

Black Horse Hill Infant School

F1 SPRING TERM CURRICULUM 2022



*Some 0 to 3 statements included for January starters.

Literacy		Mathematics	Physical Development
Reading	Writing	Number	Gross Motor Skills
<p>As readers we will:</p> <ul style="list-style-type: none"> Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> ❖ print has meaning ❖ print can have different purposes ❖ we read English text from left to right and from top to bottom ❖ the names of the different parts of a book ❖ page sequencing We will engage in extended conversations about stories, learning new vocabulary from a range of key text. 	<p>As writers we will:</p> <ul style="list-style-type: none"> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. Use some print and letter knowledge in their early writing. For example: drawing a dinosaur and giving meaning to marks we use to say what is happening in our picture. Begin to use some letter shapes to represent our names e.g. initial letter. <p>Key Vocabulary: Draw, marks, tell me, letters, writing, read, say, name</p>	<p>As mathematicians we will:</p> <ul style="list-style-type: none"> Take part in finger rhymes with numbers. Compare amounts, saying 'lots', 'more' or 'same'. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Show 'finger numbers' up to 5. Talk about and explore 2D shapes (for example, circles, rectangles, triangles and circles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<p>We will</p> <ul style="list-style-type: none"> Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. The children will learn to use hoops, quoits and balls to roll, throw and catch. Develop overall body-strength, balance, co-ordination and agility especially when using our climbing hill (or volcano). Learn about safety when using our equipment e.g. how to climb over our climbing hill/volcano
		Numerical Patterns	<p>Key Vocabulary: Push, hold, safely, twist, roll, climb, up, down, through, over, turns, stop, side</p>
		We will:	
			Fine Motor Skills

Key Vocabulary: Books, print, letters, words, front, Back, spine, title, author, story, next, page		<ul style="list-style-type: none">• Notice patterns and arrange things in patterns.• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.• Extend and create ABAB patterns – stick, leaf, stick, leaf.• Notice and correct an error in a repeating pattern.	<p>We will:</p> <ul style="list-style-type: none">• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.• Start eating independently and learning how to use a knife and fork.• Develop manipulation and control.• Explore different materials and tools.• Take part in a wide range of funky finger activities such as threading, mark making, using tweezers and balancing activities.• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
		Key Vocabulary: Pattern, repeat, same, next, pointy, spotty, lines, blobs, zig-zag, wavy	Key Vocabulary: Hold, squeeze, grip, thread, through, safely, cut, snip
Communication and Language			Personal, Social & Emotional Development
Listening, attention and understanding	Speaking		Self-Regulation
As a listener we will: <ul style="list-style-type: none">• Understand how to listen carefully and why listening is important• Enjoy listening to and talking about stories.• Listen carefully to rhymes and songs• Learn rhyme, poems and songs• Listen to and talk about non-fiction texts• Learn new vocabulary	We will: <ul style="list-style-type: none">• Start to develop conversation, often jumping from topic to topic.• Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.• Use new vocabulary through the day• Ask questions to find out more and to check we understand what has been said• Articulate our ideas and thoughts in well-formed sentences.• Develop social phrases.• Connect one idea or action to another using a range of connectives• Describe events in some detail		We will: <ul style="list-style-type: none">• Find ways of managing transitions, for example from their parent to their key person.• Express our feelings and consider the feelings of others• Begin to identify and moderate our own feelings socially and emotionally
Expressive Arts	Understanding of the World		Managing Self
We will:	We will:		We will: <ul style="list-style-type: none">• Learn to use the toilet with help, and then independently.

<ul style="list-style-type: none"> • Explore a range of sound-makers and instruments and play them in different ways. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Join different materials and explore different textures. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people. • Talk about dinosaurs e.g. what they looked like, what they ate etc • We will learn that they are now 'extinct' and we know what they look like from the fossils they left behind. • We will talk about the job of a palaeontologist and learn about a famous lady palaeontologist called Mary Anning. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • We will learn about how Greta Thunberg is challenging world leaders to take action about climate change. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Learn the boundaries at Black Horse Hill Infant School by following our Golden Rules • Be introduced to the Golden Rules, Gold Stars and Golden Time. • Begin to show perseverance and resilience in the face of challenge
<p>Key Vocabulary: Pretend, imagination, and then, happily ever after, draw, colour, shape, pattern, face, shape</p>	<p>Key Vocabulary: Extinct, fossils, bones, palaeontologist, meat eaters, plant eaters, people, different, volcano, country, climate change</p>	
		<p style="text-align: center;">Building Relationships</p> <p style="text-align: center;">We will:</p> <ul style="list-style-type: none"> • Develop friendships with other children. • Build constructive and respectful relationships with new adults and friends. • We will play in a group and share ideas. • We will think and talk about our own dreams and goals and those of others. <p>Key Vocabulary: Friends, play, share, happy, smile Listen, show, look</p>

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