Growing together to achieve international success

EXTRACT FROM THE PROGRAMME

FOR 2ND YEAR OF NURSERY EDUCATION (4 YEARS)

Order EFP/608/2022, of 29 June, which establishes the curriculum and regulates the organisation of Pre-school Education in the area of management of the Ministry of Education and Vocational Training establishes in Article 3 the new definition of objectives, understood as achievements that pupils are expected to have attained by the end of the stage and whose attainment is linked to the acquisition of key competences.

Early Childhood Education will contribute to the development of children's capacities that will enable them:

a) Know their own body and that of others, as well as their possibilities for action and learn to respect differences.
b) To observe and explore their family, natural and social environment.
c) To progressively acquire autonomy in their usual activities.
d) To develop their emotional and affective capacities.
e) To relate to others on an equal footing and progressively acquire basic guidelines for coexistence and social relations, as well as to practice the use of empathy and the peaceful resolution of conflicts, avoiding any kind of violence.

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f) To develop communication skills in different languages and forms of expression.

g) To be initiated in logical-mathematical skills, in reading and writing, and in movement, gesture and rhythm.

h) Promote, apply and develop social norms that foster equality between men and women.

1. - Sequencing of the evaluation criteria of the specific competences and associated knowledge.

FIRST TERM

Learning situation/context	Basic knowledge/contents

OUR MASCOT. We discover our pet, our classmates, teachers, classroom and school.	**Area: Growing in Harmony.**
	   - Basic rules in the classroom: raising your hand to speak, respecting your turn to speak, picking up material, asking permission, saying thank you, asking for things politely, speaking using an appropriate tone of voice, paying attention to the people who are speaking to you...
	
	Area: Discovery and Exploration of the Environment.
	   - The school.
	   - Occupations at school.
	   - School day.
	
	Area: Communication and Representation of Reality.
	   - Basic routines: checking who has come, counting children, calendar, day of the week, toileting, etc.
	   - Songs of daily routines.
	   - Recognition of weather variations: sunny, cloudy, rainy, windy, snowy, misty...
	   - Differentiation of the parts of the day: morning, afternoon, evening, night.
	   - Names of self, classmates and teachers.
	   - Words KOALAS and PANDAS (each in their own class).

	- Songs and poems. , - Oral expression. - Use of language to communicate clearly. - Contextualised use of the vocabulary worked on. - Phonetic discrimination. - Reading pictures and pictograms.

Learning situation/context	Basic knowledge/contents

THE UNIVERSE.
We go deep into the Universe to discover the celestial bodies.
	Area: Growth in Harmony.
	  - Dramatisation of songs, poems and proverbs.
	  - Fairy tale and television characters: Beginning of the reading habit.
	  - Interest and enjoyment in reading stories and legends of the Universe.
	  - Parts of the face.
	  - Parts of the body and their location in the body scheme.
	
	Area: Discovery and Exploration of the Environment.
	  - Characteristic elements of the Universe.
	  - Characteristics of some celestial bodies.
	  - Recognition of climatic variations: sunny, cloudy, rainy, windy, snowy, foggy, etc.
	  - Differentiation of the parts of the day: morning, afternoon, evening, night.
	  - Recognition of the numbers worked: 1, 2 and 3.
	  - Correspondence between number and quantity.
	  - Plane figures: circle and square.
	  - Straight and curved lines.
	  - Classifying according to different qualities and attributes.
	  - Serialisation.

	- Basic concepts: Big-Small. Inside-Outside. Fast-Slow. Many-Few. In front-Behind. - Ordinal numbers: 1st and last. - Basic contextualised quantifiers. - Effects of climate change. **Area: Communication and Representation of Reality.** - Vocabulary related to the Universe. - Basic routines: checking who has come, counting the children, calendar, day of the week, cleaning, etc. - Songs of daily routines. - Names of self, classmates and teachers. - Recognition of the spelling of some letters. - Recognition of some words through global reading. - Beginning to read and write simple words. - Making a variety of strokes. - Colours: primary colours and their mixtures. - Use of different materials and plastic techniques. - Use and handling of the cursor through interactive games.

SECOND TERM

Learning situation/context	Basic knowledge/contents
Based on the students' interests, they will democratically choose the project they want to develop and the subject they want to	**Area: Growth in Harmony.** - Make decisions democratically. - Show interest and curiosity in the project. - Acquire responsible habits in life in society.

learn about.	- Identify and express one's own emotional states appropriately.
	- Acquire adequate self-control, showing tolerance of frustration.
	Area: Discovery and Exploration of the Environment.
	- Observing and exploring the immediate environment.
	- Correspondence between number and quantity.
	- Recognition of the numbers worked on : from 1 to 4.
	- Plane figures: circle, square and triangle.
	- Classification according to different qualities and attributes.
	- Serialisation.
	- Basic concepts: high - low, above - below, morning - afternoon - evening, long - short.
	- Ordinal numbers: 1st, 2nd and 3rd.
	- Ascending series: from 1 to 4.
	- Descending series: from 4 to 1.
	- Spelling of numbers: from 1 to 4.
	Area: Communication and Representation of Reality.
	- Acquiring vocabulary related to the chosen subject.
	- Memorise, sing and recite songs and poems.
	- To use oral language to communicate with increasing clarity.
	- Use body language to convey ideas, feelings and moods.
	- Colours: primary colours and their mixtures, warm and cold colours.
	- Use of different materials and plastic techniques.
	- Making a variety of strokes.
	- Parts of the face.
	- Recognition of the head, trunk and limbs in oneself and in others.
	- Internal parts of the body: bones and muscles.
	- Use and handling of the mouse through interactive games.

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THIRD TERM

Learning situation/context	Basic knowledge/contents
PLAYING AND TRAVELLING AROUND SPAIN. We delve into Spain, discovering its games and popular literature through different learning situations that are attractive and motivating for students.	**Area: Growth in Harmony.** - Active mastery of tone and posture according to the characteristics of objects, actions and situations. - Play as a pleasurable activity and a source of learning. Rules of play. - Constructive acceptance of mistakes and corrections: manifestations of self-improvement and achievement. - Socio-affective and coexistence skills: communication of feelings and emotions and basic guidelines for coexistence, including respect for gender equality and rejection of any kind of discrimination. **Area: Discovery and Exploration of the Environment.** - Different types of games, their rules, their origin and their materials. - Specific vocabulary related to the different games we can find in Spain. - Before and after a given number. - Time sequences. - Initiation to strategies of estimation, comparison and natural measures. - Recognition of the numbers worked on: from 1 to 6. - Correspondence between number and quantity. - Plane figures: circle, square, triangle, rectangle. - Classifications according to different qualities and attributes. - Addition and subtraction. - Number series. - Basic concepts: wet - dry, near - far, up - down, yesterday - today, before - after. - Ordinal numbers: 1st, 2nd, 3rd and last.

	- Ascending series: from 1 to 6. - Descending series: from 6 to 1. - Spelling of numbers: from 1 to 6. **Area: Communication and Representation of Reality.** - Songs, rhymes and poetry. - Explanation of the rules of a game. - Ordering the sequences of a game. - Basic mathematical concepts: front, back, high, low, inside, outside... - Plastic techniques (painting, stippling, cutting, gluing...). - Spanish works of art related to popular games. - Recognition of the spelling of some letters. - Recognition of some words through global reading. - Initiation to reading and writing simple words. - Knowledge and contextualised use of new vocabulary. - Colours: primary colours and their mixtures, warm and cold colours. Gradation of colours (light - dark). - Use of different materials and plastic techniques. - Making a variety of strokes. - Use and handling of the cursor through interactive games.

2. - Methodological and didactic principles

Educational practice in Infant Education will seek to develop and progressively lay the foundations which will facilitate the maximum development of each child from the beginning of their schooling. This practice will be based on meaningful and emotionally positive learning experiences and on experimentation and play.

The organisational, methodological and curricular measures adopted will be governed by the principles of Universal Design for Learning.

Furthermore, it will take place in an atmosphere of affection and trust in order to promote self-esteem and social integration and the establishment of a secure attachment. Likewise, care will be taken to guarantee from the first contact a positive transition from the family environment to the school environment, as well as continuity between cycles and stages. Progressive attention will be paid to affective development, emotional management, movement and body control habits, the manifestations of communication and language, and the basic guidelines for coexistence and social relations, as well as the discovery of the environment, of the living beings that coexist in it and of the physical and social characteristics of the environment in which they live. Education in values will also be included. Education for responsible and sustainable consumption and health promotion and education will also be included. Furthermore, it will encourage boys and girls to acquire personal autonomy and develop a positive, balanced and egalitarian self-image, free of discriminatory stereotypes. The development of all the languages and modes of perception specific to these ages will be encouraged in order to develop their full potential, respecting the specific culture of childhood as defined by the Convention on the Rights of the Child and the General Comments of its Committee. Similarly, a first approach to reading and writing will be encouraged, without the acquisition of the written code being considered in any way either as an objective of the stage or as a requirement for Primary Education. Likewise, early initiation experiences will be promoted in basic numerical skills, information and communication technologies, as well as visual and musical expression. Throughout the whole stage, children will be encouraged to respect and appreciate linguistic and cultural diversity, as well as an interest in enriching their linguistic repertoire. In addition, an approach to the oral use of a foreign language will be initiated in communicative interactions related to the usual routines and situations of the classroom.

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The methodology we will use in the Infant Education stage will be based on project-based work or research. Project work consists of trying to establish an effective link with everything that arises spontaneously in the school environment. We will propose learning situations, understood as situations and activities that involve the deployment by the pupils of actions associated with key competences and specific competences, and which contribute to the acquisition and development of these competences.

3. - Transversal contents. British Values and protected characteristics

As our school is located in the United Kingdom and specifically in London, pupils should be familiar with some of the public institutions in this country and how they work, as well as the rules, values, the importance of self-protection and protection of others, etc.

Furthermore, as London is a very cosmopolitan and multicultural city, the school promotes knowledge of and respect for other cultures, religions and people with different characteristics such as other genders, ages, social conditions, disabilities, etc.

Throughout their schooling, the pupils at our school will learn different aspects of the above mentioned and will gradually increase their knowledge and respect.

Specifically, this year, we will work mainly on the aspects detailed in the following table:

| | | EARLY YEARS | | |
		INF 3	INF 4	INF 5
BRITISH VALUES	DEMOCRACY	x	x	x
	RULE OF LAW	x	x	x
	INDIVIDUAL LIBERTY AND MUTUAL RESPECT	x	x	x
	RESPECT RELIGIONS/BELIEFS	x	x	x
PROTECTED CHARACTERISTICS	AGE			
	DISABILITY			
	GENDER/ REASSIGNMENT			x
	MARRIAGE & CIVIL PARTNERSHIP			
	PREGNANCY & MATERNITY			
	RACE	x		x
	RELIGION OR BELIEF	x	x	x
	SEX			
	SEXUAL ORIENTATION			
RELIGIONS	CHRISTIANITY		x	
	BUDDHISM	x		
	JUDAISM			
	ISLAM			x
	HINDUISM			
	SIKHISM			
PUBLIC SERVICES	HOUSES OF PARLIAMENT			
	TOWN HALL/LIBRARY			
	SANITARY SYSTEM (Clean water/ waste disposal...)			
	POSTAL SYSTEM			
	NHS	x		
	POLICÍA			x
	TRANSPORT SYSTEM (Transport Museum)			
	ARMY (IWM / HMS Belfast)			
	FIRE BRIGADE		x	
	JUDICIAL SYSTEM			
SAFEGUARDING	HEALTH AND MENTAL HEALTH	x	x	x
	SELF PROTECTION, AND SELF CARE	x	x	x
	SEX AND RELATIONSHIPS	x	x	x
	ONLINE SAFETY			
	ANTIBULLYING/ PEER ON PEER ABUSE	x	x	x
	PREVENT			
	SEXUAL HARRASSMENT AND SEX VIOLENCE			

4. - Evaluation

Order EFP/608/2022, of 29 June, which establishes the curriculum and regulates the organisation of Early Childhood Education in the area of management of the Ministry of Education and Vocational Training, establishes that assessment must be a regular and continuous practice that allows for the evaluation, from a holistic perspective, of the processes that occur as a result of educational action.

Assessment must enable the educational team to verify the degree of acquisition of the children's competences and must provide information on the factors that condition this process, the physical environment, spaces, materials and times, personal interactions in the educational community, proposals and implementation of learning situations, etc.

4.1. Assessment procedures and instruments

Intentional observation by the tutor of spontaneous classroom activity and interactions in a variety of contexts is the main assessment tool. The observation by the tutor must be completed with data provided by the rest of the educational team and the families or legal guardians themselves through interviews, meetings or other instruments that facilitate shared reflection.

Likewise, the evaluation process must contribute to the improvement of the teaching process, which is why it must allow for the assessment of educational practice. In this way, assessment tools will be applied to the educational proposals, their organisation and development, as well as other aspects derived from teaching practice, in order to obtain information on the relevance of the methodological strategies and resources used and to be able to make the necessary adjustments, if necessary.

This evaluation will address at least the following aspects:
- The degree of acquisition of the specific competences, the evaluation criteria and the basic knowledge associated with the characteristics and needs of the children in the group.
- The evolution observed in the development and learning process of the pupils.
- The measures for personalisation of teaching and attention to individual differences.
- Programming and its development, paying special attention to learning situations, student assessment procedures, classroom organisation and climate, and the use of the resources of the centre and, where appropriate, its environment.
- The functioning of the mechanisms established to favour and guarantee relations with parents and legal guardians.

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- Coordination and collaboration between all members of the educational community.

For the evaluation of the didactic programme we will carry out periodic reviews throughout the school year, to assess the relevance of all its elements, which will allow us to readjust our teaching practice to the needs and characteristics of our students.