

What we are learning in F2 this half term – Spring 1; Our Community.

| Subject | Content | How you can support at home |
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| Communication and Language | <ul style="list-style-type: none"> I can ask questions about my favourite books. I can respond quickly to a series of instructions. I can use new vocabulary through the day. I can use language to create imaginary events, story lines and themes | <ul style="list-style-type: none"> Share favourite stories, books and rhymes together. Talk about the pictures and ask questions about the story. Encourage children to independently follow a set of instructions, for example 'Put your shoes on and then get your coat'. |
| Personal, Social and Emotional Development | <ul style="list-style-type: none"> I am confident to speak to others about own needs, wants, interests and opinions. I understand that my own actions affect other people I can start conversations and take account of what others say. | <ul style="list-style-type: none"> Play board games that encourage turn-taking in conversation and listening carefully to others. |
| Physical Development | <ul style="list-style-type: none"> I can use a tripod grasp. I can travel with confidence and skill around, under, over and through balancing and climbing equipment. | <ul style="list-style-type: none"> Practice name writing and copying letter shapes. Model 'Pinch and Flick' method to hold pencil in correct grip. Visit playgrounds with slides and climbing equipment |
| Phonics | <ul style="list-style-type: none"> Phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er Words with double letters: dd mm tt bb rr gg pp ff New tricky words: was you they my by all are sure pure | <ul style="list-style-type: none"> Share reading practice books together. Continue to orally blend words, eg 'w-i-sh' Use bookmarks to practice tricky words |
| Literacy | <ul style="list-style-type: none"> I can use some identifiable letters to communicate meaning and use them to write captions and labels I can spell words (with support) by identifying the sounds and then writing the sound with letter/s. | <ul style="list-style-type: none"> Share stories together. Encourage children to practice writing their name, using their name card as a guide. Practice adding words and short captions to drawings or during role-play games. |
| Mathematics | <ul style="list-style-type: none"> I can subitise. I can compare numbers. I can explore the composition of numbers to 10. I can experiment with length, height, distance and weight and use my findings to order and group items. | <ul style="list-style-type: none"> Play board games that involve a dice (subitise the numbers on a dice face) Compare snack, counters, shoes; who has more / less? Baking activities: discuss the weight and amount of ingredients used. |
| Understanding the World | <ul style="list-style-type: none"> I can draw information from a simple map. I understand that some places are special to members of my community. I recognise some environments that are different to the one in which I live. | <ul style="list-style-type: none"> Walk around the local area, can children talk about and name local landmarks? Church, shop, library? Look at maps when out and about – what information do they show? |
| Expressive Arts and Design | <ul style="list-style-type: none"> I can explore colour and how colours can be changed. I can use available resources to create props to support role-play. Develop storylines in their pretend play. | <ul style="list-style-type: none"> Play and experiment with paints and coloured water. Role-play different community roles; café, shop, doctor, teacher. |