

CURRICULUM OVERVIEW

Sharing our learning



FS2 INFORMATION

- YEAR: 2024-25 • TERM: 1
- CONTACT: yearfs@stjohnfisher.org

FS2 TEACHING & LEARNING TEAM

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

Dear Parents and Carers,

This is the first curriculum overview of our new school year and its purpose is to tell you about our curriculum and all the things your children will be learning during this first term. We also offer suggestions for supporting your children learning at home. New learning is fragile and so it is important to give our children the right support in school and at home, to help them feel positive and confident as they learn and progress.

Reading with your child every day, especially at bed time, is extremely important. Attempting the homework activities is also important and will help the children with their learning. If children struggle with anything please just reassure them. Encourage them but do not force them, and let them stop when they have done all they can. Let us know so that we can offer reassurance and follow up with the right support. We are so proud when our children do their best, so please avoid the temptation to 'over-help', they are all on their own journeys.

Approaches to teaching and learning do change over time which is why we are always happy to explain what we do, so please ask if you have any questions. Children can become very confused if parents/carers show them the methods they remember being taught at school when they differ to our approach. As always, please contact us if you can offer support with any aspect of the curriculum overview perhaps because you have particular skills, knowledge or experiences, artefacts, useful contacts or you would like to volunteer to help us on an educational visit. Thank you for your support.

Yours sincerely,


Headteacher

TERM 1 LEARNING VALUE: DETERMINATION

Being determined is having the ability to keep going, even when something is challenging or there are setbacks. It's accepting that things don't always work out the way you expect them to, but continuing to set new goals that help you to grow as a person. Believing in yourself, being patient, and trying to be the best you can be are all important parts of determination!

What does determination look like to you?

- ✓ you can say "Yes I can!"
- ✓ you can set yourself your own challenging goals
- ✓ you have confidence in yourself to keep going, even when things get tough

If you have determination what do you realise?

- ✓ never, ever, ever give up
- ✓ you can reach your potential if you believe in yourself
- ✓ confidence gives you the strength to carry on when it's really hard

How can you show determination?

- ✓ having a positive and determined mind-set
- ✓ setting challenging goals and having the courage to try
- ✓ be a superhero
- ✓ say "Yes I can!"



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RE

Information about our Term 1 RE curriculum is in the 'Come and See' letter accompanying this overview.

Details of liturgies, Masses and services will be shared in the weekly newsletter, available [here](#) and recordings can be viewed via this [link](#).

In Term 1 we focus on the key virtues of '**courtesy**', '**honesty**' and '**thankfulness**' and our focus prayers are the 'Hail Mary' and 'Hail Holy Queen'.

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 1 TOPIC: WELCOME TO OUR SCHOOL



PRIME AREAS: PERSONAL SOCIAL EMOTIONAL DEVELOPMENT (PSED)

Our priority this term is on settling our new children so that they feel happy, safe and secure in coming to school every day. The children will be learning how rules and routines help us to stay safe and help us to look after one another as well as our school.

We will spend lots of time playing with our new friends and building relationships with staff. The children will access all the FS2 areas inside and outside as well as the different places and spaces around our school (such as the dinner hall, visiting the headteacher's office and visiting our library).

The children will be introduced to the **Zones of Regulation** through the story 'The Colour Monster. Zones of Regulation help children to think and talk about how they feel on the inside and it sorts emotions into four coloured zones. They will learn how to recognise their feelings and how they can get back to the **green** zone.

Key words we will be using are:

- | | | | | | | |
|----------|----------|----------|-------------|-------------|------------|-----------|
| ✓ friend | ✓ family | ✓ belong | ✓ care | ✓ listen | ✓ feelings | ✓ colours |
| ✓ class | ✓ FS2 | ✓ please | ✓ thank you | ✓ excuse me | | |



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You can support your child's learning at home by:
 asking your child all about their day, for example:

- o **What made you happy today?**
- o **Did you find out something new?**
- o **Who do you talk to if you feel sad or worried?**

- ✓ recognising and talking about the feelings that characters might be experiencing in your stories
- ✓ modelling how to use good manners, and praising your child when they say **'please'** and **'thank you'**
- ✓ encouraging your child to be more and more independent when getting dressed/undressed
- ✓ encouraging your child to persevere when fastening their own **coats** and **shoes**
- ✓ encouraging your child to hold a knife and fork correctly, and try to cut up their own food correctly
- ✓ playing simple board or card games together to practise taking turns and waiting for the next go

PRIME AREAS: PHYSICAL DEVELOPMENT (PD)

The children's weekly **PE lessons** take place every **Monday**. We follow a comprehensive whole-school programme called, 'Real PE'. In Term 1 our focus is to develop skills to support balance; coordination and control. The children will also navigate space and change direction and speed safely. We will reinforce the importance of following instructions and simple rules, understanding that these will support their safety.

Every day the children will use the large outdoor area during independent learning time, this will help their gross motor development, such as running, jumping, climbing, balancing, lifting, throwing, digging, transporting, etc. It will also teach them to work safely with equipment and with each other.

The children will have **'Funky Fingers'** activities every day to support the development of their fine motor skills, for example, using peg boards, geo boards, threading activities and play dough and will also use a range of tools, including scissors. They will also enjoy whole-class **'Dough Disco'** and **'Wiggle While You Squiggle'** to help us further strengthen our fine-motor movements and improve coordination.

The children will learn how to keep their bodies healthy, including eating a healthy balanced diet and the importance drinking enough water to keep hydrated. They will understand the importance of exercising and being active; having quiet time; enough sleep; and keeping themselves clean, including their teeth.

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

- ✓ encouraging your child to choose healthy snacks and drink water instead of juice at home
- ✓ sending your child to school every day with a named water bottle (no juice)
- ✓ ensuring that your child comes to school wearing shoes that fit well (or trainers on PE days)
- ✓ getting active as a family - going for walks somewhere new, riding a bike or going swimming
- ✓ creating your own obstacle courses around your home or garden with things to balance on, jump over, run around and throw at a target, for example, a ball of socks into a bucket or basket

PRIME AREAS: COMMUNICATION & LANGUAGE (C&L)

As good routines for speaking and listening are established, we will model how to use correct grammar and new vocabulary. We will teach the children how to work with **talking partners** and the children will be encouraged to share news with classmates from your **Tapestry** posts. Our class website page ([FS2](#)) will feature **Mouse Club** activities for you to do at home together that will link to the stories, songs and rhymes being shared in class. The children will also be introduced to Makaton signs to support communication daily in the classroom.

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 Mouse Club suggestions on our class page
- ✓ playing traditional games that encourage speaking, listening and turn-taking like 'Guess Who?'



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SPECIFIC AREAS: LITERACY

The children's literacy skills will be developed using our daily **Read Write Inc.** phonics programme, which includes learning new letter sounds, blending/segmenting words to help with reading, writing and letter formation. On Thursdays the children will visit our library, bringing books home for you to read at home.

They will be encouraged to have a go at **mark-making** every day for a variety of purposes within continual provision, for example, drawing, painting, writing labels, captions, messages and cards. Amongst the texts shared in our adult-led sessions this term, we will read stories about starting school and friendships as well as some traditional tales, linked to autumn time:

- Starting School
- Our Class is a Family
- The Gingerbread Man
- The Colour Monster
- Ruby's Worry
- Leaf Man
- The Little Red Hen
- The Giant Turnip

The children will explore a range of interesting non-fiction and online texts focused on ourselves, autumn, and harvest. We have a wide range of books for the children to enjoy with adults or during 'choosing' time.

Key words we will be using are:

- ✓ sounds
- ✓ phonics
- ✓ books
- ✓ story
- ✓ title
- ✓ author
- ✓ library

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

- ✓ reading stories to your child every day
- ✓ sharing the Mouse Club stories and songs with your child several times a week
- ✓ 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
- ✓ giving your child opportunities to 'mark make' and write their name using the name cards sent home
- ✓ modelling writing using the letter formation we use in Read Write Inc. (**do not** use all capital letters/ upper case)

SPECIFIC AREAS: MATHEMATICS

Number: This term we will explore 0-6, including subitising, estimating and sorting activities. The children will use a range of objects and through practical activities we will practise counting and ordering and exploring numbers and amounts. We will use the terms 'more' and 'less' as we explore this. We will learn number rhymes that say the number names in order, for example: '1 2 3 4 5 once I caught a fish alive', '5 little ducks.'. Construction, block play and model making supports positioning, placing, ordering, sorting and counting.

Shape, Space and Measure: We will focus on sequencing our day, learning to follow our daily timetable, and learn the days of the week song.

Key words we will be using are:

- ✓ next
- ✓ later
- ✓ morning
- ✓ afternoon
- ✓ today
- ✓ numbers
- ✓ count
- ✓ more
- ✓ less
- ✓ subitise
- ✓ notice
- ✓ sort

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

- ✓ counting everyday items or activities, for example
 - up and down the stairs at home when they use them
 - items added to the basket at the supermarket, e.g. as apples or tomatoes
 - looking for numbers around them e.g. house numbers, bus numbers and car registration plates
- ✓ talking about what day it is and going through their routine on school days and weekends
- ✓ sorting items such as toys, socks, fruit by their colour and size, such as red cars and blue cars
- ✓ playing board games together, using dice, so there is counting e.g. Snakes and Ladders





SPECIFIC AREAS: UNDERSTANDING THE WORLD (UTW)

'Welcome to School' is an overarching topic where we discuss ourselves, our family, our friends and our school community. We will find out about the different people who help us and how we can look after ourselves, and each other, to be happy and healthy. During this term we will use our outdoor environment to explore autumnal changes – discussing the changes in the weather and looking at the changes in nature, such as the leaves on the trees. Towards the end of this term, we will find out about Harvest time and we will bake our own bread after reading the story of The Little Red Hen.

Key words we will be using are:

- ✓ family ✓ home ✓ school ✓ autumn ✓ season ✓ months ✓ weather
- ✓ farm ✓ harvest

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

- ✓ talk about school with your child, look at our Tapestry posts and ask them about their friends and the adults who help them
- ✓ going out together and discussing the changes in nature
- ✓ follow the stories and try the activity suggestions on Mouse Club each week
- ✓ cooking and mealtimes are a great opportunity to discover how heating, melting and freezing affects food, e.g. making jelly, freezing ice cubes, melting chocolate or baking bread

SPECIFIC AREAS: EXPRESSIVE ARTS & DESIGN (EAD)

We will encourage individual creativity during independent learning time as well as teaching the children skills in mark making, painting and using equipment such as scissors and play dough tools. We will investigate colour-mixing with red, blue and yellow. Every Tuesday Miss D'Roza will teach whole-class music and we will have a weekly song which will be shared on Mouse Club.

Key words we will be using are:

- ✓ colour ✓ mix ✓ create ✓ blend ✓ music ✓ beat ✓ rhyme ✓ loud
- ✓ colour names ✓ quiet

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

- ✓ looking at our class page for the weekly song on Mouse Club and the activity suggestions
- ✓ singing well-known nursery rhymes and popular song together, e.g. in the car, on a walk or before bed
- ✓ encouraging your child to act out stories, rhymes and action-songs
- ✓ check which colours your child knows as you chat or play with them – ask them to pass you the yellow banana, or can they describe the colours they see in the garden?
- ✓ when you are outside notice the patterns and colours in nature – ask them what they see

