

Communication and Language

Listen to and talk about stories to build familiarity and understanding.
Listen to and talk about selected non-fiction to develop a deep familiarity of new knowledge and vocabulary.
Understand how to listen carefully and why it is important.
Use new vocabulary throughout the day, to create imaginary events, storylines and themes.
Articulate their ideas and thoughts in well-formed sentences.
Describe events in some detail.

Maths

We will continue to develop the understanding that all numbers are made up of smaller numbers, composed of 2 parts or more than 2 parts.
The children learn that squares and rectangles have 4 straight sides and 4 corners. They will begin to recognise these shapes in the environment. We will build our own squares and rectangles.
We will be building on our understanding of mass and capacity.
The children will engage in practical activities to be able to make direct comparisons using language such as heavy, heavier than, heaviest, light, lighter than, lightest.
They will investigate different size and shape containers with sand, water, rice and beads to explore capacity.
They will sequence important times of the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.

Physical development

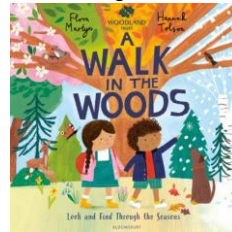
In PE our focus is Gymnastics. The children will be combining movements to create a sequence and explore how they can travel high, low, under and over.
The children will continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.

Knowledge and Understanding of the World

We will recognise and describe special times or events for family or friends such as Christmas and New Year.
We will learn about the four seasons; Spring, Summer, Autumn and Winter, and learn about how animals adapt and the environment changes during each season.
We will learn about mapping, we will navigate using maps and create our very own maps of familiar environments.

This term in F2 our focus question is:

What do you see through the changing seasons?



Our focus text is:

A Walk in the Woods by Flora Martyn and Hannah Tolson

Special Events

Children's Mental Health Week – 3rd-9th Feb
Safer Internet Day – 11th Feb
Valentines Day – 14th Feb

Expressive Arts and Design

We will continue to explore using a range of artistic tools and techniques.
We will create a seasons painting inspired by the book 'Seasons come, seasons go Tree' by Patricia Hegarty



Personal, Social and Emotional development

Jigsaw – Dreams and Goals

Covering: Challenges, Perseverance, Goal setting, Overcoming Obstacles, seeking help, Jobs, Achieving goals.



Values – Respect, Responsible, Resilient

Literacy **COMPREHENSION**

Use picture clues to help read a simple text.
Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.
Show understanding of some words and phrases in a story that is read aloud to them.
Express a preference for a book, song or rhyme, from a limited selection.

WORD READING

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Read simple phrases and sentences made up of words with known letter-sound correspondences, and where necessary, a few common exception words.
Read a few common exception words matched to the school's phonic programme.

WRITING

Form lower case letters correctly.
Write short sentences with words with known letter correspondences.
Spell words by identifying the sounds and then writing the sounds with the letter/s.
Re-read what they have written to check that it makes sense.