

CURRICULUM OVERVIEW

Sharing our learning



FS2 INFORMATION

- **YEAR:** 2022-23 • **TERM:** 5
- **CONTACT:** yearfs@st-johnfisher.org

FS2 TEACHING & LEARNING TEAM

- Mrs V Barratt
- Mrs A Prentice
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Dear Parents and Carers,

This is our fifth curriculum overview of the school year and its purpose is to again share information about what your children will be learning this term. Punctuality and good attendance are both very important for giving the 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

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 therefore able to achieve more than we could if we tried to do the same things on our own, separately.

Being part of a team allows us to share our own experiences and knowledge and learn from the other teammates we are working with.

Being in a team gives us opportunities to learn what it means to lead others and take direction from others. We can also learn how to be a supportive teammate and accept the support of others too.



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RE & CATHOLIC LIFE

Click [here](#) for information about our Term 5 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](#).

This term we will focus on the virtues of **perseverance/resilience, charity, kindness** and **forgiveness** which are all very important as we try to take on, and embed, the key messages of Easter in our lives.



| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|--|---------------------------------------|--|---|
| Citizenship & Statement of Belief Assembly (Headteacher) | 'Virtues to Live By' Class Assembly (Teachers & Chaplains) | Themed Assembly (Staff-Led) | Weekly Liturgy of the Word (Class-Led) | Celebration Assembly (Headteacher & Deputy Headteacher) |
| Chaplains' Liturgies (Years 1, 5 and 6) | | | | Chaplains' Liturgies (Years 2, 3 and 4) |
| | | | | Story Liturgy (FS2) |

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 to plan, review or change an approach to a task when they need to*

PRIME AREAS: PERSONAL SOCIAL EMOTIONAL DEVELOPMENT (PSED)

The children will be supported as they learn to work and play cooperatively with peers/adults in school.

ECaT and Tapestry time are used to find out about the children's interests, and it also encourages the children to listen to each other as well. Adult lead activities and the children's play regularly involve sharing and cooperating with friends and other peers. We will continue to praise kindness and helpfulness to others. Through daily interactions as well as Circle Time and adult-led activities, we encourage talking about feelings and listening and respecting each other's opinions.

The children are developing their problem-solving skills by talking through how they and others resolved a problem or difficulty. They learn that mistakes are an important part of learning.

The children are very good at managing personal hygiene and we have familiar routines in place to help them follow a thorough handwashing routine after using the toilet and before eating. We will continue to learn how we can keep our bodies healthy, including eating a healthy diet and the importance of drinking enough water to keep hydrated.

Understanding how to form and maintain positive and appropriate relationships is a core part of all children's learning and development in FS2. Linked to this the children will, this term, learn to look to Jesus as their role-model as they build an understanding of how to resolve conflicts and ask for forgiveness when they need to.

Key words we will be using are:

- ✓ listen ✓ share ✓ respect ✓ cooperate ✓ persevere ✓ sorry ✓ forgive

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

- ✓ continuing to encourage your child to be independent when getting dressed/undressed
- ✓ encouraging your child to put on and do up their own coats and shoes
- ✓ showing your child where their name label is in their school uniform
- ✓ encouraging them to choose healthy snacks and drink water instead of juice

PRIME AREAS: PHYSICAL DEVELOPMENT (PD)

Our ongoing 'Real PE' lessons with Miss Barrett and continued use of the outdoor area during independent learning time will help to develop core strength, overall body strength, coordination, balance, and agility. The children learn to work safely with equipment and each other.

We work daily on strengthening small/fine motor skills so that the children can use a range of tools safely and confidently. For example, pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. We will have '**Funky Fingers**' activities every day to support fine motor skills as well as whole-class '**Dough Disco**' or '**Wiggle While You Squiggle**' (flipper flappers). We are teaching and modelling correct letter formation daily so that correct formation becomes fluent over time.

You can help to develop your child's fine and gross motor skills at home by:

- ✓ going to the park and playing on climbing equipment
- ✓ activities in the kitchen such as, pouring, stirring, and using cutlery.
- ✓ art and craft activities including making models with junk materials, Lego, etc.
- ✓ digging and planting in the garden

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 share news from the children's 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.

Every Child a Talker (ECAT)

ECaT (Every Child a Talker) activities are very important for the development of your child's communication, language and self-confidence.

The weekly or fortnightly ECAT activity sheet that we share has ideas linked to our work in school. Please look at the suggested song, story and activities with your child at home and then update Tapestry. The children are also given the opportunity to share what they have in at home, with classmates.

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

- ✓ asking 'open-ended' questions (questions where there are many possible answers)
 - 'I wonder what would happen if.....?' or 'How do you think?'
- ✓ praise your child when they listen well by looking at the person who is talking to them and not interrupting
- ✓ trying some of the ECAT suggestions
- ✓ playing traditional board games and games that encourage speaking, listening and turn-taking
 - e.g. 'Guess Who?', 'What am I?' both require good listening and the use of descriptive language

SPECIFIC AREAS: LITERACY

We love books in FS2 and our children have access to a rich and diverse collection of fiction and non-fiction books to enjoy every day. The children also read daily as part of their RWInc. phonics group work, and we have daily literacy lessons and storytime that run alongside our ECaT activities.

When your child shares a RWInc. reading book at home, please revisit it each day. This is **very** important. Rereading a book helps a child to build confidence to segment and blend sounds independently.

This is key for your child to progress through the programme. We enjoyed lots of work in class last term, exploring story structure, for example:

- looking at the front cover
- discussing the title
- looking for picture clues
- reading the blurb on the back cover

The children are becoming very good at sequencing stories, and we regularly make story maps to help them retell stories. When you read your child's library book at home (this is their 'reading for pleasure' book) or any book, please talk about the story they have heard, discuss the characters and events and talk about what they enjoyed about the book. We model to the child how to read with expression and through talking about the book, discussing the illustrations, and asking questions we are developing key language and comprehension skills.

It would really help your child if you also could do these sorts of things at home too.

In both adult-led learning and our continual learning provision, the children will have a go at writing for a variety of purposes such as writing invitations, making lists, writing labels and captions and short sentences.

Our texts, this term, will cover fiction, non-fiction and poetry. These will include:

- The Tiny Seed
- Seed to Sunflower
- Lola Plants a Garden
- Jasper's Beanstalk
- Minibeast Madness
- The Very Hungry Caterpillar
- Super Worm!

Keywords we will be using are:

- ✓ title
- ✓ author
- ✓ illustrator
- ✓ blurb
- ✓ fiction
- ✓ non-fiction
- ✓ contents
- ✓ 'Fred-Talk'
- ✓ 'special friends' such as ch, th, ck
- ✓ full-stop
- ✓ capital letters

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

- ✓ reading to your child daily (please see above)
- ✓ spotting and suggest rhymes with words (hat, mat, cat)
- ✓ clapping syllables in a longer word (yes -ter-day)
- ✓ encouraging your child to act out stories, rhymes and action-songs – where they have fun using story language, identifying characters and where they become storytellers
- ✓ visiting a library or bookshop together or finding online versions of fiction/non-fiction books that reflect their interests e.g. pirates, pets and sports and pastimes they enjoy
- ✓ downloading our weekly ECaT activities on the class page which has links to online videos of our stories, song of the week and other suggested activities to try at home

SPECIFIC AREAS: MATHEMATICS

Number

Every day we practice our number bonds to **5** and to **10** (knowing confidently for example that **7** and **3**, **6** and **4**, and **5** and **5** are number bonds to ten). We will explore patterns within numbers up to 10, including odd and even numbers, double facts and how quantities can be shared equally.

We will use the terms '**one more**' and '**one less**', **estimate** and **check by counting**. As we explore shape this term the children will learn how to identify and sort 2 dimensional (2D) shapes and recognise, continue and create patterns involving 2D shapes. We will also investigate the names and features of some 3D shapes too. A 2D shape is one that cannot be picked up. Any shape that can be picked up, including very flat shapes, are 3D. It is important that children understand early on.

Key words we will be using are:

- ✓ 0-20 ✓ numeral ✓ subitise ✓ estimate ✓ one more ✓ one less ✓ properties
- ✓ group ✓ equal ✓ fair ✓ number line ✓ ten-frame ✓ share ✓ shape names

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

- ✓ building counting into everyday routines such as tidying up, counting out items at the shop or their toys at home, counting the stairs
- ✓ singing counting songs and number rhymes and read stories that involve counting
- ✓ playing games which involve counting or recognising numbers, for example, snap or matching pairs with cards where some have numerals, and some have dot arrangement, Snakes and Ladders
- ✓ looking for numbers around them e.g., house numbers, bus numbers and car registrations
- ✓ talking about what day it is and their daily routine – including ordering the day from morning to afternoon and to evening to reinforce the correct sequence of a day
- ✓ going on a shape hunt at home and out and about, naming and describing the shapes
- ✓ spotting shapes that are 2D and 3D

SPECIFIC AREAS: UNDERSTANDING THE WORLD (UTW)

The King's Coronation!



Our Understanding of the World focus this term will be around the coronation of King Charles III. The crowning of a new monarch marks a key moment in history and life of our nation and as such, it is something to celebrate in school and with the children because it is a day that they will remember in years to come.

Key words we will be using are:

- ✓ king ✓ monarch ✓ queen ✓ coronation ✓ London ✓ celebration

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

- ✓ looking at ECAT (Week 2) and completing the activities
- ✓ watching some of the coronation and talking about what you can see
- ✓ looking online for information including the BBC pages aimed at younger children) for information

What's in our Garden?



The children will discover more about the variety of animals and plants that can be found in our school garden and locality. They will explore our outdoor areas to find and identify some of the plants that grow there. They will also investigate which minibeasts live in our garden; where they like to live; and what their names are. The children will grow their own sunflowers from seeds; help to create a 'bug hotel' and wormery; plant a mini wildflower garden; and look after caterpillars - caring and observing them as they transform into butterflies.

Key words we will be using are:

- ✓ outside ✓ nature ✓ environment ✓ habitat ✓ minibeast and their names
- ✓ seeds ✓ roots ✓ stem ✓ leaves ✓ petals ✓ wormery
- ✓ egg ✓ caterpillar ✓ pupa ✓ butterfly

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

- ✓ using the internet to find out more about interesting minibeasts in the UK and across the world
- ✓ go on a nature expedition in the garden or local park to see what you can find



SPECIFIC AREAS: EXPRESSIVE ARTS & DESIGN (EAD)

The children will complete art activities that will develop specific skills and techniques every week. They have access to our Creative Area every day and we encourage individual creativity and support children who are less confident. Art activities will be linked to both the coronation and garden topics which will include collage, printing, painting and clay work.

The children will continue to have weekly music lessons with Miss D'Roza and song time linked to ECaT, every day. They will choose props and other resources to enjoy imaginary role-play and storytelling.

Key words we will be using are:

- ✓ shade
- ✓ dark
- ✓ light
- ✓ colour-mixing
- ✓ colour-blending toys
- ✓ collage
- ✓ printing
- ✓ design
- ✓ clay

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

- ✓ having a go at the suggested ECaT craft activities
- ✓ listening to the recorded songs and stories from ECaT and encouraging your child to act out the parts on their own, or with their toys at home, to support their storytelling

