




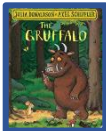
F2 Curriculum information- Spring 2022-2023

Spring Term 1	6 Weeks	Spring Term 2	5 Weeks
COMMUNICATION AND LANGUAGE			
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none">• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.• Listen carefully to and learn rhymes, poems and songs• Listen to and talk about stories to build familiarity and understanding <p>Speaking</p> <ul style="list-style-type: none">▪ Use new vocabulary throughout the day<ul style="list-style-type: none">▪ Model & encourage questions after instructions▪ Express □ Ideas to friends □ Book talk▪ Develop social phrases• retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words		<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none">• Listen to and talk about stories to build familiarity and understanding• 'Show and Tell' -Listening to others- one child chosen daily with a theme- favourite toy, best photograph <p>Speaking</p> <ul style="list-style-type: none">▪ Use new vocabulary throughout the day<ul style="list-style-type: none">▪ Express □ Ideas to friends □ Book talk▪ Develop social phrases• retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	
PERSONAL, SOCIAL AND EMOTIONAL			
<p>Keeping myself safe (Spr 1)</p> <ul style="list-style-type: none">• What's safe to go onto my body?• Keeping myself safe- What's safe to go inside my body (including medicines)		<p>Rights and responsibilities (Spr 2)</p> <ul style="list-style-type: none">• Looking after my special people• Looking after my friends• Being helpful at home and caring for our classroom	

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<ul style="list-style-type: none"> • Safe indoors and outdoors • Listening to my feelings (1) • Keeping safe online • People who help to keep me safe 	<ul style="list-style-type: none"> • Caring for our world • Looking after money (1): recognising, spending, using • Looking after money (2): saving money and keeping it safe
PHYSICAL DEVELOPMENT	
<ul style="list-style-type: none"> ▪ Develop overall body-strength, balance, co-ordination and agility. ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ▪ Combine different movements with ease and fluency ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ▪ <i>Make pathways to show how to move from one area in the outdoor space to another.</i> 	<ul style="list-style-type: none"> ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ▪ Further develop and refine a range of ball skills including: <i>passing, batting and aiming</i>

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LITERACY			
		LITERACY FOCUS TEXT - WRITING	
 <p>Blue Penguin</p> <ul style="list-style-type: none"> • Read and understand simple sentences • Use phonic knowledge to decode regular words • Read some common irregular words • Show understanding of what they have read. • Know that information can be retrieved from books • Use phonic knowledge to write words • Write some irregular words • Write a simple sentence which they can read by themselves <p>Spell phonetically plausible words</p>	 <p>Naughty Bus</p> <ul style="list-style-type: none"> • Form lower-case letters correctly • Write short sentences with words with known sound-letter correspondences • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense 	 <p>The Journey Home</p> <ul style="list-style-type: none"> • Form lower-case letters correctly • Write short sentences with words with known sound-letter correspondences • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense. • Form lower-case and some capital letters correctly • Write short sentences with words with known sound-letter correspondences • Re-read what they have written to check that it makes sense. 	 <p>The Gruffalo</p> <ul style="list-style-type: none"> • Form lower-case letters correctly • Write short sentences with words with known sound-letter correspondences • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense. • Form lower-case and some capital letters correctly • Write short sentences with words with known sound-letter correspondences • Re-read what they have written to check that it makes sense.

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MATHS				
Number: 3 weeks	3 weeks	2 weeks	2 weeks	Consolidation 1 week
Numbers to 10 <ul style="list-style-type: none"> Counting 6,7,and 8 Counting to 9 and 10 Comparing numbers within 10 	<ul style="list-style-type: none"> Addition to 10 Measure Number bonds to 10 	<ul style="list-style-type: none"> Number bonds to 10: part-whole model to 10 Subtraction 	<ul style="list-style-type: none"> Exploring patterns 	
UNDERSTANDING THE WORLD				
Brr it's cold People, Culture & Communities <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and other countries Journeys we take People, Culture & Communities <ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to them Chinese New Year People, Culture & Communities Chinese New Year <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways 		Journeys we take Past and Present <ul style="list-style-type: none"> Comment on images of familiar situations in the past <ul style="list-style-type: none"> <i>create maps from the story. Draw a map of school.</i> <i>Look at pictures from around school and find the area.</i> <i>Look at old pictures of the school and see what has changed</i> Let's celebrate Spring Natural World <ul style="list-style-type: none"> Explore the natural world around them Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them 		

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	<p>People, Culture & Communities</p> <p>Easter</p> <ul style="list-style-type: none"> ▪ Recognise that people have different beliefs and celebrate special times in different ways
EXPRESSIVE ARTS AND DESIGN	
<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ Explore and use a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> ○ Monoprinting- bus scene ○ Using watercolours- London landmark ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. <ul style="list-style-type: none"> ○ <i>Continue to explore colour and colour mixing</i> ○ <i>Recall primary colours and explore how to make basic secondary colours</i> ○ <i>Look at how shapes can be combined to make a picture.- birds and penguins</i> ○ <i>Apply collage to work and find various ways of applying materials to their work.</i> ▪ Create collaboratively sharing ideas, resources and skills. <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Explore and engage in music making and dance, performing solo or in groups. <i>Create sounds for objects they meet along a particular journey.</i></p> <ul style="list-style-type: none"> ▪ Develop storylines in their pretend play. 	

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