

# Black Horse Hill Infant School

## F2 SUMMER TERM CURRICULUM 2022



| Literacy   |   | Mathematics  | Physical Development   |
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| Reading  | Writing   | Number   | Gross Motor Skills   |
| <p>As readers we will:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> <li>• Demonstrate understanding of what has been read to us by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li>• Read a finding story- <i>The Storm Whale</i> and transformation story- <i>The Extraordinary Gardener</i></li> <li>• Read stories from around the world</li> </ul> <p>Within <b>phonics</b> we will:</p> <ul style="list-style-type: none"> <li>• Read and write the tricky words - have, like, little, some, come, so, do, there, were, said, what, when, out, one</li> <li>• Read and write words containing vowel digraphs and trigraphs - <i>oa, oo, oo, ar,</i></li> </ul> | <p>As writers we will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Form lower case and capital letters correctly.</li> </ul> <p>During guided writing tasks we will:</p> <ul style="list-style-type: none"> <li>- Write descriptive sentences</li> <li>- Plan, Tell and write a finding story</li> <li>- Plan a transformation story</li> <li>- Plan and write instructions</li> </ul> | <p>As mathematicians we will:</p> <ul style="list-style-type: none"> <li>• Build numbers beyond 10</li> </ul> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <ul style="list-style-type: none"> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p>Count beyond 20, understanding the counting pattern</p> <p>Develop our spatial reasoning skills by matching, rotating and manipulating shapes</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <ul style="list-style-type: none"> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> | <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> |
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| <p><i>or, ow, oi, ear, air, ure, er, igh, sh, ch, th, ng, ai, ee, ur</i></p>  |  | <ul style="list-style-type: none"> <li>• Develop our spatial reasoning skills by matching, rotating and manipulating shapes</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>                     |   |
| <p><b>Expressive Art And Design</b></p>   | <p><b>Understanding The World</b></p>  | <p><b>Communication And Language</b></p>  | <p><b>Personal, Social &amp; Emotional Development</b></p>  |
| <p>Creating with Materials</p>  | <p>Past and Present</p>  | <p>Listening, Attention and Understanding</p>   | <p>Self-Regulation</p>  |
| <p>As artists we will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;</li> <li>• - Share their creations, explaining the process they have used;</li> <li>• - Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Create masks of animals from around the world</p> <ul style="list-style-type: none"> <li>• Learn about Aboriginal artwork and print patterns</li> <li>• Create upcycled art</li> <li>• Create a rooftop garden inspired by the story Errol's Garden</li> </ul> | <ul style="list-style-type: none"> <li>• Learn about the Aboriginal artist Minnie Pwerle</li> <li>• Learn about buildings from around the world.</li> <li>• Learn about the artist Van Gogh</li> </ul> <p><b><u>Vocab</u></b><br/>         Aboriginal, buildings, Buckingham Palace, Pyramids, White House, Parthenon, Eiffel Tower, Empire State Building, Golden Temple, Sydney Opera House, Stonehenge, Taj Mahal, Leaning Tower of Pisa, Angkor Wat, artist Van Gogh</p> | <p>As a listener we will:</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> | <p>We will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;             <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> </ul> </li> <li>• - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> |
|   | <p><b>People, Culture and Communities</b></p>  | <p>Speaking</p>   | <p>Managing self</p>  |

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| <ul style="list-style-type: none"> <li>• Draw sunflowers inspired by Van Gogh</li> <li>• Create paintings of gardens</li> <li>• Create 3D models of scarecrows</li> <li>• Decorate a pebble</li> <li>• Clay imprint art</li> <li>• Explore tone and shades of colours</li> </ul>  | <p>We will:</p> <ul style="list-style-type: none"> <li>• Say how vehicles are the same or different</li> <li>• Make a map of a journey</li> <li>• Look at Google earth and talk about where we are and where we have travelled.</li> <li>• Talk about features of our local community</li> <li>• Talk about how we travel to school</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>• Talk about the global community from which we belong</li> <li>• Compare our own life to other children’s lives around the world</li> <li>• Learn that The Gambia is a country in West Africa</li> <li>• Learn about games from other countries (Ampe from Ghana, Jianzi from China)</li> </ul> | <ul style="list-style-type: none"> <li>• As a speaker we will: <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express our ideas and feelings about our experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from our teacher.</li> </ul> </li> </ul> | <p>We will:</p> <ul style="list-style-type: none"> <li>• Learn about road safety and being a safe pedestrian</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</li> <li>• Make healthy tortilla pizza Learn about staying safe in the sun</li> </ul> <p>Prepare food for picnic</p> |
| <p><b><u>Vocab</u></b><br/>Model, sculpture, painting, clay, tone, shade, light, dark</p>   |  |   | <p><b><u>Vocab</u></b><br/>sun safety, protection, healthy, picnic</p>  |
| <p>Being Imaginative and Expressive</p>   |  |   |   |
| <p>To show our imaginative skills we will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</li> <li>- Learn an African dance</li> </ul> <p>Sing Hello to All the children of the world song</p> |  |   |   |
| <p><b><u>Vocab</u></b><br/>Bonjour, ciao, Buenos dias, guten tag, konnichiwa, shalom</p>  | <p><b><u>Vocab</u></b><br/>Community, globe, global, country, map, journey</p>   |   | <p style="text-align: center;"><b>Building Relationships</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others;</li> <li>• Form positive attachments to adults and friendships with peers;</li> </ul> <p>Show sensitivity to their own and to others’ needs.</p>  |
|   | <p style="text-align: center;"><b>The Natural World</b></p>  |   |   |
|   | <p>We will:</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> </ul>   |   |   |

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- Learn about maps and a globe.
- Learn about habitats
- Learn about how living things, communities and climates differ around the world
- Talk about continents, countries, oceans and seas.
- Learn about the Savannah in Africa and the animals that live there
- Learn where Jamaica is on a map and it is part of the Caribbean
- Learn about plastic pollution and the problem of littering
- Learn how to care for plants and animals in our local environment and what they need to survive
- Grow sunflowers
- Learn about the life cycle of a butterfly and that all insects have 6 legs and a hard outer shell and that some insects have wings
- Make butterfly feeders

**Vocab**

Habitat, Savannah, Africa, continent, map, climate, weather, culture, wildlife, Jamaica, Caribbean, Caribbean sea, green sea turtle, manatee, dolphin, humpback whale, reef shark, tropical fish, surfing, plastic pollution, litter, compost, reusable bags, recycle, reusable, living things, plant, tree, bumblebee, butterfly, proboscis, caterpillar, chrysalis, pupae, nectar ladybird, flower, rooftop garden, flats, allotment, sunflower, seeds, compost, sunlight, warmth, nutrients, air, roots, stem, leaves, petals, insect, egg, wings, antenna

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## **Wider Texts**

### Fiction

Errol's Garden by Gillian Hibbs

The Scarecrow's wedding by Julia Donaldson

My Butterfly Bouquet by Nicola Davies

Penguin on Holiday by Salina Yoon

One Gorilla by Anthony Browne

The Snail and the Whale by Julia Donaldson

Mr Gumpy's Outing by John Burningham

Mrs Armitage on Wheels by Quentin Blake

### Non- Fiction

This is Our World by Tracy Turner

Welcome to our World by Moira Butterfield

Little People, Big Dreams by David Attenborough

