

# CURRICULUM OVERVIEW

Sharing our learning



## FS2 INFORMATION

- YEAR: 2023-24 • TERM: 4
- CONTACT: [yearfs@st-johnfisher.org](mailto:yearfs@st-johnfisher.org)

## FS2 TEACHING & LEARNING TEAM

- Mrs V Barratt
- Mrs E Walton
- Miss D'Roza

Dear Parents and Carers,

This is our fourth curriculum overview of the school year and its purpose is to share information about what the children will be learning this term. This is a key term as we prepare for a range of different statutory and non-statutory assessments and checks that will take place later, in Term 5. The key assessment areas are:

- **FS2** - a formal check on development and progress of children in their key foundation year
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening\*, and non-statutory end of Key Stage 1 assessments
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - Key Stage 2 statutory assessments (SATs) and writing moderation

*\*for children who did not achieve the phonics standard in the Y1 national screening*

Good attendance is always important, but even more so in now, and not just because it will help children to learn and progress, but also because it will support their wellbeing. We know that absence from school makes children anxious because they tell us that they worry about missing learning and their classmates and friends.

We understand that there are times when absence is unavoidable, for example, when children are poorly, and so we work very hard to help children who are returning after being ill, to settle back in. We are grateful when unnecessary absences are avoided, for example, term-time holidays and odd days here and there, as well as appointments when there is an option for them to be made after school, during school holidays or at the end of a school day. It helps children enormously if they are in school as much as possible.

This overview contains important information about the children's curriculum and the key words they will need to know if they are going to be able to know and do more. There are also tips for supporting them at home.

At home, children should be encouraged to go through the weekly Mouse Club activities, including the stories and songs of the week and learning the Makaton signs too. Please help your child practise their phonics sounds daily and read their reading books with them as often as you can. Doing these things will support your children's learning so that they are can engage more confidently in school, and are able to **remember more** and **do more** - further boosting their confidence. If they struggle with anything, and you feel that they have done their best, then please reassure them and let us know via a note or email, so we can help them.

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



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## TERM 4 LEARNING VALUE

Our Term 4 Learning Value is 'self-belief'.

- **Self-belief is all about**
  - ✓ trusting in your own abilities
  - ✓ setting yourself challenging goals
  - ✓ gaining confidence
  - ✓ thinking of yourself positively
- **If you have self-belief, you realise that:**
  - ✓ you can reach your potential if you believe in yourself
  - ✓ you should set yourself challenging, yet achievable, goals to help stay motivated
  - ✓ gaining confidence will give you the strength to carry on (and on) – even when there are challenges
- **You can show your self-belief by:**
  - ✓ having a positive and determined mindset
  - ✓ being courageous and resilient when facing the challenging, but achievable, goals you set yourself
  - ✓ knowing that you will reach your potential and achieve your goals

The following words come to mind when we think of self-belief:

- |                      |                  |              |
|----------------------|------------------|--------------|
| • courage            | • determination  | • positivity |
| • tenacity and focus | • faith          | • confidence |
| • assuredness        | • inner strength | • resilience |



## RE & CATHOLIC LIFE

Click [here](#) for information about our Term 4 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 4 we focus on the virtues of 'Love' and 'Charity'.

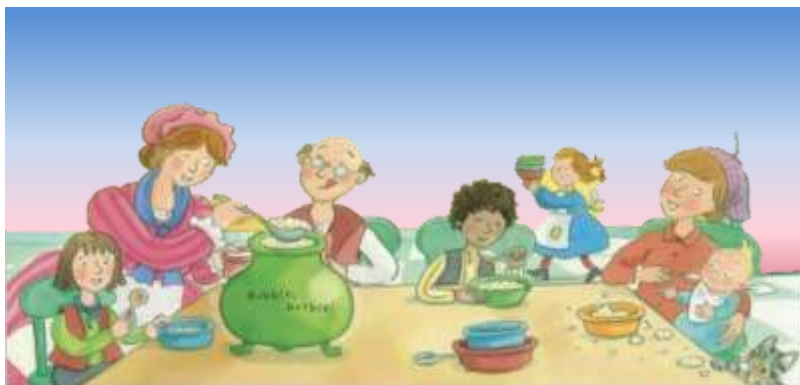


## CHARACTERISTICS OF LEARNING IN THE EARLY YEARS

Effective learning must be meaningful to a child, so 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 4 TOPIC: ONCE UPON A TIME



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

Through everyday activities and by sharing carefully chosen stories and songs the children will continue to learn how to play cooperatively with their peers and consider the points of view and preferences of others. They learn that mistakes are an important part of learning, and they are developing their problem-solving skills by talking through how they and others have resolved a problem or difficulty. We always praise kindness and helpfulness to others and through daily interactions we encourage talking about feelings and listening and respecting each other's opinions.

The children will continue to be encouraged to use the '**Zones of Regulation**' to help them express and manage their feelings either by themselves or with the support of others, including friends and grown-ups. They will also have access to a quiet area in class if they need to be calmer or even rest.

Our stories this term will highlight the reason that we need to follow rules; how they can keep us safe; and how they can help others.

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.

This term our PSED Ten:Ten scheme module builds on the understanding that we have been created out of love and to look to Jesus as our role model for being a good friend. The children will learn the importance of asking for forgiveness and that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others. We will also learn about how to keep ourselves safe and healthy in our daily lives.



### Key words we will be using are:

- |              |           |           |        |           |                     |
|--------------|-----------|-----------|--------|-----------|---------------------|
| ✓ family     | ✓ friends | ✓ trust   | ✓ safe | ✓ healthy | ✓ Tell! Tell! Tell! |
| ✓ role-model | ✓ sorry   | ✓ forgive |        |           |                     |

### 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 find out something new?
  - Who do you talk to if you feel sad or worried?
- ✓ reassuring your child that they can always talk to someone that they trust if they are worried or feeling frightened
- ✓ monitoring any time your child spends on technology such as iPads, tablets or phones and check that they only have access to age-appropriate materials

## PRIME AREAS: PHYSICAL DEVELOPMENT (PD)

Our weekly PE lessons continue to be on a Monday afternoon, we follow the whole school PE scheme, 'Real PE'. All the skills are introduced and developed through focused thematic stories, songs and games.

The children will focus on developing (and applying) ball skills, negotiating space and obstacles safely, and counter balance work with a partner - requiring strength, balance and coordination. The children also use of



the outdoor area during independent learning time which helps to develop their core strength, overall body strength, coordination, balance, and agility whilst learning how 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.

The children will continue to learn how we can keep our bodies healthy, including eating a good breakfast and following a healthy diet throughout the day and the importance drinking enough water to keep hydrated. We will continue to reinforce the importance of exercise and being active; having quiet time and enough sleep; keeping ourselves clean; and looking after our teeth.

**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
- ✓ encouraging your child to be as independent as possible when getting dressed and undressed
- ✓ helping your child to learn how to put on and fasten their own coats and shoes for school
- ✓ encouraging them to choose healthy snacks and to drink water instead of juices and fizzy pop
- ✓ maintaining consistent tooth-brushing (two minutes +) and bedtime routines

**Please remember:**

- ✓ check that all uniform items are **labelled clearly**, and that your child knows where to find their name label
- ✓ do **not** send juice to school in your child's water bottle
  - to do so undermines our school messages that water is healthier
  - it is unfair when other children see their friends bringing in juice in spite of school policy

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

We have good routines for speaking and listening within the classroom and all adults model correct grammar and how to use new vocabulary. Every day we share home news from the children's Tapestry posts, which is another reason why it is important to add any home experiences to your child's Tapestry account.

The children really love sharing their news with the class and **'Tapestry Time'** helps the children develop confidence and fluency by encouraging sentence-building and the formulation of follow-up questions by classmates who have been listening actively.

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

- ✓ talking to your child and chatting with them, asking 'open-ended' questions (questions where there are many possible answers) for example: 'I wonder what would happen if.....?' or 'How do you think .....?'
- ✓ following the Mouse Club suggestions on our class page and posting what you did on your child's Tapestry account so that they can talk to the class about their activities
- ✓ praise your child when they listen well by looking at the person who is talking to them and not interrupting
- ✓ playing traditional board games and games that encourage speaking, listening, and turn-taking e.g. **'Guess Who?'**



## SPECIFIC AREAS: LITERACY

We want our children to develop a life-long love of reading. Language comprehension (necessary for both reading and writing) develops when we talk to children about the books (stories and non-fiction) that we read with them and when we enjoy rhymes, poems, and songs together. The library book that your child brings home, along with any books at home, is for this purpose. We model to the children how to read with expression and through talking about the book, discussing the illustrations, and asking questions we are developing language and comprehension skills.

For your child to be able to word read independently we will continue to develop their literacy skills using our comprehensive **Read Write Inc. phonics** (RWI) programme every day, this will include learning new sounds, blending and segmenting words to help them to read and write, and letter formation practise.

In our continual learning provision, the children will be able to have a go at writing for a variety of purposes such as making lists, writing labels, messages, captions, and short sentences. This term we will be learning about the language used in traditional stories. Amongst the texts shared in our adult-led sessions this term, we will read

- **The magic Porridge Pot**
- **Goldilocks and the Three Bears**
- **The Three Little Pigs**
- **The Three Billy Goats Gruff**
- **Little Red Riding Hood**
- **Rapunzel**

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

### Key words and phrases that we will be using are:

- |                    |               |            |               |
|--------------------|---------------|------------|---------------|
| ✓ Once upon a time | ✓ long ago... | ✓ far away | ✓ title       |
| ✓ traditional tale | ✓ fairytale   | ✓ author   | ✓ illustrator |
| ✓ illustration     | ✓ blurb       | ✓ fiction  | ✓ Non-fiction |

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

- ✓ reading to your child daily (bedtime stories)
- ✓ use the RWI videos that are shared on Tapestry
- ✓ completing their Read Write Inc. activities or books that will be sent home every Thursday in their named plastic wallets **(Please remember to return these books each week so that other children can use them)**
- ✓ share the weekly class story and song with your child – that is shared on the Mouse Club newsletter
- ✓ encouraging your child to act out stories, rhymes, and action-songs where they have fun using story language, identifying characters and where they become the storytellers
- ✓ visiting a local 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

In practical activities we will add and subtract with numbers up to ten. Adding two numbers together by counting on and subtracting by taking away. We will be using a number line when adding and subtracting and exploring what happens when we add or take away from zero.

Every day we practise number bonds to 5 and 10 (knowing, that 7 and 3, 6 and 4, and 5 and 5 are number bonds to ten). We will be recognising and counting, reliably, numbers from 0-15 and using a range of everyday objects, maths equipment and practical activities we will practise counting, ordering, and exploring numbers and amounts. We will use the terms 'one more' and 'one less', estimate and check by counting and solve practical problems that involve numbers from 0-15. We will work on practical activities discussing grouping and sharing and the children will discuss whether groups are fair (equal or unequal) and if they can be made fair.



### Shape, Space and Measure

Through play and practical investigations, we will be comparing length, weight, and capacity. We will be finding out the capacities of objects and use language about capacity and comparing the volume of liquid in different containers. We will be comparing the weights of objects and use language about weight and begin to estimate the lengths of objects and then compare and order lengths.

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

✓ first	✓ next	✓ total	✓ amount	✓ one more than	✓ one less than
✓ today	✓ tomorrow	✓ yesterday	✓ plus	✓ add	✓ take away
✓ equal	✓ share	✓ compare	✓ estimate	✓ measure	

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

- ✓ carefully counting everyday items or activities out loud with your child, for example
  - counting stairs and steps
  - looking for numbers around them e.g. your house number, bus numbers and car registration plates
  - when playing with toys help your child to sort them: by colour, size, shape or item
  - out at the shops ask your child to help count out items for you (such as fruit and vegetables) using phrases such as 'one more' and 'same'
- ✓ talking about the days of the week (today is Monday and tomorrow will be ...) and their routine(s) on different days e.g. school days and weekends
- ✓ talking about their daily routine – including ordering the day from morning to afternoon and to evening to reinforce the correct sequence of a day
- ✓ 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 playing cards, Snakes and Ladders, games using timers

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

In our topic, **'Once Upon a Time'** we will be learning how the stories were told long ago and discuss how we can tell that the stories are not set in 2024 – such as the style of homes, the clothes worn and the settings. Many of our stories involve a journey.

We will be talking about journeys that we make around school. We will go for walks around our school, noticing what we see and using language such as straight ahead, turn, across. We are going to learn how to make simple maps showing how to get to different places in our school such as to the Library and Mr Barratt's office.

Some of traditional tales we read will be retold as multicultural versions, set in other parts of the world and we will be discussing similarities and differences between the stories.

We always link our learning to nature and what we see outside. We will go out and look for any changes, in the trees and plants; changes in the animals that can be seen and heard around us; and the weather and temperature. We will discuss why it is staying lighter for longer after school and that we don't need to wear our hats and gloves and big coats every day.

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

✓ journey	✓ route	✓ old	✓ new	✓ past	✓ present
✓ home	✓ transport	✓ clothes	✓ setting	✓ village	✓ town
✓ countryside	✓ season	✓ weather	✓ climate	✓ temperature	✓ spring



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

- ✓ talking about the routes you take when you go on journeys - describing what you see as well as road names and familiar landmarks such as a shop, bus stop, play area, etc.
- ✓ going for walks and noticing how many different forms of transport we can travel on (cars, buses, trams, bikes, vans, lorries, etc.)- can you find out about the different ways people would travel long ago? Look at different buildings too - can you decide if a building is old, or has it been built more recently?
- ✓ going out together and looking for changes in nature as springtime is getting closer – **what can they see? Can they hear more birds now?** etc.

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

The children will complete art and craft 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.

This term the children will be working with clay to make pinch pots (magic porridge pots!). They will plan, design, and make junk model pieces where they will be applying a range of skills from selecting materials to practising different cutting and joining techniques. These designs will include making a strong home for all the pig family to live in and a new bridge for the Billy Goats, so they do not have to use the Troll's bridge. The children will also be taught how to use marbling inks to create Easter Egg cards.

The children take part in storytelling, role play and other imaginary games every day and they have access to props and other resources to encourage their imagination.

We have a weekly song in our Mouse Club sessions and every Tuesday Miss D'Roza teaches music. This term in music they will continue to learn about long and short sounds and begin to explore the beat in music.

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

- |            |             |                 |            |           |
|------------|-------------|-----------------|------------|-----------|
| ✓ marbling | ✓ materials | ✓ colour mixing | ✓ blending | ✓ 3D      |
| ✓ design   | ✓ model     | ✓ junk          | ✓ join     | ✓ connect |
| ✓ sounds   | ✓ beat      | ✓ percussion    | ✓ perform  | ✓ act     |

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

- ✓ going out together to take photographs that capture nice colours e.g. sunrises/sunsets, signs of spring such as blossom and buds, etc.
- ✓ having a go at the suggested weekly Mouse Club activities
- ✓ listening to the recorded songs and stories on Mouse Club and encouraging your child to act out the parts on their own, or with their toys at home, to support their storytelling

**MOMENTS  
MATTER,**

**ATTENDANCE  
COUNTS.**



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