

SCHOOL YEAR 2021-22

LEVEL: INFANT 5 YEARS OLD

1. TIMING AND SEQUENCING OF CONTENTS OF INFANT 5 YEAR OLDS BY TRIMESTER

FIRST TRIMESTER :

INITIAL EVALUATION and MY SCHOOL:

- The school
- The classroom: distribution, spaces, location.
- Basic classroom rules.
- Daily routines/school day

PROJECT: AUTUMN:.

- AUTUMN: Fruits, landscapes, animals, tales, songs, colours, traditions...
- Reading and writing the word autumn

12th OCTOBER: NATIONAL HOLIDAY OF SPAIN:

Music, regional costumes, dances, gastronomy...

EXPLORERS

Explorers and their way of life: means of transport, tools...

Vocabulary related to explorers.

Straight and curved lines, right and left,... map reading.

Animals in different habitats.

THE DINOSAURS:

Effects of climate change

Vocabulary related to dinosaurs

Career: archaeologist.

Eating habits of dinosaurs.

Stimulation of auditory and rhythmic memory through riddles, poems and songs about dinosaurs.

6 DECEMBER. THE SPANISH CONSTITUTION:

Concept of the Spanish Constitution adapted to the level of the students.

Voting and respect for majority choice.

CHRISTMAS:

Curiosity and respect for Spanish, English and other countries' Christmas traditions, typical Christmas products and dishes, Christmas carols, instruments,...

CONCEPTS OUTSIDE THE PROJECTS

- Number recognition: 1 to 6.
Number/quantity correspondence.
- 2D figures: circle, square, triangle and rectangle.
- Basic concepts:

--Large-medium-small

--Up -Down.

--In -Out.

-Fast -slow.

-Many -few.

-Heavy -Light.

- Front -back.

Ordinals: 1st, 2nd, 3rd.

Review of the Spanish alphabet. Matching spelling with sound

Introduction to reading from the union of vowel and consonant.

SECOND TRIMESTER:

THE WISE KINGS, CHRISTMAS AND TOYS:

- Games and toys
- Importance of sharing and donating toys to the most disadvantaged.
- Joy of lending and sharing toys with our peers.
- Social habits related to play.
- Acceptance of rules.
- Storytelling and sharing of Christmastime personal anecdotes and stories.

PROJECT : STUDENT'S CHOICE

- Voting on topics for further research.
 - Interest in the new project.
 - New vocabulary.
 - Songs, poems, riddles...
 - Increasingly appropriate use of oral language.
 - Exploration of the immediate environment
 - Healthy habits.
 - Tolerance of frustration
 - Oral, written language and art and crafts.
- Introduction to writing different words related to the project.

WINTER:

Recognition of winter clothing, description of typical winter weather, recognition of the winter season, identification of winter landscapes, winter sports and activities.

Reading and writing the words winter and other words related to the theme.

Winter colours.

Stories, poems, songs... related to winter.

· PEACE DAY:

Values that contribute to peace, symbols of peace, songs, poems....

· CARNIVAL:

Interest and collaboration in the Carnival festival.

· WORKING WOMEN'S DAY:

Respect and knowledge of different career choices and of the role of women throughout history.

· SEMANA SANTA/EASTER:

Easter traditions in Spain and the UK.

· BOOK DAY (UK):

- Interest in and enjoyment of literary works.
- Dramatisation of stories, poems and songs.
- Identifying and counting syllables.
- Reading words, pictures and pictograms.

VICENTE IS COMING!

Acquisition of specific vocabulary related to the body: head, eyes, nose, mouth, teeth, ears, hair, neck, arms, elbow, hands, legs, knees, feet.

Memorisation of a poem about body parts.

Playing the song: "Little John dances".

Experimentation with the sound possibilities of the body.

Progressive representation of the human figure.

CONCEPTS OUTSIDE THE PROJECTS

Number/quantity correspondence.

Number recognition from 1 to 8.

2D figures: circle, square, triangle, rectangle, oval.

3D shapes: pyramid, sphere.

Classification according to different qualities and attributes.

Serialisation.

Colours: primary colours and their mixtures, warm and cold colours.

Use of different materials and plastic techniques.

Basic concepts

High - low.

Full - empty.

Above - below.

Morning - afternoon - evening.

Long - short.

More than - less than.

Thick - thin.

Front - back.

Ordinal numbers:

5 years: 1st, 2nd, 3rd and 4th.

Use and handling of the mouse through interactive games.

Ascending series from 1 to 8.

Descending series from 8 to 1.

Spelling of numbers from 1 to 8.

Gradually continue with the reading of simple words and introduction of the phrase as a phonetic strip with writing of independent words.

THIRD TRIMESTER:

23 APRIL: BOOK DAY

Beginning/continuation of the reading habit.

Interest in and enjoyment of reading.

Creation of simple rhymes.

Oral and written communication.

Memorisation and dramatisation of poems.

SPAIN: DANCES AND FOOD

Specific vocabulary related to dance and its movements: turning, clapping, jumping, heel-clapping, turning, step...

Specific vocabulary related to traditional Spanish food: ingredients, processes...

Song lyrics: understanding and rhyming.

Explanation of the process of a recipe

Music accompanying traditional dances.

Sound possibilities of the body: clapping hands, stamping feet, snapping fingers,...

Classification of food by size, quantity, weight, origin.

Measuring quantities in recipes (volume, weight).

Sequencing of a recipe (order of images).

Still lifes; artists of different movements (Arcimboldo, Juan Gris, Luis Melendez)

TO THE WATER!

Specific vocabulary related to landscape and water.

Discrimination of nature sounds.

Discrimination of sound intensity.

Interpretation following the rhythm and melody of songs.

Saving water and using it appropriately.

Protection from the sun and hydration.

Clothing appropriate to the weather.

Types of landscape and characteristic elements: mountain, sea, river, cave.

Atmospheric phenomena: rain, rainbow, sun, wind, snow.

Importance of water in nature and in our lives.

Behaviour respectful of the natural environment.

Changes produced in the environment by the weather: summer.

Experimentation with different art techniques.

SCIENCE AND CULTURE WEEK

Enjoyment, learning and experimentation through another culture.

Measuring instruments.

Women scientists.

THE GARDEN

Parts and care of a plant.

SUMMER

Clothes, food, songs, stories and poems related to summer.

Antonyms and synonyms.

COMMON CONTENTS IN THE TRIMESTER.

Auditory discrimination and counting words in a sentence.

Reading pictures and pictograms.

Initiation to reading and writing simple sentences.

Before and after a given number.

Time sequences

Introduction to addition and subtraction

Use of different materials and plastic techniques.

Recognition of the numbers worked on: from 1 to 10.

Correspondence between number and quantity.

Flat figures: circle, square, triangle, rectangle, oval and rhombus.

Bodies with volume: pyramid, sphere, cube and cone.

Classifications according to different qualities and attributes.

Basic concepts:

Wet - dry

Near - far

Up - down

Yesterday - today

Same as

Before - after

Half - whole

Right - left

Ordinal numbers: 1st to 6th and last.

Ascending and descending series: from 1 to 10 and from 10 to 1.

Spelling of numbers: from 1 to 10.

2. METHODOLOGY

The methodology that we will carry out in the Infant Education stage will be a methodology based on work or research projects. Working by projects consists of trying to establish an effective link with everything that arises spontaneously or guided in the school framework.

Project work is a proposal that: favours globalisation, ensures the significance of learning, promotes cognitive development, is an active methodology, is based on communication and language, takes into account diversity and allows individualised attention, develops cooperation and education in values, encourages the active participation of pupils, takes into account the pupils' previous knowledge and ideas, favours the development of critical and divergent thinking and creativity, uses mistakes as a source of learning and facilitates the active participation of families.

3. EVALUATION

The evaluation we carry out will always have a positive purpose for all the subjects involved. It will help us to improve and change what is not contributing to the achievement of the objectives set and it will be a constructive evaluation at all times.

It will also be a continuous evaluation, as it will be carried out at the beginning through the initial evaluation, during the process and at the end.

4. ASSESSMENT TOOLS

The main evaluation instrument in infant education will be daily observation, which will take the form of an evaluation record in which the educators will note down situations they consider necessary to point out observed in the pupils. Families will be informed regularly.