

CURRICULUM OVERVIEW

Sharing our learning



FS2 INFORMATION

- YEAR: 2024-25 • TERM: 4
- CONTACT: yearfs@st-johnfisher.org

FS2 TEACHING & LEARNING TEAM

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

Dear Parents and Carers,

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

- **FS2** - a formal check on development and progress of children, from baseline, against the Early Learning Goals
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening*, and non-statutory end of Key Stage 1 assessments
- **Y3** - writing moderation
- **Y4** - multiplication tables screening 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

Though good attendance is *always* important, during this time, it is even more crucial. Good attendance is important for supporting children's wellbeing, and not just for enabling them to learn and progress. Children tell us that being absent from school, can leave them feeling anxious about missed learning and falling behind, and also losing touch with friends. We know that some absences are unavoidable, which is why we all work very hard to help settle those children returning after a period of sickness, and to support them to catch up.

We are thankful 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 or during the holidays. Doing simple things like this really will help children to thrive in school - which is what we all want.

This overview contains important information about the children's curriculum, key words and crucial learning that all children must know in order to know and do more. There are also tips for supporting children at home.

Please support and encourage your child to attempt the learning activities, which are designed carefully to help them practise skills and embed new knowledge. Children might find some things a bit more difficult, and if this is the case, please offer reassurance and encouragement, if they do struggle with anything. It is always important that they try to do as much as they can *but* if they continue to struggle, and you feel that they have done their best, then please ask them to stop, and reassure them that it will be ok. Let us know via a note or email, so we are clear what they managed and struggled with, and our FS2 team will follow everything up.

We know that ways of teaching and learning change over time and are happy to answer any questions that you might have so that you feel more confident when offering support at home. We are here to help, so please call or email whenever you need to.

Yours sincerely,

H Barrett
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



RE & CATHOLIC LIFE

The focus is 'Galilee to Jerusalem'. Please click [here](#) for the RE overview that covers Terms 3 and 4. Our focus virtues are 'charity' and 'forgiveness'.

Ash Wednesday Service

Our **Ash Wednesday Service** takes place 5th March, at 10.00am at Our Lady of Lourdes Catholic Church. We will mark the day with a special non-Eucharistic service led by the young people of Y4, during which the children's Lenten promises will be offered up, and blessed ashes distributed. Please note that it is not a Mass.

Lent Class Reflections

Our Chaplains will help organise Lenten class reflections starting on **Monday 10th March 2025** and continue until **Wednesday 26th March 2025**. Please book through the School Office as places are limited. Thank you.



Monday

Tuesday

Wednesday

Thursday

Friday

Y1 Y2 Y3 Y4 Y5 Y6

FS2 Y3 Y4 Y5 Y6

FS2 Y1 Y2 Y5 Y6

FS2 Y1 Y2 Y3 Y4

No visitors

Monday

Citizenship
Statement of
Belief Assembly

'Virtues to Live By'
Class Assemblies
(Y2 to Y6)

Tuesday

'Virtues to Live By'
FS2 Story Circle

Wednesday

Themed
Assembly

Thursday

Weekly
Celebration
of the Word

'Virtues to Live By'
Class Assembly
(Y1)

Friday

Celebration
Assembly

Chaplains'
Celebrations



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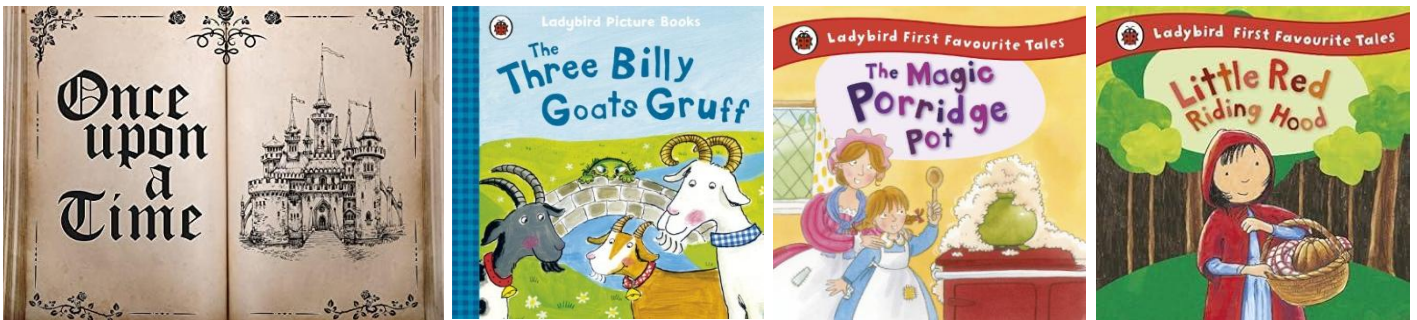
CHARACTERISTICS OF LEARNING IN THE EARLY YEARS

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 4 TOPIC: ONCE UPON A TIME...



PRIME AREAS: PERSONAL SOCIAL EMOTIONAL DEVELOPMENT (PSED)



Through everyday activities and by sharing carefully chosen stories and songs the children will continue learning how to play cooperatively with peers and consider the views and preferences of others. They learn that making mistakes is part of learning. They are developing problem-solving skills and can talk about how they (and others) resolve problems/difficulties. Children are praised for showing kindness or being helpful and we encourage them to talk about feelings, and respecting opinions of others.

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 are traditional tales that highlight the reason that we need to follow rules; how rules can keep us safe; and how rules can help others.

The children are good at managing personal hygiene and we have systems 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 a healthy diet and 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 | | | |



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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 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 have '**Funky Fingers**' activities every day to support fine motor skills as well as whole class '**Dough Disco**'. 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 independently
- ✓ 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 to 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

- Check that all uniform items are **labelled** clearly and your child knows where to find their name label
- **NO JUICE! Please 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

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.

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.



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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

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 adults talk to children about different books, including stories and non-fiction, as well when rhymes, poems, and songs are shared together too. Your child's library book and books at home, are great for this purpose. By modelling to the children how to read with expression; by talking about books; by discussing illustrations; and by asking questions, children develop language/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 learn about the language used in traditional stories. Texts shared will include non-fiction and online texts as well as:

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

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)
- ✓ using the RWI videos that are shared on Tapestry
- ✓ completing phonics activities daily (**please return the books each week in the named plastic wallets so others can use them**)
- ✓ sharing 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/action-songs so they can have fun using story language, identifying characters and just being storytellers
- ✓ visiting local libraries/bookshops to find books that reflect interests e.g. pirates, pets and sports
- ✓ 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

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).



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We will recognise and count numbers from 0-20 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 solving practical problems that involve numbers from 0-10. 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.

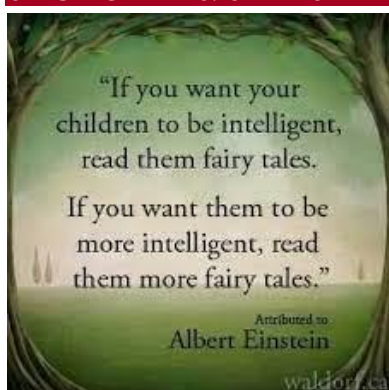
Key words we will be using are:

✓ 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 these stories were told long ago and we will discuss how we can tell that the stories are not set in 2025 – such as the style of the homes, the clothes worn and the settings.

Traditional tales/fairy tales are fantastic for fostering imaginative and creative thinking, language and vocabulary development, listening and memory skills, problem solving skills, cooperation and teamwork. The stories also encourage discussion that builds empathy and compassion.

Some of the traditional tales we read will be retold as multicultural versions, set in other parts of the world, so we can discuss similarities and differences.

In FS2 we link our learning to nature and what we see outside. We will be busy outside, commenting on things we notice, e.g. changes in the trees and plants; the animals that can be seen and heard; and the weather and temperature. We will discuss why the daylight lasting longer after school and that we don't always need to wear our hats, gloves and big coats every day.



Key words we will be using are:

- | | | | | | |
|---------------|-------------|-----------|-----------|---------------|-----------|
| ✓ traditional | ✓ modern | ✓ 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:

- ✓ share the Mouse Club activities together each week
- ✓ when you are out and about can you notice the older buildings or statues? How can they tell? What is the same or different between older and newer buildings such as homes, shops, play areas?
- ✓ ask older relatives what it was like being 4 or 5 years old when they were at school – in their home: with toys, technology, TV, etc. and at their school: classrooms, lessons, uniform, etc.
- ✓ go out together and look 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 complete art and craft activities that develop specific skills and techniques, every week. They also have access to our creative area every day and we actively encourage individual creativity whilst supporting children who are less confident.

This term the children will work with clay to make pinch pots ('magic' porridge pots). They will plan, design, and make junk-model pieces, applying a range of key skills as they do, from selecting materials to practising different cutting and joining techniques. These designs will include making a new chair for Baby Bear, and an improved bridge for the billy goats, so they do not disturb the wicked troll.

Every day, the children take part in storytelling, role-play and other imaginary games, having access to props and all sorts of other resources that will further encourage their imagination and creativity.

We also have a 'Son of the Week' in our Mouse Club sessions, and shared with you in our weekly Mouse Club newsletters and every Tuesday the children have their Music lesson with Miss D'Roza.

Key words we will be using are:

- | | | | | |
|----------|-------------|--------------|------------|-----------|
| ✓ clay | ✓ materials | ✓ create | ✓ 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 nature's colours e.g. sunrises/sunsets, signs of spring such as daffodils, blossom and buds, etc.
- ✓ doing the suggested weekly Mouse Club activities together and sharing them on Tapestry
- ✓ 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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