

CURRICULUM OVERVIEW

Sharing our learning



FS2 INFORMATION

- YEAR: 2022-23 • TERM: 6
- CONTACT: yearfs@st-johnfisher.org

FS2 TEACHING & LEARNING TEAM

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

Dear Parents and Carers,

This is our sixth and final curriculum overview of the academic year and contains important information about what your child will be learning this term. It also includes the key words that the children need to know as they continue to develop knowledge and skills. You will also find the usual tips for helping your children at home.

Good attendance at school is extremely important not just for supporting children's learning and progress, but also for their wellbeing and broader development as happy, confident and resilient young people. Please help us by avoiding unnecessary absences wherever possible, and especially term-time holidays. Thank you.

If you have any questions or if you require support, please do not hesitate to contact us. We would also really like to hear from you if you have knowledge and experiences related to our topics to share with the children or you can support us in any other way. Thank you.

Yours sincerely,

Headteacher

TERM 6 LEARNING VALUE: PASSION

Passion is very important because it is what motivates us and drives us on more than anything else - even when we find something tough to do or understand. It enables us to be resilient and to keep pushing on to go further and further.

Passion comes from deep within us and we show that we have passion when we are extremely committed to something and really care about it. Our passion can be demonstrated in both obvious and quiet ways. It enables us to be focused, determined and fearless when learning and confronting challenges.

Having passion can drive a person to achieve much more than they ever thought possible; overcoming all sorts of barriers and challenges along the way! It can make learning, and life generally, more exciting too!

Passionate people inspire others to also be passionate and strong too. Being passionate encourages us to believe in ourselves and to be more confident and resilient – all important for learning and wellbeing. The world needs passionate people because even just one passionate person can change it for the better!



RE & CATHOLIC LIFE

Click [here](#) for information about our Term 6 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](#).



ST CLARE
Catholic Multi Academy Trust





This term we the children will focus on learning about the important virtues of **honesty** and **service** in their Tuesday class assemblies. The virtues will also be celebrated in citizenship assemblies and throughout the curriculum. Both virtues are important as we continue responding to the key messages of Easter in all aspects of our lives.

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

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 continue to be supported to work and play cooperatively with peers and adults in school. ECaT and Tapestry time are used to find out more about the children's interests, and it also encourages the children to listen to each other, actively, as well. Adult-led activities and the children's play regularly involve sharing and cooperating with friends and other peers. We will continue to look for, and praise, kindness and helpfulness that the children show to others and through daily interactions as well as Circle Time and other adult-led activities, we will encourage the children to talk about their feelings and listen respectfully to others sharing ideas and opinions.

The children continue to develop problem-solving skills by talking through how they and others confront and resolve problems, challenges and difficulties. They learn that mistakes are an important part of learning.

The children are now getting 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. They will continue learning how to keep their bodies healthy, including eating healthily and the importance of drinking enough **water** to keep hydrated, especially in the warmer weather.

Understanding how to form and maintain positive and appropriate relationships is a core part of all children's learning and development in FS2 and we will continue to support the children maintain healthy and respectful relationships with one another.

We will think about the transition to **Y1** and explore how the children feel about the changes they face. We will prepare them children for September, giving them opportunities to visit their new classroom and meet their new teachers, Mrs Sandbrook and Mrs Hadfield.



We will link this focus to wider work as we consider some of the ways we can all care for other people, animals and other living things. We will reflect on the simple responsibilities that we all have and plan how we can work together to carry them out, for example, recycling, not dropping litter and not being wasteful.

Key words we will be using are:

- | | | | | | | |
|----------|------------|-----------|-------------|-------------|------------------|----------|
| ✓ listen | ✓ share | ✓ respect | ✓ cooperate | ✓ persevere | ✓ responsibility | ✓ change |
| ✓ care | ✓ teamwork | | | | y | |

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

- ✓ continuing to encourage your child to be independent when getting dressed/undressed
- ✓ encouraging them to choose healthy snacks and drink water instead of juice
- ✓ talk to your child about sun safety and why sunscreen and a sunhat are important
- ✓ listen to you child as they chat about visiting their new class, avoid making the move to year one something daunting, be positive and reassuring if they have any concerns

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.

It is Sports Day in the first week. The morning will involve a carousel of activities where they will be grouped alongside their Y4 Buddies. In the afternoon you are invited to watch our Sports Day events.

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
- ✓ going swimming, using a trampoline, etc. all work the core muscles
- ✓ digging and planting in the garden, making dens
- ✓ art and craft activities including making models with junk materials, Lego, etc. and using scissors
- ✓ Encourage your child to write or draw in their own notebooks or sticker books or colouring books where they can strengthen their fine motor skills

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 activity sheet that we share has ideas linked to our work in school. Please look at the song, story and activities with your child at home and then update Tapestry to share with the class.



Every Child a Talker

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 games that encourage speaking, listening and turn-taking e.g. 'Guess Who?', and 'What am I?' both require good listening and the use of descriptive language.

SPECIFIC AREAS: LITERACY

Our children have access to a rich and diverse collection of fiction and non-fiction books to enjoy every day. They read daily as part of their RWI, phonics group work, and we have daily literacy lessons and story time that runs alongside our ECAT activities.

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

When you read your child's library book to them 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.

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 making lists, writing labels and captions and short sentences. The children are becoming more independent in their own writing. We will learn to say our sentences out loud before attempting to write them using phonetic knowledge, as well as using some tricky words. We will introduce and model the use of capital letters and full stops to clearly mark sentences.

Writing will include spellings that are phonetically plausible and this stage which is fine. We encourage the children to spell the tricky words we have been reading correctly.

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

- The Growing Story
- Shark in the Park
- In the Dark
- Billy's Bucket
- Somebody Swallowed Stanley
- Commotion in the Ocean
- Pirates Love Underpants
- The Pirates Next Dood

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
- ✓ finger spaces

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

- ✓ reading to your child daily (please see above)
- ✓ spotting and suggesting 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, 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. These activities will help secure addition and subtraction facts.

Our lessons involve practical, hands-on learning so that the children can 'hold' and 'see' the maths. This term will be looking at number patterns to 20 and beyond and looking at how we can count in twos, fives and tens.

Through our topic activities the children will be investigating weight, length and capacity of objects. We are also introducing telling the time on an analogue clock.

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 |
| ✓ add | ✓ subtract | ✓ greater | ✓ fewer | ✓ weight | ✓ heavier | ✓ lighter |
| ✓ balance | ✓ longer | ✓ shorter | ✓ capacity | ✓ money | ✓ coins | ✓ pence |
| ✓ o'clock | ✓ minutes | ✓ hours | ✓ time | ✓ pennies | | |

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 – maybe try counting them in jumps of two
- ✓ 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, dominoes, Snakes and Ladders – you could use two dice to include addition and counting on in larger amounts
- ✓ looking for numbers around them e.g., house numbers, bus numbers and car registrations- is the number odd or even?
- ✓ 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. When you are talking about the time to go out/ go to bed, etc. show your child a clock face to help them recognise the o'clock and hour.
- ✓ continuing to discuss and look out for shapes - naming and describing the shapes – how do they know if they are 2D or 3D?

SPECIFIC AREAS: UNDERSTANDING THE WORLD (UTW)

Beside The Seaside

Our 'Understanding of the World' focus this term will be on the seaside and Sealife.

We will look carefully at images of coastal towns like Scarborough and discuss what we can see and how the features of a typical seaside town compare to where we live in Sheffield. We will also investigate what people enjoy about visiting the beach and how holidays at the seaside have changed over the years.



We will discover what holidays by the sea are like in other, far away, places. The children will also learn about sea creatures and why it is so important we keep our seas and oceans clean.

Towards the end of term, we will be having a pirate-themed week which include a Pirate Day to dress up and take part in pirate adventures.



Keywords we will be using are:

- | | | | | | |
|-------------|----------------|-------------|-----------|---------|---------------|
| ✓ sea | ✓ ocean | ✓ coast | ✓ seaside | ✓ beach | ✓ cliffs |
| ✓ travel | ✓ distance | ✓ tradition | long ago | ✓ past | ✓ now/present |
| ✓ sealife | ✓ natural | ✓ floating | sinking | ✓ ships | ✓ environment |
| ✓ pollution | ✓ water safety | | | | |

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

- ✓ look at ECAT and complete the suggested 'try at home' activities
- ✓ use non-fiction books and the internet to find out more about sea life and ocean environments in both the UK and across the world
- ✓ if you have been on holiday to the seaside look back over photographs, talk about how you got there and what it was like – activities, the weather, where you stayed, etc.
- ✓ chat about holidays grandparents had at the seaside – what was it like? Has anything changed?

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. The children will look at images of different seascapes and choose materials to recreate their own versions. The children will be designing and making junk model pirate ships and testing them in water to see if they will float. There will also be transient art activities using shells, pebbles, and driftwood and outside we will be having sand sculpture competitions.

The children will continue to have weekly music lessons with Miss D'Roza and song time linked to ECaT, every day, including sea shanties. 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 | ✓ blending |
| ✓ collage | ✓ plan | ✓ design | ✓ attach | ✓ assemble |
| ✓ model | ✓ seascape | ✓ horizon | ✓ sculpture | |

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