

Black Horse Hill Infant School

F1 SUMMER TERM CURRICULUM



Literacy		Mathematics	Physical Development
Writing	Reading	Number	Gross Motor Skills
<p>As writers we will:</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	<p>As readers we will:</p> <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • We will engage in extended conversations about stories, learning new vocabulary from a range of key text. • We will read a wide range of stories to develop knowledge and extend vocabulary 	<p>As mathematicians we will:</p> <ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 3D shape using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Know that the last number reached when counting a small set of objects tells you how many there are there in total (cardinal principle) • Link numerals and amounts up to 5 • Understand position through words alones • Make comparisons between objects relating to size, length, weight and capacity • Create ABAB patterns. • Notice and correct a repeating pattern • Describe a sequence of events real or fictional, using words such a 'first', 'then,....' 	<p>We will:</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding scooters, trikes and bikes • Begin to develop their balancing skills using a balance bike • Begin to climb up apparatus using alternate feet (bridge, rope tunnel and climbing walls) • Skip, hop and stand on one leg • Use large muscle movements to dance with streamers • Paint and make marks using large muscle movements • Take part in group activities that they make up for themselves or in teams. • Increasingly be able to use and remember sequences and patterns of movement and rhythm • Match their developing physical skills to tasks • Choose the right resources to carry out their own plan.
<p>Key Vocabulary: name, letter, grapheme,</p>			

	<p>Key Vocabulary: Letters, graphemes, sounds, phonemes</p>	<p>Key Vocabulary: More than, fewer than, less than, sides, corners, straight, flat, round, curved, roll, numbers, triangle, circle, cuboid, cube, rectangle, sphere, cone, along, next to, in front of, behind, longest, shortest, heavy, empty, full, pattern, first, then</p>	<ul style="list-style-type: none"> Collaborate with others to manage large items e.g. planks. Working as team of ants. <p>Key Vocabulary: balance, hop, skip, fast, slow</p>
			<p>Fine Motor Skills</p>
			<p>We will:</p> <ul style="list-style-type: none"> Use one-handed tools and equipment Use scissors in their independent creative work with support Show a preference for a dominant hand Use a comfortable grip with good control when holding pens and pencils. Working towards the tripod grip. Be increasing independent as they get dressed and undressed and doing up their own zip.
<p>Communication and Language</p>			<p>Personal, Social & Emotional Development</p>
<p>Listening, attention and understanding</p>	<p>Speaking</p>		
<p>As a listener we will:</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. 	<p>We will:</p> <ul style="list-style-type: none"> Use a wider range of vocabulary Sing a large repertoire of songs Know many rhymes Talk about familiar books Tell a long story Continue to develop their communication with irregular tenses and plurals Develop their pronunciation Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. When learning about caring for our local and global environments. 		<p>We will:</p> <ul style="list-style-type: none"> Develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Talk with others to solve conflicts Be increasingly independent in meeting own needs (using the toilet, dressing and undressing) Make healthy choices about food, drink, activity and tooth brushing <p>Jigsaw – Relationships and Changing Me</p>

	<ul style="list-style-type: none"> • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play 	<p>Key Vocabulary: Friends, play, share, happy, smile Listen, show, look</p>
Expressive Arts	Understanding of the World	
<p>We will:</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore colour and colour-mixing. • Play instruments with increasing control to express their feelings and ideas. • Look at ‘The Snail’ by Henry Matisse • Develop their own ideas and then decide which materials to use to express them. • Remember and sing entire songs the theme of minibeasts (Incy Wincy Spder, Ladybird, Ladybird, There is a tiny caterpillar on a leaf) • Make butterfly pictures using ready mixed paint • Create an underwater picture with collage materials • Create a giant mural on an outdoor wall using sprays, flicks and a range of methods of application (Graffiti Art) • Listen to a variety of classical music inspired by water – Yellow River Piano Concerto, Water Music by Handel and encourage the children to 	<p>We will:</p> <ul style="list-style-type: none"> • Understand the key features of the life cycle butterfly • Use all our senses in hands on exploration or natural materials • Begin to understand the need to respect and care for the natural environment and all living things • Create a bug hotel and care for living things in the environment • Begin to understand that animals have some similar and different body parts (scaly skin, hair and feathers) • Begin to understand that animals eat different foods. • Explore the different types of homes that animals live in. • Know that there are different countries in the world • Talk about the differences between materials and changes that they notice • Find out about oceans and aquatic animals and the oceans that they live in • Plant seeds and observe them growing and talk about how plants need water, sunlight and air to survive • Make ice lollies following a recipe • Learn what you can do at the beach • Compare the seashore with the nursery environment and will explain why it is similar and different • Learn that a beach is a pebbly or sandy shore • Learn about seaside holidays in the past • Learn to respect the natural environment and not leave litter on the beach • Learn about crabs, rock pools or tide pools and that crabs have 5 legs • Learn which sea animals live in a rock pool <p>Key Vocabulary: animal, minibeast, magnifying glass, egg, caterpillar, chrysalis, butterfly, insect, lay eggs, hatch, seeds, birds, reptiles, scaly skin, animal, hair, feathers, herbivore, carnivore, ice, freeze, solid, sea animals, ocean, float, sink, plant, living thing, water, sunlight, ice-lolly, fast, slow, waterfall, oil, shore, sandy, sea, swimming costume, towel, sunscreen, past, smooth, rough, shiny, hard, pincers, starfish, seashore, gull, ocean, sea, globe, slimy, wet</p>	

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discuss how the music makes them feel

- Sing seaside songs – She sells, sea shells, A Sailor went to sea, Bobby Shafto went to sea
- Explore seaside sounds
- Listen to the Carnival of the Animals and respond to the music using paint

Key Vocabulary: fish, collage, artist, mix,

Wider text:

Summer 1	Summer 2
What the Ladybird Heard by Julia Donaldson What the Ladybird Heard Next by Julia Donaldson Martha Maps it Out by Leigh Hodgkinson Aaaarrgghhh, Spider by Lydia Monks Superworm by Julia Donaldson The Bad Tempered Ladybird by Eric Carle The Very Busy Spider by Eric Carle Spinderella by Julia Donaldson Slug in Love by Rachel Bright My First Book of Garden Bugs (RSPB) BY Mike Urwin The Crunching Munching Caterpillar by Sheriden Cain The Koala Who Could by Rachel Bright	The Crocodile Who Didn't Like Water by Gemma Merino Commotion in the Ocean by Giles Andreae The Whale Who Wanted More by Rachel Bright The Singing Mermaid by Julia Donaldson The Big Big Sea by Martin Waddell Sally and the Limpet by Simon James First Book of the Seashore (RSPB) by Derek Nieamann Commotion in the Ocean by Giles Andreae Tiddler by Julia Donaldson Welcome to the Rock Pool (Living Things and their habitats) by Ruth Owen Exploring Rock Pools by Jill McDougall The Singing Mermaid by Julia Donaldson

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Dear Zoo by Rod Campbell
From Head to Toe by Eric Carle
The Selfish Crocodile by Faustin Charles
Flip Flap Pets (Nosy Crow) by Axel Scheffler
What the Ladybird heard on holiday by Julia Donaldson
Giraffes Can't Dance by Giles Andreae

Who is hiding at the Seaside? (Nosy Crow) by Katherine McEwen
Lucy and Tom at the Seaside by Shirley Hughes
Herman the Hermit Crab by Cindy w. Holligsworth
Fish by Brendan Kearneu