

Black Horse Hill Infant School

F2 SPRING TERM CURRICULUM 2022



Literacy		Mathematics	Physical Development
Reading	Writing	Number	Gross Motor Skills
<p>As readers we will:</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, reading short words made up of known letter-sound correspondences. Read the common exception words linked to Phase 3 below – Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read A Supehero Story- <i>Juniper Jupiter</i> and traditional tale- <i>Little Red</i> <p>Within phonics we will:</p> <ul style="list-style-type: none"> Read and write the tricky words - are, her, was, all, they, my, you <p>Follow letters and sounds phase 3 sets of letters:</p> <ul style="list-style-type: none"> Read and write words containing vowel digraphs and trigraphs - <i>oa, oo, oo, ar, or, ow and oi</i> <i>ear, air, ure, er and re-visit igh, oa, oo, oo, ar, or, ow and oi</i> 	<p>As writers we will:</p> <ul style="list-style-type: none"> Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words containing known GPCs using a capital letter and full stop. <p>During guided writing tasks we will:</p> <ul style="list-style-type: none"> Write a descriptive sentence using the conjunction 'and' Plan a superhero story Tell and write a superhero story Plan and write a letter Plan a simple Traditional Tale Tell and write own Traditional Tale Write instructions to trap a baddy 	<p>As mathematicians we will:</p> <ul style="list-style-type: none"> Compare numbers to 5 by comparing sets using the language of comparison and identifying when sets are equal. Explore ways of making unequal sets equal. Explore the composition of 4 to 8 by practising and recalling missing or hidden parts. Count to 9 and 10 using a range of strategies to develop accuracy. Continue to link counting to cardinality including using their fingers to represent quantities between 5 and 10. Compare numbers to 10 and reason about which is more using an understanding of the 'howmanyness' of the number and its position in the number system. Recall number bonds for numbers 0 to 5, then up to 10. Link even numbers to doubles. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills – Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress to a more fluent style of moving with developing control and grace. Develop overall body strength, co-ordination, balance and agility. Combine different movements with ease and fluency. Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.
		Numerical Patterns	Fine Motor Skills
		<p>Also as mathematicians we will:</p> <ul style="list-style-type: none"> Compare mass and capacity. Explore length and height. Time. Describe significant events in their life using the vocabulary – yesterday, today and tomorrow. Measuring different periods of time. 3D Shape. 	<ul style="list-style-type: none"> Develop their small motor skills to use a range of tools competently, confidently and safely. (pencils, paintbrushes, scissors and cutlery)

		<ul style="list-style-type: none"> Exploring repeating patterns. 	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, efficient and accurate.
Expressive Art And Design	Understanding The World	Communication And Language	Personal, Social & Emotional Development
Creating with Materials	Past and Present	Listening, Attention and Understanding	Self-Regulation
<p>As artists we will:</p> <ul style="list-style-type: none"> Use recycled materials to make our own models. Use paint by mixing and selecting our own colours to create a night time scene. Explore, use and refine a variety of artistic effects to express their ideas. (painting, printing, junk modelling, drawing) Return to and build on their previous learning, refining ideas. Create collaboratively sharing ideas, resources and skills. Learn the primary colours Look at pictures from Pablo Picasso's blue period to see how one colour can be used to paint a picture Explore a range of materials Paint a Winter themed picture. Draw and paint Spring flowering plants. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past (moon landing) Compare and contrast characters from stories, including figures from the past. (Buzz Aldrin and Neil Armstrong) The author/illustrator Beatrix Potter <p><u>Vocab</u> The past, moon landing, author, illustrator, Cumbria, Lake District, cottage, conservationist, National Trust,</p> <p><u>People, Culture and Communities</u></p> <p>We will:</p> <ul style="list-style-type: none"> Learn about people who work at night Talk about bedtime routines Learn about astronauts Learn about Beatrix Potter Look at similarities and differences between life in this country and a cold place. To learn about the festival of Holi. To look at a Bible and talk about the Easter story. 	<p>As a listener we will:</p> <ul style="list-style-type: none"> Understand how to listen carefully and understand why listening is important Learn and use new vocabulary Listen to and talk about stories to build familiarity and understanding Retell familiar stories Learn rhymes, poems and songs Engage with and talk about non-fiction books Hold conversations when engaged in back-and-forth exchanges with their teacher. 	<p>We will:</p> <ul style="list-style-type: none"> Express our feelings and consider the feelings of others
<p><u>Vocab</u> Painting, artist, sculpture, model, primary colours, mixing</p>			

	<u>Vocab</u> Author, illustrator, Bible, church, Easter, celebration, Christian, new life, Holi, festival,		
Being Imaginative and Expressive	The Natural World	Speaking	Managing self
To show our imaginative skills we will: <ul style="list-style-type: none"> Perform action songs and sing/listen lullabies from around the world. Make our own lullabies. Listen attentively, move to and talk about music. (Wiegenlied by Mozart) Learn about tempo and pitch Sing melody patterns accurately Play notes on tuned percussion Look at and discuss the painting I and the Village by Marc Chagall. Develop storylines in their pretend play. (Role Play, Outdoors and Small World) Sing in group or on their own increasingly matching the pitch and following the melody. (Lullabies) Explore and engage in Winter themed dance (Step into the Picture). Look at the ice sculpture work of Andy Goldsworthy. Listen to some Winter themed music. Listen to Spring by Vivaldi and talk about how it makes them feel. Know that music can make us feel different emotions. 	We will: <ul style="list-style-type: none"> Learn about stars and constellations Find out about nocturnal animals including owls and bats, and diurnal animals e.g humans Learn about the difference between day and night, the moon and stars. Explore the natural world around by investigating freezing and melting. Look at animals that live in very cold places and their special features, including camouflage. Talk about cold climates and how the weather differs to where we live. Use some simple geographical terms – North Pole, South Pole, World, globe, Arctic, mountain, Antarctic, iceberg, glacier, ocean, sea, land, climate. Look at an atlas, a globe and a map. To name some local birds. Know that birds sometimes need us to feed them in Winter. Know that animals need food, water and shelter to survive. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Look at changes that happen around school in Spring. Know that Spring is one of four seasons and name these seasons. 	As a speaker we will: <ul style="list-style-type: none"> Ask questions to find out more Articulate our ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Describe events on some detail Use talk to help work out problems and organise thinking Explain how things work and why they might happen Make comments about what they have heard. Ask questions to clarify their understanding. Offer explanations why things might happen, making use of recently introduced vocabulary. Participate in small group and class discussions. Offer our own ideas. 	We will: <ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge Manage our own needs Know and talk about factors that support our health and well-being (tooth brushing, screen time and good sleep routine)
			Building Relationships
<u>Vocab</u> Lullaby, tempo, pitch, melody, painting, composer, sculpture			We will: <ul style="list-style-type: none"> Think about the perspectives of others Form positive attachments with adults and friendships with peers <p>Talk about our own and our friends' dreams and goals through the Jigsaw PSHE unit.</p>

	<p>Learn about new life at Spring –</p> <ul style="list-style-type: none"> • frogspawn, chicks, ducklings and some baby animals. • Comment on the weather and make a weather chart. • Name and draw some Spring flowering plants – hyacinth, daffodil, tulip and crocus. • To spot some local birds and name other birds – woodpecker, magpie, pigeon, dove, blackbird and robin. 		
	<p><u>Vocab</u></p> <p>Stars, constellations, nocturnal animals, owls, bats, diurnal, humans, day, night, moon, stars, freezing, melting, special features, camouflage, climate, weather, North Pole, South Pole, World, Arctic, mountain, Antarctic, iceberg, glacier, ocean, sea, land, atlas, globe, map, shelter, survive, season, Spring, new life, frogspawn, chicks, ducklings, lambs, calves, hyacinth, daffodil, tulip and crocus, woodpecker, magpie, pigeon, dove, blackbird and robin.</p>		