



## **Mousehold Infant and Nursery School - Curriculum Policy Statement**

The new NATIONAL CURRICULUM will be taught in school from September 2014. The Governing Body's role is to oversee the development of the curriculum and to monitor its delivery, whilst the major role of curriculum development lies with the staff, which plan and implement it. The school aims to provide as broad, balanced and stimulating a curriculum as possible. Our programme of learning follows the new National Curriculum, but is not limited by it. The curriculum at Mousehold Infant and Nursery School is broader, richer and more challenging overall.

Consequently we aim to ensure:

- Equality of opportunity and regard for all our pupils through the encouragement of positive self-esteem and the provision of an appropriate and differentiated curriculum.
- That pupils learn through an active curriculum with involvement in practical and meaningful activities.
- That pupils are encouraged to think for themselves and become increasingly independent and responsible for their own learning
- That pupils have opportunities to co- operate and work with others as well as by themselves.
- That everyone in the school community develops an understanding of and sensitivity to the rights, responsibilities and respect of others as well as themselves.
- That pupils experience a curriculum which is differentiated, with continuity and progression maintained as they pass through the school.

- That the curriculum we provide is linked across subjects, as and when appropriate, through year group and whole school themes.
- That we monitor the progress and achievements of pupils throughout their time at our school and report this to parents on a regular basis.

## English

### Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

# Spoken language – year 1

## Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively
- and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations

## Reading In Year 1

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

## Reading – comprehension Year 1

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

## Writing – transcription Year 1

Pupils should be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

## Handwriting Year 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

## Writing Composition Year 1

Pupils should be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

## Writing – vocabulary, grammar and punctuation Year 1

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

## Spoken language – year 2

### Spoken language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

### Reading – word reading Year 2

Pupils should be taught to:

## Reading – word reading Year 2

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

## Reading – comprehension Year 2

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways

## Reading – comprehension Year 2

- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## Writing – transcription Year 2

Pupils should be taught to:

- spell by:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

## Writing – transcription Year 2

- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

## Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

## Writing – composition Year 2

Pupils should be taught to:

## Writing – composition Year 2

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions
- , revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

## Writing – vocabulary, grammar and punctuation Year 2

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops,

## Writing – vocabulary, grammar and punctuation Year 2

capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

- learn how to use:
  - sentences with different forms: statement, question, exclamation, command
  - expanded noun phrases to describe and specify [for example, the blue butterfly]
  - the present and past tenses correctly and consistently including the progressive form
  - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
  - the grammar for year 2 in English Appendix 2
  - some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

# Mathematics

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## Key stage 1 – years 1 and 2

- The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].
- At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.
- By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.
- Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

# Maths - Year 1 programme of study

## Number – Number and place value

Pupils should be taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

## Number – addition and subtraction

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \quad - 9$ .

## Number – multiplication and division

Pupils should be taught to:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

## Number - fractions

Pupils should be taught to:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

## Measurement

Pupils should be taught to:

- compare, describe and solve practical problems for:
  - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  - mass/weight [for example, heavy/light, heavier than, lighter than]
  - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
  - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - capacity and volume

## Measurement

- time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

## Geometry – properties of shapes

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

## Geometry – position and direction

Pupils should be taught to:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

## Year 2 programme of study

### Number – number and place value

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

## Number – addition and subtraction

Pupils should be taught to:

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

## Number – multiplication and division

Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the

### Number – multiplication and division

multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs

- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### Number - fractions

Pupils should be taught to:

- recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

### Measurement

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including

## Measurement

giving change

- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

## Geometry – properties of shapes

Pupils should be taught to:

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

## Geometry – position and direction

Pupils should be taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

## Statistics

Pupils should be taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.

## Science

### Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

### Aims

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

## Key stage 1

- The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.
- 'Working scientifically' is described separately in the programme of study, but must **always** be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.
- Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

## Key stage 1 programme of study – years 1 and 2

### Working Scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

# Year 1 programme of study

## Plants

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

## Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

## Everyday materials

Pupils should be taught to:

- distinguish between an object and the material from which it is made

### **Everyday materials**

- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

### **Seasonal changes**

Pupils should be taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

## Year 2 programme of study

### Living things and their habitats

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

### Plants

Pupils should be taught to:

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

### Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

### **Animals, including humans**

- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### **Use of everyday materials**

Pupils should be taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

### **Non statutory topic to be taught at Mousehold: Electricity and energy sources**

Pupils should be taught to:

- Learn about everyday electrical appliances and how to use them safely, identifying those that run on portable and or mains electricity.
- Learn about circuits and create simple series circuits using batteries, switches, wires, bulbs and other components.
- Explore and compare different sources of electrical energy, considering environmental issues.

## Social and Emotional Aspects of Learning (SEAL): Improving behaviour, improving learning

### What are the Social and Emotional Aspects of Learning?

The underpinning qualities and skills that help us manage life and learning effectively.

There are five social and emotional aspects of learning:

- Self-awareness
- Managing feelings
- Motivation
- Empathy
- Social skills

### Why is it important to develop these aspects of learning in the primary curriculum?

- They underlie almost every aspect of our lives.
- They enable us to be effective learners.

- They enable us to get on with other people.
- They enable us to be responsible citizens.

S.E.A.L is a curriculum resource to help primary schools develop children’s social, emotional and behavioural skills. It includes assemblies and follow-up ideas for work in class. The curriculum is organised into themes:

- [Theme 1: New beginnings \(September/October\)](#)
- [Theme 2: Getting on and falling out \(November/December\)](#)
- [Theme 3: Say no to bullying \(November/December\)](#)
- [Theme 4: Going for goals! \(January/February\)](#)
- [Theme 5: Good to be me \(February/March\)](#)
- [Theme 6: Relationships \(March/April\)](#)
- [Theme 7: Changes \(June/July\)](#)

## Who will use it?

It will be used by schools who have identified the social and emotional aspects of learning as a key focus for their work with the children. These will be schools who know that the factors holding back learning in their setting include children’s difficulties in understanding and managing their feelings, working co-operatively in groups, motivating themselves and demonstrating resilience in the face of setbacks. These will not necessarily be schools where behaviour and attendance are poor. The materials will help develop children as effective learners and are therefore relevant to schools without significant behaviour problems as well as to those with behaviour or attendance as key issues.

## How was it developed?

The publication has been developed as a result of work over the last two years in over 500 schools taking part in the Primary National Strategy’s Behaviour and Attendance pilot.

## What does it do?

This curriculum resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

The materials help children develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries. They build on effective work already in place in the many primary schools who pay systematic attention to the social and emotional aspects of learning through whole-school ethos, initiatives such as circle time or buddy schemes, and the taught personal, social and health education (PSHE) and Citizenship curriculum.

The materials are organised into themes: New Beginnings, Getting on and falling out, Say no to bullying, Going for goals!, Good to be me, Relationships and Changes. Each theme is designed for a whole-school approach and includes a whole-school assembly and suggested follow-up activities in all areas of the curriculum.

### **Theme 1: New beginnings (September/October)**

This theme focuses on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.

The theme offers children the opportunity to see themselves as valued individuals within their community and to contribute to shaping a welcoming, safe and fair learning community for all. Throughout the theme, children explore feelings of happiness and excitement, sadness, anxiety and fearfulness, and learn shared models for 'calming down' and 'problem solving'.

### **Theme 2: Getting on and falling out (November/December)**

This theme focuses on developing children's knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills.

This theme is organised around developing the ethos of the classroom – extending the work of 'Theme 1: New beginnings' on cooperation and valuing diversity, and focusing on four key content areas: developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.

### **Theme 3: Say no to bullying (November/December)**

This theme aims to develop and revisit four of the key social and emotional aspects of learning covered in previous themes through a focus on bullying – what it is, how it feels, why people bully, how we can prevent and respond to it, and how children can use their social, emotional and behavioural skills to tackle this crucial problem. The four aspects of learning in which knowledge, skills and understanding are developed are self-awareness, empathy, managing feelings and social skills.

The theme is structured differently from previous themes. It is intended that the work will take place over a period of a week or so – perhaps to fit in with the national anti-bullying week in November – and that, during this period, work in each subject area will be focused on the aims of the 'Say no to bullying' theme, as well as subject-related objectives.

### **Theme 4: Going for goals! (January/February)**

This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued.

The Going for goals theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.

Each set of activities focuses on the underlying prerequisites for successful goal-directed learning and behaviour: for example, taking responsibility and building feelings of confidence and self-efficacy – the belief that what you do makes a difference.

Goal-directed behaviour is only valuable if we are able to make wise and balanced choices about our goals, so this theme provides opportunities for children to consider this and to practise problem-solving strategies.

## **Theme 5: Good to be me (February/March)**

This theme is the first of two focusing specifically on feelings. It explores feelings in the context of the child as an individual, developing self-awareness and helping the child to realise that it really is 'Good to be me'.

The theme is about understanding our feelings as well as considering our strengths and weaknesses as learners. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy. The theme focuses on:

- understanding feelings, and why and how they lead us to behave the way we do – excited, proud, surprised, hopeful, disappointed, worried and anxious;
- self-awareness – feeling good about myself, taking risks;
- managing my feelings – relaxing, coping with anxiety;
- standing up for myself – assertiveness, standing up for my views.

## **Theme 6: Relationships (March/April)**

This theme is the second of two focusing specifically on feelings. It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.

In addition, there is a focus throughout the theme on helping children understand the feelings associated with an experience that we all need to cope with at some time: that of loss – whether of a favourite possession, a friend, a family home or a loved one.

## **Theme 7: Changes (June/July)**

This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it.

The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: motivation, social skills and managing feelings.

# Art and design

**Purpose of study:** Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Aims

**The national curriculum for art and design aims to ensure that all pupils:**

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- All Year 2 children at Mousehold have art lessons from a graphic designer.

## Computing

### Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

### Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems

- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

## Subject content

### Key stage 1

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### Computing In Y1 computer science

Pupils should be taught to:

- Understand what algorithms are.
- Write an algorithm and be able to explain what it is intended to do.
- Programme moveable devices with simple movement patterns
- Identify bugs in a simple algorithm and debug it.
- Predict the behaviour of simple programmes.

### **Information Technology Year 1**

Pupils should be taught to:

- Select programmes and apps from menus.
- Create, organise, store and retrieve content.
- Turn tablet devices on and off using gestures to switch between different apps
- Close different apps
- Log on and off computers, shutting them down correctly and independently.

### **Digital literacy Year 1**

Pupils should be taught to:

- Use digital technology to record sounds and take still and moving images.
- Record common uses of IT within school.
- Understand how to use technology safely.

### **Computing In Y2 computer science**

Pupils should be taught to:

- Understand that programmes need clear and precise instructions.
- Use software including tablet apps to create their own simple programmes.
- Use logical reasoning to predict the behaviour of their own programmes.

### Computing In Y2 computer science

- Identify bugs in their own simple programme and debug it.

### Information technology Year 2

Pupils should be taught to:

- Create, organise, store manipulate and retrieve content
- Close all open apps using short cuts and gestures as appropriate.

### Digital literacy Y2

Pupils should be taught to:

- Record sounds, still and moving images using a digital device in order to communicate with an audience about their learning.
- Recognise common uses of information technology in the wider community.
- Understand how to use technology safely and respectfully.
- Teach others about aspects of E-Safety by creating digital content suitable for a specific audience.

All Year 2 children at Mousehold have Garage Band lessons.

## Design and technology

### Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

## Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

### Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

### Design Year 1 and 2 at their level

Pupils should be taught to:

- Design purposeful, functional appealing products for themselves based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing and mock-ups and information and communication technology.

### Make Year 1 and 2 at their level

Pupils should be taught to:

- Select from and use a range of tools and equipment to perform practical tasks.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.

### Evaluate Year 1 and 2 at their level

Pupils should be taught to:

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

### Technical Knowledge Year 1 and 2 at their level

Pupils should be taught to:

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms in their products.

## Geography

### Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Geography – Across Year 1 and 2

Pupils should be taught about:

- The world, the UK and their locality
- Pupils should understand basic geographical language relating to people and places.
- Pupils should use their geographical skills including first hand observation to enhance their location awareness.

## Geography Year 1

Pupils should be taught to:

- Name, locate and identify characteristics of the four countries and capital cities of the UK and the seas that surround the UK
- Understand similarities and differences between people and places by studying the human and physical geography of a small area of the UK.
- Identify seasonal and daily weather patterns in the UK.

## Geographical skills and field work Year 1

Pupils should be taught to:

- Pupils should use world maps, atlas and globes to identify the UK and its countries, and the seas that surround the UK.
- The language of location and direction to describe features and routes of a map.
- Use aerial photos and plan views to recognise landmarks and basic human and physical features and to devise a simple map.
- Simple fieldwork and observational skills to study the geography of the school and its grounds and the human and physical features of its surrounding environment.

## Geography Year 2

Pupils should be taught to:

- Name, locate the seven continents and the five oceans.
- Understand similarities and differences between people and places by studying a small area in a contrasting non-European country.
- Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.
- Identify how places change over time.
- Identify how humans change places over time through their actions.

## Geographical skills and field work Year 2

Pupils should be taught to:

- Pupils should use world maps, atlas and globes to identify UK and non UK countries, continents and oceans.
- Use simple compass directions and the language of location and direction to describe features and routes on a map.
- Use aerial photos and plan views to recognise landmarks and basic human and physical features and to devise a simple map.
- Use and construct basic symbols in a key for a map.

## History

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### History in Year 1 and Year 2

Pupils should be taught to:

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events they study fit within a framework of time.
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### History Year 1

Pupils should learn about:

- Changes within living memory. Where appropriate, these should be used to examine changes in national life.
- Significant historical events and places in their own locality.
- Significant historical people within their own locality.

## History Year 2

Pupils should learn about:

- Events beyond within living memory that are significant nationally or globally.
- The lives of significant people in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods .

## Music

### Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Music in Year 1

Pupils be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments
- Listen with concentration and understanding to a range of high quality live and recorded music.
- Experiment with, create, select and combine sounds focussing on pitch, duration, dynamics, tempo, timbre, texture, structure and notation.

All Year 1 children at Mousehold will learn to play the Ukelele.

### Music in Year 2

Pupils be taught to:

- Use their voices expressively and creatively by singing songs including singing two part songs and in a round and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high quality live and recorded music.

## Music in Year 2

- Experiment with, create, select and combine sounds focussing on pitch, duration, dynamics, tempo, timbre, texture, structure and notation.
- Perform to an audience.

All Year 2 children at Mousehold will learn Samba drumming.

All Year 2 children at Mousehold will have Garage Band lessons where children use a music creation studio to use software instruments.

## Physical education

### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### PE in Year 1

Pupils will:

- Develop greater agility, balance and coordination through a broad range of activities including gymnastics, games, dance, multi skills and athletics.
- Master basic movements including running, jumping, throwing, catching, striking and kicking.
- Independently create, remember and repeat sequences of movements.

### PE in Year 1

- Be aware of how important it is to be active.
- Recognise and describe how their bodies feel during and after exercise.
- Select from a range of PE equipment to develop a particular skill and be able to adapt its use to make it more challenging.
- Be able to assess risk and keep themselves and each other safe.
- Work collaboratively and share knowledge and understanding.
- Evaluate their own and other's performances and suggest how to make improvements.

All Year 1 children at Mousehold will also learn Capoeira which is a Brazilian martial art that combines elements of dance, acrobatics and music

### PE in Year 2

Pupils will:

- Develop greater agility, balance and coordination through a broad range of activities including gymnastics, games, dance, multi skills and athletics.
- Master basic movements including running, jumping, throwing, catching, striking and kicking.
- Create, practise and perform sequences of movements and patterns together with others, developing timing, speed and direction.
- Independently create, remember and repeat sequences of movements.
- Be aware of how important it is to be active.
- Recognise and describe how their bodies feel during and after exercise and different activities.

### PE in Year 2

- Select from a wider range of PE equipment to develop a particular skill and be able to adapt its use to make it more challenging.
- Design activities for themselves and peers which are aimed at developing a particular skill or type of physical activity.
- Be able to assess risk and keep themselves and each other safe. Take action to eliminate or reduce risk during a PE lesson.
- Work collaboratively and share knowledge and understanding.
- Evaluate their own and other's performances and suggest how to make improvements.
- Develop simple tactics of attack and defence and work effectively with others to apply them to team games.

### Religious education (Norfolk Agreed Syllabus for R.E.2012)

#### Purpose of study

A high-quality religious education curriculum should teach pupils attitudes of self awareness, respect for all, open mindedness, appreciation and wonder.

The Norfolk curriculum for religious education aims to ensure that all pupils:

- develop an awareness of the influence of religion on people and communities, have respect and sensitivity to others and help them combat prejudice, develop a knowledge and understanding of Christianity and other principal religions.
- Encourage pupils to learn from diverse world views and religions and develop their sense of identity and flourish as citizens.
- Provoke challenging questions about the purpose of life.

- Challenge pupils to reflect on and evaluate truth, belief faith and ethnicity.

### RE in Year 1 and Year 2

Pupils will learn about religion and belief including:

- The beliefs, teaching and practices of Christianity, Judaism and some examples from other principal religions.
- The influence of beliefs and values and traditions on individuals, communities, society and the world.
- The nature and demands of ultimate questions relating to religious and moral issues.

Pupils will learn from religion and belief including:

The fundamental questions of life raised by human experiences and how religion, beliefs and world views can answer them.

### RE in Year 1

Pupils will learn about:

- Christianity and other world religions – what some families believe about God, the natural world, human beings and significant others.
- Where and how people belong and why belonging is important.
- How and why some people pray or meditate, and what happens in a place of worship.
- What celebrations are important in religions and world views and why.
- How symbols and artefacts are used to express beliefs including religious meaning and why they are used.
- Leaders and teachers who have an influence on others locally, nationally and globally in religions and world views and why.

### RE in Year 1

- How and why some stories and books are sacred and important.
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### RE in Year 2

Pupils will learn about:

- Judaism and at least 1 other world religions – what some families believe about God, the natural world, human beings and significant others.
- Where and how people belong and why belonging is important.
- How and why some people pray or meditate, and what happens in a place of worship.
- What celebrations are important in religions and world views and why.
- How symbols and artefacts are used to express beliefs including religious meaning and why they are used.
- Leaders and teacher who have an influence on others locally, nationally and globally in religions and world views and why.
- How and why some stories and books are sacred and important.

# Spanish

## Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

## Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

It is not statutory to learn a modern foreign language at KS1, however, at Mousehold Infant and Nursery School we teach Spanish.

## Spanish In Year 1 and 2

Pupils will be taught:

- Good morning, good afternoon, Hello, Goodbye etc
- How to ask and answer simple everyday questions.
- Names of animals, colours, food types, numbers, days of the week, body parts, things found in the home etc.
- Songs and rhymes in Spanish.
- General vocabulary.