

Black Horse Hill Infant School

F1 SUMMER TERM CURRICULUM 2022



Literacy		Mathematics	Physical Development
Writing	Reading	Number	Gross Motor Skills
<p>As readers 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 writers we will:</p> <p>Develop their phonological awareness, so that they can:</p> <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 <p>We will engage in extended conversations about stories, learning new vocabulary from a range of key text.</p>	<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'. 	<p>We will:</p> <ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
<p>Key Vocabulary:</p> <p>Draw, marks, tell me, letters, writing, read, say, name</p>	<p>Key Vocabulary:</p> <p>Letters, graphemes, sounds, phonemes, write, name</p> <p>Draw, marks, tell me, letters, writing, read, say, name</p>	<p>Key Vocabulary:</p> <p>More than, fewer than, less than, sides, corners, straight, flat, vertices, edges, round, curved, roll, sort, match, numbers</p>	<p>Key Vocabulary:</p> <p>Team, together, fast, slow, decide, wide, narrow, challenge</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"> • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh <ul style="list-style-type: none"> - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • 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. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<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.
Expressive Arts	Understanding of the World	Managing Self
<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. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. 	<p>We will:</p> <ul style="list-style-type: none"> • 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. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • 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. 	<p>We will:</p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
		Building Relationships
		<p>We will:</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Talk with others to solve conflicts.

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<ul style="list-style-type: none">• Play instruments with increasing control to express their feelings and ideas.		Key Vocabulary: Friends, play, share, happy, smile Listen, show, look
Key Vocabulary: Instruments, songs, play, listen, copy, happy, sad, ideas, colours, shades, mix, louder, softer, quiet, wavy, straight, long, short hair, eyes, nose, middle, face	Key Vocabulary: Sea, ocean, rain, water, sea creatures, whales, dolphins, pods, intelligent, whistles, clicks, squeaks, turtles, hatch, angel fish, sharks, commotion	

Wider text:

‘Water’ – Why waste it? Simon and Schuster Young Books

‘Little Hands Water’ Rachel Matthews

‘The Proudest Blue’ A story of Hijab and Family Ibtihaj Muhammad

‘Let’s Build a House’ Mick Manning and Brita Granstrom