

# CURRICULUM OVERVIEW

Sharing our learning



## Y1 INFORMATION

- YEAR: FS2
- TERM: 3
- CONTACT: [yearfs@st-johnfisher.org](mailto:yearfs@st-johnfisher.org)

## Y1 TEACHING & LEARNING TEAM

- Mrs V Barratt
- Mrs A Prentice
- Miss D'Roza

Dear Parents and Carers,


Happy new year! This is our third curriculum overview of the academic year. Its purpose is to keep you informed about the things the children will be learning and share ideas for supporting and encouraging them at home. Our approach will continue to be about affirming and encouraging the children as we challenge and support them to go further and further.

At home, our FS2 children should read (and be read to) as much as possible. Please access the various weekly or fortnightly ECAT activities that will be shared on the class page of the website ([here](#)), as well as other activities linked to different areas of learning, that are suggested below.

Please continue to celebrate all learning and achievements via Tapestry, and remember to communicate with us via the class email address (above) for non-urgent messages.

We understand completely, that ways of teaching and learning can change over time and so we are always happy to talk about this with parents/carers either individually or as group so that they understand and can feel confident when offering support at home. We are here to help, so please call or email if you need to.

Yours sincerely,

  
Headteacher

## TERM 3 LEARNING VALUE

Our Term 3 Learning Value is 'Respect'. Having respect for ourselves and others is very important.

- ✓ it helps us to be more self-confident
- ✓ our growing self-confidence encourages others to be more confident
- ✓ it helps us to see ourselves (and others) through *kind* eyes
- ✓ it teaches us to be proud of our achievements without ever being arrogant
- ✓ it encourages us to celebrate others' qualities and achievements
- ✓ it enables us to build the resilience to face and overcome challenges
- ✓ it is vital in teams and keeps communities strong and united
- ✓ it opens our minds to new ideas and possibilities
- ✓ it helps us to learn more about our own lives and those of others respectfully
- ✓ it teaches us to be more open and unafraid of difference
- ✓ it helps us to grow as people, as children of God, and fulfil our potential gradually and over time
- ✓ it teaches us that we also have a part to play in helping others to grow and achieve their potential too



## RE & CATHOLIC LIFE

Click [here](#) for information about our Term 3 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).



In Term 3 we focus on the virtues of 'Faith' and 'Simplicity'.



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**CHARACTERISTICS OF LEARNING IN THE EARLY YEARS**

Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the areas of learning and development. (*'Birth to 5 Matters' - April 2021*)

As part of this we will consider:

- ✓ *the extent to which the children are able to develop their own ideas and willing to have a go*
- ✓ *how successfully pupils are able to make appropriate links within their learning and development of skills*
- ✓ *how the children choose to do things on their own and with others*
- ✓ *the extent to which pupils are able plan, review or change an approach to a task when they need to*

**OUR TERM 3 TOPIC: HOW DO WE KNOW IT IS WINTER?**



Endcliffe Park, Sheffield

**PRIME AREAS: PERSONAL SOCIAL EMOTIONAL DEVELOPMENT (PSED)**

We will continue developing the to learn and play cooperatively with our friends and classmates.

**Key words we will be using are:**

- ✓ *listen*
- ✓ *share*
- ✓ *care*
- ✓ *try*
- ✓ *help*

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

- ✓ *asking your child all about their day, for example:*
  - *What made you smile or laugh today?*
  - *Did you learn something new?*
  - *Who do you talk to if you feel sad or worried?*

### PRIME AREAS: PHYSICAL DEVELOPMENT (PD)

Our weekly 'Real PE' lessons and daily use of the outdoor area during independent learning time will help our gross motor development and teach us to work safely with equipment and each other. We will have 'Funky Fingers' activities every day to support our fine motor skills. We will also enjoy whole-class 'Dough Disco' or 'Wiggle While You Squiggle' (flipper flappers) to help us further strengthen our fine-motor movements and improve coordination. We will continue learning how we can keep our bodies healthy, including eating a healthy diet and the importance drinking enough water to keep hydrated. We will continue reinforcing the importance of exercising and being active in our daily lives; having quiet time and enough sleep; and keeping ourselves clean and looking after our teeth. We will keep trying to be independent when we put on our warm coats, hats, gloves and boots.

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

- ✓ continuing to encourage children to be independent when getting dressed/undressed
- ✓ helping children to learn to put on and do up their own coats and shoes
- ✓ encouraging them choose healthy snacks and drink water instead of juice

### PRIME AREAS: COMMUNICATION & LANGUAGE (C&L)

We have good routines for speaking and listening within the classroom and we model correct grammar and how to use any new vocabulary. Every day we will have time to share news from our Tapestry posts. This develops confidence and fluency by encouraging sentence-building and the formulation of follow-up questions by classmates who have been listening actively. On the class page the ECaT (Every Child a Talker) activities will be shared weekly or fortnightly. This will link to the stories, songs and rhymes that are shared in class. In class we will practise the Makaton signs linked to the ECAT activities.

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

- ✓ asking 'open-ended' questions (questions where there are many possible answers) for example: 'I wonder what would happen if.....?' or 'How do you think .....?'
- ✓ trying some of the ECAT suggestions
- ✓ playing traditional board games and games that encourage speaking, listening and turn-taking like 'Guess Who?', 'What am I?'

### SPECIFIC AREAS: LITERACY

We will continue to develop literacy skills using our comprehensive Read Write Inc. phonics programme every day, this will include learning new sounds, blending and segmenting words to help us to read and write, and letter formation practise. We will have a go at writing for a variety of purposes within continual provision, for example, writing labels, captions, messages and cards.

Amongst the texts shared in our adult-led sessions this term, we will read:

- **Ridiculous!** by Michael Coleman ([here](#))
- **Bear Snores On...** by Karma Wilson ([here](#))
- **Lost and Found** by Oliver Jeffers ([here](#))
- **My First Chinese New Year** by Karen Katz ([here](#))
- **A Dot in the Snow** by Corrinne Averiss ([here](#))

We will also look at a range of interesting non-fiction and online texts.

#### Key words we will be using are:

- ✓ title
- ✓ author
- ✓ illustrator
- ✓ blurb (the summary on the back cover)



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

- ✓ reading to your child regularly
- ✓ encouraging your child to act out stories, rhymes and action-songs
- ✓ visiting a library or bookshop together to find fiction/non-fiction books that reflect interests e.g. pirates, pets and sports and pastimes they enjoy

**SPECIFIC AREAS: MATHEMATICS**

**Number:** This term we will work on numbers from 0-10. Using a range of objects and practical activities we will practise counting up to ten and ordering and exploring numbers and amounts. We will use the terms 'one more' and 'one less' as we explore this. In practical activities we will have a go at adding and subtracting with numbers up to ten.

**Shape, Space and Measure:** We will focus on developing our knowledge of the days of the week; the months of the year; and the four seasons, as we explore what the start of a new year means to different people. We will think about why the school year is different to the calendar year. Linked to this we will talk about how our days are sequenced.

**Key words we will be using are:**

- ✓ next
- ✓ after
- ✓ one more than
- ✓ one less than
- ✓ today
- ✓ tomorrow
- ✓ yesterday

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

- ✓ counting everyday items or activities, for example
  - counting stairs at home every time they go up or down
  - looking for numbers around them e.g. house number, bus numbers and care registration marks
- ✓ talking about what day it is and their routine(s) on different days e.g. school days and weekends

**SPECIFIC AREAS: UNDERSTANDING THE WORLD (UTW)**

In our topic, 'How do we know it is Winter?', we will think about what has changed since Autumn, including changes in some trees and plants; changes in the animals that can be seen and heard around us; and the weather and climate. We will investigate if the weather in Sheffield at this time of year, is the same everywhere, and where the coldest places in the world are.

**Key words we will be using are:**

- ✓ winter
- ✓ season
- ✓ weather/climate
- ✓ temperature
- ✓ hibernate
- ✓ deciduous
- ✓ evergreen
- ✓ polar

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

- ✓ going out together and experiencing the weather
- ✓ talking together about what they see, hear, smell and feel
- ✓ sharing views on what you like more and less about the season or the weather, with reasons
- ✓ research the polar regions by looking at books and going online together, safely

**SPECIFIC AREAS: EXPRESSIVE ARTS & DESIGN (EAD)**

We are going to be looking at images of cold places/scenes and thinking carefully about the colours we can see. We will mix paints to create lots of cold colours. Using some of Mark Rothko's colour bloc work as examples, we will select and blend different colour pastels to represent cold colours and create our own colour blocs. We will also use paints, chalks and collage to create our own winter-inspired artwork.

We will also be creating artwork, models, music and movement as we learn about the Lunar new year, and mark the Chinese year of the rabbit.

**Key words we will be using are:**

- ✓ colour
- ✓ shade
- ✓ colour mixing and blending
- ✓ artist
- ✓ collage
- ✓ lunar new year/Chinese New Year
- ✓ dragon
- ✓ dragon dance

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

- ✓ going out together and take photographs to capture nice colours e.g. sunrises/sunsets, frost, puddles
- ✓ researching how the Lunar/Chinese new year is celebrated in China and around the world, by using appropriate reference books and/or going online together, safely

