

Currículo integrado hispano-británico para educación infantil y orientaciones para su desarrollo

Ministerio de Educación, Cultura y Deporte

Spanish/English Infants Integrated Curriculum

CNIIIE



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hispano-británico para educación
infantil y orientaciones para
su desarrollo**

**Spanish/English Infants
Integrated Curriculum**



GOBIERNO
DE ESPAÑA

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Este documento ha sido elaborado siguiendo las normas del currículo español actual para Educación Infantil. Cualquier cambio en el currículo oficial conllevará una revisión de estas orientaciones para que se adapten a los nuevos desarrollos.

La versión en español no constituye una traducción completa del documento: su objetivo es proporcionar a los directores y profesores de español de los centros un resumen de los objetivos principales, los contenidos y el nivel que debe alcanzarse en la etapa de Educación Infantil, de forma que se facilite la coordinación entre profesores-tutores y profesores de inglés.

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Introducción

1. Historia y objetivos del programa

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El programa bilingüe del Convenio MEC/British Council, nacido en 1996 como una experiencia única dentro del sistema educativo estatal español, está ya bien establecido. Los primeros grupos de niños finalizaron la etapa de Educación Secundaria Obligatoria en 2008.

El acuerdo formal entre el Ministerio de Educación y el British Council plantea como objetivo del programa proporcionar a niños desde los 3 hasta los 16 años una educación bilingüe y bi-cultural a través de un currículo integrado español/inglés, basado en el currículo español y en el *national curriculum* para Inglaterra y Gales. Dicho currículo integrado goza de reconocimiento oficial (BOE, 2 de Mayo de 2000).

La implantación de un currículo como este implica una actitud en el aula muy distinta a la de la clase de inglés como lengua extranjera (EFL) tradicional, centrada en el aprendizaje **de** inglés en vez del aprendizaje **en** inglés. Este enfoque integrado coincide plenamente con el espíritu de las directivas del Consejo de Europa, que insiste en la necesidad de que los niños hayan adquirido competencia lingüística en tres idiomas europeos al finalizar la Educación Secundaria Obligatoria, y que el aprendizaje de la primera lengua extranjera comience en los primeros años de la educación formal.

Los objetivos específicos del programa son los siguientes:

- Fomentar la adquisición y el aprendizaje de ambos idiomas a través de un currículo integrado basado en contenidos.
- Crear conciencia de la diversidad de las dos culturas.
- Facilitar el intercambio de profesores y alumnos.
- Fomentar la utilización de las nuevas tecnologías en el aprendizaje de otras lenguas.
- Si procede, fomentar la certificación de estudios en ambos sistemas educativos.

2. Fundamentación del documento

En febrero de 2001, la Comisión de Seguimiento, máxima autoridad del programa, reunió a un **equipo mixto de expertos** (*Joint Study Review Team*) con el objetivo de evaluar los resultados obtenidos hasta esa fecha, concluyendo que para el desarrollo del programa era necesario:

- Una clara definición de los contenidos y materias que han de impartirse en inglés, así como del momento en que han de ser impartidos.
- Una definición de los criterios de evaluación al final del nivel de la etapa de Educación Infantil, así como al final de cada uno de los ciclos de Primaria (segundo, cuarto y sexto curso) que, por tanto, determinen el paso de un nivel al siguiente.

Esto llevó al equipo a formular la siguiente recomendación:

Recomendación 4: Currículum y evaluación

“El equipo de expertos recomienda la designación de un grupo de trabajo mixto hispano-británico que elabore y defina una propuesta realista para el currículo básico, describiendo qué áreas y contenidos deben impartirse en cada lengua en los niveles de Educación Infantil y Primaria. Ese mismo grupo de trabajo debería también establecer los criterios y directrices para la evaluación. Sería conveniente que el grupo estuviera formado por profesores británicos y españoles con experiencia en este proyecto, así como por expertos del Ministerio y del British Council”.

En consecuencia, la Comisión de Seguimiento aprobó el siguiente plan de acción:

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Actuación 6

“La Comisión de Seguimiento ratificará la designación de un grupo de trabajo encargado de estudiar los contenidos del currículo básico (BOE, 2 de Mayo de 2002) y decidir cuáles deben impartirse en lengua inglesa en los distintos niveles de Educación Infantil y Primaria, así como los **criterios de evaluación**. Se deberán incluir también directrices e instrucciones sobre **el papel de los tutores y de los profesores**, recomendaciones para un enfoque metodológico conjunto y sugerencias para un enfoque lógico en la distribución del tiempo. Este documento deberá incluir también una **lista completa de recursos** (libros, materiales, equipamiento) para cada nivel”.

3. Constitución del grupo y línea de trabajo

El grupo estaba formado por seis profesores, tres españoles y tres británicos, que habían trabajado en el programa más de tres años, y otros dos miembros de la Comisión de Seguimiento y responsables de la gestión.

El grupo de trabajo se constituyó en octubre de 2001 con el objetivo de producir un documento con directrices para el desarrollo del currículo de Infantil y criterios de evaluación para esta etapa que fuera ratificado por la Comisión de Seguimiento en junio de 2002; a esto seguiría el desarrollo de un currículo para el nivel de Primaria en junio de 2003.

El grupo de trabajo examinó los contenidos, enfoques, niveles de consecución, instrumentos de evaluación, recursos, organización del tiempo, coordinación y roles de los profesores, en 29 de los 42 colegios que formaban parte del programa en aquel momento. Asimismo, en el periodo de noviembre de 2001 a marzo de 2002 el grupo visitó diez colegios del programa con el fin de obtener una visión más profunda de los aspectos mencionados.

El resultado del análisis de toda la información, documentación y observaciones prácticas recopiladas constituye la base del documento inicial.

En 2009 se formó un nuevo grupo de trabajo con el objetivo de revisar y actualizar el currículo, de forma que:

- Reflejara los cambios introducidos en el currículo español.
- Incorporara nuevas metodologías para mejorar los niveles de lectura y escritura temprana.
- Reflejara los avances de los alumnos en edades tempranas.
- Reflejara los cambios y el desarrollo del programa en esos años.

El grupo estaba formado por seis profesoras españolas y seis británicas, todas ellas con más de tres años de experiencia en Educación Infantil dentro del programa, y fue dirigido por las personas responsables.

El documento para Educación Infantil se ha desarrollado a partir de las siguientes directrices:

- Enseñanza a través de temas/centros de interés.
- Desarrollo de habilidades sociales.
- Objetivos y contenidos:
 - Comprensión y expresión oral.
 - Lectura y escritura.
 - Habilidades numéricas.
 - Conocimiento del entorno social y natural.
- Niveles de consecución al final de la etapa de Infantil.
- Propuesta de desarrollo de una unidad temática.
- Ejemplo de una lección, partiendo de una unidad temática.
- Recursos útiles.

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4. Enfoque adoptado para Educación Infantil

El currículo integrado para el segundo ciclo de Educación Infantil está íntimamente relacionado con el currículo español para este nivel. El enfoque está dirigido al desarrollo integral del niño a través de un currículo que tiene en cuenta su desarrollo físico, intelectual, afectivo, social y moral, tanto como individuo como en el contexto de su entorno inmediato. La adquisición de la lengua, las habilidades numéricas, la lectura, la escritura etc., ya sea en la lengua materna o en inglés se hace, sobre todo, a través de un enfoque basado en temas, con una perspectiva holística a lo largo de los tres años.

El objetivo de este texto es facilitar un documento de trabajo para todos los profesores de inglés que impartan el currículo integrado. Cualquier cambio que se produzca en el currículo español deberá introducirse en este documento.

5. El papel de los profesores en el programa

Se recomienda que al principio del año escolar el tutor y el profesor de inglés dediquen tiempo a establecer conjuntamente las rutinas del aula. De este modo se asegurará la continuidad, ayudará a los alumnos a sentirse más seguros y generará oportunidades para una comunicación positiva.

Aunque los temas de trabajo y la metodología utilizada en la enseñanza del idioma reflejan, con bastante exactitud, los contenidos y el enfoque del currículo español para estos tres años, esto no implica que se tengan que impartir conceptos idénticos al mismo tiempo en ambos idiomas. El tutor y el

profesor de inglés deben planificar las clases conjuntamente para asegurarse de que los conceptos se imparten y se comprenden en ambos idiomas. Más aún, una coordinación estrecha debería asegurar una perspectiva nueva desde la que se desarrollen los conocimientos y las habilidades a través de un tema determinado en cada lengua.

Es importante que tanto el profesor de inglés como el tutor español entiendan que el profesor del programa hablará en inglés con los niños y que no es necesario que el tutor traduzca o “explique” en español lo que se ha dicho. Sin embargo, como este estará en el aula, al menos durante el primer año de Educación Infantil, el profesor de inglés debería aprovechar la circunstancia para explicar de antemano en qué consiste la clase y qué dificultades podrían presentarse. De esta manera, el tutor puede ayudar a los niños que tengan dificultades, que sean nuevos o que hayan estado ausentes y necesiten ayuda especial de forma temporal. Cuando los niños estén trabajando en grupos, particularmente durante las clases de educación plástica, el tutor debería estar disponible para apoyar en lo que sea necesario a su compañero de inglés: disponer de dos profesionales en el aula es un lujo y debe aprovecharse al máximo.

6. El desarrollo lingüístico en los niños

En los primeros años, los niños demostrarán su comprensión en inglés fundamentalmente a través de respuestas no verbales (respuestas físicas a canciones, juegos, cuentos, respuestas creativas a través de las actividades artísticas manuales, expresiones de alegría provocadas por cuentos, canciones, etc.). La comprensión se demostrará también a través de la respuesta verbal en español y a través de la repetición en inglés de sencillas expresiones de uso cotidiano, especialmente de las que tengan que ver con las rutinas del aula.

Gradualmente, los niños empezarán a experimentar con una mezcla de inglés y español y a utilizar esta mezcla junto con respuestas no verbales para hacerse entender. El tiempo requerido para asimilar el idioma varía de un niño a otro. Sin embargo, el profesor debe animar a los alumnos a que respondan oralmente y “produzcan” lenguaje tan pronto como sea posible. La mayoría de los niños tiende a responder positivamente y les gusta participar en inglés, aunque ocasionalmente puede haber algún alumno que no responda en consonancia. Es importante recalcar que no debe ejercerse una presión excesiva sobre ese alumno para que hable, y debe respetarse la madurez y el ritmo de desarrollo particular de cada niño.

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7. Introducción a las habilidades de lectura y escritura

Existen razones sólidas para introducir la lecto-escritura en lengua inglesa en el segundo ciclo de Educación Infantil:

- Aprender a leer y a escribir en inglés es un proceso más largo y más complicado que en español: empezar pronto es esencial para dar tiempo a los niños y para que estos se conviertan en lectores capaces y en escritores creativos.
- Las ventajas de empezar pronto a adquirir el idioma oralmente son mayores si se acompañan de una introducción informal de la palabra escrita a través de un contexto significativo. El uso de libros de ficción y consulta, carteles en el aula, exposiciones en clase y la enseñanza sistemática de sonidos (*synthetic phonics*) apoya a una adquisición efectiva del lenguaje y a un desarrollo equilibrado de las habilidades de lectura y escritura.
- Las diferencias entre el lenguaje oral y el lenguaje escrito son múltiples, y se ha demostrado que exponer a los niños a ambos a la vez les ayuda a percibir estas diferencias de forma positiva desde el principio.

La decisión sobre el tipo de letra (cursiva en un idioma y de imprenta en otro) la tomará cada colegio, y no debe ser un problema. Los niños se adaptan satisfactoriamente a cualquier sistema que se utilice.

8. La evaluación en edades tempranas

Los principios de la Evaluación para el Aprendizaje (EpA) pueden ser utilizados en los primeros años escolares.

La Evaluación para el Aprendizaje asegura que la evaluación sea una parte integral del proceso de enseñanza-aprendizaje diario. Las investigaciones demuestran que los alumnos aprenden mejor cuando:

- Entienden claramente lo que están aprendiendo.
- Saben lo que se espera de ellos.
- Reciben información (*feedback*) sobre su trabajo.
- Reciben consejos para mejorar.
- Están plenamente implicados en la evaluación y en los subsiguientes pasos para el aprendizaje.

Ya desde la etapa de Infantil, utilizar la Evaluación para el Aprendizaje proporcionará mayor claridad en la enseñanza y el aprendizaje y se impulsará el desarrollo en los niños de un aprendizaje reflexivo. Una práctica sencilla supone:

- Compartir los objetivos de aprendizaje con los alumnos. Para ello se pueden utilizar fórmulas imaginativas que enganchen a los niños:
 - Una marioneta les cuenta a los niños lo que van a aprender hoy.
 - Se presenta un personaje (WALT) en el mural, que diga “Estamos aprendiendo a/que...”, y el profesor lo completa o ilustra al comienzo de la clase.
- Exponer las expectativas a los alumnos; es decir, explicarles lo que se pretende. En realidad se están presentando los criterios de evaluación. También las expectativas se deben presentar de forma atractiva y con significado para los niños:
 - Una marioneta muy animada les dice a los niños lo que se espera de ellos.
 - Un personaje (WILF) tiene un mural en el que dice “Quiero conseguir...”
 - Una marioneta descarada les dice “No creo que puedas...”, a lo que los niños responden: “Yo puedo...”. De esta forma los niños se implican para hacer frases con *I can*, que luego podrán utilizarse como criterios de evaluación.
- Ofrecer información (*feedback*) a los niños. Se puede hacer de muchas maneras, siempre que sean significativas para los alumnos en esta etapa:
 - Una interacción sencilla y una respuesta positiva utilizando frases familiares, como por ejemplo *Well done, Good work, You can..., Can you...?*
 - Gestos que apoyen lo que se está diciendo.
 - Utilizar sellos, por ejemplo con una cara sonriente, con un dibujo y texto, como *very good, good*.
 - Pedir a algunos niños que opinen sobre el trabajo de otro compañero, por ejemplo utilizando un semáforo, un abanico con una cara sonriente y otra triste o levantar el dedo gordo en señal de aprobación. Esto puede hacerse por parejas.
- Ofrecer consejos para mejorar. Los niños necesitan que se aprecien sus logros, pero enseñarles cómo mejorar es también una parte esencial del proceso de enseñanza y aprendizaje. Hacerlo de forma creativa les motivará, y el mensaje llegará con mayor claridad:
 - Creando una pequeña obra con marionetas y peluches utilizando un lenguaje familiar repetitivo que dé una clara idea de mejora.

- Resaltando el buen trabajo de un niño y mostrando los elementos clave de su éxito.
- Mostrando un trabajo ideal e invitando a los niños a responder a preguntas sencillas que ayuden a identificar formas de mejorar. Estas se pueden mostrar en frases sencillas con ilustraciones que apoyen el mensaje.
- Implicar totalmente a los alumnos en la evaluación y en los pasos siguientes. Los niños son más conscientes de su aprendizaje cuando se implican directamente en el proceso de evaluación. Podemos implicarles en:
 - La autoevaluación, utilizando semáforos, el pulgar hacia arriba, abanicos con caras, hojas de autoevaluación sencillas con *I can*.
 - La evaluación entre iguales utilizando los mismos instrumentos.
 - Fijar objetivos sencillos con el profesor, por ejemplo, mejorar la habilidad para escuchar: se puede presentar un factor de éxito y cuando se consiga se presenta uno nuevo, de forma que el alumno que tiene dificultad para mantener la atención pueda desarrollar esta habilidad paso a paso. Ofrecer tarjetas de objetivos atractivas o cualquier otra forma de reconocimiento de cada logro premiará y motivará a los niños.

Utilizar la metodología de la Evaluación para el Aprendizaje ayuda a llevar un registro diario del progreso de cada alumno, lo que facilita una planificación eficaz y una puesta en práctica adecuada. Se puede dejar constancia de los logros por medio de fotos, muestras de su trabajo y breves grabaciones en vídeo. De esta forma se puede preparar un informe preciso del progreso para los padres, tanto en reuniones como en informes escritos. Identificar el nivel de consecución de cada alumno al finalizar la etapa de Infantil será más fácil cuando se adopte esta metodología y se compartan unos claros objetivos curriculares, se trabaje en ellos y sean evaluados por el profesor y los alumnos.

9. Conclusiones y recomendaciones

1. El proyecto funciona mucho mejor en aquellos colegios en los que este se considera un proyecto de todo el centro, un proyecto integrado en todos los sentidos del término: esto significa que **la planificación y la coordinación entre los tutores y los profesores de inglés de cada clase son esenciales**. Cuando ambos trabajan juntos, se ha demostrado claramente que los niños se benefician de la experiencia en ambos idiomas.
2. Con el fin de alcanzar los objetivos establecidos para el final de la etapa y conseguir que los niños estén bien preparados para la Educación Primaria, debe dedicarse a la enseñanza y aprendizaje en lengua inglesa un mínimo del 30% del horario el primer año y del 40% los dos años siguientes.
3. Los tutores y los profesores de inglés han comprobado que dividiendo la clase en dos grupos en determinados momentos (deshaces) se consigue un apoyo más individualizado tanto en español como en inglés. Por tanto, se recomienda que al inicio del año escolar el horario los incorpore en algunas de las clases. Sin embargo, independientemente de cómo se organicen las clases, todos los alumnos deben recibir (al menos en los dos últimos años de la etapa) un mínimo del 40% de su educación en inglés, tal como se ha mencionado anteriormente.
4. La coordinación entre los profesores del mismo curso es de la máxima importancia para asegurar la continuidad y la progresión a lo largo de la etapa. Es esencial comunicarse, consultar y planificar juntos para:
 - Comenzar el nuevo curso conociendo los logros y los niveles de todos los alumnos.
 - Presentar los temas desde una perspectiva diferente cada año.
 - Presentar en la etapa siguiente nuevas historias relacionadas con los temas.

Esto no será solo una práctica útil para los profesores sino que aumentará la experiencia de aprendizaje de los niños y contribuirá a mejorar los niveles de los colegios.

5. La coordinación entre los niveles de Infantil y de Primaria es vital para conseguir una transición sin problemas. Las recomendaciones incluyen:
 - La coordinación entre los profesores del tercer año de Infantil y los de primero de Primaria para:
 - Asegurarse de que se prepara a los niños para el paso a Primaria.
 - Garantizar que la metodología y el aprendizaje de la etapa anterior se desarrolla de forma natural en el primer curso de Primaria.
 - Familiarizar a los alumnos del tercer curso de Infantil con su nueva aula y, si es posible, con los profesores, en el tercer trimestre.
 - Planificar conjuntamente actividades curriculares o culturales para los dos cursos.
 - Un profesor de inglés (de transición) que enseñe a los niños durante dos años consecutivos (en su último año de Infantil y en el primer año de Primaria) para proporcionar un alto nivel de coherencia y continuidad. Este profesor también coordinaría la planificación con el resto de los profesores de estas etapas.
6. Es importante haber cubierto todos los contenidos y objetivos de cada una de las materias, tal y como se describen en este documento, para proporcionar una experiencia educativa completa en la etapa de Infantil que permita a los niños adquirir la lengua, el conocimiento y las habilidades a través de actividades de aprendizaje claramente estructuradas a un nivel adecuado.
7. Al final de la etapa todos los niños deben ser evaluados por su profesor siguiendo los niveles de consecución descritos en este documento y, salvo en el caso de circunstancias atenuantes, el porcentaje de alumnos dentro del grupo-clase en cada banda¹ debería ser, para cada uno de los objetivos:
 - Banda o grado 1: 10%
 - Banda o grado 2: 70%
 - Banda o grado 3: 20%

Si estos objetivos no se estuvieran logrando, el centro debería examinar:

- El número de horas impartidas en inglés semanalmente.
 - El enfoque, la metodología y los recursos utilizados.
 - La coordinación y continuidad en el proyecto.
 - La necesidad de enfrentar a los niños a retos mayores y de elevar el nivel y las expectativas.
8. Aunque este documento insiste en que se cubran los contenidos básicos, no hay necesidad de que los colegios/grupos se ciñan solo y exclusivamente a este. Los profesores que ya estén logrando estos objetivos **podrían ampliar los contenidos básicos/mínimos** para que se adapten a las circunstancias particulares de su colegio o de su aula.

1. La banda o grado 1 corresponde al nivel inferior.

El currículo integrado en el nivel de educación infantil

1. La enseñanza a través de temas

Los temas (*topics*) proporcionan un contexto ideal con el que trabajar, en el que confluyen los objetivos de aprendizaje de las diferentes áreas curriculares proporcionando oportunidades para que los niños:

- Desarrollen su conocimiento y comprensión del mundo.
- Comprendan nuevos conceptos en un contexto significativo.
- Se desarrollen social, emocional, física y cognitivamente a través del aprendizaje de todos los ámbitos de conocimiento y la experiencia.
- Adquieran el lenguaje de forma natural.

Al utilizar un enfoque transversal, todas las áreas pueden ser estudiadas dentro de un tema determinado.

- Las conexiones transversales son esenciales para el aprendizaje, pues este consiste en ser capaz de establecer relaciones entre el conocimiento y las experiencias previas y la información y las experiencias nuevas. Así, poner énfasis en las conexiones entre las distintas áreas ayuda a los niños a encontrar sentido en lo que están estudiando.
- La enseñanza por temas ofrece también flexibilidad para atender las necesidades de todos los alumnos por medio de actividades que pueden ser fácilmente adaptadas, permitiendo a todos los niños participar completamente y conseguir desarrollar todo su potencial individual.

En este programa los **contenidos curriculares se enseñan en inglés** y, por tanto, los niños del programa bilingüe entran en un entorno donde se utiliza español e inglés por separado cada día. Aunque no hayan oído inglés antes de llegar al colegio, los niños se van acostumbrando a escuchar la lengua inglesa de manera natural, empezando a adquirir la comprensión del idioma. Junto con las rutinas diarias, los temas proporcionan un contexto significativo en el que la lengua inglesa puede entenderse poco a poco a través de distintas actividades, primero asimiladas y después reproducidas por los niños, cada uno a su ritmo. De la misma manera que adquirieron su lengua materna, a medida que avanza su entendimiento, empiezan a utilizar el idioma; al principio con palabras sueltas, luego grupos de palabras, hasta que empiezan a construir frases completas. Esto lleva tiempo, pero para lograrlo debemos utilizar el idioma inglés de una forma natural, de este modo nos aseguramos que los niños no aprenden solo listas de vocabulario, sino que aprenden a manejar el lenguaje en un contexto significativo.

Los temas que se trabajarán/desarrollarán en esta etapa son:

- Yo mismo.
- Voy al colegio.
- Nuestras casas y nuestras familias.
- La gente que nos ayuda.
- En la ciudad.
- Vamos a comprar comida.
- Tecnologías de la información y la comunicación.
- El cambio climático.
- El transporte.
- El sistema solar.
- El verano.
- El otoño.
- El invierno.
- La primavera.
- Animales.
- Cuentos tradicionales.
- Festividades.

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Muchos de estos temas pueden combinarse fácilmente para crear unidades temáticas integradas. Los temas no deben ser enseñados de forma aislada y las conexiones deben hacerse cuándo y dónde corresponda. Por ejemplo, “fiestas” y “cuentos tradicionales” son temas individuales pero pueden presentarse con otras áreas temáticas a lo largo del curso.

Se han incluido en el documento ejemplos de unidades temáticas interrelacionadas. Ver página 67 (Topic webs).

Dado el carácter repetitivo de los temas en la etapa de Educación Infantil, debemos asegurarnos que al planificar las unidades temáticas integradas haya suficiente variedad y progresión de año a año. Si un tema se repite en cada nivel del ciclo, entonces el enfoque debe ser diferente cada vez. Se trata de mantener la motivación alta, desarrollar la curiosidad, adquirir un mayor conocimiento y comprensión del mundo y exponer a los niños a un lenguaje más variado.

Los temas de este documento del currículo han sido seleccionados por su significado e interés para los niños. Son temas familiares para ellos en su lengua materna, lo que contribuye a facilitar la

comprensión de los conceptos y les permite asimilar una nueva lengua dentro del contexto de los temas presentados (la versión en inglés de este documento incluye información detallada sobre cada uno de estos temas).

2. El desarrollo de las habilidades sociales

El desarrollo de las habilidades sociales es una parte integral de la rutina diaria de los niños en el nivel de Educación Infantil. Estas ya se estudian como parte del currículo español y deben incluirse en la planificación de las actividades docentes y de las actividades en inglés. Aspectos particulares se tratan a través de las diferentes áreas de contenidos (la versión en inglés del documento incluye una lista de habilidades sociales y su desarrollo).

3. Las competencias lingüísticas

3.1. El desarrollo de las competencias lingüísticas en Educación Infantil

- Adquirir la capacidad de leer y escribir es mucho más que aprender la mecánica de la lectura y la escritura: estas capacidades proporcionan mayores posibilidades de sobrevivir en el idioma y son fuente de autoestima, identidad y empatía emocional e intelectual. Leer y escribir permite el acceso a cuentos y a otros materiales que forman y desarrollan el pensamiento y ayudan a los niños a desarrollar conceptos. La capacidad de leer y escribir en dos idiomas les da acceso a mundos culturales y sociales diferentes y variados. Además, a medida que crece la confianza de los niños en su capacidad de leer, sus conocimientos y su control sobre el lenguaje se hace cada vez más individual y personal.
- En el nivel de Educación Infantil el énfasis a la hora de leer y escribir se pondrá siempre en ayudar a los niños a convertirse en lectores y escritores entusiastas, ayudándoles a leer y a disfrutar de libros “de verdad”. Al mismo tiempo, se introduce a los niños desde el principio a una serie de estrategias de pre-lectura y primera lectura que les ayuden a entender lo que leen para que gradualmente puedan hacerlo con fluidez, corrección y comprensión pero, sobre todo, disfrutando.
- Ser capaz de leer y escribir con fluidez y disfrute en inglés es una habilidad que necesita desarrollarse a lo largo de todos los niveles (Educación Infantil, Primaria y Secundaria), y las estrategias apropiadas para conseguirlo deben establecerse como parte del currículo desde el principio. La enseñanza de la lecto-escritura debería asegurar que las cuatro destrezas (escuchar, hablar, leer y escribir) se integren de forma natural. El énfasis en el desarrollo de las habilidades orales, ya desde los primeros años, proporciona una base sólida para el desarrollo de la lectura y la escritura.

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3.2. Desarrollo de las habilidades orales en Educación Infantil

Cuando se integran en todos los aspectos de la vida escolar diaria, las habilidades orales constituyen una base sólida a partir de la cual se desarrolla el aprendizaje, el conocimiento y la capacidad de comunicación. Para ello podemos hacer uso de:

Rutinas diarias

Las rutinas diarias permiten empezar a familiarizar a los niños con la lengua de una forma natural, consiguiendo que poco a poco vayan incorporando este lenguaje en su propia rutina. El cambio de actividades de manera regular es importante para mantener el interés de los niños y favorecer su participación en las mismas.

Cuentos y álbumes ilustrados

Hay que leer y contar cuentos todos los días, seleccionando libros con rimas, ritmo y repeticiones, y dejar estos libros en el rincón de lectura, junto con marionetas y otros objetos, para que los niños puedan leerlos por su cuenta.

Dramatización

El juego imaginario tiene un papel fundamental en el desarrollo del lenguaje del niño. Ofrecer oportunidades para que los niños imaginen, utilizando juguetes, marionetas u otros objetos, les permite utilizar un vocabulario y frases familiares sin la presión de tener otros oyentes. La simulación y las actividades de teatro más estructuradas, planteadas en contextos familiares o utilizando historias conocidas, demuestran el inglés en acción. Los niños pueden disfrutar utilizando el inglés que han aprendido, participar en diálogos con sentido y tener un sentimiento de logro cuando representan delante de un auditorio.

Juegos, música y movimiento

A los niños les encanta y, sobre todo, necesitan moverse. Los juegos de acción (*Total Physical Response*) y las actividades con música y movimiento permiten a los niños ejercer sus habilidades de comprensión auditiva y a la vez estar en movimiento. Los niños deben prestar especial atención a las instrucciones y al lenguaje referido al tiempo, el espacio, la posición y la calidad de los movimientos.

Modelos

Para crear un ambiente bilingüe en las escuelas, donde la adquisición de las lenguas extranjeras y de las lenguas maternas de niños de procedencia étnica y cultural diferente sea verdaderamente valorado, el inglés no debe restringirse a la “clase de inglés”. Es importante proporcionar oportunidades para que los niños escuchen y hablen con diferentes personas en inglés, es decir, niños mayores, otros profesores o visitantes.

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3.3. Desarrollo de las habilidades de lectura y escritura en Educación Infantil

Para hacer de la lectura una experiencia placentera en la que los niños tengan éxito y disfruten, es importante seleccionar cuentos apropiados para estas edades. Pero también es importante que los niños tengan acceso a libros de información ya desde los primeros años y que vean cómo utilizarlos. Al seleccionar esos libros cuidadosamente para relacionarlos con los temas y la edad e intereses de los niños se debe tener en cuenta que el tema les llame la atención, que tenga frases simples y cortas para hacer asequible su comprensión, que tenga fotos, ilustraciones y diagramas que favorezcan la comprensión, etc.

El profesor juega un papel relevante al demostrar cómo se usan los libros y, por tanto, es importante utilizar libros de historias y de información a diario.

De la misma forma que leemos y utilizamos libros de ficción y de información con todo el grupo y con grupos pequeños, permitir a los niños el acceso a los libros por su cuenta es importante para el desarrollo de la lectura y la escritura. Crear un rincón de lectura en el aula proporciona un ambiente estimulante en el que los niños pueden ojear y leer libros por su cuenta y con sus amigos.

El profesor debe asegurarse de que el espacio es adecuado y cómodo, exponiendo los libros a la mejor altura para que puedan verlos y alcanzarlos.

La enseñanza de *phonics*:

Las investigaciones han demostrado que enseñar los 44 fonemas sistemáticamente y a una cierta velocidad acelera el desarrollo del aprendizaje temprano de la lectura y la escritura. Junto con

el reconocimiento y conocimiento de los sonidos, también se deben enseñar las técnicas de unión y fragmentación de los mismos. Los objetivos de lectura y escritura siguen un enfoque sintético para la enseñanza de *phonics* y señalan la progresión que de año en año debe producirse. Los objetivos están basados en el documento *Letters and sounds: principles and Practice of High Quality Phonics* del Ministerio de Educación inglés. Algunos colegios pueden comprar un programa de *synthetic phonics* con materiales para utilizar en el aula. Sin embargo, como no siempre hay dinero disponible, el programa del Ministerio permite a todas las escuelas el acceso para utilizar el método de *synthetic phonics*. La publicación se puede descargar, gratuitamente, de la página: <http://www.teachfind.com/national-strategies/letters-and-sounds-principles-and-practice-high-quality-phonics>. Además de esto, también se pueden descargar gratuitamente de la página: <http://www.letters-and-sounds.com/> materiales prácticos y atractivos para usar en el aula, bien sea para crear una base de materiales para el reconocimiento de sonidos o para complementar materiales que haya en los centros.

Una vez que los sonidos y las técnicas de unión y fragmentación se hayan enseñado a todo el grupo, es importante contar con actividades que refuercen el reconocimiento y aprendizaje de los niños. Actividades estructuradas guiadas o independientes pueden incluir, por ejemplo, juegos de bingo para los sonidos, actividades con abanicos de palabras, la cuerda de tender la ropa, mini-libros de *phonics*, etc.

Actividades de lectura y escritura:

Las actividades de lectura y escritura deben empezar ya en esta etapa y deben organizarse de forma estructurada:

- **A nivel de texto:** secuenciando historias por medio de dibujos y tarjetas; utilizando marionetas para volver a contar la historia; creando libros de clase y exponiéndolos en el rincón de lectura, etc.
- **A nivel de oración:** emparejando frases y dibujos en el contexto de un tema o una historia; utilizando la pizarra magnética para crear frases sencillas, etc.
- **A nivel de palabra:** emparejando palabras y dibujos; creando palabras mediante los sonidos que han aprendido, etc.

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Oportunidades de escritura libre:

Proporcionar auténticas experiencias de escritura para niños pequeños es tan importante como poner a su disposición libros y oportunidades de lectura. Mientras las actividades estructuradas de escritura basadas en la aplicación de los sonidos estudiados son esenciales para la precisión, las oportunidades de escritura libre son también de gran importancia.

Aprender a escribir implica una combinación de múltiples procesos mentales y físicos. Como los niños llegan al colegio con una experiencia de escritura temprana muy diferente, las oportunidades para desarrollar sus habilidades deben ser variadas, permitiendo que cada niño avance a un ritmo que se ajuste a su experiencia y desarrollo individual. Los niños escribirán a un nivel acorde con su desarrollo cognitivo y físico. Algunos niños, especialmente en las etapas iniciales, producirán garabatos y formas que no tienen sentido más que para ellos. Poco a poco los niños formarán letras y palabras. A medida que desarrollan sus habilidades y conocimiento de *phonics*, esto se hará evidente en lo que produzcan, pero generalmente en la escritura creativa habrá muchas imprecisiones al experimentar los niños con sonidos, letras y palabras.

Para muchos niños el inglés que oyen durante el tiempo que están en el colegio es su única exposición a la lengua inglesa, por ello es importante crear un entorno rico en textos. Asegurarse de que los niños están rodeados de textos escritos les ayudará a ser más conscientes del texto impreso y su significado y les animará a leer y escribir.

4. Objetivos y contenidos de habilidades numéricas

El objetivo global de los tres años de Educación Infantil es desarrollar en los niños el conocimiento y la comprensión de las habilidades numéricas y ayudar a los niños a entender su relevancia para la vida diaria, tanto en inglés como en español.

El desarrollo de las habilidades numéricas en el aula de Infantil se considera generalmente parte del desarrollo global del niño. Como tal, se introducen, practican y repasan conceptos a lo largo del año, y luego se reciclan y se fortalecen durante los tres años del nivel. Los objetivos y contenidos se incluirán por tanto en los distintos temas y se enseñarán a través de actividades continuadas de *Total Physical Response*, canciones, rimas, cuentos, juegos de encontrar pareja y de secuencia, y otras tareas de lenguaje y lectura y escritura (la versión en inglés del documento incluye información detallada para este punto).

5. Objetivos y contenidos de conocimiento del entorno social y natural

El objetivo global de la etapa de Infantil es ayudar a los niños a observar, explorar y comenzar a hacer preguntas acerca de las cosas vivas, los materiales y los fenómenos.

Estos conceptos e ideas deberían desarrollarse a través de rutinas diarias, actividades cotidianas y a través de las distintas áreas temáticas. Deberíamos tener en cuenta que los niños están adquiriendo el idioma al utilizarse de forma natural en el entorno escolar, y que su comprensión en inglés será con frecuencia mayor de lo que se detalla aquí (la versión en inglés del documento incluye información detallada para este punto).

6. Propuesta de una unidad temática para la etapa de Educación Infantil (topic web)

20 Se han incluido siete unidades temáticas en esta sección: tres de ellas desarrollan el mismo tema, “La primavera”, en los tres años del ciclo, para demostrar cómo se puede enfocar desde distintas perspectivas y cómo se desarrollan los objetivos en los distintos niveles en un contexto significativo. Las otras unidades muestran cómo se pueden relacionar los temas y cómo se pueden desarrollar los correspondientes conceptos y habilidades.

Al igual que el desarrollo de la lecto-escritura, los conceptos y habilidades numéricas y el conocimiento y comprensión del entorno, la educación artística, la música, el movimiento y el drama se han incorporado a las unidades temáticas. Estos elementos son esenciales en la educación temprana para conseguir el desarrollo global del niño.

Introduction

1. Project background and objectives

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The Spanish Ministry of Education/British Council bilingual project, initiated in 1996 as a unique experiment within the Spanish state education system: the first groups of children completed compulsory secondary education in 2008.

The formal agreement between the Ministry of Education and the British Council states that the aim of the project is to provide children from the age of three to sixteen with a bilingual, bicultural education through an integrated Spanish/English curriculum based on the Spanish National Curriculum and the National Curriculum for England and Wales. This integrated curriculum has official recognition (BOE May 2000).

The implantation of such a curriculum requires a very different classroom approach from the traditional EFL classroom where the focus is on learning English as a foreign language as opposed to learning content of the infant/primary curriculum through English. This integrated approach sits very positively within the Directives of the Council of Europe which insists on the need for children to be competent in three European languages by the end of the obligatory period of secondary education and that the learning of the first foreign language should begin in the early years of formal education.

The specific objectives of the project are:

- To promote the acquisition and learning of both languages through an integrated content based curriculum.
- To encourage awareness of the diversity of both cultures.
- To facilitate the exchange of teachers and children.
- To encourage the use of modern technologies in learning other languages.
- If appropriate, to promote the certification of studies under both educational systems.

2. Rationale: curriculum document

In February 2001 a Joint Study Review Team (JSRT) was set up by the *Comisión de Seguimiento*, Project Board of Directors, to evaluate the progress of the bilingual project.

The JSRT formed the following conclusions on curricular content and assessment, identifying the need for:

- a clear delineation in the subjects and contents to be taught in English and the levels at which these should be taught
- a definition of assessment criteria at the end of each stage of education (infant, primaries two, four and six) which would define the attainment targets for each level within the project

This led to the JSRT making the following recommendation:

Recommendation 4: Curriculum and Assessment:

“The joint team recommend that a mixed Spanish/British working party be formed to work on a realistic development of the core curriculum in English describing which subject areas and contents should be taught in English in the infant and primary stages. In conjunction, the working party would be responsible for establishing criteria and guidelines for assessment. It would be advisable to have both Spanish and UK teachers who have been involved in the project for some time on the team in addition to experts in primary education from the Ministerio de Educación and the British Council”.

This led to the following Action Point agreed by the *Comisión de Seguimiento*:

Action Point Six:

“The Comisión de Seguimiento to ratify the appointment of a working party to study the present curriculum (BOE 2 May, 2000) with a view to specifying **content and assessment criteria** for the different levels in infant and primary. This should also include **guidelines and strong recommendations on the role of class teachers** and project teachers for a joint methodological approach and suggestions for a logical approach to time allocation. This document should also include a **comprehensive list of resources** (books, materials, equipment) which are recommended for the success of the project at each stage”.

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3. Constitution of the working party and approach adopted

The working party was constituted in October 2001 with the objective of producing a document on guidelines for an infant curriculum and assessment criteria for this level to be ratified by the *Comisión de Seguimiento* by June 2002: to be followed by a curriculum for primary by June 2003.

The team consisted of six teachers in the project, three Spanish, three British: all six of them had worked in the project for more than three years. The other two members of the team were responsible for the management of the project and were members of the *Comisión de Seguimiento*.

The members of the working party consulted 29 infant schools in the project on contents, approaches, attainment levels, ways of assessing the children, resources, time allocation, project co-ordination and roles of teachers. In addition, in the period November 2001 to March 2002 the team visited 10 project schools with a check list of points relating to the above.

The observable results of “best practice” were at all times considered to be what we should be aiming towards. These compiled from the documentation and visits are what form the basis of the initial curriculum guidelines

In 2009 the decision was taken to form a new working party to revise and update the curriculum in order to:

- Reflect changes to the Spanish National Curriculum.
- Incorporate current proven methodologies to raise standards in early reading and writing.
- Reflect the achievements that children make in the early years.
- Reflect change and development in the project over the past years.

The team consisted of six Spanish and British teachers, each with more than three years experience working in the infant years in the project and was led by those responsible for the overall management of the bilingual project.

The document for the infant stage has been developed along the following lines:

- Teaching through topics.
- Development of social skills.
- Concepts and targets:
 - Literacy: listening and speaking.
 - Literacy: reading and writing.
 - Mathematics.
 - Knowledge and understanding of the world.
- Attainment levels at the end of the infant cycle.
- Drawing the strands together in a topic web.
- A sample lesson from the topic web.
- Resources.

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4. Methodological approach to teaching throughout the infant cycle

The guidelines in English for the 3 years of the Infant cycle are closely related to the curriculum in Spanish for this cycle.

The focus is on the development of the whole child through a curriculum which considers the physical, cognitive, social, emotional and cultural development of each individual in the context of the immediate society in which the child lives, i.e. the school and his/her environment. The acquisition of language, number skills, literacy skills and science skills, whether in Spanish or English is largely through a topic-based approach taking the development of the whole child into account within each topic and throughout the three years of the infant cycle.

This document is intended as a **working document** for all teachers of English involved in the project. Any changes to the Spanish National Curriculum will inevitably be reflected in changes to the guidelines.

5. Roles of teachers in the project

At the beginning of the academic year, it is recommended that the class teacher and project teacher spend time establishing class routines together. This will ensure continuity, help the children feel more secure and will create opportunities for positive communication.

Though the topics described below and the global approach to teaching in English, reflect the topics and approach in the Spanish curriculum for these three years, this does not mean that identical concepts are necessarily covered at the same time in both languages. Clearly, the Spa-

nish class teacher and project teacher should plan closely together to ensure that the concepts are covered and understood in both languages. Not only that, close coordination should ensure a fresh perspective from which to develop knowledge and skills through a given topic in each language.

It is essential that both the English project teacher and the Spanish class teacher understand that the project teacher will speak in English to the children and that there is no need for the Spanish teacher to provide a translation or to “explain” in Spanish what has been said. However, as the Spanish teacher will normally be present at least during the first year of *infantil* the English teacher should take advantage, where possible, of his/her presence to explain beforehand what the lesson involves and any perceived difficulties. In this way, the Spanish teacher can quietly support children who are having difficulties, who may be new to the class, or have been absent and who may require some extra temporary help. This support does not necessarily need to be given in English.

When the children are working in groups, particularly in art and craft sessions, the Spanish teacher should be available to support the English teacher as necessary: two adults in a class is a luxury which should be maximised as much as possible.

6. Children’s language development

In the initial stages, the children’s understanding of English is largely demonstrated through non-verbal response to the language input: physical response to songs, games, stories, creative response through art and craft activities, expressions of pleasure arising from stories, songs and rhymes.

Understanding will also be demonstrated through verbal response in Spanish and through repetition in English of “chunks” of familiar language. Initially this will often be language involving classroom routines and repetitive language in stories.

26 Gradually, the children will begin to experiment with a mixture of English and Spanish and use this along with non-verbal response to get their message across.

The time taken to assimilate the language varies from child to child. However, pupils should be encouraged by the teacher to respond orally and “create” language as early as possible. The majority of children tend to respond positively and are keen to produce English, but occasionally a child will not generate the language as hoped. Undue pressure to produce language should not be put on this child and the maturity and pace of development of each individual respected.

7. Introducing literacy skills: “real” reading and writing

There are good reasons for introducing pre-reading, reading and writing skills in English while the children are still in the infant class:

- Learning to read and write in English is a longer more complex process than in Spanish. An early start is essential to allow time for the children to become fluent readers and creative writers.
- The advantages of an early start to acquiring the language orally are greater if this is accompanied by an informal introduction to the written word through a meaningful context. The use of fiction and non-fiction books, classroom labels, classroom exhibitions and the systematic teaching of synthetic phonics all contribute to effective language acquisition and the coherent development of reading and writing skills.
- There are differences between spoken and written language and it has been demonstrated that exposure to both together helps the children perceive these differences positively from the start.

The question of which script to use (Spanish cursive or English print) is one which has been left to each school to resolve and is rarely an issue. The children seem to be able to adapt satisfactorily to whichever system is used.

8. Assessment in the early years

The principles of Assessment for Learning (AfL) can be implemented in the early years.

AfL ensures that assessment is an integral part of the teaching and learning process on a day-to-day basis. Research has shown that children learn best when they

- **understand clearly** what they are learning
- **know** what is expected of them
- **receive feedback** about the quality of their work
- **are given advice** about how to make improvements
- **are fully involved** in assessment and next steps in learning

Right from the infant stages, applying AfL will bring greater clarity to teaching and learning and will begin to equip children with skills to be reflective learners. Simple practice involves

- **Sharing learning objectives** with pupils. This can be done in imaginative ways that engage the children:
 - A puppet tells children what they are learning today.
 - A character (WALT) is portrayed on a display board with a speech bubble saying *We are learning to/that...* and the teacher writes and illustrates this at the beginning of a class or section of a lesson for children.
- **Presenting expectations** to pupils. This involves explaining to the children what you are looking for. In reality you are presenting the assessment criteria for success. Again, expectations need to be presented in a form that will appeal to and have significance for young children.
 - A lively puppet that tells children what's expected of them.
 - A character (WILF) has a display board and says What I'm looking for, is...
 - A cheeky puppet that says I don't think you can... to which the children respond I can... This involves the children in creating I can statements which can then be used as assessment criteria.
- **Giving feedback** to children. This can be done in a variety of ways that are meaningful to pupils in the infant stages.
 - Simple interaction and positive reinforcement using familiar phrases, e.g. *Well done. Good work. You can... Can you...?*
 - Facial gestures that support what you are saying.
 - Using stamps, e.g. smiling face, stamps with picture and text, e.g. *very good, good*.
 - Asking other children to give feedback on another child's work, e.g. using traffic lights, fans with facial expressions or the thumbs up approach. This may be done in pairs.
- **Giving advice for improvement.** Children need to be praised for their achievements but showing them how to improve is also an essential part of the teaching and learning process. Presenting ways to improve in imaginative ways will motivate the children and get the message across more clearly.

- Create a little drama with puppets and soft toys using familiar repetitive language that gives one clear idea for improvement.
- Highlight good work by a child and show the key factor(s) for his/her success.
- Show an ideal piece of work and invite children to respond to simple questions that will help them identify ways to improve. These can then be displayed in simple sentences with illustrations that support the message.
- **Fully involving children in assessment and next steps.** Children become more aware of their learning when they are actively involved in the assessment process. They can be involved in
 - **Self assessment** using traffic lights, thumbs up, facial expressions fans, simple self assessment sheets with I can statements.
 - **Peer assessment** using the same tools.
 - **Setting simple goals** with the teacher, e.g. to improve listening skills: one factor for success can be presented and when achieved a new one presented so that a child who has difficulty maintaining attention can develop skills step by step. Providing attractive goal cards or form of acknowledgement on the achievement of each step will be rewarding and motivating for children.

Using AFL methodology facilitates keeping records of each child's progress on a day-to day basis which will serve for effective planning and implementation for progress. Evidence can be kept of achievements e.g. through photos, samples of work and video clips. This assists accurate reporting of progress to parents at meetings and through report cards. Identifying the attainment level of each child at the end of the infant cycle will be made easier when this methodology is adopted and clear learning objectives from the curriculum are shared, worked on and assessed by teacher and pupils.

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For more information on Assessment for learning:

<http://webarchive.nationalarchives.gov.uk/20110813032310/http://www.qcda.gov.uk/>

<http://www.ltscotland.org.uk/assess/index.asp>

<http://www.assessmentforlearning.com/>

9. Conclusions and recommendations

1. The project is far less successful when it is regarded as an “English” project in a Spanish school. It is an integrated project in every sense of the word: this means that planning and co-ordination between the Spanish class teachers and English teachers within each class is essential. When the two work together, it has clearly been demonstrated that the children benefit from the experience in both languages.
2. In order to reach the targets set for the end of the three year infant cycle, and so that the children will be well prepared for primary education, a minimum of 40% of the timetable must be dedicated to teaching and learning in English.
3. Spanish class teachers and project teachers have found that dividing the class into two groups at one given time (desdobles) allows for more individualised and small group support in both Spanish and English. It is therefore recommended that at the beginning of the school year, timetabling reflects this for some of the classes. However, all children should receive a minimum of 40% of their education in English, irrespective of how these classes are organised.

4. Coordination between year stage teachers is of the utmost importance to ensure continuity and progression throughout the infant years. It is essential to communicate, consult and plan together to
- begin the new academic year knowing the achievements and levels of all pupils
 - present topics from a new perspective from year to year
 - introduce new stories relating to themes from one stage to the next

This will not only be useful practice for teachers but will enhance the children's learning experience and work towards raising standards in the school.

5. Liaison between the infant and primary stages is vital for a smooth transition from Infant 3 to Primary Year 1. Recommendations include:

- Coordination between Infant 3 and Primary Year 1 teachers to
 - ensure that children are being prepared for the change to primary
 - guarantee methodology and learning develop naturally in year 1 from what has gone before
 - familiarise Infant 3 pupils with their new classroom and, where possible, teachers in the third term
 - plan joint curricular and or cultural activities for the two year stages
- A transition English teacher who will teach children for two consecutive years to provide a high level of coherence and continuity for pupils in their last year of infant and first year in primary. This teacher will also coordinate planning and development with the other teachers at these stages.

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6. All topics and targets in each of the curricular areas should be covered as described in this document to provide a rich educational experience in the infant years that allows children to acquire the language, knowledge and skills through clearly structured learning activities to an appropriate standard.

7. All children at the end of the cycle should be assessed by the teacher, following the bands of attainment as described in these guidelines and unless there are extenuating circumstances there should be a clear picture for each class of

- 10% at band 1
- 70% at band 2
- 20% at band 3

for each of the attainment targets. If these levels are not being achieved then this should lead the school to examine:

- a) the number of hours being spent on English per week
- b) approach, use of resources
- c) co-ordination and continuity in the project
- d) the need to challenge children more and raise standards and expectations

8. Though the guidelines insist on core contents being covered and objectives met, there is no need for schools/groups to remain solely within these guidelines. Teachers who are already achieving these targets may wish to extend the core contents to suit their individual school/class circumstances.

The integrated curriculum for the infant stage

1. Teaching through topics

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Topics give an ideal context from which to work as they merge the learning objectives from the different curricular areas to provide an opportunity for children to

- develop their knowledge and understanding of the world
- understand new concepts in a meaningful context
- develop socially, emotionally, physically and cognitively through the teaching of all curricular areas
- acquire language in a natural way

By using a cross curricular approach, all subjects can be studied within a given topic.

- Emphasising links between subjects helps children make sense of what they are learning.
- Cross curricular links are crucial to learning as learning depends on being able to make connections between prior knowledge and experiences and new information and experiences.
- Teaching through topics gives the teacher a vehicle through which the children can apply developing skills and concepts in exciting and innovative ways.
- Also topic work often produces an end result, e.g. a class mural or frieze, allowing younger pupils to see a purpose and value in having those skills.
- Teaching through topics also allows flexibility to meet the needs of all pupils as activities can be easily adapted allowing all children to participate fully and to achieve their individual potential.

In essence, **curricular contents are being taught in English** and so the children in the bilingual project enter an environment where Spanish and English are used separately each day. Although they may not have encountered English before coming to school, children become accustomed to hearing English used in a natural way and begin to acquire an understanding of the language. Along with daily routines, topics provide a meaningful context in which the English language can gradually be understood through diverse learning activities; assimilated and then produced by the children little by little and each at their own pace. Just as they acquired their mother tongue, as their understanding develops, children begin to use English; first with single words, then a few words together until over time they begin to create complete phrases. As teachers use English in a natural way, children are not just learning lists of vocabulary, but learning to understand and use language in a meaningful context.

The topics to be worked on throughout the infant years are:

- Myself.
- I go to school.
- Our homes and families.
- People who help us.
- In the city.
- I go shopping for food.
- Information and Communication Technologies (ICT).
- Climate Change.
- Transport.
- The Solar System.
- Summer.
- Autumn.
- Winter.
- Spring.
- Animals.
- Traditional Stories and Fairytales.
- Festivals.

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Many of these topics can be easily combined to create integrated topic webs. The topics do not need to be taught in isolation and links should be made when and where appropriate. For example **festivals, traditional stories and fairytales** are individual topics but can easily be presented with other topic areas throughout the school year. Many other possibilities exist, a few of which are outlined below as examples.

- **People who help us:**
 - **Myself:** Learn about the role of the doctor, nurse and dentist when considering how to take care of our bodies.
 - **I go to School:** Look at how people help us at school, e.g. the teacher helps us to learn, the cook prepares our lunch, the lunch monitor helps us to prepare for lunch etc.
 - **Homes and families:** Identify roles of family members and how they help us.

- **Transport:**

- **Summer:** Consider how different children will travel to go on holiday.
- **In the City:** Learn about different modes of transport in the city.
- **Climate change:** Think about ways to reduce pollution when choosing transport.
- **ICT:** Learn that we use ICT to make reservations for train, coach, ferry and air travel.
- **The Solar System:** Discover how astronauts travel.

- **Spring:**

- **Animals:** Learn about the lifecycles of animals. Look at young animals when considering that animals reproduce.
- **Festivals:** Identify animals associated with Easter.

Examples of interlinking topic webs have been included later in the document. See page 67.

Given the repetitive nature of the topics within the Infant Stage, we must ensure when planning integrated topic webs that there is sufficient variety and progression from year to year. If a topic is repeated in each stage of the infant cycle, then the approach should be different each time. This keeps motivation high, develops enquiring minds, allows greater knowledge and understanding of the world to be acquired and exposes children to a broader range of language.

The topics in this curricular document have been selected as being meaningful and motivating to young children. They are themes familiar to children in their mother tongue. This contributes to making the concepts easier for them to grasp and allowing them to assimilate new language within the context of the topics presented.

The next section outlines the concepts that the children should have grasped and the awareness and understanding that they should have gained by the end of the three years of infant education.

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By the end of the Infant cycle the majority of the children should have developed an awareness and understanding of the following:

Myself



- The main parts of their body and how they can use them.
- The change in their body and abilities from birth until now.
- The similarities and differences between boys and girls.
- The five senses.
- The basic needs of the human body and how the daily routine caters for these.
- Their emotions and how these can be expressed.
- The importance of looking after our body: developing healthy habits and an awareness of safety measures.
- Different physical features of people from different cultures.

I go to school



- The different areas within the school and their purposes.
- The people who work in the school and their function.

- The different areas within the classroom and what they are used for.
- The sequence of the daily school routines.
- Positive behaviour patterns appropriate to the school and classroom environment.
- The importance of shared and individual responsibilities in the class and school environment.
- The cultural similarities and differences in traditional playground and classroom games.



Our homes and Families

- The similarities and differences of family units.
- Similarities and differences of roles adopted by different family members, avoiding stereotypes.
- The importance of sharing family tasks.
- The different types of homes that families live in.
- How we use different parts of our home for daily routines of family life.
- Their own emotions in different family situations.
- Safety in the home.
- Different types of houses around the world (igloo, tepee, hut...).
- Different building materials (wood, bricks, glass...).
- Family customs in different parts of the world.

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People who help us

- The people in their environment who play an important role in helping them and others.
- The types of clothing associated with different occupations and the reasons for different dress codes i.e. safety / recognition / hygiene.
- The work places associated with different occupations.
- Procedures of how to contact the emergency services.



In the City

- Different places in the city: shops, hospital, school, library, museum, zoo, cinema, sports centre, fire station...
- Different reasons for going to different places.
- ICT appliances in the city: traffic lights, barcode scanners, cash registers.
- How to behave in different places.



I go shopping for food

- The similarities and differences between different types of places to shop i.e. supermarket / market / small specialist shops.
- The sequence of events to select and buy products in a variety of shopping environments
- Classification of foods i.e. fruit / vegetable / meat.
- The source of different foods.
- Good personal hygiene before, during and after eating.
- Healthy eating habits.
- Basic tastes: sweet, savoury, sour.
- Typical foods from other cultures.



Information and Communication Technologies (ICT)

- Different ICT resources at home and at school: computers, digital cameras, tape and video recorders, telephones, televisions, remote controls, programmable toys, DVDs...
- The importance of a moderate use of the television and videogames.
- New and old ways of communicating e.g. e-mail vs. traditional letters.
- Functions and purposes of different information and communication technologies.



Transport

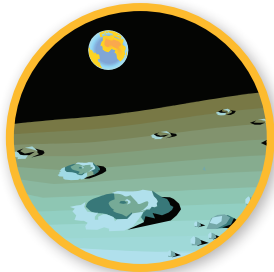
- The principal modes of transport.
- The similarities and differences between the different kinds of transport i.e. air / road / rail / water; size / speed / comparison of the cost of travel.
- Our purposes and appropriateness for using specific transport.
- The significance of some traffic signs in the environment.
- Road safety rules.



Looking after our Environment

- The importance of global warming: how gases that come from things we do everyday are making the Earth hotter.
- The impact that global warming is having on plants and animals.
- Different ways of reducing climate change:
 - Saving electricity: turning off the lights, the television or the computer when not using them, turning the air conditioning down in summer...
 - Recycling: putting paper, glass and plastic in the right containers.
 - Reusing: plastic bags, old clothes, using paper front and back...
 - Source reduction: buy only what you need, buy things that are not wasteful in their packaging or use...

- Reducing pollution: taking the bus or the underground, buying non-polluting cars...
- The importance of water and different ways of saving it: not running water while you are brushing your teeth, taking short showers, not flushing the toilet unnecessarily etc.



The Solar System

- The sun as the centre of the solar system.
- The planets that spin round the sun.
- The Earth and the Moon.
- Space journeys: spaceships and astronauts' equipment.

Summer



- The position of summer in the calendar.
- The months that make up summer.
- The type of weather expected in summer.
- Activities unique to summer.
- The benefits and dangers of the sun.
- How to keep healthy in summer i.e. dressing appropriately, eating and drinking to prevent dehydration, protecting our skin.
- Warm colours.

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Autumn

- The position of autumn in the calendar.
- The months that make up autumn.
- The variety of weather patterns in autumn.
- The habits of woodland animals in autumn.
- Autumn fruits and nuts.
- The lifecycle and main parts of a tree.
- Colours associated with autumn.



Winter

- The position of winter in the calendar.
- The months that make up winter.
- The types of weather expected in winter.
- Hibernation and animal habits in winter.
- Activities unique to winter.
- How to keep healthy in winter i.e. dressing appropriately, eating well, and protecting our skin.
- The colours associated with the cold.



Spring

- The position of spring in the calendar.
- The months that make up spring.
- The typical weather patterns in spring.
- The lifecycles of plants: different plant parts.
- The importance of looking after plants properly.
- Food from plants.
- The lifecycles of animals i.e. caterpillar to butterfly, tadpole to frog.



Animals

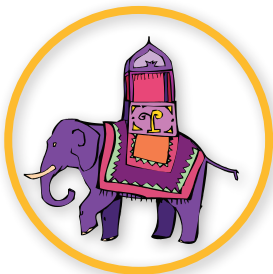
- The classification of the main groups of animals.
- The similarities and differences between domestic and wild animals.
- The habitats of different types of animals.
- Basic characteristics of animals which adapt them to their habitats.
- Lifecycles of some animals i.e. tadpole to frog, caterpillar to butterfly.
- How to handle and care for domestic animals.
- Personal hygiene when handling animals.



Traditional Stories and Fairytales

- The different ways in which a fairytale can be told i.e. book, puppets, acting out.
- The stages of a story.
- The difference between reality and fantasy.
- The similarities and differences between characters in the stories.
- The feelings and emotions of characters and how we can empathise with them.
- The cultural similarities and differences in traditional fairytales and stories (e.g. The Gingerbread Man / El niño de mazapán).
- Reading is enjoyable.

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Festivals

- Festivals as special days celebrated in their own culture and other cultures.
- How certain festivals are celebrated, e.g. Christmas, Diwali, Chinese New Year, Harvest.
- The images associated with different festivals. E.g. star and angels with Christmas, diyas with Diwali.
- At what times of the year certain festivals occur.

2. Developing social skills

The development of social skills is an essential part of the daily routine in Infants. These are already taught as an integral part of the Spanish curriculum and should be included in classroom planning for the English part of the curriculum. Particular aspects are concentrated on through different topic areas. The objectives here are expressed as desirable outcomes and should form part of the teacher's ongoing assessment of each child.

By the end of Infants the children should be aware of, or be able to do the following:

Class routines

- Enjoy participating in a story.
- Enjoy listening to each other in the group situation.
- Show a willingness to tidy up and pleasure in helping.
- Not shout in class.
- Realise the importance of switching off lights, turning off taps, flushing the toilet, putting paper in the bin, etc.

Greetings and goodbyes

- Say good morning, good afternoon, hello and goodbye.
- How are you? Fine, thank you.

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Feelings

- Express feelings: happy, sad, cross, angry, hungry, frightened, scared, surprised, and shy.
- Express love for family and affection.
- Value the friendship and help of others.
- Have positive self-esteem, actively participate in class and enjoy seeing displays of their own work and that of their peers.
- Play different roles and express emotions using dramatisation (puppets, soft toys...).
- Participate with pleasure at parties and celebrations.

Personal hygiene and health

- Understand that sweets cause tooth decay.
- Have an awareness of the importance of a balanced diet.
- Understand and respect dining-room rules like: "Wash your hands before you eat", "Brush your teeth after eating".
- Enjoy eating fruit.
- Realise the importance of protection from the sun in summer and the cold in winter.
- Understand daily routines related to hygiene and dress.
- Be able to dress and undress themselves.

Behaviour patterns

- Understand and respect dining-room rules like “Don’t throw food”, “Don’t annoy your friends when they are eating”.
- Take pleasure in listening.
- Learn to choose, make thoughtful decisions.
- Say “please”, “thank you” and “sorry”.
- Promote positive behaviour patterns in the school, in the classroom and in the playground.
- Accept the concept of losing/winning when playing a game.
- Recognise difference between people, avoid discrimination.
- Have developed a helpful and co-operative attitude during playing time.
- Promote basic organisational habits: constancy, attention, effort, initiative...
- Be aware of the importance of a job well done, and be able to take on board the idea that correcting errors is part of “doing something better”.
- Appreciate clean and tidy surroundings.

Sharing and participating

- Realise that the classroom equipment belongs to everyone.
- Share classroom equipment, and take turns to use things.
- Enjoy tidying up, and know where to put things.
- Help in class and in the home, i.e. set the table at home, have class monitors.
- Be interested in contributing towards a frieze, decorating the class for Festivals, collecting items for a display, bringing things from home.
- Take pleasure in giving presents (birthday, Christmas) and giving thanks.
- Take turns and follow the rules in a game.
- Enjoy celebrations and parties.

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Showing respect

For people:

- Respect the equality of boys and girls; understand the importance of avoiding sexist stereotypes in games, songs, classroom activities, stories and use of language.
- Realise the importance of taking it in turns to speak.
- Have an appreciation of people who help us in our daily lives.
- Show an interest in other places, cultures and people speaking other languages.
- Have respect for other people’s personal space.

For things:

- Take care of classroom equipment.
- Use different areas of the class correctly.

For the environment:

- Appreciate plants and animals.
- Be interested in looking after plants and animals.
- Show curiosity about the immediate environment.
- Know about traditions such as Christmas and other festivities.
- Have an awareness of road safety.

3. Literacy skills

3.1. The development of Literacy Skills in the infant years

Literacy is much more than the teaching of the mechanics of reading and writing: literacy provides a greater chance of survival in the language and encourages self-esteem, self-identity and intellectual and emotional empathy. Literacy enables access to stories and other materials that shape and develop thinking and help children develop concepts. Bi-literacy gives access to different and varied social and cultural worlds. In addition, as children become confident readers their knowledge of and control over the language becomes increasingly more individual and personalised.

In the three years of Infant Education the focus on reading and writing will always be on helping children to become enthusiastic readers and writers through the understanding and enjoyment of “real” books. At the same time, children will be introduced from the start to a range of pre-reading and early reading strategies, including the systematic teaching of phonics, to help them make sense of what they read so that they will gradually be able to read with fluency, accuracy, and understanding, but above all with pleasure.

Being able to read and write with fluency and enjoyment in English are skills which need to be developed through the infant, primary and secondary stages. The strategies for success must therefore be established as part of the curriculum from an early stage. The teaching of literacy skills requires the natural integration of listening, speaking, reading and writing skills. Right from the early years placing emphasis on acquiring oral skills provides a strong basis for reading and writing development.

3.2. Developing speaking and listening skills in the infant years

When integrated into all aspects of every-day school life, listening and speaking skills form a firm foundation from which learning, knowledge and communication skills develop.

Daily Routines:

- Welcome the children individually and collectively at the beginning of the day/class with the same greeting, i.e. good morning, hello, good afternoon, how are you? Encourage children to greet you, other adults and their peers as the terms become familiar to them.
- Dismiss the children collectively and individually at the end of the day/class with the same phrases, i.e. goodbye, bye bye, and build on these to include see you tomorrow, have a good weekend, see you on Monday. Encourage children to use this language to respond to you and say goodbye to others.
- Start each class with a familiar routine to allow children to switch comfortably from their mother tongue to English, e.g. a song which indicates the change to English and a response from the children which may be to sit on the carpet or sit at their tables.

- Do the class register at the beginning of the day, asking each child to respond with a simple language structure, e.g. I'm here. I'm present.
- Create and use a simple, interactive day and weather chart with a simple language structure for children to use each day, e.g. Today is Tuesday. It is sunny./It is cold and windy.
- Change the type of activities within any one class regularly to maintain children's interest and participation throughout. Incorporating objects to handle, visual supports, turn taking strategies, action songs and chants into a lesson, help maintain the pace and sustain interest.
- Invent and sing songs with repetitive language that require a response from the children to do something. This gets the message across whilst exposing the children to natural forms of language which they can acquire as they listen, understand and sing initially and later use in speech to instruct one another. Here are two examples:

♪ Routine: Tidying up at the end of an activity

- It is time to tidy-up
- Tidy-up...
- Quickly! (x2)
- It is time to tidy-up,
- Time to tidy-up...
- Time to tidy-up, tidy-up,
- Quickly! (Tune: She'll be coming round the mountain)

♪ Routine: Entering the classroom after break time

- Take your coats off x2
- Hang them up x2
- Walk to the mat/ Walk to your chair x2
- Now sit down x2
- (Tune: Frère Jacques)

- Expect and encourage the children to use familiar everyday language. Even three year olds can say toilet please? or water please? Sometimes with teacher support, but often without. Use whole phrases when supporting the children so that by the time they are in Infants 3 they can be expected to say, e.g. Can I go to the toilet please?
- Invite a child or a pair of children to repeat instructions to the rest of the class after you have given simple directions for an activity. When the child/children struggle, the other children can help them out to make it a positive learning experience.
- Choose a child to lead during the daily register and when recording the date and weather. Make a teacher's hat or badge for the role explaining to the children that all interaction with the teacher has to be in English and follow everyday classroom rules.
- Support the children in reporting their weekend news. The three and four year olds could tell their news in Spanish and the teacher could repeat what has been said in very simple English sentences, whilst five years old can begin to construct simple, short sentences in English with support from the teacher. Using a toy or model microphone to use when reporting increases motivation and enjoyment.

- Promote and support communication between the children. Here are some examples:
 - When there is a birthday: *Happy birthday. Thank you for the present.*
 - When there are conflicts: *I'm sorry. Please be my friend. Don't push me.*
 - When they are working: *Please can I have the glue? I need the rubber.*
 - At the beginning and at the end of the day: *Goodbye, see you tomorrow!*

Picture books and Storytelling:

- Choose attractive, repetitive or rhyming texts to read out aloud.
- Encourage children to join in with the repetitive structures and predictable language in the story.
- Ask children questions when reading a story, e.g. factual questions about the illustrations relating to the story, the feelings of the characters.
- Read and re-tell stories with the children using different voices, facial expressions, actions and songs.
- Create story props or puppets with the children to use in teacher led activities.
- Place story books, puppets and props in the class book corner to encourage children to retell well-known stories using familiar, repetitive language.
- Provide a listening centre with recorded stories for children to listen to.
- Retell stories through songs, e.g. When Goldilocks went to the house of the bears; There was a princess long ago.
- Actively involve children in creating and reading aloud class stories/books modelled on a story with a repetitive structure, e.g. Brown Bear, Brown Bear by Eric Carle could inspire the creation of a class book featuring the children, Marta, Marta, what do you see?
- Make-up and tell simple stories with the children using artefacts, photographs or pictures as starting points.
- Talk about what happens in stories and their endings, e.g. in a circle, on the carpet, order three large pictures representing the beginning, middle and end of a well known story. Ask the children who and what they can see in each picture and think of a sentence to represent each of the pictures, before ordering them and saying the sentences together.
- Talk about and describe characters in stories, e.g. open up a box and take out objects belonging to a character from a story, (for Spot, put in a bone, a ball and a patch of yellow fun-fur). The teacher talks about the objects and who they could possibly belong to. Once the children have guessed who the character is they pass the objects around the circle, one at a time and repeat a sentence about the character that has been agreed upon by the whole group i.e. for the bone, *Spot likes bones.* For the ball, *Spot plays with his ball.* For the fur, *Spot is yellow.*

Role Play and Dramatisation

Imaginary play has a key role in a child's language development. Providing opportunities for the children to *make believe* using toys, puppets or props allows them to use familiar vocabulary and phrases without the pressure of an audience.

More structured role play and drama activities, set in familiar contexts or using well-known stories, demonstrate English in action. The children can enjoy using the English that they have learnt, participate in meaningful dialogue and feel a sense of purpose and achievement when performing for an audience.

- Support imaginary play in English e.g. *the teacher speaks in English while playing in the home corner/shop/Space ship area with the children.*
- Encourage children to take on the role of a fairytale or fiction character in the dressing up area.
- Interview the teacher or a child pretending to be a character from a well known story.
- Dramatise well-known stories using props, puppets, masks or other visual aids. Choose short, structured stories with opportunities for plenty of action and repetition of phrases and expressions.
- Create short sketches with simple dialogue or songs or chants related to knowledge and understanding of the different topic areas e.g. *the metamorphosis of a butterfly.*

Games

Games allow children to actively develop listening skills and give all the children the opportunity to speak out aloud in a non-threatening atmosphere. As whole class games function best when taught and played in very controlled settings, the children have to pay special attention to both the teacher and their peers. As children are keen to participate and play important roles in games, they are generally eager to listen and ready to collaborate.

- Play circle games which require the children to speak out aloud to the rest of the class or to chant a repetitive phrase in unison e.g.
 - *What's the time Mr Wolf?*
 - *Who stole the cookie?*
 - *Mr Bear! Mr Bear! Simon Says..*
(Online link <http://www.gameskidsplay.net/>)
- Play circle games which require the children to describe and guess, e.g. *Choose a child to hide in a large cardboard box in the middle of the circle while another is blindfolded. The rest of the class have to describe the person in the box.*
If the blindfolded child does not know who it is they can speak with 'the box' in English.
- Play games which require the children to remember and recall vocabulary taught using artefacts, props, images or their imagination e.g. *I went shopping and I bought...*
- Play games using picture dice and dominoes, or using cards to match pairs or opposites etc. Children name the items/concepts as they play.
- Play picture bingo. Choose two children to be the callers.

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Games, Music and Movement

Children love to and perhaps more importantly, need to move. T.P.R./action games and music and movement activities allow children to exercise their listening skills and still be in motion at the same time. Children have to pay special attention to instructions and language concerning time, space, position and the quality of their movements.

- Explore moving on different body parts e.g. *only using one hand and two knees.*
- Explore different ways of travelling e.g. *jumping, skipping, sliding, rolling.*
- Explore movement quality and rhythm e.g. moving like robots, birds, kites, mice, depending on the music.
- Explore speed and pace, i.e. listen to the music and move at a speed that suits.

- Play games using prepositions e.g. *put the bean bag on your head and tiptoe around, inside or outside of the hoop.*
- Play games like Simon Says, Duck Duck Goose! Dead Soldiers etc. (Online link <http://www.gameskidsplay.net/>).
- Regularly sing and move to a variety of action songs.

Role Models

In order to create a bilingual atmosphere in schools, where the acquisition of foreign languages and the mother tongues of children from different cultural and ethnic backgrounds are truly valued, English should not be restricted to the English class. Provide opportunities for the children to listen to and speak to different people in English i.e. older children, other teachers and visitors.

3.3. Developing reading and writing skills in the infant years

Choosing Books

To make reading a pleasurable experience where children succeed, it is important to select story books appropriately at the early stages. Decisive factors for choosing books may include a number of the following aspects.

- A strong storyline that will capture and hold the children's attention throughout.
- Rhythm and rhyme to facilitate participation.
- Illustrations that support the text to assist comprehension.
- Repetitive language throughout the story to help participation and confident use of familiar language structures in telling and retelling the story.
- Natural forms of language with a range of tenses.
- Eye catching books with special features, i.e. pop up, lift the flap or unexpected endings.

It is important that children have access to non-fiction texts right from the early years and that they see a model of how to use them. Select these books carefully to link to topics and the children's age and interests. Features may include

- The development of one theme to hold the children's attention.
- Simple, short sentences on each page to make reading and understanding achievable.
- Photos, illustrations and diagrams that support the text to assist comprehension.
- Some characteristics to familiarise children with key features and skills needed to handle non-fiction texts, i.e.
 - Contents page.
 - Glossary.
 - Index.

Using Books

The teacher plays a significant role in modelling how to use books and so it is important to make use of story and information books on a daily basis.

- Read stories expressively and with enthusiasm.
- Encourage children to participate in reading the story or parts of the story with you.
- Retell the story in creative ways, inviting the children to dramatise, use puppets, sing and use repetitive language from the text in the process.
- Demonstrate that we read from left to write.
- In shared reading, point to the specific word you are saying to let the children know where the word starts and finishes.
- Demonstrate topic related information in non-fiction books.
- Ask a question about a topic, select and use a non-fiction text to find out the answer.
- Encourage the children to ask questions and involve them in the process of selecting a book that will provide the information.
- Highlight the key features of fiction and non-fiction texts, i.e. cover, title, author, illustrator, photos, illustrations, contents page.

Making Books Accessible

As well as reading and using fiction and non-fiction texts with the whole class and small groups of children, allowing children to access books on their own is important for reading and writing development. Therefore, setting up a class book corner provides a stimulating space in which the children can look at and read books on their own and with their friends.

- Ensure the space is adequate for children to look at books comfortably.
- Make the corner comfortable with carpets, cushions and chairs.
- Display a limited selection of fiction and non-fiction books, some of which the children are already familiar with.
- Display the books at an appropriate height for young children to see and reach.
- Provide a story bag of a familiar story to encourage children to read and retell a story with their friends, e.g. The three Little Pigs story bag might contain:
 - A copy of the story.
 - Picture and sentence cards for the children to sequence the story.
 - Stick puppets of the wolf and the three little pigs.
 - Model houses.

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Teaching Phonics

Research has proven that teaching the 44 letter sounds systematically and with certain speed accelerates early reading and writing development. Along with the recognition and knowledge of the sounds, children also require to be taught the skills of blending and segmenting. The reading and writing targets embrace the synthetic approach to teaching phonics and outline the progress in knowledge and skills from one year stage to the next. The targets are based on *Letters and Sounds: Principles and Practice of High Quality Phonics* from DfE. Some schools may purchase a synthetic phonics programme with resources to use in the school. However, as funding may not always be available, the DfE programme will allow all schools access to using the synthetic phonics approach. The DfE publication can be downloaded free of charge from <http://www.teachfind.com/national-strategies/letters-and-sounds-principles-and-practice-high-quality-phonics>. Additionally, attractive, practical resources for classroom practice can be downloaded free of charge from <http://www>.

letters-and-sounds.com/ to form the basis of materials used for phonics awareness or to supplement materials already in place in schools.

Once sounds and skills have been taught to the whole group, the provision of activities for children to reinforce knowledge and learning is important. Structured guided or independent activities may include some of the following.

- Bingo games for sounds or CVC words.
- Fan activities:
 - Listen to the sound and select on the fan.
 - Listen to and create a CVC word using the fan.
- One step forward: A group of children have a sound each. When they hear their sound they take a step forward.
- Washing Line: Children make words with the sound cards and then hang them on the washing line.
- Phonics mini-books: Take home to reinforce phonics knowledge and skills.
- Give children access to phonics readers. This will allow them to see their success.
- Mini-whiteboard activities:
 - Listen and write the sound, the word or the simple sentence.
 - Pair work to read and write sounds, CVC words or simple sentences.

Providing Structured Reading and Writing Activities

Text Level:

- Sequence stories using picture and sentence cards.
- Retell stories using puppets.
- Dramatise stories.
- Create a mini fiction book modelled on a familiar story with repetitive language, e.g. *It's mine* by Rod Campbell, as a stimulus to create a mini book using the repetitive phrase, *It's mine*.
- Create a mini information book using simple language structures.
- Create class books and display in the book corner.

Sentence Level:

- Match a sentence to the picture in the context of topic work and stories.
- Read a simple, decodable sentence with familiar language and illustrate.
- Magnet board: Put words and punctuation structures in order to create very simple sentences, e.g. *It's big. I'm happy.*

Word Level:

- Word and picture match.
- Word bingo based on topics.
- Create words using phonics knowledge and skills.

Providing Opportunities for Free Writing

Providing authentic writing experiences for young children is as important as making books and reading opportunities available. Whilst structured writing activities based on the application of phonics knowledge and skills are key to accuracy, free writing opportunities are also of great importance.

Learning to write involves a combination of multiple physical and mental processes. Since children come to school with different exposures to early writing, opportunities to develop their skills should be varied, allowing each child to make progress at a pace that suits his/her individual development and experience.

Fine motor skills can be developed through a variety of activities, including:

- Threading beads.
- Modelling with clay or play dough.
- Using peg boards.
- Sorting small objects such as buttons, paper clips and beads.
- Tracking and maze activities.
- Dot to dot activity sheets.
- Line links: following the line from one object to another, e.g. from mouse to cheese.

Additionally, all of these activities offer opportunities for quality input in English from the teacher, therefore facilitating language acquisition.

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The importance of the written word in our everyday lives is constantly modelled by the teacher as he/she creates or refers to text in the classroom environment, e.g. writing the names of helpers for the day on a chart, creating labels for the structured play areas, e.g. 4 can play and referring to these with the children. As children begin to understand that writing conveys meaning, they too want to write for a purpose. This can be encouraged by integrating opportunities for free writing in different areas of the classroom.

Children will write at a level that matches their physical and cognitive development. Some children, especially at the initial stages, will produce squiggles and shapes that don't make sense to anyone but them. Gradually children will form letters and words. As they develop skills and knowledge in phonics, this will become evident in what they produce but generally in free writing there will be many inaccuracies as young children experiment with sounds and letters and words.

Some creative writing opportunities are described below.

Role Play Area

Writing can form part of young children's imaginative play. Some children may require the teacher to model how the provision of writing materials can be used constructively.

- In the home corner, provide a note pad and pen beside the telephone, a chalkboard on the kitchen wall, paper and pencil to write a shopping list.
- In the "post office" provide writing paper, postcards, greetings cards, envelopes and a range of writing materials.
- When preparing the restaurant area, organise opportunities for children to create menus. Place note pads and pens for the waiters and waitresses in the restaurant.

Writing Area

Create an area in the classroom where children can go to write freely.

- Provide paper of different colours, shapes and sizes, postcards, writing paper and envelopes, and paper with borders relating to the topic.
- Ensure there are pens, markers and pencils for children to choose from.
- Make whiteboards and markers available.
- Supply stimuli such as posters, photos and books related to the current topic.
- Create a word bank or word wall with the children, which they can refer to.

Class Walls

The class walls should display good models of writing in labels, signs and displays created by the teacher. Encourage the children to use the walls and to look for key words on displays when they are writing. However, it is also inspiring for the children to see their pieces of writing displayed and this will allow them to tell other children about what they have produced.

- Create a “speaking wall” area in the class where children can write messages to each other.
- Display children’s writing attractively at a height where they can view each others’ work.

Maximising Text in the Learning Environment

For many children, their only exposure to the English language is during the time they spend in school, so it is important to create a text-rich environment. Ensuring that the children are surrounded by print will help them become aware of written text and meaning and encourage them to read and write. This can be done in many ways, some of which are described below.

- Label classroom areas with text and pictures e.g. our art area, our book corner, put the scissors here.
- Read aloud labels, name cards and notices to children.
- Provide opportunities for children to identify and recognise their own and peers’ names on charts for attendance, birthdays, class monitors etc.
- Involve the children in the process of recording and displaying the date and weather on a daily basis.
- Display children’s work attractively with clear titles and captions.
- Display photographs of the children participating in activities. Create simple sentences to describe what is being portrayed. If possible create a text with repetition and rhyme. Read the text together with the children and use the display as a talking point.
- Ensure that displays are at an appropriate height for young children.

3.4. Literacy: Listening and Speaking Targets



Infant 1: 3-4 years

- Pupils demonstrate that they can:
- Sit comfortably and pay attention for up to 20-30 minutes
- Show an interest in what is being said in English
- Begin to learn not to interrupt and begin to listen to each other
- Show an interest in stories
- Begin to join in with dramatisation of simple stories and daily routines
- Participate physically when singing action songs
- Regularly listen to language with plenty of repetition, rhythm and rhyme and respond appropriately
- Begin to understand simple instructions and give physical or simple verbal responses in English or in Spanish
- Begin to repeat words or short phrases
- Begin to use appropriate language for daily routines through song or speech e.g. tidy-up, make a circle
- Begin to use everyday greetings and simple everyday expressions

Infant 2: 4-5 years

- Pupils demonstrate that they can:
- Pay attention for more than 30 minutes
- Listen with interest and respond appropriately
- Begin to take turns in speaking and listening to each other
- Enjoy listening to stories and start to join in with re-telling them collectively with teacher support
- Remember or repeat short dialogues from well known stories e.g. Run, run as fast as you can... from The Gingerbread Man
- Participate in acting out stories, role plays, everyday situations or natural processes, e.g. from seed to flower, using actions, props, puppets or other visual aids
- Participate actively in singing sessions and begin to pronounce more of the lyrics correctly
- Understand instructions, key vocabulary from topics and routine language
- Use set phrases to ask for permission or help
- Give short answers to express preferences and feelings

Infant 3: 5-6 years

- Pupils demonstrate that they can:
- Sustain attention and interest during each activity throughout the lesson
- Show pleasure in listening (e.g. smiling and anticipating) and listen confidently to more complex language
- Take turns to speak and listen to other children in relation to what has been said before
- Remember chunks of dialogue or short phrases from simple fiction and non-fiction texts
- Remember and use phrases to retell simple stories and explain natural processes e.g. from caterpillar to butterfly
- Enjoy dramatising well known stories using different voices and actions with puppets, masks or other visual aids
- Recite by heart a large number of songs, rhymes and chants
- Identify and respond to sound patterns in teacher led activities: through rhyming games at circle time, when reading nursery rhymes and chants, when playing card games
- Confidently understand classroom instructions and be able to repeat them to others
- Confidently use set phrases to ask for help and permission or for other classroom routines
- Begin to use familiar language in new contexts
- Begin to experiment with combining language

3.5. Literacy: Reading and Writing Targets



Infant 1: 3-4 years

Working with texts

Pupils demonstrate that they can:

- Show an interest in listening to stories
- Look at books with teacher and respond appropriately, e.g. through simple actions that support understanding
- Understand that books are read from left to right and top to bottom
- Follow instructions such as open the book, turn the page
- Show an awareness of text in the classroom environment
- Recognise own name in written form
- Begin to write experimentally, even though this may be erratic

Preparatory Phonics knowledge and skills

Pupils demonstrate that they can:

- Recall everyday sounds they hear in the environment: animal noises, musical instruments and traffic
- Identify different sounds and place them in a context, e.g. identify the sounds of ducks quacking and select the context from 2 illustrations: on the farm or at school
- Use body percussion to produce contrast in rhythm, speed and loudness, e.g. using stamping, clapping or tapping
- Identify hidden sounds, e.g. listen to the sounds of a triangle being played behind a screen and identify the corresponding instrument
- Recognise rhyming words in context, e.g. stories and nursery rhymes
- Hear the differences between the initial sounds in words
- Recognise their own and each other's voices
- Listen to and recognise discrete phonemes within words and show an awareness of the order in which they occur to begin to blend words, e.g. first listen to the teacher say c-a-t and blend to say cat, and then join in

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Infant 2: 4-5 years

Working with texts

Pupils demonstrate that they can:

Text Level

- Show an interest in listening to stories
- Join in with reading and retelling of simple stories
- Show an interest in books and reading
- Attempt to "read" text in the classroom context, using phonological knowledge and skills and contextual cues, e.g. story books, song displayed on wall, story sequence cards, date and weather chart and topic related displays

Sentence Level

- Read short captions made up of decodable words and high frequency words that have been taught
- Use developing skills and knowledge in phonics to participate in shared writing to create simple captions and labels for the classroom, e.g. sit on the mat.
- Show comprehension of a simple sentence made up of decodable words and familiar high frequency words, e.g. by drawing an illustration, creating a play dough model or selecting the corresponding picture

Word Level

- Recognise own name and many of their classmates'
- Write own name accurately
- Recognise and read high frequency words both in and out of context:
- a an at in is it on can dad mum big
- the to I go no
- he she we me be was my you they her all are
- Write high frequency words:
- a an at in is it on can dad mum big
- no go the I to

Supporting Phonics knowledge and skills

- Pupils demonstrate that they can:
- Copy a sound or pattern of sounds using body percussion or musical instruments
- Identify a growing range of hidden sounds
- Begin to suggest ideas and create new sounds to accompany a story
- Recognise rhyming words

Phonics

Pupils demonstrate that they can:

Knowledge

Confidently recognise the sound associated with these letters/
combination of letters

s a t p

i n m d

g o c k

ck e u r

h b f, ff l, ll ss

j v w x

y z, zz qu

Skills

- Recognise and confidently say the sound associated with all letters and combination of letters taught
- Identify graphemes corresponding to sounds
- Use the correct formation to write letters
- Blend phonemes to read one and two-syllable words
- Segment phonemes to spell a wide range of cvc words
- Use developing knowledge and skills to support text and sentence level work

Infant 3: 5-6 years

Working with texts

Pupils demonstrate that they can:

Text Level

- Show an interest in listening to and reading stories and simple information books
- Understand the distinction between story and non-fiction books
- Understand key features of story books: cover, title, author, illustration
- Begin to identify “favourite” authors and books, e.g. Eric Carle, Spot books by Eric Hill, Maisy books by Lucy Cousins
- Begin to recognise important features of non-fiction books: Contents page, index and photos
- Join in with reading and retelling simple stories in shared reading activities
- Read decodable texts with growing confidence
- Attempt to read text in the classroom context, using phonological knowledge and skills and contextual cues: story and information books, songs displayed on wall, story sequence cards, date and weather chart and topic related displays

Sentence Level

- Read simple sentences made up of decodable words and high frequency words that have been taught
- Show comprehension of a simple sentence made up of decodable words and familiar high frequency words, e.g. draw illustration, create play dough model or match to the corresponding picture
- Use developing skills and knowledge in phonics to participate in shared writing to create simple sentences, captions and labels for the classroom
- Recognise simple forms of punctuation: capital letter, full stop, question mark
- Begin to use these simple forms of punctuation in shared, guided and independent writing

Word Level

- Write own name accurately, starting with a capital letter
- Recognise and read a wide range of words, e.g. topic related key vocabulary, days, months, number names, children’s names and weather words
- Recognise and read up to 50 high frequency words both in and out of context, including:
a an at in is it on can dad mum big
the to I go no
he she we me be was my you they her all are
as had have and get his not
said so have like little some come do when out what
- Write decodable and non-decodable high frequency words accurately, including:
no go the I to
he she we me be was you
they all are my her
can like big little
- Recognise the letter names
- Understand the difference between letter sound and letter names
- Show an initial awareness of alphabetical order through: songs, chants and sequencing puzzles

Supporting Phonics knowledge and skills

Pupils demonstrate that they can:

- Copy a sound or pattern of sounds using body percussion or musical instruments
- Create a sound or pattern of sounds using body percussion or musical instruments for other children to copy
- Identify a growing range of hidden sounds
- Suggest ideas and create new sounds to accompany a story
- Recognise rhyming words in stories, rhymes and games

Phonics

Pupils demonstrate that they can:

Knowledge

- Confidently recognise and say the sound associated with each letter/combination of letters

s a t p
i n m d
g o c k
ck e u r
h b f, ff l, ll ss
j v w x
y z, zz qu

ch sh th ng
ai ee igh oa oo
ar or ur er
ow (cow) oi
ear air ure

Skills

- Recognise and confidently say the sound associated with all letters and combination of letters taught
- Identify graphemes corresponding to sounds
- Demonstrate growing confidence in forming the letters correctly
- Blend phonemes to read one and two-syllable words
- Blend and read words with adjacent consonants
- Segment and spell words with adjacent consonants accurately
- Use developing knowledge and skills to support text and sentence level work

3.6. Literacy: Bands of Attainment

The bands of attainment described are for the end of the three year infant cycle. There are three bands, with band 1 as the lowest. Each child completing the end of their Infant Education should fit broadly into one of the three bands. Approximate estimations would be:

- Band 1: 10% of children
- Band 2: 70% of children
- Band 3: 20% of children

3.6.1. Literacy: *Speaking and Listening Bands of Attainment*

Band 1

- Children can demonstrate through appropriate non-verbal or simple verbal response, (single words), that they understand basic classroom language, songs, rhymes, appropriate short fiction and non-fiction texts.
- Children can follow simple instructions for music, movement, art and craft activities, although they may require support at times.
- Children demonstrate pleasure and interest when listening to stories, rhymes, chants and poetry.
- Children can participate in role play or in re-enacting stories through movement and using appropriate facial expression although they require support and encouragement to speak out aloud.
- They require considerable support through use of slower speech, repetition, gestures and individual assistance.
- Children can sustain attentive listening for short periods of time of approximately 10-15 minutes.

Band 2

- Children can demonstrate through simple verbal response, (single words and short phrases), that they understand a wide range of classroom language, statements and questions, longer fiction and non-fiction texts which include present, past and future events and include familiar language in unfamiliar contexts.
- They show through formalised oral response, (often one word response), a basic awareness of personal preferences and feelings in topic areas, stories and non-fiction.
- They cope with language spoken at normal speed in familiar situations with some natural built in speaker hesitancy.
- Children can participate in role play or in re-enacting well known stories using repetitive phrases or simple chunks of dialogue, individually, or in unison with others.
- They use set phrases to ask for help, permission and other classroom routines.
- They respect turn-taking at circle time and pay attention to the teacher as well as to their peers.
- They can sustain attentive listening for longer periods of time.

Band 3

- Children can demonstrate non-verbally and with a growing use of memorised oral response, (short, simple phrases), that they understand a range of material that contains some complex sentences and unfamiliar language.
- They begin to listen confidently in areas which interest them and show understanding of the main points in appropriate fiction and non-fiction texts.
- They are beginning to understand and respond to a variety of speakers in everyday situations, not only their own English teacher.
- Children participate confidently in role play or in re-enacting well known stories using repetitive phrases, simple chunks of dialogue or occasionally their own spontaneous input.
- They use the language they have acquired spontaneously in everyday situations or when carrying out classroom routines.
- They occasionally experiment with language combinations.
- They can sustain attentive listening during each activity throughout the lesson.

3.6.2. Literacy: Reading and Writing Bands of Attainment**Band 1**

- Children demonstrate an interest in listening to stories and looking at books. They can understand the way books work and can follow simple instructions, such as turn the page.
- They can join in with repetitive language when the teacher is telling a story.
- They can generally sequence a story using illustrations but require support to read and match the corresponding text.
- Children can recognise and say the sound of most of the single letters and some of the letter combinations taught, however they often require support and reinforcement.
- They can recognise and read less than 20 high frequency words taught.
- They require support to read simple sentences made up of CVC and high frequency words.
- They can write many of the letters clearly but may require support to form specific letters using the correct sequence of movements.
- They can write some CVC words accurately.
- Children are aware that print carries meaning but they often struggle to make sense of the text in the classroom environment.

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Band 2

- Children can say the sound associated with most of the letters and combinations of letters taught and can blend these phonemes to read CVC words and some other one syllable words.
- They can recognise and read between 20-30 high frequency words that have been taught.
- They can read simple sentences made up of decodable words and some of the high frequency words that have been taught. Sometimes they require teacher support.
- They can show their comprehension of a simple sentence by matching it to a corresponding picture.
- Children understand that print carries meaning and with support from the teacher can apply

their phonic knowledge and skills, use contextual cues and some word recognition and graphic knowledge to read words and sentences in books and texts around the classroom.

- They are familiar with the terms, fiction and non-fiction.
- They can join in when the teacher is telling a story and will respond to questions relating to it.
- They can sequence a story with picture cards and can generally match a simple sentence to each. They may ask for support at times.
- Children's writing is generally legible and they tend to use the correct sequence of formation, however they may require support to form specific letters correctly.
- They apply their phonic knowledge and skills to participate in creating labels, captions and simple sentences in shared writing.
- They can recognise simple forms of punctuation: capital letter, full stop, question mark and can demonstrate where to use them in shared writing.
- They can mostly write decodable CVC words accurately. They are beginning to write a few non-decodable high frequency words correctly.
- They are aware of letter sounds and letter names.

Band 3

- Children can confidently say the sound associated with all letters and combination of letters taught and can blend these phonemes to read one and two syllable words.
- They can recognise and read most of the high frequency words taught both in and out of context.
- They can read simple sentences made up of decodable words and high frequency words that have been taught.
- They can show their comprehension of a sentence by matching to a corresponding picture or creating an appropriate illustration.
- Children can apply their phonic knowledge and skills and use contextual cues, word recognition and graphic knowledge to attempt to read simple stories, information books, and text around the classroom.
- They can distinguish between fiction and non-fiction books and recognise some of the key features in an information book.
- Children join in when the teacher is telling a story, respond to questions about the text and sometimes spontaneously make attempts to retell the story afterwards.
- They can sequence a story using illustrations and short sentences.
- They apply their phonic knowledge and skills to participate in creating simple sentences, captions and labels for the classroom.
- They can form the letters legibly, mostly using the correct sequence of formation.
- They can recognise simple forms of punctuation: capital letter, full stop, question mark and are beginning to use them in guided and independent writing.
- They can write decodable CVC words accurately and can also write some non-decodable high frequency words correctly.
- They can demonstrate an awareness of alphabetical order through participating in songs and completing alphabet puzzles.

4. Mathematical concepts and skills

4.1. Mathematical skills development in the infant years

The development of mathematical skills in the infant classroom is generally regarded as part of the global development of the whole child. As such, concepts will be introduced, practised and revisited throughout the year and then re-cycled and built on through the whole 3 year cycle. The concepts and targets described below should therefore be included in your plans for each topic web and taught through on-going TPR activities, songs, rhymes, stories, matching and sequencing games and other language and literacy work.

The overall aim in the three years of infants is to develop the children's knowledge and understanding of mathematics and to help children see their relevance to everyday life in English as well as Spanish.

Number skills

- Counting and recognising numbers in familiar contexts such as number rhymes, songs, stories, counting games and activities.
- Adding and subtracting.
- Sorting, sequencing and matching.
- Making simple number predictions.
- Using reading skills when working with mathematical concepts.
-

4.2. Mathematical Concepts and Skills Targets: Number

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Infant 1: 3-4 years



Pupils demonstrate that they can:

- Participate collectively in counting up to 25 in familiar contexts: identify the number of children in class
- Say the numbers 1-10 in familiar contexts relating to every day classroom activities and topics
- Sing songs, chants and rhymes with numbers up to 10
- Count reliably up to 10 everyday objects
- Recognise numbers 1-5
- Match numbers to a quantity of objects up to 5
- Sequence numbers 1-5
- Sort familiar objects and pictures into sets of specific numbers up to 5
- Understand and respond to: How many...? questions
- Add and subtract in simple songs like '5 little ducks'

Infant 2: 4-5 years



Pupils demonstrate that they can:

- Participate collectively in counting up to 31 in familiar contexts: the number of days in a month
- Say and use the numbers up to 25 in familiar contexts: identify the number of children in the class
- Sing songs, chants and rhymes with numbers up to 10
- Count reliably up to 25 objects and begin to count in other contexts such as clapping sounds or jumps
- Recognise numbers 1-20
- Match numbers to a quantity of objects up to 10
- Sequence numbers 1-10
- Match number names to the corresponding numeral up to 10
- Make simple estimates and predictions: how many cubes will fit in the box, how many strides will it take to cross the room
- Add and subtract in the context of simple songs and games
- Begin to relate subtraction to taking away and counting how many are left.

Infant 3: 5- 6 years

Pupils demonstrate that they can:

- Say and use the numbers up to 31 in familiar contexts: the number of children in the class, the number of days in the month
- Begin to show an awareness of numbers beyond 31
- Match numbers and quantity of objects up to 20
- Sequence numbers 1-20
- Match number names to the corresponding numeral up to 20
- Understand and begin to use the vocabulary involved in adding and subtracting : more, less, and, add, how many, take away, leave, how many are left, lots of, nothing none, greater, smaller, to compare two numbers
- Find up to two more or two less than a number between 1-10
- Begin to relate addition to combining two and extend to three groups of objects

4.3. Mathematical Concepts and Skills Targets: Measurement, shape, time, position and movement

Infant 1: 3-4 years



Shape

Pupils demonstrate that they can:

- Identify and name the shapes: circle, square and triangle
- Sort shapes into sets

Measurement

Pupils demonstrate that they can:

- Show an understanding of the concepts of : big, small/little within the context of topics

Position and Movement

Pupils demonstrate that they can:

- Understand concepts: in/out, up/down and open/close
- Begin to show an awareness of behind/between/in front of, in everyday classroom situations
- Sequence 3 items by colour, shape or size to form a pattern

Time

Pupils demonstrate that they can:

- Show an awareness of: day/night, morning, daily school routines

Infant 1: 4- 5 years

Shape

Pupils demonstrate that they can:

- Identify and name the shapes: circle, square, rectangle and triangle
- Identify 3 dimensional shapes: cube and sphere
- Select and sort shapes into sets

Measurement

Pupils demonstrate that they can:

- Show an understanding of the concepts of : big/large, small/little, medium/middle-sized, long/short in familiar contexts

Position and Movement

Pupils demonstrate that they can:

- Understand concepts: on/under, at the top/at the bottom, behind/in front of, between, in the middle
- Sequence 4 items by colour, shape or size to form a pattern

Time

Pupils demonstrate that they can:

- Show an awareness of:
- Morning, afternoon and night
- Daily routines and sequence of familiar events
- The sequence of the days of the week
- The four seasons
- The month in which their birthday falls

Infant 1: 5-6 years

Shape

Pupils demonstrate that they can:

- Identify and name the shapes: circle, square, rectangle, triangle and diamond
- Identify and name 3 dimensional shapes: cube, sphere, cylinder, pyramid
- Select and sort shapes into sets
- Use 2 dimensional shapes to make pictures and patterns
- Use 3 dimensional shapes to create models

Measurement

Pupils demonstrate that they can:

- Understand the concepts of measurement from previous years
- Understand the concepts: enormous/tiny and tall/ short in familiar contexts
- Understand and begin to use comparative language: bigger/ smaller, longer/shorter, taller/ shorter

Position and Movement

Pupils demonstrate that they can:

- Understand concepts: opposite, right/left, beside, behind, between and next to
- Sequence 5 items by colour, shape or size to form a pattern

Time

Pupils demonstrate that they can

- Distinguish between school days and weekends
- Understand: before and after
- Show an awareness of the months of the year
- Show an awareness of ordinal numbers in familiar contexts: instructions for lining up, identifying the date
- Begin to show an awareness of ordinal signs in the context of the date: 1st 2nd 3rd 10th
- Begin to read o'clock time

4.4. Mathematical Concepts and Skills: Bands of Attainment

The bands of attainment described are for the end of the three year infant cycle. There are three bands, with band 1 as the lowest. Each child completing the end of their Infant Education should fit broadly into one of the three bands. Approximate estimations would be:

- Band 1: 10% of children
- Band 2: 70% of children
- Band 3: 20% of children

Band 1

- Children can match numbers and familiar objects up to 10 and are able to recognise the concept of counting on and counting down in familiar contexts such as songs and rhymes.
- They can sort familiar objects and pictures into sets of specific numbers up to 5.
- They can participate collectively in counting up to 25 in familiar contexts such as identifying the number of children in class.
- With teacher guidance children are able to recognise and recreate basic patterns and sort these into sets and sizes.
- Children can identify and name the shapes: circle and square.
- They can understand some simple positional language.

Band 2

- Children can count reliably up to 15 everyday objects, recognise numbers 1-15 in word and number form and are able to match these symbols with objects.
- They can find one more or less than a number from 1-10; begin to relate the concept of addition to combining two groups of objects and subtraction to taking away one or more objects.
- They can use developing mathematical ideas and skills to solve simple everyday problems such as how many children are absent, how many boys/girls are wearing blue etc.
- They can participate collectively in counting up to 31 in familiar contexts.
- Children show an understanding of size concepts and can use the vocabulary appropriately.
- They can identify and name the shapes: circle, square and triangle.
- They can identify 3 dimensional shapes: cube and sphere.

Band 3

- Children can count reliably at least 25 objects and can count on and back in ones from any small number.
- They can read, write and sequence numbers from 0-20.
- With teacher guidance children are beginning to use the vocabulary involved in adding and subtracting.
- They can find two more or two less than a number between 1-10.
- They can say and use numbers up to 31 in familiar contexts.
- They can apply mathematical ideas and skills to solve simple, practical problems.

- Children can compare one object to another according to size and length and begin to use comparative language: bigger/smaller, longer/shorter.
- They can identify, name and work with the 2 and 3 dimensional shapes: circle, square, triangle and diamond/cylinder, cube, cuboids and pyramid.
- They can use everyday words to describe position.
- They can identify and use simple terms relating to time and begin to show an awareness of ordinal signs in the context of the date.

5. Knowledge and Understanding of the World

5.1. Concepts and Targets

While the targets for each year stage are outlined abstractly, these concepts and ideas should be developed through engaging activities in meaningful contexts including daily routines and topics. Here are two examples that demonstrate this:

Target	Context	Activity
Recognise cold colours	Winter	Select paints and materials from a range of colours to create a snowy winter scene.
Begin to identify simple properties of basic materials through exploration, experimentation and use of these: hard, soft, rough, smooth, flexible	Our Homes: Different building materials Story: The Three Little Pigs	Create a large child friendly properties table of the materials the pigs selected by experimenting with straw, wood and bricks. Use the table to predict which house they think will be the strongest. Continue to read the story and reflect on their investigations and predictions.

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We should also keep in mind that the children are acquiring the language as a result of hearing the natural use of the English language in the school environment. Their understanding in English, therefore, will frequently go beyond what is detailed below.

5.2. Knowledge and Understanding of the World targets



Infant 1: 3-4 years

Pupils demonstrate that they can:

Observe and explore colours in the environment

- Identify primary colours: red, blue and yellow
- Identify secondary colour: green
- Recognise black
- Recognise colours associated with autumn and winter
- Create a sequence using 2 colours

Pupils demonstrate that they can:

Explore materials in the environment

- Use, explore and experiment freely with a range of basic materials: crayons, paints, water, sand, plasticine, paper, card, glue

Pupils demonstrate that they can:

Explore the properties of sound, pitch and movement

- Distinguish between loud and quiet
- Freely use a range of percussion instruments to create a variety of sounds

Pupils demonstrate that they can:

Develop an awareness of ourselves

- Identify some body parts
- Differentiate between boy and girl
- Recognise the importance of personal hygiene in the school environment: washing our hands after going to the toilet and before meals
- Begin to recognise the importance of clothes for protection: warm clothes in winter, sunhats and sunglasses in summer

Pupils demonstrate that they can:

Develop an awareness of ourselves and others in the environment

- Show an awareness of the family and the people that make up their own family
- Show an awareness of the classroom and the roles of people there
- Begin to show an awareness of some occupations, places and services in the local environment
- Identify principal modes of transport
- Begin to show an awareness of similarities and differences between people from different cultures
- Participate in and show an awareness of a few customs and ways of celebrating

Pupils demonstrate that they can:

Observe and explore living things in the environment

- Identify some domestic animals in the home and on the farm: dog, cat, pig, cow, sheep, horse, hen
- Understand some basic characteristics of some domestic animals: sounds they make, size, number of legs, products from animals
- Understand the basic needs of plants: caring for plants in the classroom environment

Pupils demonstrate that they can:

Develop an awareness of how to care for the environment

- Take part in simple recycling activities in the classroom: putting paper in the classroom paper container, using scrap paper for drawing pictures
- Show an awareness of different ways of saving energy and water in the school environment: turning off the lights, not flushing the toilet unnecessarily

Pupils demonstrate that they can:

Observe and identify natural processes

- Identify some types of weather: when completing the weather chart on a daily basis
- Identify some basic features of the four seasons: weather
- Distinguish between day and night

Pupils will demonstrate that they can:

Identify and use information and communication technology (ICT)

- Identify some forms of technology in the classroom and school environment: telephone, television, computer
- Participate in role play using toy forms of technology, e.g. telephone conversation in home corner, using cash register in shop

Infant 2: 4-5 years

Pupils demonstrate that they can:

Observe and explore colours in the environment

- Identify and name primary colours: red, blue and yellow
- Identify and name a range of secondary colours
- Distinguish between dark and light
- Identify and name black and white
- Recognise cold colours
- Create a sequence using 3 colours

Pupils demonstrate that they can:

Explore materials in the environment

- Use, explore and experiment freely with a wider range of materials: crayons, paints, pencils, water, sand, plasticine, paper, card, glue, wool, straw, cloth
- Begin to identify simple properties of basic materials through exploration, experimentation and use of these: hard, soft, rough, smooth, flexible

Pupils demonstrate that they can:

Explore the properties of sound, pitch and movement

- Distinguish between loud and soft
- Discriminate between slow and fast
- Use a range of percussion instruments to accompany songs

Pupils demonstrate that they can:

Develop an awareness of ourselves

- Identify main body parts in the context of action games and songs, classroom routines
- Recognise the importance of personal hygiene on a daily basis: brushing our teeth, having a shower, washing our hair, combing our hair
- Identify suitable clothing and classify for use in different weather and seasons
- Recognise the importance of protection from the natural elements: warm clothes in winter, sun-hats and sunglasses in summer, wearing protective sun lotion

Pupils demonstrate that they can:

Develop an awareness of ourselves and others in the environment

- Show an awareness of home and school environments: the purpose of different rooms and areas, the roles of the people
- Recognise some occupations, places and services in the local environment
- Recognise similarities and differences between different kinds of transport
- Understand the significance of some traffic signs in the local environment

- Show an awareness of similarities and differences between people from different cultures
- Participate in and be aware of a variety of different customs and ways of celebrating

Pupils demonstrate that they can:

Observe and explore living things in the environment

- Identify some domestic and wild animals in different habitats: home, farm, jungle, garden
- Show an awareness of the basic needs of domestic and wild animals: to eat, drink, sleep and look for protection
- Understand some basic characteristics of domestic and wild animals: basic body parts and their function, how they move
- Understand simple animal and plant lifecycles: through observation, dramatisation, sequencing activities

Pupils demonstrate that they can:

Develop an awareness of how to care for the environment

Take part in recycling and reusing activities in the classroom and at home: sorting waste correctly and placing in the right containers, making crafts with used materials

- Show an awareness of different ways of saving energy and water in the school and in the home: turning off the television and the computer when not in use, not running water unnecessarily

Pupils demonstrate that they can:

Observe and identify natural processes

- Identify a wider range of weather types: when completing the weather chart on a daily basis
- Name and sequence the four seasons and identify weather patterns associated with each one
- Distinguish between day and night and identify corresponding features: stars, moon, sun
- Understand that the Sun and the planets make up a system in the Space and identify the Earth as our planet

Pupils will demonstrate that they can:

Identify and use information and communication technology (ICT)

- Identify a wider range of forms of technology at home and at school: telephone, television, computer, digital camera, video games
- Begin to understand the importance of a moderate use of videogames and television

Infant 3: 5-6 years

Pupils demonstrate that they can:

Observe and explore colours in the environment

- Identify and name a wide range of primary and secondary colours
- Identify and name black and white
- Recognise cold and warm colours
- Create a sequence using 4 colours
- Read and match colour names

Pupils demonstrate that they can:

Explore materials in the environment

- Use and explore materials in different ways discover some of their properties: by pulling, bending, squashing, tasting, touching
- Understand concepts: hot/cold, hard/soft, harder/softer, rough/smooth, sweet/savoury, push/pull, the same/different
- Classify materials by their properties and characteristics:

Pupils demonstrate that they can:

Explore the properties of sound, pitch and movement

- Distinguish between louder and softer
- Discriminate between high and low notes
- Use a range of percussion instruments to represent sounds in the environment

Pupils demonstrate that they can:

Develop an awareness of ourselves

- Identify how we use our five senses
- Recognise the importance of healthy eating and dental hygiene
- Recognise the importance of personal hygiene on a daily basis: brushing our teeth, having a shower, washing our hair, combing our hair
- Know how to use and care for items used to keep our bodies clean and healthy

Pupils demonstrate that they can:

Develop an awareness of ourselves and others in the environment

- Show a broader awareness of home and school environments: the purpose of different rooms and areas, when these areas are used in daily routines, the roles of the people
- Identify and participate in positive behaviour at home and school: sharing materials, respecting others, caring for others
- Identify the roles of people who work in the local environment, begin to recognise the importance of their role and respect them: school kitchen staff, police officers, rubbish collectors etc.
- Recognise purposes and appropriateness for using specific transport
- Show an awareness of road safety rules
- Show a broader awareness of similarities and differences between people from different cultures: celebrations, food, music, types of houses
- Participate in and be aware of a variety of different customs and ways of celebrating

Pupils demonstrate that they can:

Observe and explore living things in the environment

- Identify and classify animals into wild and domestic groups
- Show a greater awareness of the characteristics, habits and habitats of some wild and domestic animals
- Understand and sequence stages of growth or change in simple animal and plant lifecycles: caterpillar to butterfly, tadpole to frog, yearly cycle of a tree
- Understand that seeds grow into plants when they are planted in soil and receive water and sunlight: through structured experiments, sequencing stages of growth in pictorial form, simple cause and effect matching task

Pupils demonstrate that they can:

Develop an awareness of how to care for the environment

- Begin to understand the concept of global warming and its impact on some animals and plants: penguins and polar bears, rainforests
- Take part in recycling and reusing activities at school and at home.
- Show an awareness of different ways to save energy and reduce pollution in the wider environment: solar energy, non-polluting cars

Pupils demonstrate that they can:

Observe and identify natural processes

- Identify a wide range of weather types
- Differentiate between different temperatures
- Name and sequence the four seasons, identify weather patterns associated with each one and begin to recognise how seasonal changes affect living things
- Distinguish between day and night and identify corresponding features: stars, moon, sun

- Understand that the Sun is a star in the centre of our solar system and that planets spin around the Sun
- Show an awareness of spaceships and basic astronaut equipment
- Observe different features of the planets: size, colour

Pupils will demonstrate that they can:

Identify and use information and communication technology (ICT)

- Identify forms of technology in the wider environment: bar code scanners in supermarkets, traffic lights, television aerials etc.
- Recognise the different functions and purposes of communication technological items
- Use basic computer skills with software that supports learning: use of mouse to click and drag, recognition of letters on the keyboard to type their names

5.3. Knowledge and Understanding of the world: Bands of Attainment

The bands of attainment described are for the end of the three year infant cycle. There are three bands, with band 1 as the lowest. Each child completing the end of their Infant Education should fit broadly into one of the three bands. Approximate estimations would be:

- Band 1: 10% of children
- Band 2: 70% of children
- Band 3: 20% of children

Band 1

- Children can recognise primary colours and some secondary colours.
- They can identify and with support, sort some materials according to property
- They can identify basic body parts and demonstrate through actions an understanding of daily routines linked to personal hygiene.
- They are able to classify some foods into groups and with support, name some foods that are healthy.
- They can identify family members, some occupations, places and transport in the immediate environment.
- They are able to describe the weather using single words and can select appropriate clothing linked to the weather or season. They can distinguish between day and night.
- They can identify and name some animals and describe basic characteristics. Children also demonstrate a basic knowledge of the needs of a seed to grow.
- They can identify basic forms of technology.

Band 2

- Children can recognise a wide range of primary and secondary colours and can match with names.
- They demonstrate an understanding of concepts such as hot/cold, hard/soft and are able to identify and classify some materials according to property.
- Children can identify a range of body parts and demonstrate a developing awareness of the role of the senses. They show a sound awareness of routines linked to personal hygiene and can name and classify a number of foods that form part of a healthy diet.

- They can name a wide range of family members and identify the roles of a variety of people who work in the local environment. They can also name and classify different means of transport.
- They can name a wide range of animals and classify them according to basic characteristics and habitats. Children demonstrate an understanding of the stages of growth in a plant and can identify what it needs to be healthy. They show an awareness of the life cycle of a butterfly. They are also beginning to show an awareness of caring for the environment through sorting waste products for recycling.
- Children can describe the weather using short sentences and show a developing awareness of the differences between the seasons. They can identify and name the earth, sun and moon and understand the planets move around the sun.
- Children participate with enjoyment and interest during computer sessions and can name and identify the mouse and keyboard.

Band 3

- Children can classify dark/light and cold/warm colours and can match with colour name.
- They demonstrate an understanding of a range of concepts such as hot/cold, hard/soft, rough/smooth and are able to describe and classify a wide range of materials according to property.
- Children can name and describe a wide range of body parts and demonstrate a good awareness of the role of the senses. They are able to describe and sequence routines linked to personal hygiene and they can name and sort a wide range of foods that form part of a healthy diet.
- Children can describe different roles of people in the local environment and the family. They are able to describe, compare and classify different means of transport.
- They can describe, compare and classify a wide range of animals according to their characteristics and habitats. Children can describe the life cycle of simple animals and plants, name the main parts of a plant and describe what they need to be healthy. They show an awareness of caring for the environment through sorting waste products for recycling and conserving water and energy within the classroom setting.
- Children can describe the weather and different features associated to each season using short sentences. They can name some of the planets that move around the sun.
- Children participate with enjoyment and interest during computer sessions and can name and identify the mouse and keyboard. They control the mouse confidently and can operate familiar programmes with increasing independence.

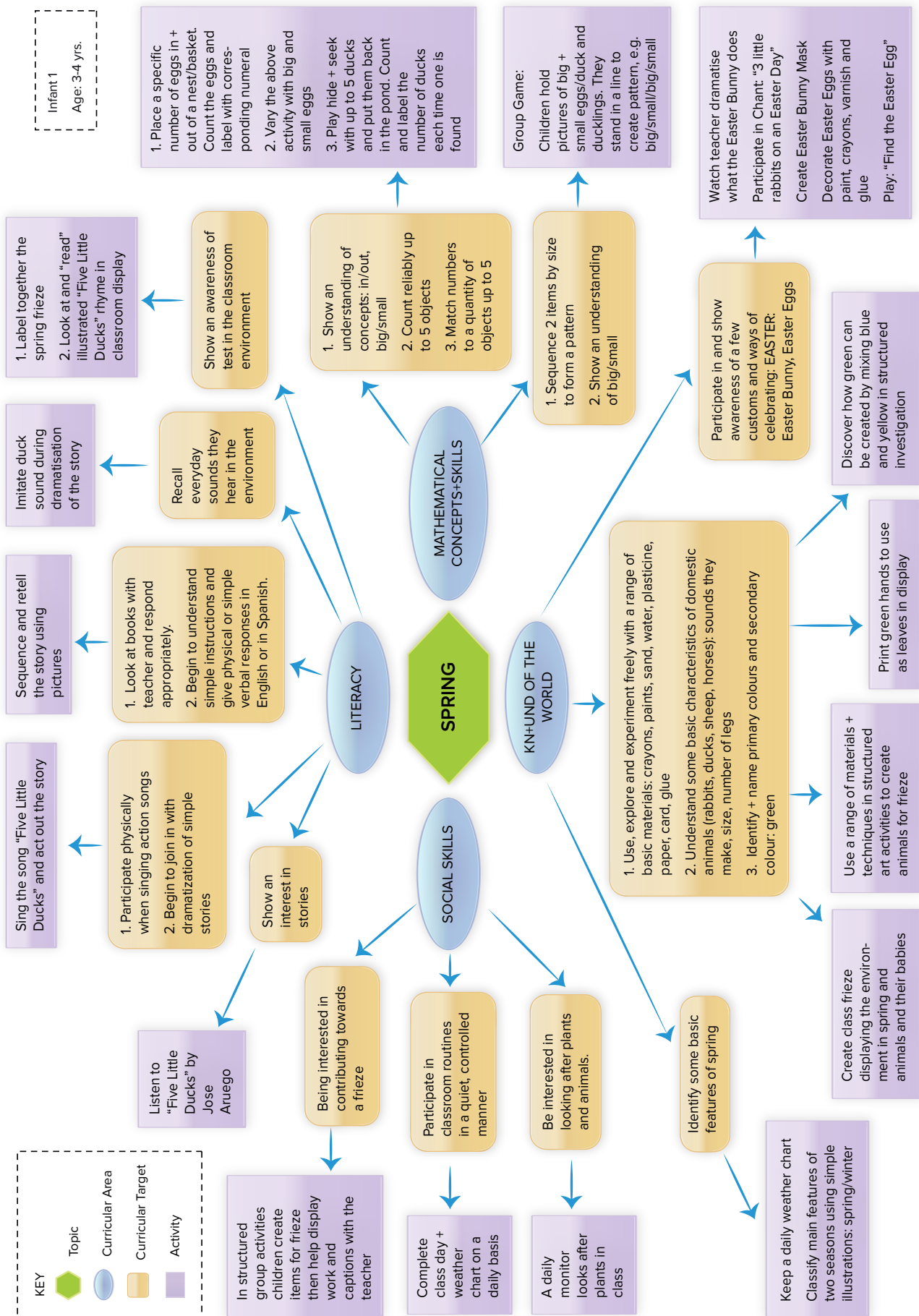
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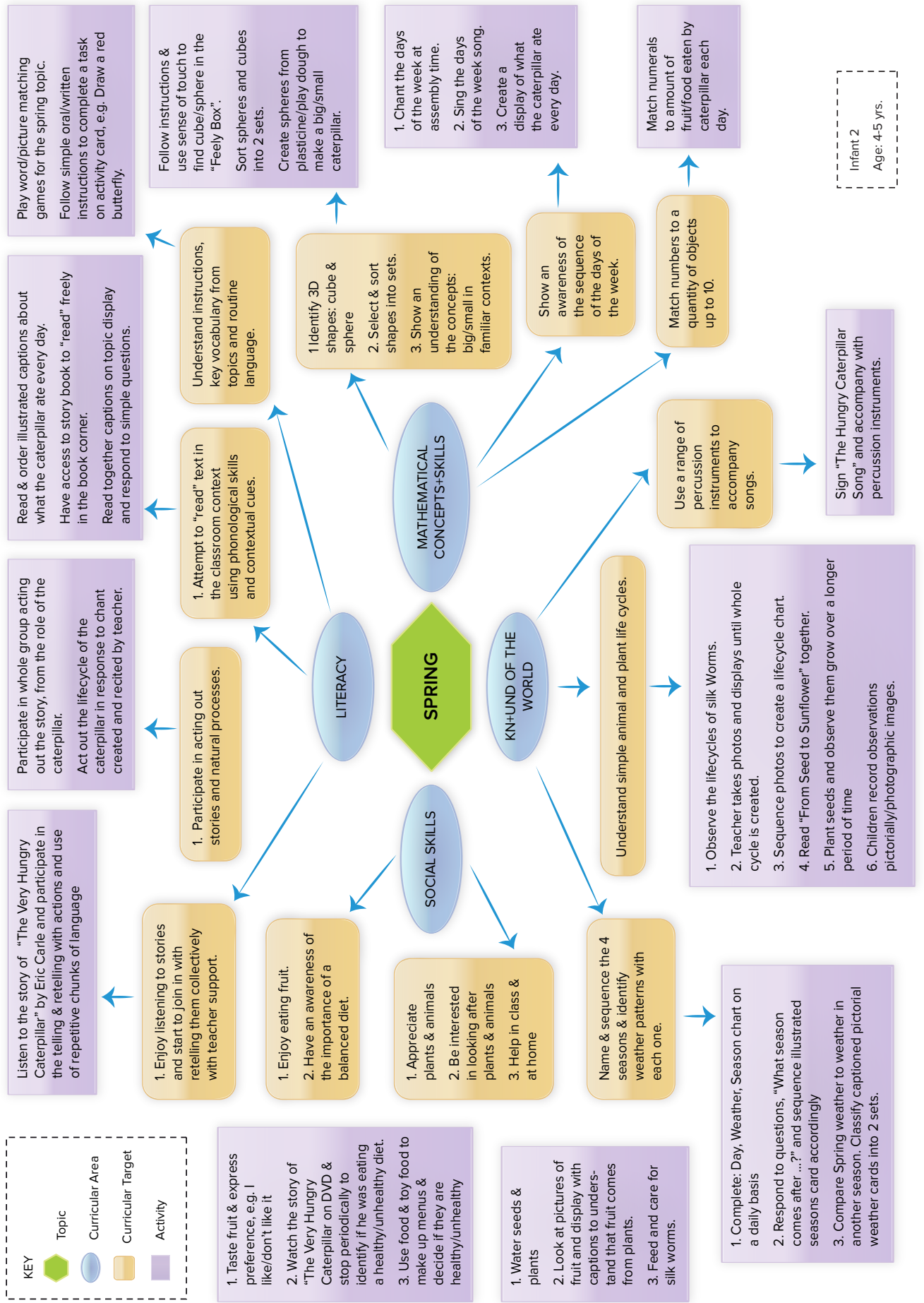
6. Drawing the strands together in a topic web

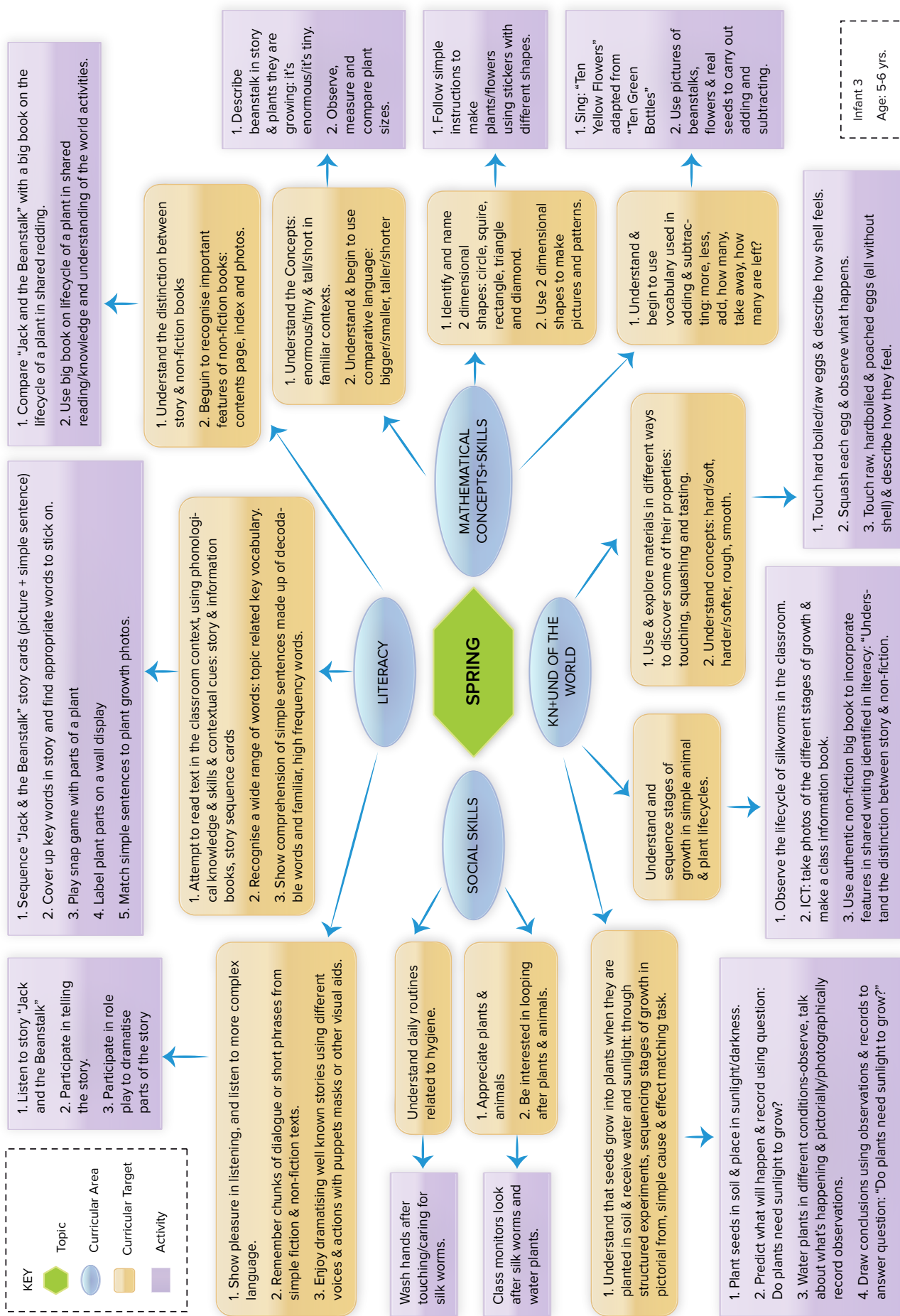
There are seven topic webs in this section. Three develop one theme: Spring, over the three year cycle to demonstrate how a topic can be approached from different perspectives as well as how the targets worked on at the different levels within a meaningful context. The others show examples of how topic themes can be interlinked and corresponding concepts, knowledge and skills developed.

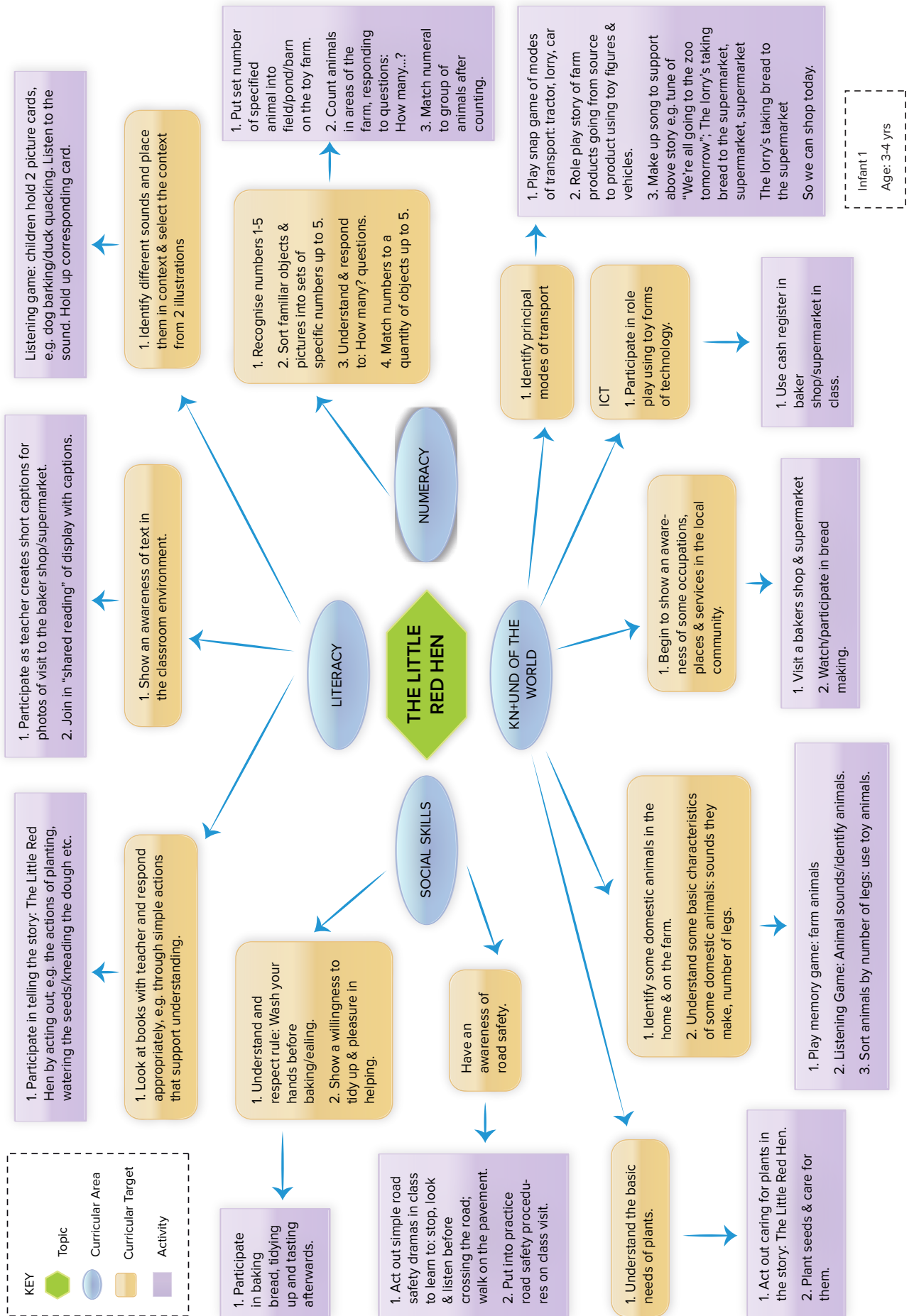
As well as the development of language and literacy, mathematical concepts and skills and knowledge and understanding of the world, art, music, movement and drama have also been incorporated into the topic webs. These are essential elements in early year's education for the development of the whole child.

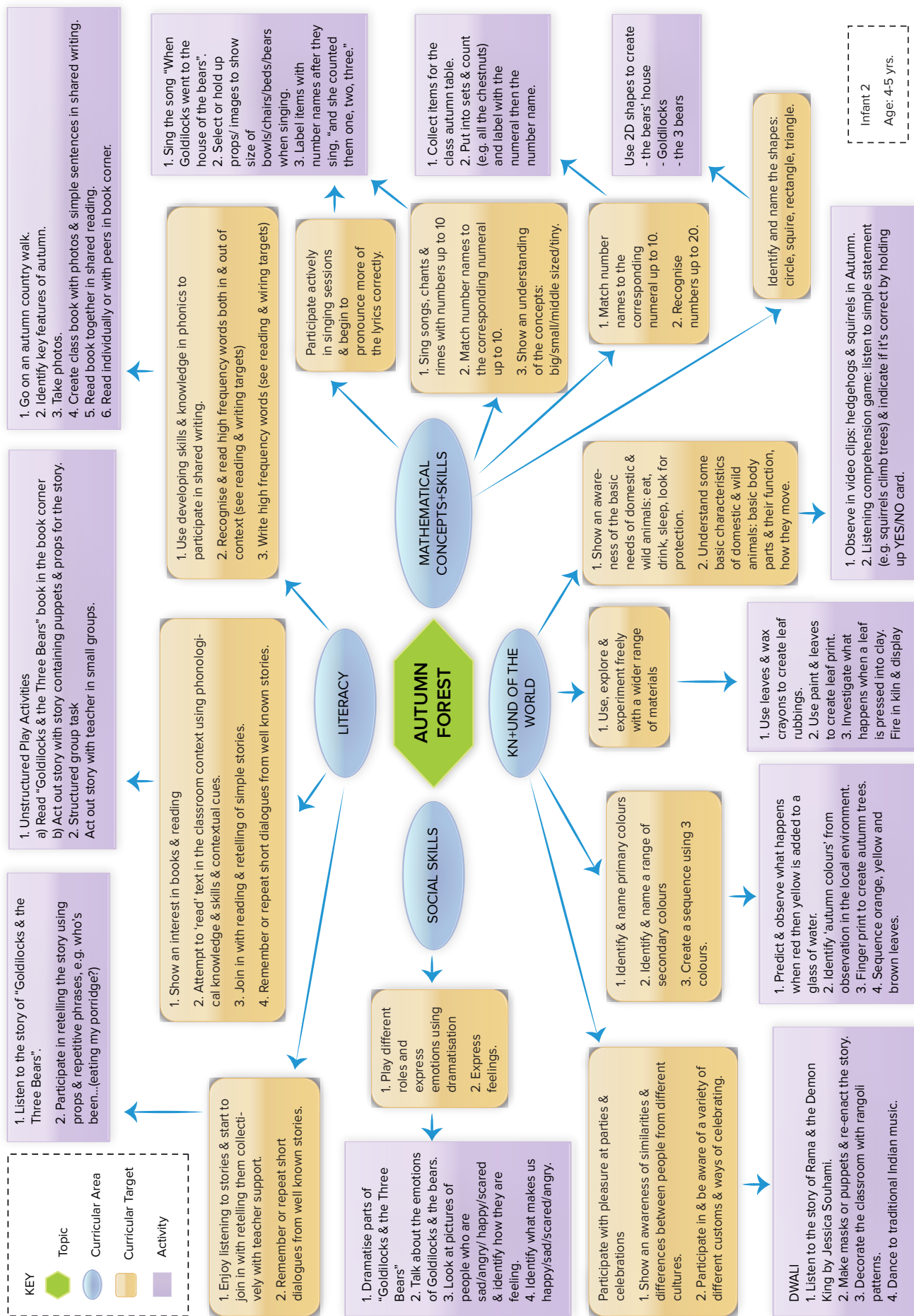
6.1. Topic webs

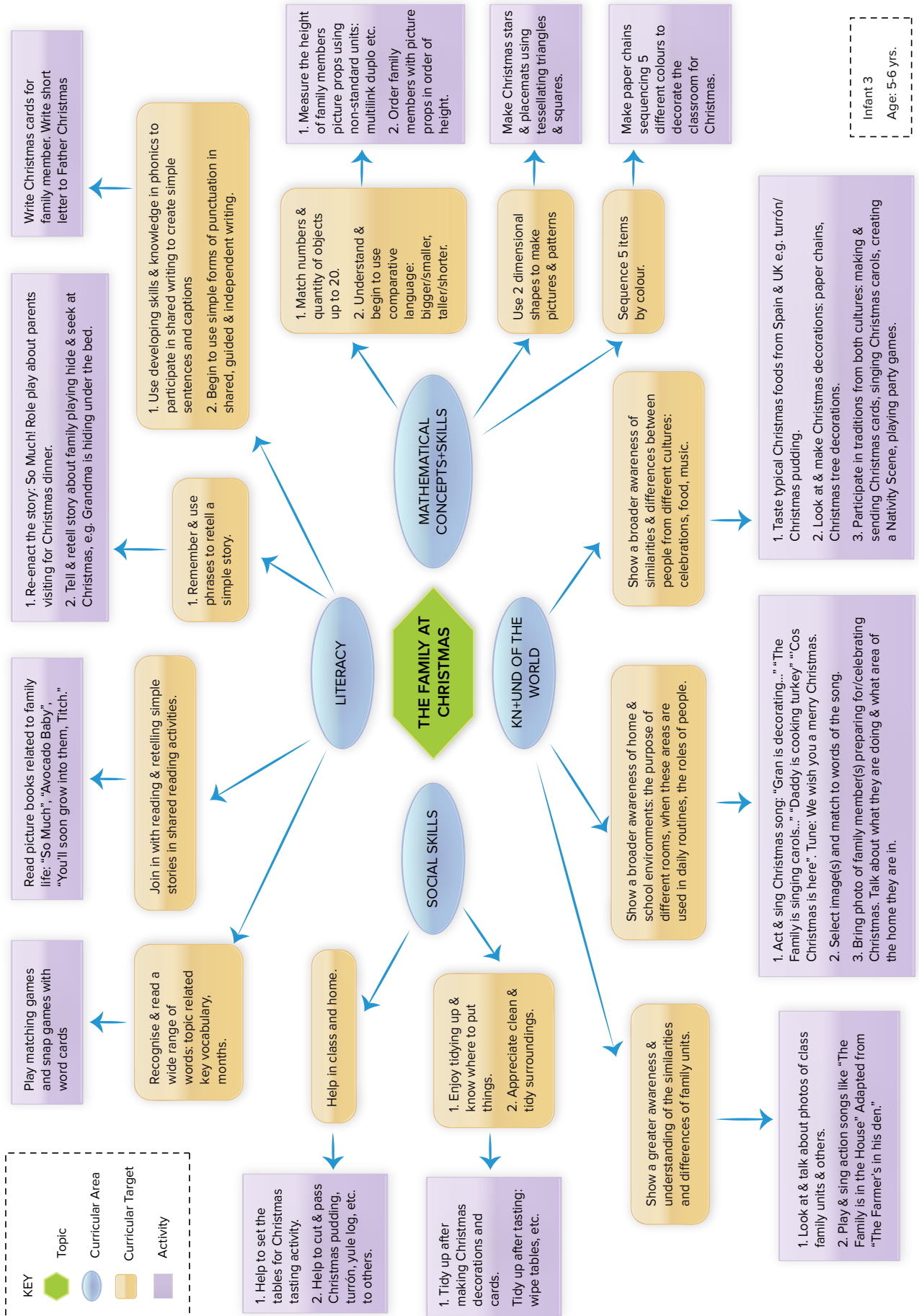


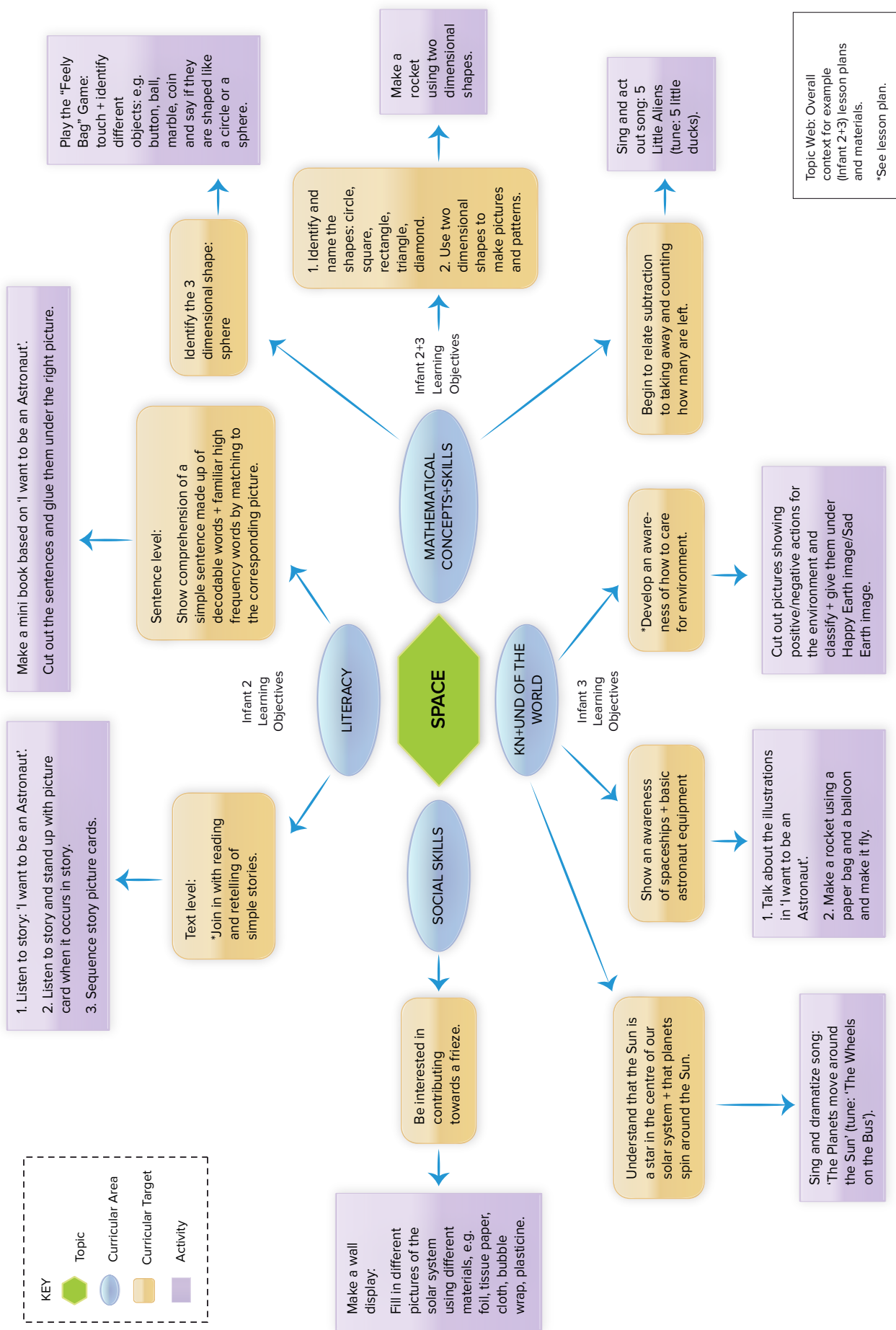






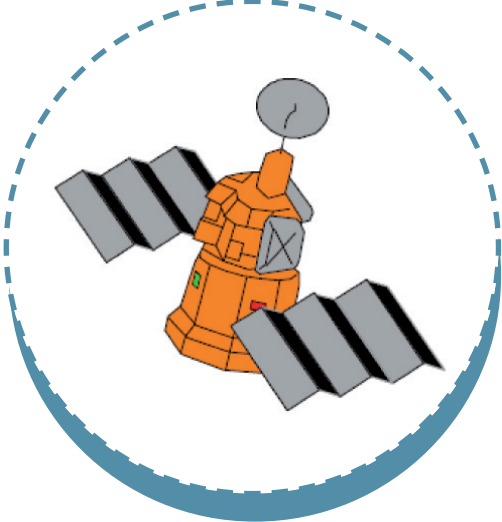
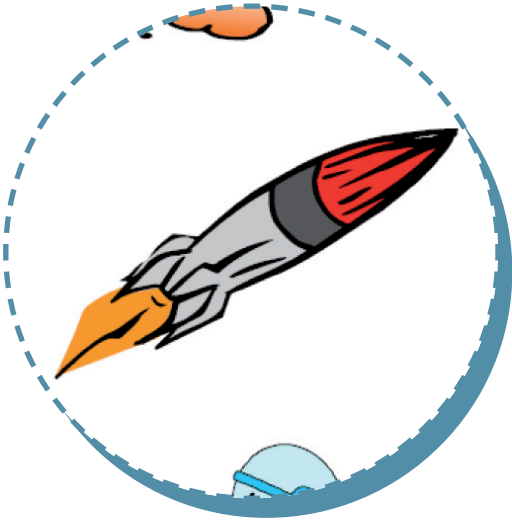
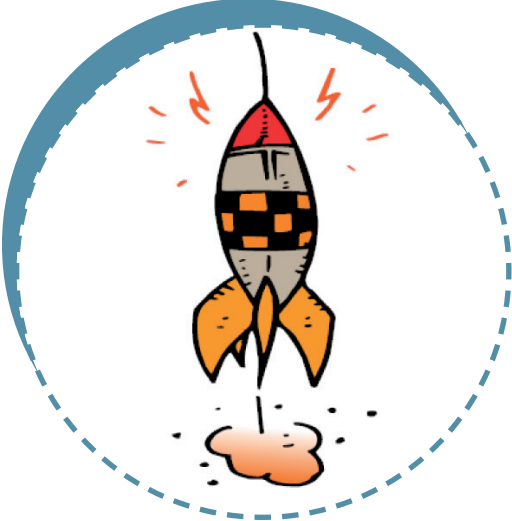






6.2. Sample lessons

Cycle: Infants		Year: 4 Year Olds		Topic: Space	
Learning Objectives			Evidence for Assessment:		
WALT	Listen to the story and put the story in order. (Curriculum objective: Join in with reading and retelling of simple stories)			Children's group book. Observation chart. Observation during questioning.	
WILF	You to put story cards in the right order as a group.				
Language structures		<i>This goes here because...</i> <i>This is in right/not right order.</i> <i>Well done, Very good, Nearly there.</i>			
Outline of Activities					
	Grouping	Timing	Pupils	Teacher/s	Materials
Lesson Management	Whole Class	10 min	Sing sit down song and good morning song. Children sing starter rhyme. Children answer 'good morning' to name called. Sing days of the week song. Sing weather song.	Lead sit down and good morning song and encourage children to join in. Gain attention of the children with a starter rhyme (e.g. Humpty Dumpty). Lead days and weather songs and encourage children to join in. Choose the daily 'helper' and ask them to change the day, date, weather, month cards. Share WALT using a puppet (e.g. We are listening to a story and putting the story in order)	Calendar chart and cards Puppet
	Whole Class	5 min	Sing 'Five Little Astronauts'. (E.g. One child is the captain, five children take turns to fly into space as astronauts).	Choose six children to act out song and give out props (masks, walkie talkies...). Lead the song and encourage pupils to join in with singing the song and counting (e.g. How many astronauts are left/missing?)	Props
	Talk partners	10 min	Children discuss illustrations and join in with missing words. Talk partners to answer teacher's questions. (E.g. Children have time to discuss the answer with a partner before answering).	Read story to children 'I Want to be an Astronaut', point to title and author. Point to the text while reading, miss words out (e.g. The rocket is flying out into...) and ask about the illustrations (e.g. What's this? What's the astronaut wearing on his head?...). Give children time to talk to talk partner before answering some questions.	'I Want to be an Astronaut' by Byron Barton
	Groups	10 min	Listen to the story again. Stand up when they hear their part of the story. Rest of class give thumbs up if correct. Each group decides which story card text matches with.	Share WILF and I Can Statements (see Assessment). Give out large story cards to groups. Read the story again. Read out simple sentences for each picture. Ask questions (e.g. Where does this go?) Emphasise language structures (e.g. This is in right order..., This goes here because...)	Large picture story cards. Large text story cards.
	Groups	10 min	Make large book by ordering pictures in a group.	Teacher and extra adult observe two groups (one each) using chart for observation whether children can order the story. Make a note of struggling children. Praise discussing and co-operative work group.	Large story pictures. Observation chart.
	Plenary Whole class	15 min	Two groups swap their books to check if pictures are in right order. Each group looks at book and show traffic light fans to say whether they think the book is right (green), or nearly right (orange) or if the group need more help (red) and give reasons. Swap back and make necessary changes to their own book. Fasten books. Children indicate whether they are happy/nearly there/need more help with each I Can statement. Children sing tidy up song and tidy things away. Sing goodbye song and sit ready for the next activity.	Teacher and extra adult lead groups swapping work and feedback to each group. Praise constructive feedback (e.g. Well done, nearly right because...) Help children fasten books. Remind pupils of the WILF and I Can statements. Ask pupils whether they think they have achieved the I Can statements by saying and showing each one physically. Lead tidy up song and model tidying things away in the classroom. Praise children helping to tidy. Lead goodbye song. Say 'goodbye, see you later'.	Book fasteners Traffic light fan per group Finished book for each group
Assessment			<i>I can listen to the story. I can answer questions about the story. I can put story cards in the right order.</i>		
Evaluation			<i>Observations for further planning (evaluation of your teaching).</i>		



Cycle: Infants		Year: 5 Year Olds		Topic: Climate Change/ The Solar System	
Learning Objectives			Evidence for Assessment:		
WALT	How to look after our planet. (Curriculum objective: Develop an awareness of how to care for the environment).			Pupil's group charts, post-it notes on group work observations and photos showing each group working.	
WILF	You to sort pictures into 'happy planet' or 'sad planet'.				
Language structures		<i>It is a sad/happy earth because....</i> <i>It goes here because...</i> <i>Right, nearly right, need more help.... because... Why?</i>			
Outline of Activities					
	Grouping	Timing	Pupils	Teacher/s	Materials
Lesson Management	Whole Class	10 min	Sing sit down song and good morning song. Children sing starter rhyme. Children answer 'good morning' to name called. Sing days of the week song. Sing weather song.	Lead sit down and good morning song and encourage children to join in, gains attention of the pupils with a starter rhyme (e.g. Incy Wincy Spider). Lead days and weather songs and encourage children to join in. Choose the daily 'helper' and ask them to change the day, date, weather, month cards. Share WALT using puppet. (E.g. We are learning to look after our planet)	Calendar chart and cards Puppet
	Whole Class	10 min	Sing 'The Planets Move Around the Sun'. Children given a planet necklace with the name of the planet to act out rhyme. (E.g. One child is the sun in the middle, pupils with planets take turns to move around sun).	Lead the song and encourage pupils to join in with singing the song and help to recognise planet name (e.g. What sound does it start with?) Extra adult can help children move around the child who is the sun if necessary.	Planet necklaces Happy/sad earth cards (See Resource 2) Example picture
	Whole Class	5 min	Children discuss illustrations and join in with missing words. Talk partners to answer teacher's questions. (E.g. Children have time to discuss the answer with a partner before answering).	Place 'happy earth' and 'sad earth' cards on the board. Show example picture of something that affects the environment. Ask 'does this make the earth happy or sad? Why?' Listen to a few answers emphasising language structures, 'It is a sad/happy earth because....'	
	Mixed ability groups of 4/5	20 min	Children help to form "I Can" statements by answering the puppet. (See 'Assessment') Children move to chairs in groups. They cut out pictures on Resource 1 and place them in happy earth or sad earth chart on A3 paper. When the group are happy with their decisions, use glue to stick onto paper.	Share "I Can" Statements with children using a cheeky puppet saying 'I'm sure you can't listen in your group', children respond with 'I can listen in my group'. Observe groups and note on post-it notes for use later. Praise discussing which earth each picture belongs to and co-operative group work. Additional adult in the classroom can take a photo of each group working.	Puppet Digital camera Post-it notes A3 copies of Resource 1 per group A3 Paper with happy/sad earth chart (Resource 2) per group Glue/ scissors
	Plenary Whole class	15 min	Children show charts to the class group by group. The rest of class look at chart and show traffic light fans to say whether they think the chart is right (green), or nearly right (orange) or if the group need more help (red) and give reasons. Children indicate whether they are happy/nearly there/need more help with each I can statement. Children sing tidy up song and tidy things away. Sing goodbye song and sit ready for the next activity.	Emphasise language structures (e.g. Nearly right because...) Praise correct work and helping other groups. Share positive observations noted on post-it notes for each group for good group work. Share photos and comment on how the group are working (e.g. Look..... is listening to). Ask children whether they think they have achieved the I Can statements by saying and showing each one physically. Lead tidy up song and model tidying things away in the classroom. Praise children helping to tidy. Lead goodbye song. Say 'goodbye, see you later'.	Traffic light fan per group Finished work for each group Photos from session on computer screen/ projector
Assessment			<i>I can work well in a group. (Talk to my group. Listen to my group). I can sort pictures into happy/sad earth. I can help another group with their work.</i>		
Evaluation			<i>Observations for further planning (evaluation of your teaching).</i>		

Resource 1



Resource 2



The Earth is happy



The Earth is sad

Topic based resources

Songs used in both plans:

GOOD MORNING SONG

Good morning, hello! Good morning, hello! To you and you and you.

DAYS OF THE WEEK SONG

Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday, Sunday too,
1, 2, 3, 4, 5, 6, 7 days,
Each day different and everyday new!

WEATHER SONG

What's the weather like today?
Like today?
Like today?
What's the weather like today?
Is it... (sunny, rainy, cloudy etc?)

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TIDY UP SONG

Everybody tidy up, tidy up 1, 2, 3, tidy up, tidy up, you and me.

SIT DOWN SONG

Everybody sit down, sit down, sit down, everybody sit down, on the floor.

THE PLANETS MOVE AROUND THE SUN (tune: 'The Wheels on the Bus')

The planets move around the sun,
Around the sun,
Around the sun,
The planets move around the sun,
All day long.

FIVE LITTLE ASTRONAUTS (Tune: '5 Little Ducks')

Five Little astronauts went flying one day,
Out into space and far away,
The captain said,
Zap, zap zap, zap,
But only four little astronauts came flying back.

TOPIC BASED RESOURCES

Topic Name: **Myself****Fiction Books**

- ALIKI. *My hands*. Harper Collins, 1991.
 BATES, Ivan. *All by myself*. HarperCollins, 2000.
 BEAUMONT, Karen. *I like myself*. Harcourt Children's Books, 2004.
 BUNTING, Eve. *Flower Garden*. Harcourt Children's Books, 2004.
 COONEY, Nancy W. *The Wobbly tooth*.
 COUSINS, Lucy. *Maisy goes to bed*. Little, Brown Young Readers, 1990.
 EVANS, Jean and Lynne BURGESS. *Myself. (Themes for Early Years)*. Scholastic. 2006.
 HUNT, Rod, *The wobbly tooth*. Putman, 1978.
 INKPEN, Mike. *One bear at bedtime*. Hodder Children's Books, 1989.
 PENN, Audrey. *The kissing hand*. Child & Family Press, 2003.
 PERKINS, Al. *The Nose Book*. Random House Books for Young Readers, 2003.
 ROSS, Tony. *I want my potty*. Andersen, 1986.
 SHARRATT, Nick. *What do I look like?* Walker Books, 2008
 THOMPSON, Carol. *In my bathroom*. Delacorte Books for Young Readers, 1990.
 WILLIS, Jane and ROSS, Tony. *The boy who lost his belly button*. Dorling Kindersley Publishing, 2000

Non-Fiction Books

- All About Me (Teaching topics in English)*. Richmond World Facts. Richmond Publishing 2005.
 ALIKI. *My Five Senses*. HarperCollins, 1998

Songs

- "If you're happy"
 "How do you feel today?"
 "Here we go around the Mulberry Bush"
 "Head, Shoulders Knees and Toes"
 "The Hokey Cokey"
 "Raise your hands above your head"
 "Ten little Fingers"
 "Fingers like to wiggle, waggle"
 "Two little eyes". Super Songs for very young learners. Oxford University Press, 1997.
 "I've got 4 eyes". CANT, Amanda and Mary CHARRINGTON. Fun Time 2 Heinemann.
 "Get out of bed". GERNGROSS, Günter and Herbert PUCHTA. Playway to English. Cambridge University Press, 1998.
 "Sad monster Chant". CANT, Amanda and Mary CHARRINGTON. Fun Time 2. Heinemann
 For lyrics, visit www.kididdles.com

Audiovisuals

- DVDs:
 "Maisy's Farm"
 "Tweenies"

Online Activities

www.bbc.co.uk/cbeebies

Computer Software

Myself CD ROM - Scholastic

Topic Name: **Myself (cont.)**



Teacher Resource Books

EVANS, Jean and BURGESS, Lynne. *Myself: Themes for Early Years*. Scholastic Ltd, 2006
 GRAY, Sally. *Ourselves: Themes for Early Years Photocopiable*. Scholastic Ltd, 1999

Miscellaneous

Photos with children expressing different feelings
 Pictures of children from different countries
 Wash bags with clothes
 Products we use to take care of our bodies: soap, shampoo, comb, etc.

Topic Name: **I Go to School**



Fiction Books

GUTMAN, Anne & HALLENSLEBEN, Georg. *Penelope at School*. The Bodley Head, 2005
 CLARKE, Gus. *What would we do without Missus Mac?* (big book) Andersen Press London, 2002
 COUSINS, Lucy. *Maisy Goes to School*. Candlewick Press, 2005
 HILL, Eric. *Spot Goes to School*. Warne, 2009

Non-Fiction Books

CIVARDI, Anna. *Going to School*. Usborne First Experience, 2005

Songs

<http://www.bbc.co.uk/cbeebies/tweenies/songtime/songs/c/cows.shtml>
tweenies song with some house vocab.
<http://www.bbc.co.uk/cbeebies/tikkabilla/music/family.shtml>
song about family
<http://www.bbc.co.uk/cbeebies/tweenies/songtime/songs/g/gonna.shtml>
gonna build a house-song
<http://www.kizclub.com/storytime/ten-in-the-bed/print/tenprint1.html> song with pictures

Audiovisuals

Online Activities

<http://www.kizclub.com/storypatterns/mum.pdf>
<http://www.kizclub.com/storypatterns/dad.pdf>
<http://www.kizclub.com/storytime/goldistory/print/goldiprint1.html> goldilocks and three bears
<http://www.kizclub.com/pigstory/print/pigprint1.html> the three little pigs
<http://www.kizclub.com/bearstory/print/bearprint1.html>
<http://www.bbc.co.uk/cbeebies/rolymo/library/stories/house.shtml> good computer activity for house
vocabulary and story sequencing
<http://www.bbc.co.uk/cbeebies/fimbles/comfycorner/story8.shtml> computer game
<http://www.bbc.co.uk/cbeebies/stories/threebearsnewbaby.shtml>

Computer Software

Teacher Resource Books

Miscellaneous

School Realia
<http://www.kizclub.com/Topics/myself/schoolsupplies1.pdf> school vocabulary; matching
<http://www.kizclub.com/Clipart/classroom1.pdf> more vocabulary, good for flashcards

Topic Name: **Our Homes and Families**



Fiction Books

BENNETT, David. *Whose Home?* Mammoth, 1997
 BROWNE, Anthony. *My Dad.* Picture Corgi Books, 2001
 CLARKE, Gus. *Along came Eric.* (big book) Andersen Press London, 1991
 COUSINS, Lucy. *Maisy's Bedtime.* Walker Books, 1999
 COUSINS, Lucy. *Maisie takes a Bath.* Candlewick Press, 2000
 COUSINS, Lucy. *Where does Maisy Live?* Candlewick Press, 2000
 CRABTREE, Sally. *The higgledy piggledy Pigs.* Macmillan Books, 2005
 CUMMINGS, Pat. *My Aunt Came Back.* Harper Festival, 1998
 DONALDSON, Julia. *A Squash and a Squeeze.* Macmillan Children's Books, 2000
 HILL, Eric. *Spot's Baby Sister.* Heinemann LTD, 1991
 HILL, Eric. *Spot Visits his Grandparents.* Puffin, 2003
 HILLMAN, Janet. *Goldilocks.* Literacy Links Big Book 2001
 LEWIN, Hugh. *Jafta's Mother.* Hamish Hamilton, 1981
 MURPHY, Jill. *A piece of cake.* Walker Books, 2005
 MURPHY, Jill. *Five Minutes Peace.* Walker Books, 1986
 MURPHY, Jill. *Peace at Last.* Macmillan, 2007
 SHARRATT, Nick. *Goldilocks.* Macmillan Children's Books, 2004
 SHARRATT, Nick. *Smart Aunties.* Walker Books, 1992
 UMANSKY, Kaye. *A Chair for Baby Bear.* OUP, 2004
 ZIEFERT, Harriet & BOON, Emilie. *Little Hippo's New House.* Dorling Kindersley, 1997

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Classic Fairytales

The Three Little Pigs
 Little Red Riding Hood
 Goldilocks And The Three Bears

Non-Fiction Books

DOERING, Ann. *Homes around the World ABC.* A+ Books, 2005
 MORRIS, Ann. *Houses and homes.* Willian Morrow, 1995
 OXFAM. *Come home with us.* Child's Play Ltd, 1995
 PARR, Todd. *The Daddy Book.* Little, Brown & Co, 2002
 PARR, Todd. *The Family Book.* Little, Brown & Co, 2003
 PARR, Todd. *The Grandma Book.* Little, Brown & Co, 2006
 PARR, Todd. *The Grandpa Book.* Little, Brown & Co, 2006
 PARR, Todd. *The Mommy Book.* Little, Brown & Co, 2002
 PARR, Todd. *We Belong Together.* Little, Brown & Co, 2007

Songs

"3 little ducks"
 "5 in the bed"
 "A house is where I live". Playground (OUP)
 "Down in the forest where nobody goes"
 "I'm gonna build a house"
 "Tommy Thumb"
 "When Goldilocks went to the house of the bears"

Topic Name: **Our Homes and Families (cont.)**



For lyrics and more songs, visit: www.kididdles.com and www.elyrics.net
<http://www.bbc.co.uk/cbeebies/tweenies/songtime/songs/c/cows.shtml>
tweenies song with some house vocabulary.
<http://www.bbc.co.uk/cbeebies/tikkabilla/music/family.shtml>
song about family
<http://www.bbc.co.uk/cbeebies/tweenies/songtime/songs/g/gonna.shtml>
gonna build a house-song
<http://www.kizclub.com/storytime/ten-in-the-bed/print/tenprint1.html> song with pictures

Audiovisuals

DVDs

The little Princess
 Peppa Pig
 Maisy Mouse
 Spot the dog

Online Activities

www.bbc.co.uk/cbeebies/rolymo/library/stories/house.shtml good computer activity for house vocabulary and store sequencing
www.bbc.co.uk/cbeebies/fimbles/comfycorner/story8.shtml computer game
www.bbc.co.uk/cbeebies/stories/threebearsnewbaby.shtmlwww.kizclub.com/storypatterns/mum.pdf
www.britishcouncil.org/kids
www.EnchantedLearning.com
www.kizclub.com/storypatterns/dad.pdf
www.kizclub.com/storytime/goldistory/print/goldiprint1.html goldilocks and three bears
www.kizclub.com/pigstory/print/pigprint1.html the three little pigs
www.kizclub.com/bearstory/print/bearprint1.html
www.maisyousefunclub.com
www.peppapig.com/
www.starfall.com

Computer Software

Teacher Resource Books

HEALD, Chris. *Homes: Themes for Early Years*. Scholastic Ltd, 1995

Miscellaneous

Different materials for building houses (bricks, straw, sticks).
 Photos different family groups, family photos of pupils to make book/display.
 Pictures of homes and buildings in different countries.
<http://www.kizclub.com/Topics/myself/home.pdf> <http://www.kizclub.com/Topics/myself/room.pdf>
 spot the difference game
<http://www.kizclub.com/Topics/myself/myfamily.pdf>
<http://www.kizclub.com/Topics/myself/familytree.pdf>
<http://www.kizclub.com/craft/home-1.pdf>
<http://www.kizclub.com/craft/home-1.pdf>



Topic Name: People who help us

Fiction Books

ADAMSON, Jean. *Topsy and Tim, People who help us*. Ladybird Books, 1999
 CIVARDI, Anna. *Going to the doctor*. Usborne First Experiences, 2005
 COUSINS, Lucy. *Doctor Maisy*. Candlewick Press, 2001
 COUSINS, Lucy. *Maisy Drives the Bus*. Candlewick Press, 2000
 COUSINS, Lucy. *Maisy Goes to the Hospital*. Walker Books Ltd, 2007
 FREEMAN, Don. *Corduroy Goes to the Doctor*. Viking, 2005
 HAFNER, Marilyn Mums Don't Get Sick. Walker Books Ltd, 1996
 ROSS, Tony. *I want to be*. Harper Collins, 2002
 SIRETT, Dawn. *Going to the dentist*. Usborne First Experiences, 2005
 BLACKSTONE, Stella. *Bear at Work*. Barefoot Books, 2008
 Non-Fiction Books
 HUNTER, Rebecca. *People who help us. Series (vet, police, firefighter, doctor etc)*.Cherrytree Books, 2008

Songs

"5 currant buns"
 "Cobbler, cobbler, mend my shoe"
 "Pat-a-cake"
 "Miss Polly had a dolly"
 "People who help us", www.singup.org/songbank/
 "People who help us", book and CD (out of the arc)
 "Peter works with one hammer"

For lyrics and more songs, visit: www.kididdles.com and www.elyrics.net

Audiovisuals

DVDs:

Fireman Sam
Postman Pat
Higglytown Heroes to the Rescue. Buenavista Home Video
Bob the builder

Online Activities

www.starfall.com
www.kidzclub.com
www.EnchantedLearning.com

Computer Software

Bob the Builder: Bob Builds a Park. BBC, 2002

Teacher Resource Books

FARR, Anne and MORRIS, Janet. *People Who Help Us: Themes for Early Years*. Scholastic Ltd, 1997
 TAVENER Jenni. *People Who Help Us: New Themes for Early Years*. Scholastic Ltd, 2007

Miscellaneous

Posters/pictures of people who help us
 Create hospital/doctors role play area
 Dressing up outfits/props for different roles

Topic Name: In the City



Fiction Books

COUSINS, Lucy. *Maisy Goes to the Library*. Candlewick Press, 2005
 COUSINS, Lucy. *Maisy Goes to the Museum*. Candlewick Press, 2009
 ISADORA, Rachel. *City Seen from A to Z*. HarperCollins, 1992
 MITSUMASA, Anno. *Anno's journey*. Putnam Juvenile, 1997
 MCFARLANE, Sheryl. *In the City (What's that sound)*. Fitzhenry & Whiteside, 2004
 MOORE, Lou. *I live in the City*. ABC Western Publishing Company, 1969
 WALNER, John (Illustrator). *City Mouse-Country Mouse*. Scholastic Paperbacks, 1987

Non-Fiction Books

HATT, Christine. *London*. Chrysalis Children's Books, 2001
Hello, where do you live? A Big City (Teaching Topics in English). Richmond World Facts. Richmond Publications, 2005

Songs

"London Town"
 "London Bridge"

For lyrics, visit www.kididdles.com

Audiovisuals

Online Activities
 Computer Software
 Teachers Resources

Miscellaneous

Postcards of different cities.
 Maps of cities, undergrounds, etc.
 Photographs of the children's neighbourhood

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Topic Name: I go shopping for food



Fiction Books

ALLEN, Jonathan. *The little red hen*. Corgi Books, 2003
 BARTLETT, Alison and FRENCH, Vivian. *Oliver's Fruit Salad*. Hodder Children's Books, 1998
 BARTLETT, Alison and FRENCH, Vivian. *Oliver's Vegetables*. Hodder Children's Books, 1995
 BIRCHALL, Mark. *Hen Goes Shopping*. Dial Books, 2002
 BURNINGHAM, John. *The Shopping Basket*. Candlewick Press, 1997
 CARLE, Eric. *The Very Hungry Caterpillar*. Puffin, 1995
 COUSINS, Lucy. *Maisy Goes Shopping*. Candlewick Press, 2001
 COUSINS, Lucy. *Maisy Makes Lemonade*. Candlewick Press, 2002
 ELFFERS, Joost and FREYMANN, Saxton. *Fast Food*. Arthur A. Levine Books Mar 2006
 ELFFERS, Joost and FREYMANN, Saxton. *Food Play*. Chronicle Books, 2006
 GODDARD, Neil. *Never use a knife and fork*. Macmillan, 2008
 HILL, Eric. *Spot bakes a cake*. Puffin Books, 2003
 HUTCHINS, Pat. *Don't forget the bacon*. Red Fox Classics, 2002
 KERR, Judith. *The tiger who came to tea*. Harper Collins, 2002
 LOBEL, Arnold and ZIEFERT, Harriet. *Bear Goes Shopping*. Sterling, 2005
 SHARRATT, Nick. *Ketchup on your cornflakes*. Scholastic, 2006
 YEE, Patrick. *Little Buddy Goes Shopping*. ABC/The All Children's Co, 1992

Topic Name: I go shopping for food (cont.)



Classic Fairytales:

Goldilocks and the Three Bears
The Gingerbread Man

Non-Fiction Books

EHLERT, Lois. *Eating the Alphabet*. Harcourt Brace International, 1993
LLEWELLYN, Claire. *Healthy eating*. QED Publishing, 2008
O'BRIEN-PALMER, Michelle. *Healthy me*. Chicago Review Press, 1999
ROYSTON, Angela. *Why should I eat this carrot?* Heinemann, 2004

Songs

"Apples and Bananas"
"Five Currant Buns", Supersongs
"Five Fat Sausages", Supersongs
"How Many Fruits", Tweenies
"I Like", Tweenies
"Jelly on a Plate", Supersongs
"Mix a pancake, stir a pancake"
"On Top of Spaghetti"
"Steven, Steven won't you come to tea?"
"Tall Shops", Supersongs
For lyrics and more songs, visit: www.kididdles.com and www.elyrics.net

Audiovisuals

"Elmo's World", Food, Water & Exercise (DVD) Sony, 2005
"The Very Hungry Caterpillar & Other Stories", (DVD) 2006
Spot DVDs
Maisy DVDs

Online Activities

www.bbc.co.uk/cbeebies/tweenies/gametime/bellastall/
www.bbc.co.uk/cbeebies/bigcooklittlecook
www.playnormous.com/gameplay_lunchcrunch.cfn
pbskids.org/caillou/immersivegames
www.starfall.com
www.kidzclub.com
www.EnchantedLearning.com

Computer Software

Clifford The Big Red Dog Thinking Adventures (Scholastic PC game)
Teacher Resource Books
CLARK, Lesley. *Food: Themes for Early Years*. Scholastic Ltd, 1998

Miscellaneous

For imaginative play area: plastic food and money, toy cash register, supermarket leaflets, shopping lists, chef's hat and apron, recipes
Food to taste
Fruit and vegetable seeds

Topic Name: Transport



Fiction Books

BARTON, Byron. *I want to be an astronaut*. Harper Trophy, 1992
 BEE, William. *And the train goes*. Walker Books, 2008
 BURNINGHAM, John. *Hey! Get off our train*. HarperCollins, 1993
 BURNINGHAM, John. *Mr Grumpy's motorcar*. Puffin Books, 1987
 COUSINS, Lucy. *Maisy likes driving*. Walker Books, 2001
 DANN, Penny. *Row, row, row your boat*. Orchard Books 2001
 DANN, Penny. *The wheels on the bus*. Orchard Books 2001
 GRINDLEY, Sally. *Don't Rock the Boat*. DK 2001
 KUBLER, Annie. *The wheels on the bus*. Child's Play International, 2001
 ROCKWELL, Anne. *Big wheels*. Dutton Children's Books, 1986
 RODDIE, Shen. & NEWTON, Jill. *Please don't chat to the Bus Driver*. Bloomsbury, 2000
 STOCKHAM, Jess. *Down by the station*. Child's Play International, 2002

Non-Fiction Books

MACLAREN, Thando and DAMON, Emma. *All kinds of transport*. Tango Books, 2006
 ROCKWELL, Anne. *Space Vehicles*. Dutton Children's Books, 1994

Songs

"*The wheels on the bus*" - Super Songs for very young learners. OUP, 1997
 "*Row, row, row your boat*" – Sarah Williams. Round and round the garden. OUP, 1985
 "*Down at the station*" – Ian Beck and Sarah Williams. Ride a cock-horse. OUP, 1986
 "*Polly goes by boat*" – Leonor Concari et al. Sip Snap A. Macmillan Heinemann ELT, 1990
 For lyrics and more songs, visit: www.kididdles.com and www.elyrics.net

Audiovisuals

AUDIOBOOKS

MITTON, Tony and PARKER, Ant. Kingfisher, 1998.
 "*Amazing Aeroplanes*"
 "*Terrific Trains*"
 "*Dazzling Diggers*"
 "*Flashing Fire Engines*"
 "*Tremendous Tractors*"
 "*Tough Trucks*"

DVD

"*Maisy. Colours and Counting*", Universal Pictures, 1998

Online Activities

www.bbc.co.uk/cbeebies/
www.kidzclub.com
www.abcteach.com

Computer Software

Teacher Resource Books

HEALD, Chris. *Journeys: Themes for Early Years*. Scholastic Ltd, 1996

Miscellaneous

Toy vehicles
 Bus in the role-play area
 Traffic Signs

Topic Name: **Climate Change**



Fiction Books

BUTTERWORTH, Nick. *After the Storm*. HarperCollins, 1992
 CARLE, Eric. *Little Cloud*. 1996
 DONALDSON, Julia. *The Snail and the Whale*. Macmillan, 2004
 SOLLINGER, Emily. *This Is Our World*. Simon & Schuster, 2010
 Non-Fiction Books
 ASCH, Frank. *The Earth and I*. Gulliver Green, 1994
 GREEN, Jen. *Why Should I protect Nature?* Barron's Educational Series, 2005
 GREEN, Jen. *Why Should I Recycle?* Barron's Educational Series, 2005
 GREEN, Jen. *Why Should I Save Energy?* Barron's Educational Series, 2005
 ROCKWELL, Anne. *Our Earth*. Voyager Books, 2000
 WALSH, Melanie. *10 Things I can do to Help My World*. Candlewick Press, 2008

Songs

<http://www.bbc.co.uk/cbeebies/tweenies/songtime/songs/i/ihearthunder.shtml> Tweenies songs

Audiovisuals

Online Activities

<http://www.kizclub.com/storytime/skystory/print/skyprint1.html>
 Story: things in sky, weather, night and day
<http://www.kizclub.com/storytime/windstory/print/windprint1.html> story: As above
<http://www.kizclub.com/waterstory/water1.html>.
 Facts about water, good for introducing how not to waste water.
<http://www.kizclub.com/storytime/winteranimals/print/winterprint1.html>:
 About migration and hibernation. Good for introducing climate change
<http://www.kizclub.com/seasonstory/print/beginprint1.html> .Seasons.
<http://www.kizclub.com/treestory/print/treeprint1.html> Looking after environment
<http://www.bbc.co.uk/cbeebies/balamory/hoolie/weather.shtml>
 computer game, good fun, things you need depending on weather
<http://www.starfall.com/n/holiday/earthday/load.htm?f&n=main> Recycling computer game.

Computer Software

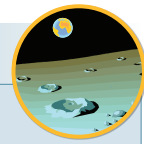
Teacher Resource Books:

MARTIN, Fran and OWENS Paula. *Caring for our World: A practical guide to ESD for ages 4-8*. Geographical Association, 2008

Miscellaneous

Plants and flowers in the classroom
 Recycling Stations in the school and classrooms

Topic Name: The Solar System



Fiction Books

BARTON, Byron. *I want to be an Astronaut*. Harper Trophet, 1992
 BARTRAM, Simon. *The man on the moon!* Templar Pub, 2004
 CARLE, Eric. *Papa please get the moon for me*. Neugebauer Press, 1998
 JEFFERS, Oliver. *The way back home*. Harp and Collins, 2008
 JEFFERS, Oliver. *How to catch a star*. Harp and Collins, 2005
 MCNAUGHTON, Colin. *Here come the aliens!* Walker Books, 1997
 MITTON, Tony. *Roaring rockets*. Kingfisher Books, 1999
 MORGAN, Gaby. *Space Poems*. Macmillan, 2006
 MURPHY, Jill. *Whatever Next*. Macmillan, 2007
 RABE, Tish (Doctor Seuss). *There's no place like space: all about our solar system*. Random books, 1999

Non-Fiction Books

BORG, Janet. *Stars and Planets*. Lark Books, 2007
 BRANLEY, Franklyn. *The Planets in our Solar System*. HarperCollins, 1998
 BRANLEY, Franklyn. *What makes Day and Night*. HarperCollins, 2008
 GOLDSMITH, Mike. *Solar System*. Kingfisher Young Knowledge, 2006

Songs

"3 little men in a flying saucer"
 "Climb aboard the spaceship" - words www.preschooleducation.com/sspace
 "Flying from sun to stars" – words www.b.c.org/kids-songs-space
 "Four little stars"
 "Space action song"
 "Twinkle twinkle"

Audiovisuals

DVD

Adventures of button moon. 2001 DARNELL, John.
Hole in blanket sky. 2008 DARNELL, John.

Online Activities

www.britishcouncil.org/kids
www.kidzclub.com
www.EnchantedLearning.com
www.kidSites.com
<http://spaceplace.jpl.nasa.gov/en/kids/ds1dots.shtml>

Computer Software

Teacher Resource Books

HEALD, Chris. *Journeys: Themes for Early Years*. Scholastic Ltd, 1996

Miscellaneous

Paper maché planets
 Rockets made from re-cycled materials
 Space music for dance and movement



Topic Name: Summer

Fiction Books

BROWNE, Eileen. *Handa's Surprise*. Walker Books, 1994
 COUSINS, Lucy. *Maisy Makes Lemonade*. Walker BOOKS Ltd, 2004
 DONALDSON, Julia. *The tale of the whale*. Macmillan Books, 2004
 DOWLING, Paul. *Jimmy's Sunny Book*. Andersen Press, 1994
 HAMILTON, Richard. *Polly's picnic*. Igloo Books 2007
 HILL, Eric. *Spot goes on Holiday*. Puffin Books, 1985
 WADDELL, Martin. and BARTON, J. *The pig in the pond*. Walker Books, 1992
 WADDELL, Martin. *The big big sea*. Walker Books, 1994

Non-Fiction Books

HUGHES, Monica. *Our World. Our Clothes, from hat to shoes*. Heinemann, 2002

Songs

"At the Beach" RILEY, A. and GAYNOR, J.
 "Bobbing up and down in a boat on the sea"
 "I love the sun" BLANCHE, H. and NEWELL BARBOUR, F.
 "Incey Wincey Spider"
 "The sun has got his hat on"
 "You are my sunshine"

For lyrics, visit the websites: www.kididdles.com and www.elyrics.net

Audiovisuals

Audiobook:

Tell and Sing a Story "At the Seaside", ELI 1992

Video Tape:

"*Maisy. Colours and Counting*", Universal Pictures, 1998
 "*Maisy's Farm*", Universal Pictures, 2001
 "*It's Fun to Learn with Spot*", HILL, Eric. Abbey Broadcast Communications, 1991

DVD:

"*Magic English. Changing Seasons*", Disney 2003

Online Activities

www.bbc.co.uk/cbeebies/
www.kidzclub.com
www.abcteach.com

Computer Software

Teacher Resource Book

GARNETT, Sue. *Summer: Themes for Early Years*. Scholastic, 1999

Miscellaneous

Baby summer clothes and teddy to be dressed
 Objects we use at the beach
 Flashcards of summer sports (or cutting out from magazines)



Topic Name: Autumn

Fiction Books

ASBURY, Kelly and BURG, Ann. *Autumn Walk*. Harper Festival, 2003
 BECK, Ian. *The Ugly Duckling*. Orchard, 2007
 BLACKSTONE, Stella. *Bear in Sunshine*. Barefoot Books, 2001
 BRIDWELL, Norman. *Clifford's First Autumn*. Scholastic, 1997
 BUTTERWORTH, Nick. *After the Storm*. HarperCollins, 1992
 MARTHE, Jocelyn. *Ready for Autumn*. Tundra Books, 2008
 MULLER, Gerda. *Autumn*. Floris Books, 1994
 ROCKWELL, Anne. *Apples and Pumpkins*. Prentice Hall, 1989
 ROSEN, Michael and OXENBURY, Helen. *We're going on a Bear Hunt*. Walker Books, 2004
 TAFURI, Nancy. *The Busy Little Squirrel*. Simon & Schuster Children's Publishing, 2007

Non-Fiction Books
 MAESTRO, Betsy. *Why Do Leaves Change Colour?* Harper Trophy, 1994

Songs

"Autumn Leaves Are Falling Down"
 "Here is a Tree"
 "Incy Wincy Spider" (Supersongs)
 "It's Raining, It's Pouring" (Supersongs)

For lyrics and more songs, visit: www.kididdles.com and www.elyrics.net

Audiovisuals

DVD

The Ugly Duckling, Disney

Online Activities

<http://www.bbc.co.uk/cbeebies/autumnwatch/>
http://funschool.kaboose.com/formula-fusion/games/game_fun_in_the_garden.html
http://funschool.kaboose.com/fun-blaster/thanksgiving/games/game_fall_fever.html
http://www.nickjr.com/playtime/shows/dora/games/dora_ticosacorn.jhtml

Computer Software

Teacher Resources

FILER, Janice. *Autumn: Themes for Early Years*. Scholastic Ltd, 1999
 COURT, Carol. *Autumn and Winter Festivals: Themes for Early Years*. Scholastic Ltd, 1997

Miscellaneous

Puppets
 Leaves and nuts
 Weather charts
 Clothes



Topic Name: **Winter**

Fiction Books

BRIGGS, Raymond. *The Snowman*. Puffin Books, 1980
 CAMPBELL, Rod. *Buster Gets Dressed*. Campbell Books Ltd, 2006
 COLEMAN, Michael. *Ridiculous*. Little Tiger Press, 2008
 COUSINS, Lucy. *Maisy Goes Swimming*. Walker Books, 2008
 FLEMING, Denise. *The First Day of Winter*. Henry Holt & Company, 2005
 GLASER, Linda. *It's Winter*. Millbrook Press, 2002
 KEATS, Ezra Jack. *The Snowy Day*. Puffin Books, 1976
 ROFFEY, Maureen. *Look, There's my Hat*. Macmillan Children's Books, 1995
 SHARRATT, Nick. *The Green Queen*. Walker Books, 2007

Non-Fiction Books

BANCROFT, Henrietta. *Animals in Winter*. HarperCollins, 1997

Songs

"Diddle Diddle Dumpling"
 "Five Little Snowmen" (Tweenies)
 "I Am a Little Snowman"
 "This is the Way (I Put on My ...)"
 For lyrics and more songs, visit: www.kiddles.com and www.elyrics.net

Audiovisuals

DVD

The Snowman. BRIGGS, Raymond. Universal Pictures, 2008
The Snowy Day. KEATS, Ezra Jack. Scholastic, 2003
Elmo's World. Jackets, Hats & Shoes. Sony, 2002

Online Activities

http://www.bbc.co.uk/cbeebies/charlieandlola/funandgames/dressing_up/
<http://pbskids.org/caillou/games/dresscaillou.html>
http://www.nickjr.com/playtime/shows/max_ruby/games/maxr_skating.jhtml
http://www.nickjr.com/playtime/shows/max_ruby/games/maxr_dressup.jhtml
<http://www.bbc.co.uk/cbeebies/boogiebeebies/play/christmas/>
http://www.bbc.co.uk/cbeebies/balamory/games/embedded_games/snowstorm.shtml
<http://www.funwithspot.com/uk/website.html>
<http://www.maisyfunclub.com>

Computer Software

Pingu and Friends. BBC, 1999

Teacher Resource Books

LONSDALE, Mary and MATUSIAK, Caroline. *Seasonal Activities- Autumn and Winter: (Bright Ideas for Early Years)*. Scholastic Ltd, 1991
 MORRIS, Jenny. *Winter: Themes for Early Years*. Scholastic Ltd, 1999

Miscellaneous

Real clothes
 Toy washing machine
 Washing line
 Dolls
 Magnet board figures



Topic Name: Spring

Fiction Books

BROWNE, Ruth. *Ten Seeds*. Anderson Press Ltd, 2001
 BUTTERWORTH, Nick. *Jasper's Beanstalk*. Hodder Children's Books, 1992 (2008 new ed)
 CAIN, Sheridan. *The Crunching, Munching Caterpillar*. Little Tiger Press, 2005
 CAMPBELL, Rod. *Oh Dear!*
 CARLE, Eric. *The Bad-tempered Ladybird*. Puffin, 1999
 CARLE, Eric. *The Tiny Seed*. Picture Puffin, 1997
 CARLE, Eric. *The Very Hungry Caterpillar*. Puffin Books, 1995
 DONALDSON, Julia. *Monkey Puzzle*. Macmillan Children's Books, 2000
 EMMETT, Jonathan. *Ruby Flew Too!* Macmillan Children's Books, 2005
 FINN, Isobel. *The Very lazy Ladybird*. Little Tiger Press, 2000
 HILL, Eric. *Spot Goes to the Farm*. Putnam Publishing Group, 2001
 HOOD, Susan. *Caterpillar Spring, Butterfly Summer*. Reader's Digest Association, 2003
 HUTCHINS, Pat. *Titch*. Red Fox, 1995
 HUTCHINS, Pat. *You'll Soon Grow into Them Titch*. Harper Collins, 1992
 MOSES, Brian. *There's a Beetle in the Bathroom*. Picture Puffin, 2001
 ROCKWELL, Anne. *My Spring Robin*. Turtleback, 1996
 SEULING, Barbara. *Spring Song*. Gulliver Books, 2001
 SHARKEY, Niamh and TOLSTOY, Aleksei. *The Gigantic Turnip*. Barefoot Books, 2006
 SYKES, Julia. *Dora's Eggs*. Little Tiger Press, 1997
 TARBETT, Debbie. *Ten Wiggly Wiggly Caterpillars*. Little Tiger Press, 2004
 WALTERS, Catherine. *When Will It Be Spring?* Little Tiger Press, 1998
 WOOD, A.J. *The Golden Egg*. Templar Publishing, 2002
Jack and the Beanstalk, (A variety of versions are available, see *fairytale*s for details.)
The Enormous Turnip (big book) Classic Tales (beginners) by O.U.P.

Non-Fiction Books

BYGRAVE, Linda. *I am a Frog*. Chrysalis Children's Books, 1998.
 GODWIN, Sam. *A seed in Need*. Wayland, 1998.
 HELLINGMAN, Deborah. *From Caterpillar to Butterfly*. HarperCollins, 1996.
 HUGHES, Monica. *Spring (Read and Learn: Seasons)* Raintree Publishers, 2004.
 JENKINS, Rhonda. *My Bean Diary (Discovery World)* Heinemann Educational Publishers, 1997.
Life Cycles (various authors) Series by Read and Learn, Raintree Publishers.
Stopwatch Science- Chicken and Egg, Butterfly and Caterpillar, Bumblebee, Snail, Tadpole and Frog (various authors) Series by A&C Black Publishers Ltd. 1998.

Songs

"Five little butterflies"
 "I can sing a rainbow"
 "I like eating worms"
 "Incy Wincy Spider"
 "I'm a hungry caterpillar"
 "Little Arabella Miller"
 "The Ants" (Tumble Tots CD 1)
 "Three little ducks"
 "Three little speckled frogs"
 "There's a tiny caterpillar on a leaf"

For lyrics and more songs, visit: www.kididdles.com and www.elyrics.net

Topic Name: **Spring (cont.)**



Audiovisuals

DVD

- Minibeasts*. Scholastic (Themes for Early Years series).
The very hungry caterpillar and other stories. CARLE, Eric. 2006
Elmo's World. Springtime Fun. Sony, 2002

Online Activities

- www.kidzclub.com
 www.underfives.co.uk
 www.singup.org/songbank/
 www.starfall.com

Computer Software

- Minibeasts CD ROM*. Scholastic (Themes for Early Years series).
Early Years Activity Chest: I.C.T. Activities. Scholastic.

Teacher Resource Books

- DESHPANDE, Chris. *Spring Tinderbox*. A&C Black Publishers Ltd, 1992
 HARPLEY, Avril and ROBERTS, Ann. *Minibeasts: Themes for Early Years*. Scholastic Ltd, 2004
 SPARKS LINFIELD, Rachel. *Planning and Learning through spring*. Step Forward Publishing Ltd, 2008.
 WILLIAMS, Brenda. *Seasons: Early Years Wishing Well*. Scholastic Ltd, 2001

Miscellaneous

- Growing Plants: Spring flower bulbs, cress, sunflower and mustard seeds. Chickpeas, lentils and other pulses for planting. Soil, cotton wool, small transparent plastic cups, watering jugs and water sprayers
 Measuring tapes, height charts, magnifying glasses

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Topic Name: **Animals**



Fiction Books

- AMERY, Heather and CARTWRIGHT, Stephen. *Usborne Farmyard Tales* (a selection of stories available) Usborne Publishing Ltd, 2004-2005.
 ANDREAE, Giles and WOJTOWYCZ, David. *Commotion in the Ocean*. Orchard, 1999.
 ANDREAE, Giles and WOJTOWYCZ, David. *Rumble in the Jungle*. Orchard, 1998.
 BROWNE, Eileen. *Handa's Surprise*. Walker Books, 1995.
 BURNINGHAM, John. *Mr. Gumpy's Motorcar*. Red Fox, 2002.
 BURNINGHAM, John. *Mr Gumpy's Outing*. Red Fox, 2001.
 BURNINGHAM, John. *The Shopping Basket*. Red Fox, 1992.
 CAMPBELL, Rod. *Dear Zoo*. Campbell Books, 2007
 CAMPBELL, Rod. *It's Mine*. Campbell Books, 1999
 CAMPBELL, Rod. *Noisey Farm*. Puffin Books, 1997.
 CAMPBELL, Rod. *'Oh dear!* Macmillan, 2002.



Topic Name: **Animals (cont.)**

- CAMPBELL, Rod. *Our Jungle*. Campbell Books, 2008
- CAMPBELL, Rod. *The Pop-Up Jungle*. Campbell Books, 2000
- CARLE, Eric. *From head to toe*. Puffin Books, 1999.
- CARLE, Eric. *Slowly, Slowly, Slowly, said the Sloth*. Puffin Books, 2005.
- CARLE, Eric. *1 2 3, to the Zoo*. Puffin Books, 1999.
- CARLE, Eric and MARTIN JR, Bill. *Brown Bear, Brown Bear*. Puffin Books, 1999.
- CARLE, Eric and MARTIN JR, Bill. *Panda Bear, Panda Bear*. Puffin Books, 2007.
- CARLE, Eric and MARTIN JR, Bill. *Polar Bear, Polar Bear*. Puffin Books, 1999.
- CARLE, Eric and MARTIN JR, Bill. *The Very Hungry Caterpillar*. Puffin Books, 1995.
- COUSINS, Lucy. *'Hooray for fish!'* Walker Books Ltd, 2006. (with DVD)
- COUSINS, Lucy. *Maisy at the Farm*. Walker, 2008
- COUSINS, Lucy. *Noah's Ark*. Walker Books Ltd, 2006.
- DONALDSON, Julia. *Monkey Puzzle*. Macmillan, 2000
- DUNREA, Olivier. *Gossie and Friends*. Houghton Mifflin Harcourt, 1999.
- EMBLETON, Chris. *Farmyard pop-up faces*. Piggy Toes Press, 2006.
- FOREMAN, Michael. *Hello World*. Walker Books Ltd, 2003.
- GUARINO, Deborah. *Is Your Mama a Llama?* Scholastic, 1997
- HAWKINS, Colin & Jaqui. *Tog the Dog* (and more flip the page rhyme and read books) Pat and Pals Ltd, 2007.
- HILL, Eric. *Spot goes to the Farm*. Puffin New Edition, 2009.
- JARMAN, Julia. *Big Red Bath*. Orchard, 2005.
- McDONNELL, Flora. *Giddy-up, Let's Ride*. Candlewick Press, 2002.
- McDONNELL, Flora. *I Love Animals*. (Big book) Walker Books Ltd, 1996.
- MCKEE, David. *Elmer*. Red Fox, 1991
- MINNE, Brigitte. *The Best Bottom*. Macmillan Children's Books, 2004
- RATHMANN, Peggy. *Goodnight Gorilla*. Egmont Books, 2005
- ROSEN, Michael. *Snore*. HarperCollins Publishers Ltd, 2007.
- ROSEN, Michael. *We're going on a bear hunt*. Walker Books Ltd, 1993.
- ROWE, Jeannette. *Whose tail?* Southwood Books, 2001
- SCHEFFLER, Axel. *Jingle Jangle Jungle*. Campbell Books, 2003
- WADDELL, Martin. *Farmer Duck*. Walker Books Ltd, 2006.
- WEST, Colin. *'Not Me!' said the monkey*. Walker Books Ltd, 1989.

Non-Fiction Books

- BOYNTON, Sandra. *Moo Baa La La La*. Simon and Schuster Children's, 2004.
- BYGRAVE, Linda. *I am a Frog*. Chrysalis Children's Books, 1998.
- JAMES, Diane. *On the Farm*. Two-Can Publishing Ltd, 2000
- SCHOFIELD, Jennifer. *Animal Babies (on the farm), (on the mountains), (in the house)*. Kingfisher Books Ltd, 2004.
- SIDERI, Simona. *Let's look at eyes*. Zero to Ten, 2001. (Compares human eyes to those of different animals...also available in the series *Let's look at feet/hands/mouths.*)

Topic Name: Animals (cont.)



Life Cycles series by Read and Learn
Stopwatch Science Series- Chicken and Egg, Butterfly and Caterpillar, Bumblebee, Snail, Tadpole and Frog (Various Authors) A&C. Black Publishers Ltd, 1998.
Touch and Feel Farm. DK Publishing, 1998
Touch and Feel Jungle Animals. DK Publishing, 1998

Songs

- “Down in the Jungle”
- “Five Little Monkeys”
- “Old McDonald”
- “We’re going to the zoo”
- “An elephant goes like this”
- “Elephants have wrinkles”
- “Mary had a little lamb”
- “Baa, baa, black sheep”
- “Teddy bear, teddy bear”
- “I went to the animal fair”
- “This Little Piggy”
- “1, 2, 3, 4, 5. Once I caught a fish alive”
- “B-I-N-G-O”

For lyrics and more songs, visit: www.kididdles.com and www.elyrics.net

Audiovisuals

DVDs available for the following books listed above:

- Hooray for Fish!*
- Farmer Duck*
- Snore*
- Noah’s Ark*
- Handa’s Surprise.*

DVD:

- Minibeasts -Scholastic(Themes for Early Years)*
- Maisy. Animals*
- Mama Mirabelle. It’s Movie Time*
- The Very Hungry Caterpillar and Other Stories. CARLE, Eric.*

Online Activities

- www.kidzclub.com
- www.underfives.co.uk
- www.singup.org/songbank/
- www.starfall.com

Topic Name: **Animals (cont.)**



Computer Software

Early Years Activity Chest: ICT Activities. Scholastic
Minibeasts CD ROM. Scholastic (Themes for Early Years)
JumpStart Animal Adventures. PC Game

Teacher Resources

BURGESS, Lynne. *Pets: Themes for Early Years.* Scholastic Ltd, 1996
 EVANS, Jean and PORTER, Alison. *Minibeasts: Themes for Early Years.* Scholastic Ltd, 2007

Miscellaneous

Visuals: Posters, pictures, old calendars zebra/tiger/leopard print paper or textiles
 For classification: hoops, jars or boxes, play animals, natural objects like feathers, bones, shells or abandoned nests
 For drama and imaginative play: animal masks, musical instruments to imitate animal sounds

Topic Name: **Fairytales**



Fiction Books

AHLBERG, Janet and Allan. *Each Peach Pear Plum.* Puffin Books, 1999.
 HAWKINS, Colin and Jaqui. *Fairytales News.* Walker Books Ltd, 2004.
 SHARKEY, Niamh and TOLSTOY, Aleksei. *The Gigantic Turnip.* Barefoot Books, 2006.
 SHARRATT, Nick and TUCKER, Stephen. *The Three Little Pigs and other stories.* Macmillan, 2006
 WINTER, Jeanette. *The House That Jack Built.* Picture Puffins, 2003.

Classic Fairytales:

A First Book of Fairytales, Hoffman (Dorling Kindersly).
Goldilocks and the Three Bears, Penguin Young Readers. Longman 2001. (Other fairytales available at level 1.)
Ladybird Touch and Feel Fairytales, by a variety of authors and published by Ladybird for very young children since 2000. www.ladybird.co.uk
Ladybird Favourite Tales, by a variety of authors. www.ladybird.co.uk
The Enormous Turnip (big book), Classic Tales (beginners) by O.U.P.
The Gingerbread man (big book), Classic Tales (beginners) by O.U.P.
The Magic Cooking Pot (big book), Classic Tales (beginners) by O.U.P.
The Shoemaker and the Elves (big book), Classic Tales (beginners) by O.U.P.
The Three Billy Goats Gruff (big book), Classic Tales (beginners) by O.U.P.

Non-Fiction Books

GAINS, Pat. *Stories. Belair – Early Years,* 2000
 HUFF, Mary Jo. *Storytelling with puppets, props and playful tales* (teacher resource book). Brilliant Publications, 2000.



Topic Name: Animals (cont.)

Songs

“When Goldilocks went to the house of the bears”.
 “Run, run as fast as you can...you can’t catch me”.
 “In a cottage, in a wood”.
 “Songs from Mister Wolf”. Golden Apple book and CD.
 For lyrics and more songs, visit: www.kididdles.com and www.elyrics.net

Audiovisuals

Audiobook

Mister Wolf and Red Riding Hood. BRYANT, Ann. Golden Apple book and CD.

DVD

Treasury of 100 Storybook Classics. Scholastic

Online Activities

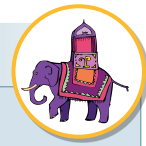
www.underfives.co.uk/Goldilocks.htm
www.singup.org/songbank/www.starfall.co
www.kidzclub.com
www.EnchantedLearning.com

Computer Software

Early Years Activity Chest: I.C.T. Activities, Scholastic.
 Teacher Resource Books

Miscellaneous

Posters, pictures.
 Hand and finger puppets.
 Magnetic or velcro board with magnetic or velcro picture props.
 Dressing up clothes: crowns, animal masks, capes.
 Props: three bowls, spoons and cups of differing sizes, a mirror and a green and red apple, beans (for beanstalk), straw, sticks and bricks etc.



Topic Name: **Animals (cont.)**

Fiction Books

Christmas

- ALLSBURG, Chris. *The Polar Express*. Houghton Mifflin Harcourt, 1985
- BROWN, Michael. *Santa Mouse, where are you?* Price Stern Sloan, 1988
- BROWN, Ruth. *A dark, dark tale*. London: Mantra, 1988
- BRUNA, Dick. *The Christmas Book*. Methuen Children's, 1992
- CAMPBELL, Rod. *My presents*. Pan Macmillan, 2003
- CARLE, Eric. *Dream Snow*. GP Putnam's Sons, 2000
- COUSINS, Lucy. *Maisy's Snowy Christmas Eve*. Walker Books 2003
- COUSINS, Lucy. *Merry Christmas, Maisy*. Candlewick Press, 2003
- HAYLES, Karen. *The star that fell*. Ladybird Books, 1996
- HILL, Eric. *Spot's first Christmas*. Heinemann, 1992
- KNIGHT, Hilary. *The Twelve Days of Christmas*. Tandam Library, 1999
- SYKES, Julie & WARNER, Tim. *Santa's Busy Day*. Little Tiger Press, 1998
- WALSH, Vivien. *Olive, the other reindeer*. Chronicle Books, 1997

Easter

- COUSINS, Lucy. *Maisy's Easter Egg Hunt*. Candlewick Press, 2008
- DOWLEY, Tim. *My First Story of Easter*. Candle Books, 2005
- PIENKOWSKI, Jan. *Easter*. Puffin Books, 1993

Halloween

- BROWN, Marc. *Witches Four*. London: Picture Corgi, 1985
- DONALDSON, Julia. *Room on the broom*. Macmillan, 2002
- PIENKOWSKI, Jan. *Meg and Mog*. Penguin Books Ltd, 2004
- THOMAS, Valerie & KORKY, Paul. *Winnie the witch*. OUP, 1994

Pancake Day

- Carle, Eric. *Pancakes, Pancakes*. Simon & Schuster, 2003

Various World Festivals and Celebrations

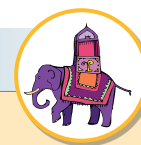
- CHATTERJEE, Debjani. *The most beautiful child*. Cambridge University Press, 1996
- SINGH, Rani *The Indian Storybook*. Heinemann, 1988
- ZUCKER, J & BARGER COHEN, J. *FESTIVAL TIME SERIES*. Frances Lincoln Children's books, 2005.

Including:

- "Apples and Honey: a Rosh Hashanah Story"
- "Eight Candles for counting: a Chanukah Story"
- "Lanterns and crackers: a Chinese New Year Story"
- "Lighting a lamp: a Divali Story"
- "Hope and New Life: Easter"
- "Sweet Dates to eat: a Ramadan and Eid Story"

Non-Fiction Books

- JONES, L. *Kids around the world celebrate*. Jossey Bass, 1999
- Festivals*. Scholastic, 1994
- Time for Celebrations*. Richmond
- Dancing around the world*. Richmond

Topic Name: **Festivals (cont.)****Songs**

“A witch has a tall black hat”
 “Carnival song”, *The music box*, Longman
 “Halloween’s coming”
 “Twinkle, twinkle, little star”
 “We wish you a merry Christmas”
 “We’re witches of Halloween”

Winnie the witch songs, OUP, 1994

Jingle Bells, 60 minutes of Christmas Favourites, Early Learning Centre

Multicultural songs, Scholastic

For lyrics and more songs, visit: www.kididdles.com and www.elyrics.net

Audiovisuals

DVD

Maisy, Christmas and other stories, Universal Pictures, 1999

The Polar Express

Winnie the witch. OUP

Online Activities

www.bbc.co.uk/cbeebies/

www.kidzclub.com

www.abcteach.com

Computer Software

Festivals CD Rom, Scholastic

Teacher Resource Books

COURT, Carol. *Autumn and Winter Festivals: Themes for Early Years*. Scholastic Ltd, 1997

COURT, Carol. *Spring and Summer Festivals: Themes for Early Years*. Scholastic Ltd, 1997

JONES, Meg. *Divali and Holi: Festival Fun for the Early Years*. Scholastic Ltd, 2004

TAVENER, Jenny. *Christmas and Easter: Festival Fun for the Early Years*. Scholastic Ltd, 2004

TAVENER, Jenny. *Harvest: Festival Fun for the Early Years*. Scholastic Ltd, 2005

Miscellaneous

Toys, puppets and soft toys

Masks

Festivals calendar

Artefacts from different festivals and celebrations



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