

# Black Horse Hill Infant School

## F1 SPRING TERM CURRICULUM



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

<ul style="list-style-type: none"> <li>We will engage in extended conversations about stories, learning new vocabulary from a range of key text.</li> </ul> <p>Key Vocabulary: Books, print, letters, words, front, Back, spine, title, author, story, next, page</p>		<p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <ul style="list-style-type: none"> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> </ul>	<p style="text-align: center;"><b>Fine Motor Skills</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Use a knife and fork.</li> <li>Develop manipulation and control.</li> <li>Take part in a wide range of funky finger activities such as threading, mark making, using tweezers and balancing activities.</li> <li>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.</li> </ul> <p>Key Vocabulary: Hold, squeeze, grip, thread, through, safely, cut, snip, thick, thin</p>
		<p>Key Vocabulary: Pattern, repeat, same, next, pointy, spotty, lines, blobs, zig-zag, wavy, number, counting, forwards, backwards</p>	
	<b>Communication and Language</b>		
Listening, attention and understanding	Speaking		Self-Regulation
<p>As a listener we will:</p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important</li> <li>Enjoy listening to and talking about stories.</li> <li>Listen carefully to rhymes and songs</li> <li>Learn rhyme, poems and songs</li> <li>Listen to and talk about non-fiction texts</li> <li>Learn new vocabulary</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>Talk about our favourite stories.</li> <li>Start to develop conversation, often jumping from topic to topic.</li> <li>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>Use new vocabulary through the day</li> <li>Ask questions to find out more and to check we understand what has been said</li> <li>Articulate our ideas and thoughts in well-formed sentences.</li> <li>Develop social phrases.</li> <li>Connect one idea or action to another using a range of connectives</li> <li>Describe events in some detail</li> </ul>		<p>We will:</p> <ul style="list-style-type: none"> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Express our feelings and consider the feelings of others</li> <li>Begin to identify and moderate our own feelings socially and emotionally</li> </ul>
Expressive Arts	Understanding of the World		Managing Self

<p>We will:</p> <ul style="list-style-type: none"> <li>• Explore a range of sound-makers and instruments and play them in different ways.</li> <li>• Make their own instruments e.g. rain maker</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools – printing, large paint brushes, hand prints, feet prints,</li> <li>• Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’.</li> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Join different materials and explore different textures using clay and dough, cloud foam</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Explore colour and colour mixing by using rollers, brushes, sponges, watering cans and powder paint</li> <li>• Create their own ammonite spiral pictures</li> <li>• Joining different materials through box sculpture to create a dinosaur</li> <li>• Remember and sing entire songs</li> <li>• Colour and weather themed Nursery Rhymes</li> <li>• Sing the pitch of the tone sung by another person (pitch match)</li> </ul> <p>Key Vocabulary: Pretend, imagination, and then, happily ever after, draw, colour, shape, pattern, face, shape, spiral</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting and on trips including seasonal changes.</li> <li>• Make connections between the features of their family and other families.</li> <li>• Look at the features of the school, playground, school and houses.</li> <li>• Notice and begin to name man made features in the immediate environment / playground /classroom/school/houses/road</li> <li>• Notice differences between people.</li> <li>• Celebrate Chinese New Year and Pancake Day</li> <li>• Talk about dinosaurs e.g. what they looked like, what they ate and how they are related to animals today and that they are now ‘extinct’</li> <li>• We will talk about the job of a palaeontologist and learn about a famous lady palaeontologist called Mary Anning.</li> <li>• Explore volcanos around the world and learn that a volcano is the earth’s crust through with lava escapes and lava is hot molten rock.</li> <li>• Observe the changes in the weather, suitable clothing for different weather and rainbows.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• We will begin to make sense of their own life story and family history</li> <li>• We will talk about different places that the children have visited in the United Kingdom</li> </ul> <p>Key Vocabulary: Extinct, fossils, bones, palaeontologist, meat eaters, plant eaters, people, different, volcano, maps, weather, house, road, playground, school, umbrella, rainbow, raindrops, colour, ammonite</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>• Learn to use the toilet with help, and then independently.</li> <li>• Learn the boundaries at Black Horse Hill Infant School by following our Golden Rules</li> <li>• Be introduced to the Golden Rules</li> <li>• Begin to show perseverance and resilience in the face of challenge</li> <li>• Develop friendships with other children</li> </ul> <p style="text-align: center;"><b>Building Relationships</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Develop friendships with other children.</li> <li>• Build constructive and respectful relationships with new adults and friends.</li> <li>• We will play in a group and share ideas.</li> <li>• We will think and talk about our own dreams and goals and those of others.</li> <li>• Jigsaw Units – Dreams and Goals, Healthy Me</li> </ul> <p>Key Vocabulary: Friends, play, share, happy, smile Listen, show, look</p>
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## Wider Texts

Spring 1	Spring 2
1,2,3 Do the Dinosaur by Michelle Robinson and Rosalind Beardshaw Bumpus Jumpus Dinosaurumpus by Tony Mitton The Hugasaurus by Rachel Bright The Worrysaurus by Rachel Bright The Stompysaurus by Rachel Bright The Dinosaur that lost his ROAR by Russell Punter The Itchy-saurus by Rosie Wellesley Dinosaurs love underpants by Claire Freedman and Ben Cort Harry and the Bucketful of Dinosaurs by Ian Whybrow Harry and the Dinosaurs at the Museum by Ian Whybrow Harry and the Dinosaurs go to school by Ian Whybrow Ten little Dinosaurs by Mike Brownlow The Great Dirty Dinosaur by Martin Waddell My Very First Dinosaurs book (Usborne) Alex Frith Dinosaurs (DK First Facts) by DK Cave Baby by Julia Donaldson	The Day the Crayons Quit by Drew Daywalt The Day the Crayons came back by Drew Daywalt Brown Brown Bear What Do You See? Eric Carle How to catch a rainbow by Naomi Jones Weather: Explore Nature with fun facts and activities by DK Wind (Whatever the Weather) by Carol Thompson Sun (Whatever the Weather) by Carol Thompson Rain (Whatever the Weather) by Carol Thompson Shark in a Park on a Windy Day! By Nick Sharratt The Mixed Up Chameleon by Eric Carle We are going on a Bear Hunt by Michael Rosen Lost and Found by Oliver Jeffers Martha Maps it Out by Leigh Hodgkinson Whatever Next! By Jill Murphy Little Rabbit Lost Harry Horse You Choose by Pippa Goodhart Mr Gumpy's Outing John Burningham The Night Pirates by Pete Harris Peepo by Janet Allberg