

Communication and Language

This is an integral part of learning in F3. We will learn important skills to best help us communicate effectively. Children will:

- Be encouraged to articulate their ideas and thoughts in well-formed sentences.
- Be encouraged to use a range of connectives to connect one idea to another.
- Develop social phrases, such as “Good Morning, how are you?”
- Use talk to help work out problems and organise thinking.
- Be encouraged to explain how things work and why they might happen.
- Have opportunities to describe events in some details
- Ask questions to find out more about topics that interest them
- Be encouraged to engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Personal, Social, Emotional Development

In PSED, we will encourage developing confidence and a sense of responsibility. Children should:

- Have opportunities to develop appropriate ways of being assertive, especially during Virtual School Experience.
- Show resilience and perseverance in the face of challenges.
- Identify and moderate their own feelings socially and emotionally.
- Be encouraged to pause, reflect and think about the perspective of others.
- Continue to build constructive and respectful relationships with adults and peers.

F3 Curriculum Statement Term 2



Amazing Animals



Learning is opened through an entry point to engage pupils and assess their current understanding.

We will launch our topic by having a ‘My Pet’ show and tell activity. Children will talk about and describe their pets and how they care for them. Then, we will learn the text, ‘Dear Zoo’ using the Talk for Writing approach, providing writing opportunities for the children and focusing on descriptive words.



At the end of each unit, outcomes are celebrated an exit point

The children will be asked to create their own Talk for Writing version of Dear Zoo, They are encouraged to create a descriptive text of their favourite animal and draw their own story maps of the new class story.

At the end of the term, the children will be making a home for their chosen animal using a variety of materials. They will apply what they have learnt about animal habitats in completing their project.

Literacy

Through Literacy activities and the Talk for Writing approach, the children will:

- Blend sounds into words so that they can read short words made up of known letter-sound correspondence
- Read some letter groups that each represent one sound (digraphs) and say sounds for them
- Read Phase 3 tricky words, such as 'she', 'was', 'you'
- Use some of their print and letter knowledge in their early writing, such as writing a shopping list or labelling their artwork
- Write some letters accurately
- Re-read focus stories and favourite books to build up confidence in word reading, fluency and understanding of texts
- Continue to create class stories through the Talk for Writing innovation stage
- Show a good understanding of new vocabulary when talking about focus stories and non-fiction books.

Mathematics

Through Maths activities, the children will:

- Confidently subitise to 8.
- Explore the composition of numbers to 10.
- Develop an understanding of number bonds to 10, using ten-frames and part-whole models
- Combine two groups to make a whole (addition)
- Create their own tally charts to capture data

Physical Development

Through Physical Development activities the children will:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping, skipping, and climbing.
- Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paint brushes, scissors, knives, forks and spoon.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.
- Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.
- Talk about the different factors that support overall health and well being, such as regular exercise, healthy eating, tooth brushing, and sensible amounts of screen time

Expressive Arts and Design

Through creative activities the children will:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Develop storylines in pretend play.
- Use drawing to represent ideas like movement or loud noises
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Create their own songs or improvise a song around one they already know.

Understanding the World

Through a range of topic activities, the children will:

- Recognise that people have different beliefs and celebrate special times in different ways, such as Tet
- Be encouraged to talk about the features of their own immediate environment and how environments might vary from one another.
- Describe what they see, hear and feel whilst outdoors
- Have opportunities to make observations of animals and explain why some things occur and talk about changes.
- Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Books we will be exploring

Dear Zoo by Rod Campell

The Gruffalo by Julia Donaldson,

Mr Gumpy's Outing by John Birmingham

Handa's Surprise by Eileen Browne

Key Vocabulary

animals, creatures, habitat, knobbly, prickles, enormous, terrible, fierce, grumpy, surprise, tangy

once upon a time, one day, the end, they lived happily ever after, suddenly, and then, finally