



Ash Class

Parent Information Booklet

Curriculum 2018-19

In the primary phase at Penn Fields we provide a supportive and practical learning environment, ensuring that every child's individuality is celebrated and that their potential is achieved.

Summary of Primary School Curriculum

Throughout this booklet you will see the range of learning experiences that are available in the Primary Phase at Penn Fields School. We follow the National Curriculum where this is appropriate to our pupil's abilities and needs.

Pupils are taught in one of four class groups (Acorn, Ash, Elm and Oak) according to their age and social and academic needs. In Elm and Oak classes pupils will be in one of three different groups for Literacy and Numeracy.

Pupil progress throughout each subject is assessed informally by the teacher at the end of each lesson and work is marked to reflect this. At the end of each term a judgement is recorded in our assessment tool called 'Seesaw', with examples of children's work. Data from these programs can be seen at your child's Annual Review and at Parents' Evenings. Classroom learning, announcements and events are shared through Class Story.

I hope you find the booklet useful and informative however, if you would like any further information or have any questions about the Primary Phase curriculum your child will be following, please contact me at the school,

Mrs N Payne

Primary Phase Manager

Communication, Language & Literacy

The pupils will participate in a wide range of activities to support the development of their fine motor skills. This will include activities such as playdoh manipulation, threading and sensory play. They will practice making marks using a range of mediums, and practice their pencil control, drawing and letter formation. Some pupils will be working on starting to write key words using their sound and phonic knowledge.

They will share stories, rhymes and poems, and be encouraged to participate in class discussions about the texts and join in with key words and phrases. The books and rhymes explored will be linked to the termly themes, providing opportunity for consolidation of topic words. The pupils will be encouraged to develop their speaking and listening skills to improve their concentration and communication.

The pupils will participate in pre-reading activities, such as matching and sequencing games. Some pupils will learn how to read the high frequency words and start to spell some familiar words.

Pupils will explore sounds and develop their knowledge of letter sounds. Some pupils will use their knowledge of letter sounds to make CVC words. Some pupils will begin to develop their knowledge of blends and CCVC words.

Numeracy

The pupils will practice their counting and numeracy skills. They will join in with number rhymes, songs and games. The pupils will participate in a range of practical activities that provide fun and engaging opportunities to develop their understanding of reading, ordering and comparing numbers. Pupils will practise their number formation through a range of sensory, physical and focused activities. They will experience the language associated with mathematics. Pupils will calculate simple addition and subtraction, and some pupils may begin to calculate multiplication and division problems with concrete objects.

This year, pupils will experience a range of practical maths activities. They will learn to recognise and name 2D and 3D shapes and begin to describe some of the properties of such shapes. We will use our themes as stimuli to explore a variety of measures, such as height, weight, capacity, length and time. Pupils will also learn about money and positional language.

Themed Work—Foundation Subjects

Pupils will be working on the following key themes this year:

Term 1: Traditional stories—'Goldilocks and The Three Bears' and 'Jack and the Beanstalk'.

Term 2: Mini-beasts

Term 3: Treasure Island

Pupils will be learning through three key themes this year. They will be using a variety of learning tools to encourage questioning and to develop their understanding. These are run as cross-curricular sessions, which often begin with a story or fact. PowerPoint as a stimulus for the sessions. This is then proceeded by associated activities and tasks. The organisation of these sessions provide opportunities for consolidation and development of key vocabulary and prior learning experiences across the subjects. Art and DT are used as a central focus with the theme providing the stimulus.

Science

In Science, pupils will begin to explore basic scientific experiences, knowledge and skills. This will be done in a very practical way ,that provides the pupils with 'real-life' experiences and context as much as possible. This -term, we will be focusing on 'Uses of Everyday Materials', followed by 'The Environment'.

Computing

This year, pupils will use the 2Simple software to create a range of publications. They will become:

- Digital presenters, using 2Create a Superstory and 2Publish+
- Digital artists, using 2Draw, 2Paint a Picture and Photo Simple
- Digital animators, using 2Animate and 2DIY

Whenever possible, this Computing work will be linked to our themes, in order to develop as much continuity between our lessons as possible. We will also incorporate I-pad work into learning opportunities across all lessons, when possible.

Music

This year, pupils will learn to use their voices expressively and creatively by singing songs and speaking chants and rhymes; they will have opportunities to recognise and play un-tuned instruments musically and experiment with, create, select and combine sounds.

In addition, pupils will develop their concentration and listening skills through listening and responding to a range of live and recorded music. Pupils will also investigate changes in tempo, pitch and rhythm.

Swimming

The pupils will participate in weekly swimming sessions to develop their water confidence and simple stroke technique. They will work in ability groups to improve at their pace. These sessions are led by a specialist swimming instructor, with class staff supporting.

Physical Education

Pupils participate in weekly physical activity to support the development of their large motor movements, co ordination and control. Physical activities include sensory movement sessions, gymnastics, dance and early athletic skills.

During the year, pupils will join in with simple competitive and non-competitive activities.

Religious Education

We will cover the following themes and questions:

* What questions puzzle us and what can we learn from prayers and stories of Jesus?

Using Wolverhampton to learn about different religions: Christianity and Islam

Learning about different religions, such as through accessing religious texts: Sikhism, Islam and Christianity.

Interventions

Some pupils receive support with developing their speech and language, and social communication needs from our Speech and Language support team.

Identified pupils will receive interventions for fine-motor skills, swimming , Cool Kids programme, physiotherapy programmes, OT programmes.

Ash class will also be piloting a Sensory circuits session.

Sensory Play

The pupils will have opportunities to engage in sensory play through the use of toys and imaginative play. Sensory play will enable the pupils to engage all their senses. Opportunities include;

- Sand and water play
- Rice / lentils
- Jelly / 'gloop'

Lunchtime Clubs

There is a wide variety of lunchtime clubs, run by members of staff during lunchtime break, for the Primary Phase. These include:

Art Club

Film Club

Computer club

Sensory Club

Signing