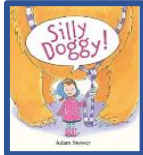


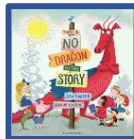


F2 CURRICULUM SUMMER TERM 2023

F2 Curriculum information- Summer term

Summer Term 1 5 Weeks	Summer Term 2 6 Weeks
COMMUNICATION AND LANGUAGE	
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Listen to more complex instructions- 2/3 steps <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Ask questions to find out more information 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. <i>nonsense rhymes/jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
PERSONAL, SOCIAL AND EMOTIONAL	
<p>Being my best (Sum 1)</p> <ul style="list-style-type: none"> Bouncing back when things go wrong Yes, I can! Healthy eating Move your body A good night's sleep 	<p>Growing and changing (Sum 2)</p> <ul style="list-style-type: none"> Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys
PHYSICAL DEVELOPMENT	
<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Develop hand and eye coordination through different ball skills of sending and receiving. <p>Fine Motor Skills</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

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<ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all casesUse a range of small tools, including scissors, paint brushes and cutleryBegin to show accuracy and care when drawing.		<ul style="list-style-type: none">Use a range of small tools, including scissors, paint brushes and cutleryShow growing accuracy and care when drawing.	
LITERACY			
		LITERACY FOCUS TEXT – WRITING	
 <p>Silly Doggy</p> <ul style="list-style-type: none">Read and understand simple sentencesUse phonic knowledge to decode regular wordsRead some common irregular wordsShow understanding of what they have read. Anticipate key events.Know that information can be retrieved from booksUse phonic knowledge to write wordsWrite some irregular wordsWrite a simple sentence which they can read by themselvesSay the sound for each letter of the alphabet and for at least 10 digraphs	 <p>Our Cat Cuddles</p> <ul style="list-style-type: none">Form lower-case letters correctlyWrite short sentences with words with known sound-letter correspondencesSpell words by identifying the sounds and then writing the sound with letter/sRe-read what they have written to check that it makes senseWrite simple phrases and sentences that can be read by othersRead words consistent with their phonic knowledge by sound-blending	 <p>Supertato</p> <ul style="list-style-type: none">Form lower-case letters correctlyWrite short sentences with words with known sound-letter correspondencesSpell words by identifying the sounds and then writing the sound with letter/sRe-read what they have written to check that it makes sense.Form lower-case and some capital letters correctlyWrite short sentences with words with known sound-letter correspondencesRe-read what they have written to check that it makes sense. <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words</p>	 <p>There is no dragon in this story</p> <ul style="list-style-type: none">Form lower-case letters correctlyWrite short sentences with words with known sound-letter correspondencesSpell words by identifying the sounds and then writing the sound with letter/sRe-read what they have written to check that it makes sense.Form lower-case and some capital letters correctlyWrite short sentences with words with known sound-letter correspondencesRe-read what they have written to check that it makes sense.Write simple phrases and sentences that can be read by others<ul style="list-style-type: none">⇒ Including: <input type="checkbox"/> oral rehearsal of sentence before writing <input type="checkbox"/> word spacing <input type="checkbox"/> full stop <input type="checkbox"/> capital letterBegin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:<ul style="list-style-type: none">⇒ 2-3 part story (e.g. using story map/planner)⇒ Instructions

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MATHS				
Number: 3 weeks	2 weeks	2 weeks	3 weeks	Consolidation 1 week
Numbers to 10 <ul style="list-style-type: none">Counting on and counting backNumbers to 20	<ul style="list-style-type: none">Numerical patterns	<ul style="list-style-type: none">Numerical patternsShapes- (composing and decomposing shapes)	<ul style="list-style-type: none">Measure (volume and capacity)SortingTime	
UNDERSTANDING THE WORLD				
Our Pets Great and Small People, Culture & Communities Japanese Children’s day <ul style="list-style-type: none">Recognise that people have different beliefs and celebrate special times in different waysExplain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Natural world <ul style="list-style-type: none">Explore the natural world around them, making observations and drawing pictures of animals and plantsKnow some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class<ul style="list-style-type: none">Sort different animals from different countries		Who is a Superhero? Past and Present <ul style="list-style-type: none">Talk about the lives of the people around them and their roles in societyKnow some similarities and differences between things in the past and now, drawing on their experiences and what has been read in classUnderstand the past through settings, characters and events encountered in books read in class and storytelling.Look at present day heroes- people who help us, other famous peopleLook at similarities and differences between life now and life in mediaeval times.Take a look at their homes and castles.		
EXPRESSIVE ARTS AND DESIGN				
Creating with Materials <ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function<ul style="list-style-type: none">Apply collage to their work and find various ways of applying other materials.Share their creations, explaining the process they have usedMake use of props and materials when role playing characters in narratives and stories<ul style="list-style-type: none">Create a banquet for the children to re-enact times in medieval times				

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Being Imaginative & Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
- Create collaboratively sharing ideas, resources and skills.

Explore and engage in music making and dance, performing solo or in groups.

- [Children to learn and perform a medieval dance](#)

Develop storylines in their pretend play.