


F2 Learning Overview

 <p>BRITISH VIETNAMESE INTERNATIONAL SCHOOL 1997-2022</p>	Throughout their year in F2 children engage in activities which nurture their development in the following areas:		
Personal, Social and Emotional Development	Making Relationships	Self-confidence and Self-awareness	Managing feelings and Behaviour
	<ul style="list-style-type: none"> To play in a group, extending and elaborating play ideas, Initiate play, offering cues to peers to join them. Keep play going by responding to what others are saying or doing. Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 	<ul style="list-style-type: none"> Select and use activities and resources with help. Welcome and value praise for what they have done. Enjoy responsibility of carrying out small tasks. Be more outgoing towards unfamiliar people and more confident in new social situations. Be confident to talk to other children when playing, and communicate freely about own home and community. Show confidence in asking adults for help. 	<ul style="list-style-type: none"> Be aware of own feelings, and know that some actions and words can hurt others' feelings. Begin to accept the needs of others and take turns and share resources, sometimes with support from others. Tolerate delay when needs are not immediately met, and understand wishes may not always be met. Adapt behaviour to different events, social situations and changes in routine.
Communication and Language	Listening and attention	Understanding	Speaking
	<ul style="list-style-type: none"> Listen to others one to one or in small groups, when Conversation interests them. Listen to stories with increasing attention and recall. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> Understand use of objects (e.g. "What do we use to cut things?") Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Respond to simple instructions, e.g. to get or put away an object. Begin to understand 'why' and 'how' questions 	<ul style="list-style-type: none"> Retell a simple past event in correct order (e.g. went down slide, hurt finger). Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Question why things happen and give explanations. Aske.g. who, what, when, how. Use a range of tenses (e.g. play, playing, will play, played). Use intonation, rhythm and phrasing to make the meaning clear to others. Use vocabulary focused on objects and people that are of particular importance to them. Use talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'
Physical Development	Movement and Handling		Health and Self care
	<ul style="list-style-type: none"> Move freely and with pleasure and confidence in a range of ways, such as Slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mount stairs, steps or climbing equipment using alternate feet. Walk downstairs, two feet to each step while carrying a small object. 		<ul style="list-style-type: none"> Tell adults when hungry or tired or when they want to rest or play. Observe the effects of activity on their bodies. Understand that equipment and tools have to be used safely. Wash and dry hands. Dress with minimum help

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	<ul style="list-style-type: none"> • Run skilfully and negotiate space successfully, adjusting speed or direction to • Avoid obstacles. • Catch a large ball. • Draw lines and circles using gross motor movements. • Use one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Hold pencil between thumb and two fingers, no longer using whole-hand grasp. • Hold pencil near point between first two fingers and thumb and uses it to make marks with good control. 	
Literacy	Reading	Writing
	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Begin to be aware of the way stories are structured and suggest how the story might end. • Listen to stories with increasing attention and recall. • Describe main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Look at books independently and handle books carefully. • Know information can be relayed in the form of print. • Hold books the correct way up and turns pages. • Know that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> • Sometimes give meaning to marks as they draw and paint. • Ascribe meanings to marks that they see in different places
Mathematics	Numbers	Shape, Space and Measure
	<ul style="list-style-type: none"> • Use some number names and number language spontaneously. • Use some number names accurately in play. • Recite numbers in order to 10. • Know that numbers identify how many objects are in a set. • Begin to represent numbers using fingers, marks on paper or pictures. • Sometimes match numeral and quantity correctly. • Show curiosity about numbers by offering comments or asking questions. • Compare two groups of objects, saying when they have the same number. • Show an interest in number problems. • Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Show an interest in numerals in the environment. • Show an interest in representing numbers. • Realise not only objects, but anything can be counted, including steps, claps or jumps 	<ul style="list-style-type: none"> • Show an interest in shape and space by playing with shapes or making arrangements with objects. • Show awareness of similarities of shapes in the environment. • Use positional language. • Show interest in shape by sustained construction activity or by talking about shapes or arrangements. • Use shapes appropriately for tasks. • Begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

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Understanding the World	People and Communities	The world	Technology
	<ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them. • Remember and talk about significant events in their own experience. • Recognise and describe special times or events for family or friends. • Show interest in different occupations and ways of life. • Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Talk about some of the things they have observed such as plants, animals, natural and found objects. • Talk about why things happen and how things work. • Develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the environment 	<ul style="list-style-type: none"> • Operate simple equipment, e.g. turns on CD player and uses remote control. • Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Know that information can be retrieved from computers
Expressive Arts and Design	Exploring and using media and materials		Being imaginative
	<ul style="list-style-type: none"> • Enjoy joining in with dancing and ring games. • Sing a few familiar songs. • Begin to move rhythmically. • Imitate movement in response to music. • Tap out simple repeated rhythms. • Explore and learn how sounds can be changed. • Explore colour and how colours can be changed. • Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Describe the texture of things. • Use various construction materials. • Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Join construction pieces together to build and balance. • Realise tools can be used for a purpose. 		<ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words