

Westfield School Junior House  
Curriculum Information for BrightStart  
Summer Term 2023

**Mathematics**



At **Reception** stage, the girls will continue to explore number, matching numbers to amounts and counting by rote. They will further develop their understanding of number bonds to 5 and begin to explore bonds to 10. Within practical activities the girls will work on addition and subtraction problems and compare amounts.

We will revisit simple measures and explore spatial reasoning using cubes and shape tiles.

At **Year 1** stage, the topics are - **Multiplication and Division, Position and Direction, Place value within 100, Money and Time**

**Year 2** stage, the topics are—**Statistics, Fractions, Position and Direction, Time**

The girls will continue to work in small groups according to their stage of learning. They will build skills and be given support to acquire depth of knowledge in each topic with opportunities to revisit previously learned skills.

The girls will develop mental maths and problem-solving skills as they move through BrightStart.

### Concrete - Pictorial - Abstract (CPA)

Research shows that all children, when introduced to a new concept, should have the opportunity to build competency by following the CPA approach. This features throughout our schemes of learning.

#### Concrete

Children should have the opportunity to work with physical objects/concrete resources, in order to bring the maths to life and to build understanding of what they are doing.



#### Pictorial

Alongside concrete resources, children should work with pictorial representations, making links to the concrete. Visualising a problem in this way can help children to reason and to solve problems.



#### Abstract

With the support of both the concrete and pictorial representations, children can develop their understanding of abstract methods.

$$5 + 7$$

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**English**



This term, we will be looking at a wide variety of stories linking with our work about habitats. The books include Bob the Man on the Moon, Dougal the Deep-Sea Diver, Leaf. Ten things to help my word and stories linked to journeys.

Through these stories and books, we will explore themes, develop ideas, vocabulary and effective use of language through a wide and varied creative curriculum.

**READING**

At **Reception** stage, the girls will continue to build upon their early reading skills using a structured phonics-based reading scheme as appropriate to their level of development. They will increase their sight vocabulary of high- frequency words in order to aid fluency and comprehension.

At **Year 1 and 2** stage they will follow a structured reading scheme, developing skills in reading with fluency, expression and greater depth of comprehension.

**WRITING**

At **Reception** stage, the girls will further develop early writing skills as appropriate to their level of development. They will continue to learn correct letter formation leading into cursive handwriting as they progress through to Year 2 stage.

At **Year 1 and 2** stage they will learn to use correct punctuation, write sentences in different forms and explore different genres of writing.

**PHONICS & SPELLING**

At **Reception** and **Year 1** stage, the girls will take part in a structured Phonics programme. Year 1 will follow a structured spelling programme looking at common spelling patterns.

At **Year 2** stage they will use their phonic knowledge, learn spelling patterns and learn about contractions, homophones

**GRAMMAR**






At **Year 1** stage, the girls will learn about using the prefix 'un', regular plural nouns and regular past tense verbs.

At **Year 2** stage, the girls will learn about using because. When, if, that, or. Suffixes – less, er, est. Irregular plural nouns, word classes, compound words and irregular adjectives.

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| <p><b>Science</b></p>    | <p>In our science topic, <b>Living things and their Habitats</b>, we will:</p> <ul style="list-style-type: none"> <li>• Explore living, dead, never alive</li> <li>• Identify different habitats, including micro-habitats and identify and name a variety of plants and animals in their habitats</li> <li>• Explore how habitats provide basic needs of animals and plants that live in them and how they depend on each other</li> <li>• Describe how animals obtain their food from plants and other animals. Learn about simple food chains and identify different sources of food</li> </ul> <p>According to their age and stage, girls will explore the world around them, develop scientific language, experience different types of scientific enquiries by planning and carrying out simple experiments, then record and communicate their findings.</p>   |
| <p><b>Humanities</b></p> <br><br><br> | <p><b>History</b></p> <p>We will be learning about:</p> <ul style="list-style-type: none"> <li>• A history of cars</li> <li>• A history of flight, Viking longships</li> <li>• George Stephenson and the Railway</li> <li>• Comparing modes of transportation in the past to modern transport.</li> <li>• Transportation and the environment.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• The theme for our geography work this term is 'Environments'</li> <li>• We will explore our school and grounds, observing and discussing key human and physical features</li> <li>• We will devise a simple map and construct basic symbols in a key</li> <li>• We will look at aerial photographs and maps to recognise landmarks and to use directional language</li> <li>• We will study seaside environments and build upon our human and physical geographical vocabulary</li> </ul> <p><b>PSHEE</b></p> <ul style="list-style-type: none"> <li>• Physical health and wellbeing—sun safety, importance of sleep medicine, managing feelings and asking for help</li> <li>• Growing and changing—what makes us unique and special</li> <li>• <b>Year 2 only</b> —<i>growing older, naming body parts</i></li> <li>• Moving class/year</li> <li>• Keeping safe—safety in different environments, emergencies</li> <li>• Children will be taught in age-appropriate groups</li> </ul> <p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>• Christian beliefs and practice</li> <li>• Ideas about God in Christianity and Judaism</li> </ul> |



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| <p><b>Computing</b></p>         | <p>In <b>BrightStart</b> the girls have access to a range of IT to develop their understanding and use of IT in everyday life.</p> <p>In addition, at <b>Year 1 and 2</b> stage, they have weekly computing lessons to develop their skills. This term they will explore touch typing, using the Internet to research living things and their habitats and presenting information in different ways.</p>   |
| <p><b>Art &amp; Design</b></p>  | <p><b>Reception pupils:</b></p> <ul style="list-style-type: none"> <li>• Continue to explore colour and colour mixing on a large and small scale</li> <li>• Build and construct using a range of materials including clay</li> <li>• We will take part in a wide range of activities related to our topic of “Seaside”, including collaborative work</li> </ul> <p><b>Year 1 and 2 pupils – The Ocean</b></p> <ul style="list-style-type: none"> <li>• Use different paint effects e.g. salt, colour mixing and mark making to make own coloured paper with an ocean theme</li> <li>• Learn weaving techniques using paper created and variety of textile materials to make a textured collage</li> </ul> <p><b>Design Technology</b></p> <ul style="list-style-type: none"> <li>• Building lighthouses and making them light up</li> </ul>  |
| <p><b>French</b></p>          | <p><b>Year 1 and 2</b></p> <ul style="list-style-type: none"> <li>• This term our first theme will be ‘Je suis le musicien’. We will learn the names of some musical instruments, be able to say which instruments we play and give simple opinions about the type of music we prefer using J’aime and Je n’aime pas.</li> <li>• Using the story ‘Quel temps fait-il, Berthe?’, we will also learn some vocabulary for summer clothing and weather expressions.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• We will be exploring the topics of pets. Our focus will include learning the names of some pets and understanding adjectives of size to describe them.</li> <li>• During the second half of the term, we will explore the theme of summer. Our focus will be picnic foods, beach vocabulary and summer weather expressions.</li> </ul> |

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| <p style="text-align: center;"><b>PE</b></p>     | <p><b>Reception</b></p> <ul style="list-style-type: none"><li>• Athletics (running, jumping, throwing, sports day preparation)</li><li>• Throwing and catching for rounders and cricket</li><li>• Hitting and striking for tennis, rounders and cricket</li></ul> <p><b>Year 1 and 2</b></p> <ul style="list-style-type: none"><li>• Athletics - running, relays, long jump, high jump, overarm throwing, mini hurdles</li><li>• Tennis - grip, throw, hitting, cooperative rallies</li><li>• Rounders/Cricket - throwing, catching, rolling, hitting</li></ul> |
| <p style="text-align: center;"><b>Music</b></p>  | <p><b>Reception - Big Band</b></p> <ul style="list-style-type: none"><li>• Express feeling through movement and sound</li><li>• Explore musical instruments and the orchestra</li><li>• Create junk percussion instruments</li></ul> <p><b>Year 1 and Year 2 - Xylophone</b></p> <ul style="list-style-type: none"><li>• Sing simple songs and chants</li><li>• Understand stick notation</li><li>• Read simple coloured notation on a stave</li><li>• Practice call and response</li></ul>   |