

# CURRICULUM OVERVIEW

Sharing our learning



## FS2 INFORMATION

- YEAR: 2023-24
- TERM: 6
- 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 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 to support children's learning and progress (as key statutory and non-statutory assessments continue), but also for children's general wellbeing and broader development, as happy, confident and resilient young people. Please try to avoid keeping your child out of school if at all possible - especially for term-time holidays. Thank you.

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

Yours sincerely,

  
Headteacher

## TERM 5 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 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](#).

In Terms 5 and 6 the children focus on the key virtues of **forgiveness, honesty** and **service**.



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

**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 6 TOPIC: BESIDE THE SEASIDE**



**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. Mouse Club 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. We will continue to look for, and praise, kindness and helpfulness that the children show to others through daily interactions as well as during adult-led activities. We gently encourage the children to talk about their feelings and listen respectfully to others when they are sharing ideas and opinions. The children will continue to develop their 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 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 our teeth, by eating a healthy diet and understanding the importance of drinking enough water to keep hydrated.

During the summer months we will be teaching the children how to be sun safe so that we can enjoy being outside, **such as applying sun cream before school, wearing a cap or sun hat and keeping hydrated**. We will also be having lessons on **water safety** and understanding the importance of staying with our grown-ups when we are out and about.



This term our PSED *Ten:Ten Life to the Full* module focuses on 'Living in the Wider World' and helps our children to extend their understanding of communities, as they learn about the responsibilities they have to people, places and the planet now and as they get older. Our topic work will also enable us to think of the ways we can all care for people and other living things. We will reflect on the simple responsibilities that we have, and plan how we can work together to carry them out, e.g. recycling, not dropping litter and being wasteful. Towards the later part of this term we will be preparing the children as they complete their first year at school and look forwards to moving into **Y1**. We will explore how the children feel about the changes they face. The children will be having several opportunities to visit their new classroom and meet their new teachers.

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

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

**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
- ✓ 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 sun cream 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**

**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: 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. Unit 6

focuses on learning about the changes to the body after exercise, including an increased heart rate and an awareness of why exercise is important for good health- that it strengthens our heart and it helps us to develop stronger muscles that help us in everyday life. The children will also work on developing fundamental movement skills to support static balance in their floor work and activities to improve control with a ball, to prepare for activities and games using equipment.

Children use the outdoor area during independent learning time, which helps develop core strength, overall body strength, coordination, balance, and agility, whilst learning how to work safely with equipment and others. Every day we work 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. Please note that the children will be taking part in their rearranged Sport's Day races on **Thursday 20<sup>th</sup> June**, starting at **1.00pm** with entry from 12.45pm.

**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
- ✓ activities in the kitchen such as, pouring, stirring, and using cutlery
- ✓ doing art/craft activities including making models with junk materials, Lego, etc. and using scissors safely
- ✓ encouraging your child to write or draw in own notebooks so they can strengthen their fine motor skills
- ✓ digging and planting in the garden, making dens
- ✓ helping your child to learn to how to put on and fasten their own coats and shoes for school
- ✓ encouraging your child to choose healthy snacks and to drink water instead of juices and fizzy pop
- ✓ maintaining consistent tooth-brushing (two minutes plus) and bedtime routines

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

We have secure routines for speaking and listening in class and we model using correct grammar and new vocabulary. Every day we share news from the children's 'Tapestry' posts, so please continue sending them in. This develops speaking and listening skills, confidence and fluency by encouraging sentence-building and the formulation of follow-up questions by classmates who have listened actively.

**Mouse Club** activities are very important for the development of your child's communication, language and self-confidence. The weekly newsletter includes ideas linked to children's learning in class. Please look at the song, story and activities with your child, and update Tapestry to share any activities that you have tried.

**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 .....?'
- ✓ completing Mouse Club activities and posting on Tapestry so we can talk about it in the class
- ✓ praise your child when they listen well by looking at the person who is talking to them and not interrupting
- ✓ playing traditional board games that encourage speaking, listening, and turn-taking e.g. '**Guess Who?**'

**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 run alongside our Mouse Club activities.

When your child shares their **RWI reading books at home**, please listen to them every day. This is **very** important. Re-reading a book helps a child to build confidence to segment and blend sounds independently and to become more fluent and expressive in their reading. 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, discuss characters and events and talk about what they enjoyed. We model to the child how to read with expression as we talk about books. By discussing pictures and what happens we help them develop 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 (for example writing 'h-e-d' instead of 'head'). We encourage the children to spell the tricky words we have been reading correctly, such as **I** and **the**. Our texts, this term, will cover fiction, non-fiction, and poetry and will include:

- Rosie's Walk
- One Hundred Decker Bus
- Clean Up!
- Pirates Love Underpants
- Shark in the Park
- You Choose
- Somebody Swallowed Stanley
- The Pirates Next Door
- Shark in the Dark
- Billy's Bucket
- Commotion in the Ocean

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

- |                  |             |                |               |
|------------------|-------------|----------------|---------------|
| ✓ title          | ✓ author    | ✓ illustrator  | ✓ blurb       |
| ✓ illustration   | ✓ contents  | ✓ fiction      | ✓ non-fiction |
| ✓ capital letter | ✓ full stop | ✓ finger space | ✓ sentence    |

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

- ✓ reading to your child every day (bedtime stories):
  - talking about the book you read, or the story they have heard - discussing characters and events and the things that they particularly enjoyed about the book/story
  - modelling to your child how to read with expression as you talk about the book
  - discussing the illustrations
  - encouraging your child to ask you questions about the book/story
- ✓ revisiting the RWI videos that are shared on Tapestry Memo
- ✓ **listening** to your child read their Read Write Inc. phonics books every day (they are sent home every Thursday in their named plastic wallets)
- ✓ sharing the weekly class story and song with your child (FS2 Mouse Club newsletters)
- ✓ encouraging your child to act out stories, rhymes, and action-songs so they have fun being the storyteller as they try to use story language, identifying and using different voices for the different characters
- ✓ visiting local libraries or bookshops together to find fiction/non-fiction books that reflect interests (e.g. pirates, pets and sports and pastimes they enjoy)
- ✓ remembering to discuss the front cover, the title, picture clues and the 'blurb' on the back cover
- ✓ spotting and suggest rhymes with words (fish, dish, wish)
- ✓ clapping syllables in a longer word (oct-o-pus – 3 claps)

**SPECIFIC AREAS: MATHEMATICS**

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 and tens. Through our topic activities the children will be investigating weight, length and capacity of objects. We will be revisiting our work on common 2D and 3D shapes: naming them and describing their properties. We are also introducing telling the time on an analogue clock for o'clock and half past.

**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    | ✓ 2D and 3D  |
| ✓ add     | ✓ subtract | ✓ greater  | ✓ fewer       | ✓ weight    | ✓ heavier  | ✓ lighter    |
| ✓ balance | ✓ longer   | ✓ shorter  | ✓ capacity    | ✓ money     | ✓ coins    | ✓ pence      |
| ✓ o'clock | ✓ minutes  | ✓ hours    | ✓ time        |             |            |              |

**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. houses, buses and car registrations – are the numbers 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.
- ✓ looking out for, naming and describing the shapes, deciding if they are 2D or 3D

**SPECIFIC AREAS: UNDERSTANDING THE WORLD (UTW) – BESIDE THE SEASIDE**

We always link our learning to nature, the seasons, and what we see in our outside environment. We will continue to observe 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 look back at photographs and activities that the children have enjoyed outside since last September and discuss the seasonal changes in our garden and observe what has changed or stayed the same now that we are in the season of summer.

Our 'Understanding of the World' focus will be learning on the seaside and sea life. We will look carefully at images of coastal towns such as Scarborough and discuss what we can see and how the features of typical seaside towns compare to Sheffield. We will also investigate what people enjoy about visiting the seaside; how they might travel there; and learn about seaside traditions in the UK. We will also discover what holidays by the sea are like beyond the UK. We will explore the science of floating and sinking during this topic.

The children will also learn about the seas and oceans and sea life and why it is so important to look after our world and 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!



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

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

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

- ✓ going through our weekly Mouse Club newsletter and completing 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 develop specific skills and techniques every week. They access our Creative Area every day and we encourage individual creativity, supporting the less confident. This term the children will view images of different seascapes and choose materials to create their own versions. They will design and making junk-model pirate ships and they will test them in water to see if they float. There will also be transient art activities using shells, pebbles, and driftwood and outside there will be sand sculpture competitions.

Miss D'Roza will lead weekly music lessons and song-time will link to Mouse Club, including sea shanties. Children will choose props to enjoy imaginary role-play and storytelling inside and out. Our 'Music Wall' and fabric box on our stage are very popular in the warmer weather.

**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 Mouse Club craft activities
- ✓ listening to the recorded songs and stories from Mouse Club and encouraging your child to act out the parts on their own, or with their toys at home, to support their storytelling

