

CURRICULUM OVERVIEW

Sharing our learning



FS2 INFORMATION

- **YEAR:** 2021-22 • **TERM:** 5
- **CONTACT:** yearfs@st-johnfisher.org

FS2 TEACHING & LEARNING TEAM

- Mrs H Darken
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- Miss S Partlow
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Dear Parents and Carers,

This is our fifth curriculum overview of the 2021-22 academic year and, because of the COVID pandemic, it covers the first statutory assessment period that all schools will face since 2019. It is therefore a very significant period in the life of our school. Good attendance is very important in order to give our children the best possible chance to do well and demonstrate all they know and can do.

A reminder that the key assessment areas cover all age groups and are set out below:

- **FS2** - a formal check on children's progress in their key foundation year against the Early Learning Goals
- **Y1** - National Phonics Screening
- **Y2** - end of Key Stage 1 statutory assessments (SATs) & follow-up National Phonics Screening*
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - end of Key Stage 2 statutory assessments (SATs) *for children who did not achieve the standard in Y1

Additionally, we are due to be moderated in all areas by the local authority.

Whilst everyone must continue to comply with government guidance related to COVID infection, obviously it is also very important that avoidable absences are kept to an absolute minimum wherever possible. You can help by making appointments at either end (or outside) of the school day and avoiding term-time holidays.

We must all pull together in order to help our children to reach their full potential, especially those who have been affected most negatively by the various lockdowns and others consequences of the pandemic. This has to be our shared priority, and regular attendance at school will help colleagues enormously as they work hard to support your children to enjoy, achieve and reach where they have the potential to be.

As usual this overview contains important information about your child's curriculum this term. It includes those key words that the children will need to learn and use as they develop their skills and subject knowledge. You will also find the usual tips for helping your children at home.

Please encourage your children to complete homework tasks. If they have done their best, but have not managed to finish a task or have not understood something, please reassure them and tell them to stop. Try to avoid the temptation to over-help, as this can mask issues and delay them getting help. Simply notify us via email, a note or a phone call and we will follow everything up positively, offering lots of encouragement.

If you have any questions or need support yourselves, please contact us. We would also like to hear from you if you have specific knowledge, experiences or artefacts, related to our topics, that you would like to share.

If you have any questions or if you require support, please do *not* hesitate to contact us. Thank you.

Yours sincerely,


Headteacher



TERM 5 LEARNING VALUE: TEAMWORK

This term we focus on the value, 'Teamwork'. Teamwork is key in both learning and sport. When we pull together, we are often much greater and able to achieve more than we could if we operate separately as individuals.

Effective teamwork enables us to share our experiences and knowledge. It also enables us to learn from the experiences and knowledge of those we work with.

Being part of a great team provides us with powerful opportunities to learn what it means to lead and serve others as well as being a supportive teammate.

Being part of a team is not always easy, but it is an important part of everyone's development and formation as we learn and appreciate how special and exciting it can feel to be part of a group that achieves together.



RE

Information about our Term 5 RE curriculum is in the 'Come and See' letter accompanying this overview. Details of liturgies, Masses and services will be shared in the weekly newsletter, available [here](#) and recordings can be viewed via this [link](#). In Term 4 we focus on the key virtues of 'forgiveness' and 'honesty', which are very relevant as we continue our Eastertide journeys together.

TERM 5 THEME

This term's theme continues to focus on the changes that occur within the season of Spring, growing and birds. We will read many different sorts of books; focusing particularly on vocabulary and story structures.

We will learn about how different vegetables grow and consider stories that link to this. We will also consider how we can keep our bodies strong as we think about how we can choose to eat healthily, and link this to growth and change in the natural world as the weather gets warmer. In the final weeks we will learn about British birds, learning a variety of names and their different characteristics.

Key words we will be using are (we will share the bird names we learn on Tapestry separately):

- ✓ resilience
- ✓ strength
- ✓ compassion
- ✓ healthy
- ✓ grow

EYFS Prime Areas

Communication & Language, Physical Development & Personal, Social & Emotional Development

Personal, Social and Emotional Development (PSED)

The children will continue to develop and consolidate the skills needed to be increasingly independent. They are all now familiar with school routines and environment and join in with school assemblies. We will continue to encourage the children to think about those things they do well and encourage them to persevere with those things they find more difficult. We have seen lots of wonderful examples of our 'never, never, ever give-up' philosophy evident in the children's play.

Many of the children support and praise one another as they learn and play together. We call this 'reciprocity', and it is something that we very much encourage. Discussions, stories and everyday events provide the children with wealth of different opportunities to share their thoughts and talk about their ideas and feelings.



We very much encourage the children to do this with each other as this enables them to begin understanding that not everyone feels the same or has the same opinion, as them, about a shared event or interest. This important focus links with the specific area of learning we call, 'People and Communities'.

Communication, Language and Literacy (CLL)

We continue to have many discussions in class about the children's achievements in and out of school and your completed Tapestry updates are really valued as part of this ongoing review and celebration. Children experiment with language when they recall experiences, and we will continue to encourage this positively.

We will support them so that they are able to express themselves clearly (for different audiences), especially this term as they learn lots of subject-specific vocabulary related to *growing* and *birds*. We will continue to emphasise the importance of active listening as we model and encourage the development of key listening skills, so the children know how to show someone they are listening and have understood what has been said.

Physical Development (PD)

We will continue to use our outdoor areas in order to support the children to develop their skills and ideas through imaginative play, games and a range of problem-solving and physical activities. Many children prefer learning outside, especially as the weather gets warmer. Please ensure that your children have their own water bottle; come to school wearing sun cream and a hat if the sun is bright and the weather is hot.

Physical activities are supplemented with weekly PE sessions with the development of fine motor skills continuing through drawing, writing, and painting, threading and manipulating small equipment. We will also think about what we each need in order to do to be healthy, and what happens to our bodies when we exercise. This links to our exploration of vegetables.

Key words we will be using are:

- ✓ independence
- ✓ resilience
- ✓ reciprocity
- ✓ sun smart
- ✓ safe

You can support your child's learning at home by:

- ✓ encouraging your child to talk about something they have enjoyed and why they liked it
- ✓ talking to your child about stories, books and their interests to support their thinking/questioning skills
- ✓ highlight the correct formation of letter shapes, modelling where possible and giving children many opportunities for draw and write in different places.

EYFS Specific Areas

Literacy, Mathematics, Understanding the world, Expressive Arts and Design

Phonics

We will continue to develop literacy skills through our Read Write Inc. phonics programme meaning that children will learn in small groups determined by their phonics skills/knowledge which is assessed continuously.

Reading

Children will continue to bring books home to support their reading development. Most children should now be attempting to apply their knowledge of phonics in order to the school books they bring home, independently. Children love books and we will encourage this by the considered use of a variety of books and IT resources in our shared reading sessions, covering a range of genres including non-fiction/information texts, poetry, stories and a wide range of downloaded texts.

Our book corner will include topic books as well as a range of the children's favourite picture books.



Writing

Children will be encouraged to write for different purposes, using and applying their developing knowledge of phonics in order to 'sound out' words. We will help the children to think carefully about what they write ahead of each task. In school we ensure that children write for many different reasons and so any writing completed independently at home by your child your children should also be shared with us in school.

Practise is key as writing is one of the harder skills learned during their time in FS2. We love to see your children's writing and they will be encouraged and praised in school for writing in any form. This term the children will focus on writing and drawing in order to create their own stories and books.

As the children gain confidence in writing we will continue working to ensure that letters are formed correctly to ensure good handwriting and presentation.

Mathematics

In Mathematics we will continue to support the children so that they are able to recognise and use numbers from 1 to 20. Children will also be encouraged to *estimate* and *calculate* in a range of practical situations.

They will add, subtract and be encouraged to explain their ideas - recording their findings when appropriate.

Number activities will include counting orally forwards and backwards from a given number; recognising and writing numerals; and counting accurately how many of something is in a 'set'.

We will continue to practise counting in 2s, 5s or 10s and explore size and time in different practical ways, encouraging the correct use of associated vocabulary, as we do. We will also do some work on money.

The World

At the beginning of Term 5 we will consider the changes that have happened over the Easter holiday and reflect on the transformations that happen during the season of Spring. We will then share and learn a range of stories linked to the growing of vegetables. As part of our learning the children will grow plants from seeds, and observe how they grown and change.

Linked to this focus we will also take the opportunity to talk about keeping safe and healthy. We will consider different types of food and think carefully about how they are grown. This work will link to the story 'The Enormous Turnip', which many of the children already do know.

We will investigate how some birds are important for the garden and think about what different plants need in order to grow and be healthy. During Term 5 we observe many changes in nature in outside areas.

Key words we will be using are:

- ✓ growth
- ✓ healthy
- ✓ seed
- ✓ plant
- ✓ change
- ✓ germinate

You can support your child's learning at home by:

- ✓ continuing to help your child at home with reading and writing activities, remembering to share these with us because we love to see what you have been doing
- ✓ reading or telling stories, focusing on imaginative stories which have a definite pattern to them
- ✓ completing counting activities using numbers to 20, counting forwards, backwards, in 2, 5s and 10s
- ✓ using your imaginations to take us to different places, encouraging your children to develop their own narratives in their play and then write them down.



CHARACTERISTICS OF LEARNING

Throughout the year we have been looking at how children develop certain 'characteristics' such as how they prefer to engage with their learning, discover and explore new things and just give things a go. What motivates them and keeps them interested? How do they get involved? What helps them to concentrate and to keep trying? How they show they are enjoying learning and achieving what they set out to do.

We also monitor how the children are able to develop their own ideas; make links in their learning and the ways they choose to do things; plan or not plan; and review and change strategy when approaching tasks.

These are all attitudes to learning that children need in order to become successful learners. Hopefully this will help them to lay the key foundations so they can grow their skills and achieve personally and academically.

We will focus on building our pupils' *learning power* across all areas of the curriculum so the children can continue to develop into motivated and resilient learners. We will apply a 'plan, review and do' approach in all aspects of our work and then reflect on what works well.

MUSIC

We will learn about special people as we focus on personal, social and emotional development through:

- singing echo songs
- performing movement to a steady beat
- creating and performing actions
- playing instruments to a steady beat at different speeds

PE

REAL PE

This term we are applying physical skills with a focus on coordination with equipment. Activities will teach agility, reaction and response and assess how these skills have been embedded. Using team games, we will continue to develop the skills of running, hopping, etc, and using some small equipment.

Outdoor Games

Our focus on team games/activities continues: running, hopping etc. and using some small equipment.

Key words we will be using are:

- ✓ *balance*
- ✓ *static*
- ✓ *co-ordination*
- ✓ *agility*
- ✓ *teamwork*

You can support your child's learning at home by:

- ✓ *continuing to encourage your child to be independent when getting dressed /undressed and being responsible for their own belongings*
- ✓ *playing games in your garden or in the park, particularly running, chasing and ball skills*

ASSESSMENT

All assessments throughout FS2 are done through observational assessment. We will collect photos, written observations as part of our evidence. Please continue to share 'wow' that occur outside of school. These can include joining in with a swimming/dance lesson for the first time and dressing independently for the first time etc. Please feel free to add your own 'Wow' moments to the **'Tapestry Online'** journal.

