

# CURRICULUM OVERVIEW

Sharing our learning



## FS2 INFORMATION

- YEAR: 2024-25 • TERM: 3
- CONTACT: [yearfs@st-johnfisher.org](mailto:yearfs@st-johnfisher.org)

## FS2 TEACHING & LEARNING TEAM

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

Dear Parents and Carers,

Happy New Year! This is our third curriculum overview of the academic year. Its purpose is to keep you informed about the things the children will be learning and share ideas for supporting and encouraging them at home. Our approach will continue to be about affirming and encouraging the children as we challenge and support them to go further and further.

Please engage with our FS2 Mouse Club newsletters which are shared each week. They are also available on our SJF website. These newsletter contains lots of useful information about your child's learning each week, with links to online versions of the books and songs that they will be enjoying in school. The newsletter includes great ideas for different activities that you can do at home. Apart from just being fun things to do, together, these activities are designed to get the children interested, and support their learning. Please do what you can, as everything really will support your child's broader learning and development.

Please share with us everything you do outside of school, via our 'Tapestry' tool, so that we are kept up-to-date and can share with everyone in class. The children really do love to talk about the things they do outside of school. If your child ever finds something tricky, offer reassurance and encouragement, and let us know.

We know that ways of teaching and learning change over time and so we are always happy to talk about our approach and answer any questions that you might have. We are here to help, so please call us or drop us an email ([yearfs@st-johnfisher.org](mailto:yearfs@st-johnfisher.org)). You are also invited to an **FS2** workshop after school on **Monday 3<sup>rd</sup> March 2025** that will cover early reading, writing and mathematics, and childcare will be provided. A reminder that our Winter Curriculum Showcase is on **Thursday 13<sup>th</sup> February 2025** from 8.50am to 9.45am and after school until 4.15pm.

Yours sincerely,

Headteacher

## TERM 1 LEARNING VALUE: HONESTY

Our Term 3 Learning Value is 'Respect'. Having respect for ourselves and others is very important because:

- ✓ it helps us to be more self-confident
- ✓ our growing self-confidence encourages others to be more confident
- ✓ it helps us to see ourselves (and others) through *kind* eyes
- ✓ it teaches us to be proud of our achievements without ever being arrogant
- ✓ it encourages us to celebrate others' qualities and achievements
- ✓ it enables us to build the resilience to face and overcome challenges
- ✓ it is vital in teams and keeps communities strong and united
- ✓ it opens our minds to new ideas and possibilities
- ✓ it helps us to learn more about our own lives and those of others respectfully
- ✓ it teaches us to be more open and unafraid of difference
- ✓ it helps us to grow as people, as children of God, and fulfil our potential gradually and over time
- ✓ it teaches us that we also have a part to play in helping others to grow and achieve their potential too



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### RE & CATHOLIC LIFE

Click [here](#) for information about our Term 3 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 3 we focus on the virtues of 'Faith' and 'Simplicity'.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Citizenship Statement of Belief Assembly</b> <hr/> <b>'Virtues to Live By' Class Assemblies</b> (Y2 to Y6)	<b>'Virtues to Live By' FS2 Story Circle</b>	<b>Themed Assembly</b>	<b>Weekly Celebration of the Word</b> <hr/> <b>'Virtues to Live By' Class Assembly</b> (Y1)	<b>Celebration Assembly</b> <hr/> <b>Chaplains' Celebrations</b>

### 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 are willing to have a go
- ✓ how successfully pupils can make appropriate links within their learning and the 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 2 TOPIC: HOW DO WE KNOW IT IS WINTER?



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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 peers and consider the views and preferences of others. They will explore why we follow rules; how to keep us safe and help others. The children will be encouraged to use '**The Zones of Regulation**' to help them express and manage feelings either by themselves or with support from friends and grown-ups. They will also have access to a quiet area in class if they need to be calmer or even rest.

This term's focus is: '*Created to Love Others*'. It builds on the understanding that we have been created out of love and for love, and it explores how we take this calling into our family, friendships and relationships. It teaches strategies for developing healthy relationships and keeping safe online and in our daily lives.

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

- ✓ family      ✓ friends      ✓ trust      ✓ special      ✓ internet      ✓ healthy
- ✓ safe      ✓ Tell! Tell! Tell!

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

- ✓ asking your child all about their day, for example:
  - What made you happy today?      ○ Did you find out something new?      ○ 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 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)

We continue to follow our 'Real PE' programme in our Monday afternoon lessons. Skills are cultivated through thematic stories, songs and games. The children will develop dynamic balance on lines and in movements. The children do daily '**Funky Fingers**' activities to support fine motor skills, e.g. using peg boards with elastic bands, threading activities and playdough. They also enjoy '**Dough Disco**' sessions which support fine-motor movements and coordination.

The children will continue to learn how we can keep their bodies healthy, including eating a healthy diet 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. They will be encouraged to be independent when putting on coats, hats, gloves and boots.

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

- ✓ encouraging your child to be as independent as possible when getting dressed and undressed
- ✓ helping your child to learn to how to put on and fasten their own coats and shoes for school
- ✓ supporting **independence** e.g. **by using velcro-fastening shoes and PE trainers rather than loose laces**
- ✓ encouraging them choose healthy snacks and to drink water instead of juices and fizzy pop
- ✓ maintaining consistent tooth-brushing (two minutes +) and bedtime routines
- ✓ getting active as a family - going for walks somewhere new, riding a bike or going swimming

- Check that all uniform items are **labelled** clearly and 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 school and Health Service messages because water is healthier
  - it is unfair when other children see their friends bringing in juice against our rules and school policy



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### 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 new vocabulary. We are learning how to work with 'talking partners' to encourage all children to be involved actively in discussions and develop both their speaking and listening skills. The children are encouraged to share any home news with the class from their Tapestry page. Our weekly '**SJF Mouse Club Newsletter**' activities link to the stories, songs and rhymes that are shared in class and we would love all our families to use the resources at home and share their activities on Tapestry. The children will also be shown simple Makaton signs to support communication each day 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 'What do you think.....?'
- ✓ trying some of the suggestions in our weekly **Mouse Club** newsletters (on our website class page), posting what you did on your child's Tapestry account so that they can talk to classmates about their activities
- ✓ playing traditional games that encourage speaking, listening and turn-taking like 'Guess Who?'

### SPECIFIC AREAS: LITERACY

The children's literacy skills are developed using our daily Read Write Inc. (RWI) phonics programme, which includes learning new letter sounds, blending/segmenting words to help with reading, writing and letter formation. They will continue to **take home a weekly library book to enjoy at home every Thursday**. There will be links added on the Tapestry Memo page so that the children can practice their sounds at home.

Amongst the texts we will also look at a range of interesting non-fiction and online texts shared and will read:

- **Ridiculous!** by Michael Coleman ([here](#))
- **Bear Snores On...** by Karma Wilson ([here](#))
- **Lost and Found** by Oliver Jeffers ([here](#))
- **My First Chinese New Year** by Karen Katz ([here](#))
- **A Dot in the Snow** by Corrinne Averiss ([here](#))

The children will be encouraged to mark make and write in a variety of ways: writing their name on their own work, using their phonic knowledge to write labels and captions etc. They will have a go at writing for a variety of purposes within continual provision, for example, writing labels, captions, messages and lists.

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

- |          |               |         |         |         |          |         |
|----------|---------------|---------|---------|---------|----------|---------|
| ✓ Sounds | ✓ phonics     | ✓ blend | ✓ story | ✓ title | ✓ author | ✓ cover |
| ✓ blurb  | ✓ illustrator | fact    | fiction |         |          |         |

#### 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
- ✓ using the links on our **Tapestry Memo** page to practise the RWI letter sounds with your child
- ✓ playing the 'Fred' games on our **Tapestry Memo** page – the 'sounding out' games
- ✓ visiting a library or bookshop together to find fiction/non-fiction books that reflect interests e.g. space, dinosaurs, animals and pastimes they enjoy
- ✓ giving your child opportunities to 'mark-make' and write their name using the name cards we send home
- ✓ modelling writing using Read Write Inc. letter formation (**please do not use all capital letters/upper case within words**)



## SPECIFIC AREAS: MATHEMATICS

### Number

We will continue to develop our understanding of numbers from 0-10. Using a range of objects and practical activities we will practise counting up to ten and ordering and exploring numbers and amounts. We will use the terms 'one more' and 'one less' as we explore this. In practical activities we will add and subtract with numbers up to ten. Construction, block play and model making all enhance our work on shape, positioning, placing, sorting, ordering and counting.

### Shape, Space and Measure

As they focus on developing their knowledge of the days of the week, the months of the year, and the four seasons, the children will explore what the start of a new year means to different people. They will consider why school and calendar years are different, and explore how days are sequenced from morning to evening.

### Key words we will be using are:

- |         |            |             |         |                 |               |
|---------|------------|-------------|---------|-----------------|---------------|
| ✓ first | ✓ next     | ✓ later     | ✓ after | ✓ one more than | one less than |
| ✓ today | ✓ tomorrow | ✓ yesterday | morning | afternoon       |               |

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

- ✓ carefully counting everyday items or activities, for example
  - counting stairs and steps
  - looking for numbers around them e.g. house number, bus numbers and care registration plates
  - when playing with toys help your child to sort them: by colour, size, or item
  - at the shops ask your child to help count out items for you (e.g. fruit/vegetables) using phrases such as 'one more' and 'same'
- ✓ talking about what day it is (today is Monday and tomorrow will be ...) and their routine(s) on different days e.g. school days and weekends

## SPECIFIC AREAS: UNDERSTANDING THE WORLD (UTW)

In our topic, 'How do we know it is Winter?', we will think about what has changed since the autumn, including changes in some trees and plants; changes in the animals that can be seen and heard around us; and the weather and climate. We will investigate the weather in Sheffield at this time of year, and ask if it is the same weather everywhere, and where the coldest places in the world are.

### Key words we will be using are:

- |             |             |           |           |               |             |
|-------------|-------------|-----------|-----------|---------------|-------------|
| ✓ winter    | ✓ season    | ✓ weather | ✓ climate | ✓ temperature | ✓ hibernate |
| ✓ deciduous | ✓ evergreen | ✓ polar   | ✓ Arctic  | ✓ Antarctic   |             |

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

- ✓ going out together and experiencing the different types of weather – talk about how the weather and temperature affect the clothes we wear and the activities that we can do outside
- ✓ talking together about what they see, hear, smell and feel outside
- ✓ sharing views on what you like more and less about the season or the weather, with reasons
- ✓ research the polar regions by looking at books and going online together, safely

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

The children will study images of cold places and winter scenes whilst thinking very carefully about the colours they can see. They will practise mixing paints in order to create different 'cold' colours (blues/greys/purples). Using Mark Rothko's famous colour block work as inspiration, the children will select and blend different colour pastels to represent cold colours, with the aim of creating their own colour blocs. They will also use paint, chalk and collage to create their own beautiful winter-inspired artwork.

The children will also create artwork, models, music and movement whilst learning about the Lunar New Year, to mark the Chinese 'Year of the snake'.



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

- |                  |                    |                 |                |           |
|------------------|--------------------|-----------------|----------------|-----------|
| ✓ colour         | ✓ shade            | ✓ colour mixing | ✓ blending     | ✓ artist  |
| ✓ Lunar New Year | ✓ Chinese New Year | ✓ dragon        | ✓ dragon dance | ✓ collage |

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

- ✓ going out together to take photographs that capture wintery colours e.g. sunrises/sunsets, frost, puddles
- ✓ researching how the Lunar/Chinese New Year is celebrated in China and around the world, including in the UK by using appropriate reference books and/or going online together, safely



**"THIS MORNING, HE WAS WORRIED ABOUT SCHOOL... BUT LOOK AT HIM NOW!"**

**MOMENTS MATTER, ATTENDANCE COUNTS.**

**HM Government**

Head to the Education Hub to find out more.

**NHS**



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