

What we are learning in F2 this half term – Spring 2: Animals and their habitats

Subject	Content	How you can support at home
Communication and Language	<ul style="list-style-type: none"> I can ask and respond to ‘why’ questions. I can turn to listen to my friends or my teacher. I can explain in simple sentences, including ordering, stating what happened and what might happen 	<ul style="list-style-type: none"> Encourage your child to ask you “why” about everyday things. When reading a book, pause and ask, “Why did that happen?” Practice “my turn / your turn” during conversations.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> I am outgoing towards unfamiliar people and more confident in new social situations. I can demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults. 	<ul style="list-style-type: none"> Praise brave attempts to speak to new people. Encourage visits to new places (playgrounds, libraries) and talk about what to expect. Celebrate examples of kindness and cooperation at home or in school.
Physical Development	<ul style="list-style-type: none"> I can use a comfortable pincer or tripod grasp when holding a pencil to draw and write. I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. 	<ul style="list-style-type: none"> Play with small toys (like beads, pegs, or buttons) to practice pinching. Practice simple writing or drawing activities, like letters, shapes, or patterns. Encourage outdoor activities like kicking a ball, throwing beanbags, or patting a balloon.
Phonics	<ul style="list-style-type: none"> Continue practising and reinforcing Phase 3 graphemes Blend and segment longer words that include these digraphs and trigraphs Read and write words ending in -s (with /s/ and /z/ sounds), and -es (e.g., <i>cats</i>, <i>dogs</i>, <i>boxes</i>). 	<ul style="list-style-type: none"> Practice saying all Phase 3 sounds clearly together Read decodable books matched to their phonics level together daily. Encourage writing short words and simple sentences using the sounds they know.
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. I can talk about sentences and start to write short sentences. 	<ul style="list-style-type: none"> Encourage writing labels for toys, rooms, or objects at home Break words into sounds (segmenting) and write each sound with a letter or letters Practice correct letter formation. Please refer to the Little Wandle parent page for further guidance: www.littlewandle.org.uk/resources/for-parents/
Mathematics	<ul style="list-style-type: none"> I can count an irregular arrangement of up to ten objects. I can estimate how many objects I can see and check by counting them. I can subitise. I can compare numbers. 	<ul style="list-style-type: none"> Practice counting small groups of objects around the house (toys, fruit, blocks). Mix objects in irregular arrangements rather than straight lines to build real counting skills. Play dice or domino games to quickly spot patterns of 1–6 objects
Understanding the World	<ul style="list-style-type: none"> Finding out about animals and their habitats. Comparing different climates and environments (Polar / Africa / UK) Learning about the life-cycle of a chicken. Observing seasonal change in our natural world. 	<ul style="list-style-type: none"> Take nature walks and compare your local environment to other habitats you’ve seen. Talk about what is changing (leaves, flowers, weather). Use simple sorting activities: “Which animals live in water, land, or both?”
Expressive Arts and Design	<ul style="list-style-type: none"> I can join construction pieces together to build and balance. I can create movement in response to music Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> Encourage your child to experiment with balance: stacking different shapes or sizes. Talk about what makes a structure stable or wobbly. Play different types of music and ask your child to move like the rhythm (fast, slow, bouncy, smooth)