

CURRICULUM OVERVIEW

Sharing our learning



FS2 INFORMATION

- YEAR: 2024-25 • TERM: 5
- 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 fifth curriculum overview of the school year and its purpose is to share information about what our children will be learning in Term 5. Please remember that good punctuality and attendance are both very important for helping your children to feel confident in school so that they are able to enjoy and achieve.

Term 5 is a particularly important and busy one, with children in all year groups involved in various statutory and non-statutory assessments, as set out below:

- **FS2** - ongoing 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

As usual this overview contains important information about our Term 5 curriculum, you will also find the usual tips for helping your children at home. Please join in with our weekly Mouse Club stories, songs and suggested activities. Please also practise the Makaton signs of the week and listen to your child practise their phonics and read to them every day, even for a short time, if that is all you can manage.

If you have any questions or need support yourselves, please contact us. We would also like to hear from you if you have specific knowledge, experiences or artefacts, related to our topics, that you would like to share.

Yours sincerely,

Havatt
Headteacher

TERM 5 LEARNING VALUE: TEAMWORK

Teamwork is key in both learning and sport. When we pull together, we can often achieve much more than would be possible on our own. Being part of a team also gives us an opportunity to share our own experiences, knowledge and skills, whilst learning from the examples of the teammates we are working with.

Being part of a team enables us to learn what it means to both lead and take direction from others. We can learn how to be a supportive teammate and how to accept the support of others when we need it too.



"The strength of the team is each individual member. The strength of each member is the team." Phil Jackson



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RE & CATHOLIC LIFE

The focus is **'To the Ends of the Earth'**. Please click [here](#) for the **FS2** RE curriculum overview covering Term 5. Our focus virtues are **'perseverance'** and **'kindness'**.

Annual Resurrection Mass

You are all invited to join us for our **Resurrection Mass**, led by the young people of **Y6** that takes place at **10.00am** on **Friday 25th March April 2025**, at Our Lady of Lourdes Catholic Church. The Mass will be filmed and made available later to view online [here](#).

SJF Collective Worship

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

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 5 TOPIC: WHAT IS IN OUR GARDEN?



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 will continue to learn that making mistakes is an important part of learning, as they develop their problem-solving skills by reflecting on how they and others can resolve a problem or difficulty. Kindness to others is always praised and children are encouraged to talk about their feelings and to respect those of others.

The children are encouraged to use our **'Zones of Regulation'** strategy to express and manage feelings either by themselves or with the support. They have access to quiet areas if they need to be calmer or even rest.



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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 warmer 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.

This term our PSED Ten:Ten scheme module discusses keeping safe and looking after our bodies. Our theme is that we are all created and loved by God, with bodies and minds that He wants us to keep safe. This is all delivered in an age-appropriate way to support our children's learning and development in FS2.

Key words we will be using are:

- | | | | | | |
|-----------|-----------|------------|----------|-----------|---------------------|
| ✓ family | ✓ friends | ✓ trust | ✓ safe | ✓ healthy | ✓ Tell! Tell! Tell! |
| ✓ choices | ✓ safety | ✓ internet | ✓ online | | |

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 they trust if they ever feel worried or feeling frightened
- ✓ closely 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
- ✓ encouraging your child to be independent when getting dressed/undressed and brushing their teeth
- ✓ showing your child where the name labels are on their uniform so that they can look after their things

PRIME AREAS: PHYSICAL DEVELOPMENT (PD)

This term we follow Unit 5 in 'Real PE' which focuses on coordination when sending and receiving (bean bags, balls, quoits). We will also be using our PE sessions to practise the races for our Sport's Day (**Friday 23rd May**).

Children use the outdoor area during independent learning time, which helps them to develop their 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. 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 for walks or visiting the park and playing on climbing equipment
- ✓ regularly helping with activities in the kitchen such as, pouring, stirring, and using cutlery independently
- ✓ doing art and craft activities including making models with junk materials, Lego, etc.
- ✓ digging and planting in the garden
- ✓ encouraging your child get dressed and to put on and fasten their own coats and shoes
- ✓ 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 without screen time



- 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 the message that water is healthier and better for our teeth
 - it is unfair when other children see their friends bringing in juice despite our clear school rules and 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. '**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 **FS2 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 other games that encourage speaking, listening, and turn-taking: Snakes and Ladders, jigsaw puzzles, 'I Spy', etc.

SPECIFIC AREAS: LITERACY

We want our children to develop a life-long love of reading. Your child's library book and books at home, are perfect for sharing bedtime stories and you can model how to read with expression; talk together about the books; discuss the illustrations; and ask questions, all this will help your child develop their language and comprehension skills. For your child to be able to word read independently we use our comprehensive **Read Write Inc.** phonics (RWI) programme every day, this will include learning new sounds, blending sounds and segmenting words to help them to read and write, comprehension activities and letter formation practise.

In adult led activities and during our continual learning provision, the children will be able to try writing for a variety of purposes such as making lists, writing labels, messages, captions, and short sentences. Our texts, this term, will cover fiction, non-fiction and poetry and include:

- | | | |
|----------------------------------|-------------------------------------|--------------------------------------|
| ➤ <i>Going on an Egg Hunt</i> | ➤ <i>Lola Plants a Garden</i> | ➤ <i>Peep Inside: Bug Homes</i> |
| ➤ <i>The Tiny Seed</i> | ➤ <i>Oliver's Vegetables</i> | ➤ <i>The Very Hungry Caterpillar</i> |
| ➤ <i>A Seed in Need</i> | ➤ <i>The Extraordinary Gardener</i> | ➤ <i>Aaah Spider!</i> |
| ➤ <i>Seed to Sunflower</i> | ➤ <i>Minibeast Madness</i> | ➤ <i>Super Worm!</i> |
| ➤ <i>The Snail and the Whale</i> | | |

Key words we will be using are:

- | | | | | | |
|------------|-----------|---------------|------------------|-------------|----------------|
| ✓ title | ✓ author | ✓ illustrator | ✓ illustration | ✓ blurb | ✓ contents |
| ✓ 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 especially at bedtime
- ✓ talking about books you read, including characters and events and the things they enjoyed most/least
- ✓ using the **RWInc** videos we share on **Tapestry Memo** or on **QR codes** (sent home with your child)
- ✓ listening to your child read their RWInc books every day (sent home on Thursdays in named plastic wallets)
- ✓ sharing the weekly class stories and songs from the weekly **FS2 Mouse Club** newsletters



- ✓ visiting local libraries or bookshops together to find fiction/non-fiction books that interest them
- ✓ giving your child opportunities to 'mark-make' and write using pencils, pens, crayons and chalks
- ✓ modelling correct handwriting using Read Write Inc. letter formation *don't teach your child to use just capital letters*

SPECIFIC AREAS: MATHEMATICS

Number

Each 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 learn to recognise and count, reliably, numbers from 0-10 and 0-20 and use a range of everyday objects and equipment to complete practical activities to practise counting, ordering, and exploring numbers and amounts. We will use the terms 'one more' and 'one less' and estimate (and check by counting) to solve practical problems that involve numbers from 0-10 and 0-20.

We will work practically and discuss grouping and sharing, and the children will consider whether groups are fair (equal or unequal) and if they can be made fair.

In practical activities we will add and subtract with numbers up to ten and beyond. 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.

Shape, Space and Measure

Through play and practical investigations, we will compare length, weight, and capacity. We will compare objects and use language for comparing length/ weight as we begin to estimate objects before comparing and ordering them. Our topic activities such as growing grass from seed, and observing caterpillars, are ideal for practical work on time, sequencing and comparing size.

Key words we will be using are:

- | | | | | | |
|-----------|------------|-----------|-----------|-----------------|-----------------|
| ✓ first | ✓ next | ✓ total | ✓ amount | ✓ one more than | ✓ one less than |
| ✓ shorter | ✓ longer | ✓ smaller | ✓ taller | ✓ group | ✓ share |
| ✓ equal | ✓ estimate | ✓ compare | ✓ measure | ✓ time | |

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

- ✓ include counting activities in everyday life, such as counting steps, a set of toys, the fruit in the fruit bowl, trees, flowers, etc. that are in the garden or on the way to the shops
- ✓ 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 and using a family calendar
- ✓ 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)

We always link our learning to nature and what we see outside. We will go out and look for any changes in: trees and plants; animals that can be seen and heard around us; the weather; and temperature. We will discuss why days are lighter for longer, and consider why we don't need to wear hats, gloves and coats as much.

The children learn about the variety of animals and plants that can be found in our school garden and local area. They will explore our outdoor areas to find and identify some plants growing there. They will investigate the mini-beasts living in our garden; where they like to live; their names and how to identify them.

The children will also grow cress and grass from seed; help to improve our 'bug hotel'; and welcome a family of caterpillars to FS2, which we will observe as they grow and change. Once we have adult butterflies the children will help to release them into our garden.



Key words we will be using are:

- | | | | | | |
|-----------|-------------|---------------|-------------|---------------|--------------------|
| ✓ outside | ✓ nature | ✓ environment | ✓ habitat | ✓ seeds | ✓ roots |
| ✓ stem | ✓ leaves | ✓ petals | ✓ minibeast | ✓ egg | ✓ caterpillar |
| ✓ pupa | ✓ butterfly | ✓ season | ✓ weather | ✓ temperature | ✓ mini-beast names |

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

- ✓ using the internet to find out more about minibests in the UK and across the world
- ✓ going on your own nature expedition in the garden, woods or local park to see what you can find and talk about being careful touching and moving animals
- ✓ going out to look for changes in nature as we move through April and in to May

SPECIFIC AREAS: EXPRESSIVE ARTS & DESIGN (EAD)

Our children complete art and craft activities to develop specific skills and techniques. They have access to our Creative Area every day and are encouraged to create individually and with others. This term's activities link to our garden topic and will include collage, printing, painting and 3D work.

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

We share songs of the week in our Mouse Club sessions, which are also shared with parents/carers in our weekly **FS2 Mouse Club newsletters**, and every Tuesday the children enjoy a specific music lesson with Miss D'Roza.

Key words we will be using are:

- | | | | | | | |
|---------------|-----------|----------|-----------|--------|----------|-----------|
| ✓ material | ✓ clay | ✓ create | ✓ texture | ✓ 3D | ✓ sounds | ✓ recycle |
| ✓ symmetrical | ✓ print | ✓ design | ✓ model | ✓ join | ✓ beat | ✓ connect |
| ✓ percussion | ✓ perform | ✓ act | | | | |

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

- ✓ going out together to take photographs of nature in springtime – talk about what they see – the colours and textures
- ✓ having a go at the suggested weekly Mouse Club activities which often include craft activities
- ✓ listening to the recorded songs and stories on Mouse Club and encouraging your child to sing and act out the parts on their own, or with their toys at home, to support their storytelling



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