




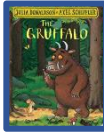
F2 Curriculum information- Spring 2021-2022

Spring Term 1 7 Weeks	Spring Term 2 6 Weeks
COMMUNICATION AND LANGUAGE	
<p><i>Listening, Attention and Understanding</i></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><i>Speaking</i></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><i>Listening, Attention and Understanding</i></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><i>Speaking</i></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><i>Keeping myself safe (Spr 1)</i></p> <ul style="list-style-type: none"> ● What's safe to go onto my body? ● Keeping myself safer- What's safe to go inside my body (including medicines) ● Safe indoors and outdoors ● Listening to my feelings (I) 	<p><i>Rights and responsibilities (Spr 2)</i></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 (I): recognising, spending, using

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<ul style="list-style-type: none"> • Keeping safe online • People who help to keep me safe 	<ul style="list-style-type: none"> • 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 ▪ Make pathways to show how to move from one area in the outdoor space to another. 	<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: passing, batting and aiming

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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"> 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.

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