

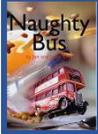
F2 Curriculum information- Spring 2023-2024

Spring Term 1 6 Weeks	Spring Term 2 5 Weeks
COMMUNICATION AND LANGUAGE	
<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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) ● Safe indoors and outdoors ● Listening to my feelings (1) ● Keeping safe online 	<p style="text-align: center;">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 ● Caring for our world ● Looking after money (1): recognising, spending, using ● Looking after money (2): saving money and keeping it safe

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<ul style="list-style-type: none">• People who help to keep me 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>

F2 Curriculum information- Spring 2023-2024

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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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"> create maps from the story. Draw a map of school. Look at pictures from around school and find the area. Look at old pictures of the school and see what has changed 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 People, Culture & Communities Easter		

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- Recognise that people have different beliefs and celebrate special times in different ways

EXPRESSIVE ARTS AND DESIGN

Creating with Materials

- Explore and use a variety of artistic effects to express their ideas and feelings.
 - Monoprinting- bus scene
 - Using watercolours- London landmark
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 - *Continue to explore colour and colour mixing*
 - *Recall primary colours and explore how to make basic secondary colours*
 - *Look at how shapes can be combined to make a picture.- birds and penguins*
 - *Apply collage to work and find various ways of applying materials to their work.*
- Create collaboratively sharing ideas, resources and skills.

Being Imaginative & Expressive

- 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.

Explore and engage in music making and dance, performing solo or in groups. *Create sounds for objects they meet along a particular journey.*

- Develop storylines in their pretend play.