



# Black Horse Hill Infant School

## F1 SPRING TERM CURRICULUM 2021

Literacy		Mathematics	Physical Development
Reading	Writing	Number	Moving and Handling
<p>As readers we will:</p> <p>Develop a love of books and develop knowledge of stories and rhymes. Explore a range of new vocabulary through books. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment.</p> <p>We will share a wide range of fiction books e.g.</p> <p><b>'How to Catch a Star'</b> Oliver Jeffers <b>'Moonlight Bear'</b> Rosie Wellesley <b>'That's not my Robot'</b> Fiona Watt and Rachel Wells <b>'Ten Shiny Snowflakes'</b> Russell Julian <b>'The Rabbit and the Turtle'</b> Eric Carl <b>'Spinderella'</b> Julia Donaldson <b>'Baby Elephant'</b> Susan Hellard <b>'Be Brave Little Penguin'</b> Rachel Elliot <b>'Peace at Last'</b> Jill Murphy <b>'Elma'</b> David McKee <b>'The Very Busy Spider'</b> Eric Carle <b>'Aaarrgghh Spider!'</b> Lydia Monks <b>'From Head to Toe'</b> Eric Carle Topsy and Tim, <b>'Sports Day'</b> <b>'Jump!'</b> Scott M. Fischer <b>'Spring'</b> themed books <b>'Whatever Next'</b> Jill Murphy <b>'We're Going on a Bear Hunt'</b> Michael Rosen <b>'We're Going on an Egg Hunt'</b> Laura Hughes <b>'Wriggle and Roar! Rhymes to join in with'</b> Julia Donaldson</p> <p>Enjoying a range of non-fiction reading e.g.</p>	<p>As writers we will:</p> <p>Experience a wide range of mark-making using a variety of resources e.g. using paints, chunky chalks, water and shaving foam. Giving meaning to marks we make. Begin to write our own name; initially copying the initial letter in our name, then beginning to write letters independently. We will begin to use some recognisable letter shapes in our mark-making e.g. from our name or 'sound of the day'.</p>	<p>As mathematicians we will:</p> <ul style="list-style-type: none"> <li>Count a range of actions e.g. claps or jumps.</li> <li>Use our knowledge of numbers to solve simple practical number problems.</li> <li>Separates a group of objects/toys in different ways, recognises that the total is still the same.</li> <li>Begin to represent numbers.</li> <li>Develop the vocabulary to talk about shapes in the environment.</li> <li>Know that numbers identify how many objects are in a set.</li> <li>Begin to match numerals and quantity numeral and quantity.</li> <li>Count out up to six objects from a larger group.</li> <li>Counts an irregular arrangement of objects.</li> </ul> <p><b>Shape</b></p> <p>Also as mathematicians we will:</p> <ul style="list-style-type: none"> <li>Show awareness of similarities of shapes in the environment. Focussing on the shape of objects around us.</li> <li>Use positional language e.g. when talking about objects or pictures, or when playing games such as hide-and-seek.</li> <li>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Begin to uses mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Develop the vocabulary to talk about shapes in the environment e.g. long/longer/longest.</li> </ul>	<p>To gain strength in our hands we will:</p> <p>We will continue to build our physical development skills during PE sessions. We will explore a wide range of movements and we will begin to use an assortment small equipment e.g. quits, balls, bean bags. We will introduce terms such as being determined and resilience. We will explore what it means to practise a new skill and learning different ways to move. We will develop children's scissor skills (1:1 support) and teach safety around using scissors. Gross motor movement- Leaping and jumping. Dance – moving to a simple rhythm Vestibular development Tents and Tunnels – Shuffling, crawling, bending, squatting and moving through hoop tunnels. Digging hole and tunnels – using one-handed equipment. Throwing, rolling and catching Gross motor movement-Changing direction</p> <p><b>Health and Self Care</b></p> <p>To be clean and healthy we will:</p> <ul style="list-style-type: none"> <li>Understand the importance of washing and drying hands.</li> <li>Observe the effects of activity on their bodies.</li> <li>Put our own coats on and begin to pull up zipper once it is fastened at the bottom.</li> <li>Dress with help e.g. putting arms into sweatshirt when held up.</li> </ul>

<p> <b>‘Spiders’</b> Maestro power point  <b>‘Jobs’</b> BBC Radio  <b>‘Sports’</b> BBC Radio  <b>‘What can you see in Spring’</b> Sian Smith  <b>‘Growing Frogs’</b> Vivian French         </p> <p>Within phonics we will explore:</p> <ul style="list-style-type: none"> <li>• Sound discrimination through listening games</li> <li>• Rhyming and rhythmic activities.</li> <li>• Finger Rhymes</li> <li>• Continuing a rhyming string</li> <li>• Alliteration – Hearing and saying the initial sound in words</li> </ul> <p>           We will also read a variety of rhyming text e.g.  <b>‘Charlie Cooks Favourite Book’</b> Julia Donaldson  <b>‘Finger Fun and Action Rhymes’</b> Pelican Big Books  <b>‘Our Favourite Rhymes’</b> David McKee  <b>‘Five Little Dinosaurs’</b> Faye Robinson  <b>‘Ten Little Monkeys Jumping on the Bed’</b> Childs play         </p>			
<b>Expressive Art And Design</b>	<b>Understanding The World</b>	<b>Communication And Language</b>	<b>Personal, Social &amp; Emotional Development</b>
<b>Exploring And Using Media &amp; Materials</b>	<b>People and Communities</b>	<b>Listening and Attention</b>	<b>Self-confidence and Self-awareness</b>
<p>As artists we will:</p> <ul style="list-style-type: none"> <li>• Learn to represent objects, people and animals using a variety of media e.g. drawing animals, story characters, familiar objects and self-portraits.</li> <li>• Construct using a variety of media e.g. Box sculpture.</li> <li>• Create and respond to simple rhythms</li> <li>• Take part in Sing-up activities</li> <li>• Variety of genre talking about favourite sounds, songs and music.</li> <li>• Responding to music at specific times, e.g. shake your hands when you hear the loud part.</li> <li>• Dynamics -Introducing simple conducting – loud, louder/quiet, quieter and stop!</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>• Talk about our families and significant events.</li> <li>• Talk about what a challenge is and talk about how we need to practise new skills and not give up!</li> <li>• New Year's Resolutions – Talk about things we want to learn e.g. how to hold a pencil correctly or write the first letter in our names.</li> <li>• Chinese New Year</li> <li>• 25th Feb– Pancake Day      pancake story and pancakes for our snack!</li> <li>• Talk about and celebrate Easter.</li> </ul>	<p>As a listener we will:</p> <ul style="list-style-type: none"> <li>• Listen to others one to one or in small groups.</li> <li>• Listen to stories with increasing attention and recall.</li> <li>• Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Begin to follow simple directions e.g. copy-cat games</li> </ul>	<p>To demonstrate confidence, we will:</p> <ul style="list-style-type: none"> <li>• Develop confidence when talking to other children when play and communicating about home and community.</li> <li>• Talk about our Dreams and Goals as part of ‘Jigsaw’ a scheme supporting our Social and Emotional Wellbeing.</li> <li>• Circus Skills – ‘Circusology’ school visit</li> <li>• As part of a whole school week supporting Physical and Emotional Wellbeing across school.</li> </ul>
<b>Being Imaginative</b>	<b>The World</b>	<b>Understanding</b>	<b>Managing Feelings And Behaviour</b>
<p>To show our imaginative skills we will:</p> <ul style="list-style-type: none"> <li>• Engage in imaginary role play based on experience.</li> <li>• Builds stories around toys, e.g. monkey lets himself out to meet the other animals at the zoo!</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>• Observe and talk about things we have observed e.g. seasonal changes we see around us.</li> <li>• Explore and investigate e.g. sorting and classifying, floating and sinking, and matching animals and their young.</li> </ul>	<p>To demonstrate our understanding, we will:</p> <ul style="list-style-type: none"> <li>• Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action, selecting correct picture or through games e.g. hide ‘Hairy Godmother’ from ‘Spinderella!’</li> </ul>	<p>In Autumn term we will:</p> <ul style="list-style-type: none"> <li>• Celebration and tolerance of different faiths and beliefs through sharing stories e.g. ‘Under My Hijab’ by Hena Khan, ‘My Friend Jamal’ by Anna McQuinn and ‘My Family’ by Kathleen Kennedy Smith.</li> <li>• New beginnings - new year's resolutions</li> </ul>

<ul style="list-style-type: none"> <li>Uses available resources to create props to support role-play.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of growth, decay and changes over time e.g. Planting and growing</li> <li>Talk about why things happen and how things work e.g. creating a simple weather station.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to simple instructions during activities and copy-cat games.</li> <li>Beginning to understand 'why' and 'how' questions when talking about models and carrying out simple challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year</li> <li>25th Feb– Pancake Day</li> <li>Easter Celebrations</li> <li>Explore British values such as democracy through talk and activities e.g. using cubes to vote for a particular story.</li> <li>Begin to take turns and resources, sometimes with support from others.</li> <li>Can usually tolerate delay when needs are not immediately met.</li> </ul>
	Technology	Speaking	Making Relationships
	We will: <ul style="list-style-type: none"> <li>Know that information can be retrieved from computers.</li> <li>Use ICT hardware to interact with age-appropriate computer software.</li> </ul>	As a speaker we will: <ul style="list-style-type: none"> <li>Retell a simple past event in correct order.</li> <li>Uses talk to connect ideas and anticipate what might happen next.</li> <li>Questions why things happen and gives explanations e.g. who, what, when, how.</li> <li>Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>Build up vocabulary that reflects the breadth of their experiences.</li> </ul>	We will: <ul style="list-style-type: none"> <li>Play in a group, extending and elaborating play ideas whilst interacting with other children.</li> <li>Keep play going by responding to what others are saying or doing.</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>