lent.

The Junior Road Safety Officers will lead an assembly about keeping safe when travelling by car.

### Literacy

Phonics - learning new sounds to improve reading/spelling.  
Role play - The Vet's Surgery and themes of the children's choice.  
Animal stories - reading, sequencing and writing Mog and the Vet and Rosie's Walk.  
Writing for different purposes - lists, labels, descriptions, sentences, captions.  
Non-fiction texts - finding out about animals.  
Writing information about our pets.

### Hook

My pet  
or a pet  
I would  
like.

### Outcome

Create and  
share a  
class book  
about pets.

### Maths

Number recognition and ordering.  
Counting forwards and backwards to 50 and beyond.  
Counting forwards and backwards in 2s and 10s.  
Counting on in 5s.  
Adding and subtracting.  
More and less.  
Comparing, weighing and measuring.  
Recognising and creating pattern.  
2D and 3D shape.  
Money.

### Communication and Language

Exploring new vocabulary.  
Acting out and retelling stories - Mog and the Vet, Rosie's Walk.  
Using talk to organise and sequence thinking.  
Understanding 'how' and 'why' questions.

## Year R Spring 2 All About Animals!



### Expressive Arts and Design

Imaginative play.  
Clay models.  
Mother's Day cards.  
Drawing pet pictures.  
Music - duration, timbre, tempo and finding the beat.  
Musical instruments.  
Singing.  
Explore how sounds can be changed.  
Matching movements to music through dance.

### Understanding the World

Animals - exploring, identifying and naming common animals and their young, identifying similarities and differences between them.  
Mouse and keyboard skills.  
Using the internet to find information.  
Christianity - Easter and new life.  
Mother's Day.

### Physical Development

Small apparatus - group games.  
Large apparatus - flight.  
Dance.  
Recognising the changes to our bodies when we are active.  
Handling tools and equipment safely and with control.  
Cutting accurately.  
Using malleable materials.  
Fine and gross motor activities.  
Accurate letter formation.

### Visits and Visitors

Trip to Bucklebury Farm  
Visit from the Church of The Good Shepherd to lead an assembly to explore Easter.  
The Junior Road Safety Officers will lead an assembly on bike safety.

### Personal, Social and Emotional Development

Circle Time - good manners, feelings.  
Turn taking and sharing.  
Caring for pets.  
Going for Goals.  
Perseverance.  
Trying our best.  
Achieving our goals and dreams.

### English

Phonics - continuing to learn new sounds to improve reading/spelling.

Reading - exploring non-fiction and information texts.

Writing - labels and captions, information texts about toys.

### Hook

Investigation of old toys.

### Outcome

Art exhibition.

### Maths

Addition and subtraction including money problems. Comparing, describing and solving practical problems for length and height, mass or weight, capacity/volume and time.

### History

Finding out, researching and exploring toys from the past and toys from today.

### Music

Copying rhythm patterns and composing toy music with rhythms and a sound sequence.

### D.T.

Designing and making sock puppets.

### Science

Everyday Materials - naming different types of materials and describing their properties through investigation.

## Year 1 Spring 1 The Magic Toymaker



### P.D.L.

Other people are special too - making people feel good about themselves and how to be a good friend.

### P.E.

Dance - learning a routine.  
Games - sending and receiving skills.

### R.E.

Change - how Jesus changed the lives of people He met.

### Visits and Visitors

Visit from the Church of The Good Shepherd to lead an assembly on the ideas behind Lent.  
The Junior Road Safety Officers will lead an assembly about keeping safe when travelling by car.

### Computing

Researching on the internet through favourites and hyperlinks, to find answers to questions.

### Art

Making toy collages.

### **English**

Phonics - continuing to learn new sounds to improve reading/spelling.  
Reading - exploring traditional stories and fairy tales.  
Writing - planning and writing a traditional tale with a twist.

### **Maths**

Calculating and securing number facts (problem solving).  
Multiplication and division.  
Fractions - finding half.

### **Hook**

Jack and the Beanstalk.

### **Outcome**

Bean plants.

### **Geography**

Investigating the geographical differences of Basingstoke 100 years ago, now and in the future.

### **Music**

Pitch and patterns including duration and dynamics.

## **Year 1 Spring 2 Once Upon a Time**

### **Science**

Looking at seasonal changes, with a focus on Spring.  
Plants - naming and identifying plants and trees in the local environment.

### **P.D.L.**

Keeping safe - learning how to keep safe at home, school and outside.

### **P.E.**

Gymnastics - using the basic gymnastic shapes with the wall bars.  
Games - badminton.



### **Computing**

Creating pictures.  
E-safety: Sharing digital photos.

### **R.E.**

Welcoming - learning about Palm Sunday.

### **Visits and Visitors**

Visit from the Church of The Good Shepherd to lead an assembly to explore Easter.  
The Junior Road Safety Officers will lead an assembly on bike safety.

### **Art**

Observational drawings using a variety of tools.



### **English**

Using a range of punctuation correctly.  
Understanding and writing different types of sentences - statements, questions, exclamations and commands.  
Using adventurous word choices and detail to engage the reader within a story.  
Non-fiction writing using correct style and features.

### **Hook**

Watching 'The March of the Penguins' and pictures of Antarctica.

### **Maths**

Solving problems involving addition, subtraction, multiplication and division.  
Understanding and using standard units of measurement for time, length, capacity and weight.  
Recognising coins, understanding equivalent value and giving change.

### **Outcome**

Sharing our Tofta stories.

### **Art**

Clay sculptures of penguins from Antarctica.

### **Computing**

Using different art packages to create ice pictures and talking about safety when sharing pictures online.

### **D.T.**

Designing, making and evaluating a vehicle including wheels and axles.

### **R.E.**

Learning about the celebration of Passover in the Jewish faith.

## **Year 2 Spring 1 Amazing Antarctica**

### **Science**

Investigating what animals, including humans, need to stay alive and be healthy.

### **Geography**

Investigating our local area and a contrasting area in the wider world, and identifying geographical features.



### **P.E.**

Learning more about invasion games (football).  
Developing a dance sequence in a group.

### **P.D.L.**

Making choices - thinking about choices we make and the consequences of those choices.

### **Visits and Visitors**

Visit from the Church of The Good Shepherd to lead an assembly on the ideas behind Lent.  
The Junior Road Safety Officers will lead an assembly about keeping safe when travelling by car.

### **Music**

Beginning to understand tempo.  
Understanding and identifying repetition and contrast.

### **English**

Poetry - really looking and putting what you see into words.

Writing with stamina for longer pieces.

Non-fiction writing - instructions and explanations.

Embedding understanding of grammar, punctuation and spelling rules.

### **Hook**

'View from my Window' picture book.

### **Maths**

Solving mathematical problems using a range of strategies including written and mental methods.

Becoming more proficient in mental calculation methods.

Understanding data and representing it in different ways.

Improving knowledge of times tables.

### **Outcome**

Art gallery of our collages.

### **P.E.**

Creating and performing dances.  
Learning skills related to tennis.

### **Geography**

Looking at the seasons and weather through the view from our window.

## **Year 2 Spring 2 View from my Window**

### **Science**

Looking at habitats, including local habitats, understanding whether things are dead, alive or neither, investigating animal food chains.

### **P.D.L.**

Looking at our bodies and how to keep safe.

Thinking about how to keep healthy mentally and physically.



### **Art**

Collage - creating pictures of a view from a window.

### **Computing**

Creating multi-step instructions to make the Bee-Bots travel from one area to another.

### **Music**

Listening to and composing weather music, thinking about dynamics, tempo and texture.

### **R.E.**

Looking at Palm Sunday and thinking about welcoming Jesus.

### **Visits and Visitors**

Visit from the Church of The Good Shepherd to lead an assembly to explore Easter.

The Junior Road Safety Officers will lead an assembly on bike safety.

## Year 2 National Curriculum Tests

Children in Year 2 will sit National Curriculum tests in English and maths during May. The outcomes of these tests will be used, alongside teacher assessments, to provide a summary of your child's attainment at the end of Year 2. During the Spring term the children will be practising the skills they will need to sit these tests.

### **English**

In May children will sit two reading papers, one spelling paper and one grammar, punctuation and vocabulary paper. During the Spring term we will provide opportunities for the children to become familiar with the format of these tests and the knowledge, skills and understanding needed to access them.

### **Maths**

In May children will sit two maths papers. During the Spring term children will continue to practise all four number calculations and the range of problem solving skills needed to complete the papers.

Nearer the time there will be a presentation for parents about the Year 2 tests where you will be able to ask any questions you may have. We will give you information about what you and your child can expect during the tests and how you can help your child.



## Helping Your Child

Please support your child at home with their learning.

### **Reading**

The children work with the class teacher and assistants regularly throughout the term, participating in focused, guided reading sessions. During these sessions we focus on specific skills to improve reading. In order to reinforce this, please try to read with your child as often as you can, as it really makes a difference. Please ensure that all titles of reading books (even books your child reads from home) are recorded in your child's Reading Record Book, in addition to any comments you may wish to make which are very welcome and useful.

### **Key Words and Spellings**

At school the children follow a carefully planned discrete daily phonics programme which reinforces and builds on previous knowledge. In addition to this children need to learn their key words. If your child brings home key words for reading (on a white sheet), please practise these every day. Key words for spelling are organised into different sets and children will bring home a coloured sheet detailing the words they need to work on at home. They will be tested on these words weekly and the results recorded in the back of your child's word book. As an extension, your child could practise writing their words within a sentence. It is important to revisit all the words learnt so far on a regular basis.

### **Handwriting**

The children are taught to use a handwriting style with a lead-in or entry stroke so that every lower case letter starts on the line. This is known as cursive writing and with practise, makes writing easier and faster. Initially the children will learn to show the entry and exit strokes without joining, but will progress to joining their writing when they are ready. An example is shown below:

*a b c d e f g h i j k l m n o p q r s t u v w x y z*

## **Tables**

Knowing key maths facts including number bonds, times tables and related division facts is essential for your child to be successful in maths. This is because much of the work that they encounter in maths lessons will rely on quick recall of these facts. Without quick recall of these key facts, children will find it difficult to master some of the techniques they need to develop other areas of their maths.

All children learn at different rates, however the expectation of the National Curriculum is as follows:

\*by the end of Year 2 children should recall and use multiplication and division facts for the 2, 5 and 10 times tables;

\*by the end of Year 3 children should recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times tables;

\*by the end of Year 4 children should recall and use multiplication and division facts for all times tables up to  $12 \times 12$ .

As you can see, knowledge of these key facts is vital for your child. Therefore any help and support you can give them would be very beneficial.

**We thank you for the support and encouragement you give your child in all aspects of their learning. If you have any questions about the curriculum or any aspect of your child's education, please do not hesitate to contact your child's class teacher.**