Black Horse Hill Infant School

F2 AUTUMN TERM CURRICULUM

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| **Literacy** | **Mathematics** | **Physical Development** |
| Word Reading | Comprehension | Writing | Number | Gross Motor Skills |
| As readers we will:* Read individual letters by saying the sounds for them
* Blend sounds into words, so that we can read short words made up of know letter-sound correspondences.
* Follow Little Wandle Letters and Sounds

- s,a,t,p- i,n,m,d- g,o,c,k- ck,e,u,r- h,b,f,ff,l,ll,ss - j, v, w, x - y, z, zz, qu - ch, sh, th, ng nk Words ending in sTricky words- is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be | We will:* Listen to and talk about stories to build familiarity and understanding
* Retell the story, once we have developed a deep familiarity with the text

Key Texts- The Something by Rebecca ColeLittle Red by Bethany Woollvin | As writers we will:* Form lower case and upper case letters correctly
* Spell words by identifying the sounds and then writing the sound with letter/s
* Label pictures
* Create lists
* Write our names
* Orally rehearse sentences using key vocabulary
* Work towards writing captions and sentences
 | As mathematicians we will:* Count objects, actions and sounds
* Subitise within 5
* Represent numbers to 5
* Compare numbers within 5
 | We will * Revise and refine our fundamental movement skills of rolling, crawling, jumping, running, hopping, skipping and climbing.
* Use our core muscle strength to achieve a good posture when sitting at a table or on the floor
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| Numerical Patterns |
| * Match, sort and group objects.
* Understand the one more/one less than relationship between consecutive numbers
* Compare size, mass and capacity
* Explore pattern
* Explore circles and triangle

Key Texts- The Button Box |
| Fine Motor Skills |
| We will:* Enjoy different funky finger activities such as threading, mark making, using tweezers and balancing activities.
* Begin to uses a range of tools competently, safely and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons)

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| **Expressive Art And Design** | **Understanding The World** | **Communication and Language** | **Personal, Social & Emotional Development** |
| Creating with materials  | People, Culture and Communities  | Listening, attention and understanding | Self-Regulation |
| As artists we will:* Draw, paint and collage self-portraits and portraits of our families
* Create houses using junk modelling materials
* Create leaf decorations and autumn garlands
* Use charcoal to create a bonfire picture
* Draw pictures of animals and plants from our local environment
* Safely use and explore a variety of materials (water colour, paint, chalk, crayon, pen, pencil, recycled materials, paper, tissue, pom-poms) and techniques, (observational line drawing, collage, colour mixing, collaborative, joining with glue and tape, cutting, folding,)experimenting with colour, design, texture, form and function.
* Reflect on how we have achieved our aims
* Look at art work of Kandinsky
 | We will:* Look at similarities and differences between ourselves and our friends
* Learn about the people who help us at school
* Talk about members of our immediate family and community including the emergency services. Visit from police, fire service, RNLI
* Name and describe people who are familiar to us.
* Learn about the festival of Diwali

Key Texts-Once there were Giants by Martin WaddellBig Hair, Don’t Care by Crystal Swain- BatesThe Bumblebear- Nadia ShireenEmergency by Margaret MayoRescue Vehicles by Frances RidleyFire! Fire! By Maureen HaselhurstJourney by Aaron BeckerBinny’s Diwali by Thrity Umrigar | As a listener we will:* 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:* Express our feelings and consider the feelings of others
* Begin to identify and moderate our own feelings socially and emotionally

Key TextsThe Lion and the MouseLost and Found by Oliver Jeffers |
| Being Imaginative and Expressive | The Natural World | Speaking | Managing Self  |
| We will:* Listen attentively, move to and talk about music
* Sing in a group or on our own, learning new songs and revisiting known songs regularly
* Develop story lines in our pretend play
* Explore and engage in music making and dance
* Listen to live and recorded music
* Play percussion instruments
 | We will:* Explore the natural world round us.
* Learn about seasonal change in the natural world
* Learn about autumn foods, harvest and woodland animals
* Observe natural objects using magnifying glasses
* Show care and concern for living things and the environment.

Key TextsLeaf man by Lois EhlertAutumn in the Wood by Janet FitzgeraldThe Wide Awake Hedgehog by Rosie WellesleyPumpkin Soup by Helen Cooper | We will:* 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:* 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
* Jigsaw Units- Being Me in my World, Celebrating Differences
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| Building Relationships |
| We will:* Build constructive and respectful relationships with new adults and friends.
* We will play in a group and share ideas.
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| Past and Present |
| We will:* Talk about the lives of people around us and their roles in society.
* Learn about the Christmas story
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