

CURRICULUM OVERVIEW

Sharing our learning



FS2 INFORMATION

- YEAR: 2024-25 • TERM: 6
- CONTACT: yearfs@st-johnfisher.org

FS2 TEACHING & LEARNING TEAM

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

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,

Harrold
Headteacher

TERM 6 LEARNING VALUE: TEAMWORK

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!



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RE & CATHOLIC LIFE

Please click [here](#) for the FS2 Term 6 RE overview. Our focus virtues are **'honesty'** and **'service'**.

SJF Collective Worship

Monday	Tuesday	Wednesday	Thursday	
Citizenship Statement of Belief Assembly <hr/> 'Virtues to Live By' Class Assemblies (Y2 to Y6)	'Virtues to Live By' FS2 Story Circle	Themed Assembly	Weekly Celebration of the Word <hr/> 'Virtues to Live By' Class Assembly (Y1)	Celebration Assembly <hr/> 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 6 TOPIC: LET'S GO TO 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. 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.



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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 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 it 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 and 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 ✓ care ✓ share ✓ teamwork ✓ respect ✓ cooperate
- ✓ persevere ✓ responsibility ✓ change

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
- ✓ 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**

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'. Unit 6 will focus 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.

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.

Each 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 also teach and model correct letter formation daily so that correct formation becomes fluent over time.

Please note that the children will be taking part in their rearranged Sport's Day races on Friday 6th June, starting at 1.00pm on the school field (for FS2 and KS1) with entry from 12.45pm.

You can help to develop your child's fine and gross motor skills at home by:

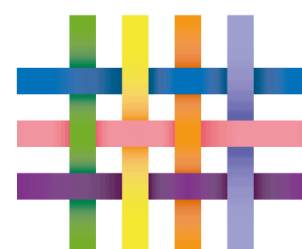
- ✓ going for walks or visiting the park and playing on climbing equipment
- ✓ going swimming, using a trampoline, etc. all work the core muscles
- ✓ activities in the kitchen such as, pouring, stirring, and using cutlery
- ✓ doing art/craft activities including making models with junk materials, Lego, 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 inside and outside
- ✓ 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 routine without screen time

- Check that all uniform items are **labelled** clearly and your child knows where to find their name label
- **NO JUICE!** Do **not** send juice to school in your child's water bottle
- **Please send your child to school wearing sunscreen and with a sunhat, whenever we have dry weather**

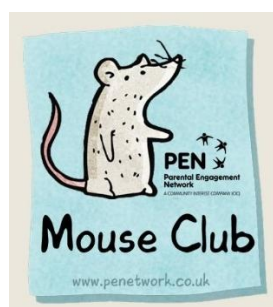
PRIME AREAS: COMMUNICATION & LANGUAGE (C&L)

We have secure routines for speaking and listening in class and we model using correct grammar and new vocabulary – usually connected to our books or topic.

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.



TAPESTRY
ONLINE LEARNING
JOURNAL



The Mouse Club activities we suggest are very important for supporting 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.



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

- ✓ talk and listen to your child without the distractions of screens and devices, and model speaking in full sentences, notice their surroundings, ask them what they see – there will be so much to talk about
- ✓ when 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?'
- ✓ follow 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 – making sure they include good manners such as 'excuse me'
- ✓ 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

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.

Read Wite Inc. Reading Books

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.

Library Books

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.

Writing

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 (words that we cannot spell phonetically). 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**. We will introduce and model the use of capital letters and full stops to clearly mark sentences.

Term 6 Texts

Our texts, this term, will cover fiction, non-fiction, and poetry and will include:

- Snail and the Whale
- Billy's Bucket
- Commotion in the Ocean
- Plenty of pirate books!
- Rosie's Walk/ One Hundred Decker Bus/ You Choose
- Clean Up! and Somebody Swallowed Stanley
- Shark in the Park/ Shark in the Dark

Key words we will be using are:

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



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

- ✓ **reading to** your child every day (bedtime stories)
- ✓ talking about any book that you have shared together - discussing the illustrations, characters and events or the facts and information that they particularly enjoyed (non-fiction or fiction)
- ✓ revisiting the RWI videos that are shared on Tapestry Memo or on sheets with QR codes
- ✓ **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)
- ✓ visiting local libraries or bookshops together to find fiction/non-fiction books that reflect interests (e.g. pirates, pets, wild animals 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

Number

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 all 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 look at number patterns to 20 and beyond and looking at how we can count in twos and tens beyond 20.

Shape, Space and Measure

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 | ✓ add | ✓ subtract | ✓ total | ✓ equal |
| ✓ odd | ✓ even | ✓ pattern | ✓ calculate | ✓ group | ✓ share |
| ✓ double | ✓ half | ✓ compare | ✓ estimate | ✓ measure | ✓ time |
| ✓ o'clock | ✓ minutes | ✓ hours | ✓ seconds | ✓ coins | ✓ money |
| ✓ weight | ✓ capacity | ✓ balance | ✓ predict | ✓ pennies | ✓ 2D/3D |

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,
- ✓ playing Snakes and Ladders using **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 your daily routine, including ordering the things you do in a day from morning to evening to reinforce the correct sequence of a day. Talk about times you go out or to bed, etc.
- ✓ showing your child a clock face to help them **recognise the o'clock and hour**
- ✓ looking out for, naming and describing the shapes in our environment, deciding if they are 2D or 3D, e.g. on carpets, book covers, road signs, buildings, etc.



SPECIFIC AREAS: UNDERSTANDING THE WORLD (UTW)

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 about journeys to the seaside, what a 'typical' British seaside may look like, and the incredible natural world above and below the oceans.

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 our local area of 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 as well as carry out investigations testing the capacity of different containers. 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:

✓ environment	✓ nature	✓ habitat	✓ travel	✓ journey	✓ transport
✓ sea	✓ ocean	✓ coast	✓ near	✓ far/distant	✓ beach/sand
✓ long ago	✓ past	✓ tradition	✓ present	✓ seaside	✓ rock pool
✓ cliff	✓ harbour	✓ lighthouse	✓ ships	✓ sinking	✓ floating
✓ sea life	✓ sea/ocean	✓ lifeguard	✓ protect	✓ pollution	✓ world

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

- ✓ sharing 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 – the activities, the weather, where you stayed, etc.
- ✓ chat about holidays any older family members, such as grandparents, had at the seaside – what was it like? Has anything changed?
- ✓ Sharing information if you have any relatives or friends who live by the coast (UK or abroad) so we can find out where it is and what it is like to live there

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 make junk-model boats and they will test them in water to see if they float. There will also be transient art activities using shells, pebbles, and driftwood. Outside there will be sand sculpture competitions!

Miss D'Roza will continue to deliver our weekly music lessons, song-time will continue to link to Mouse Club, we will also be learning 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:

- | | | | | | | |
|--------------|-------------|--------------|------------|----------|-------------|---------|
| ✓ seascape | ✓ horizon | ✓ shade | ✓ texture | ✓ design | ✓ sculpture | ✓ model |
| ✓ material | ✓ recycle | ✓ join | ✓ assemble | ✓ attach | ✓ shape | ✓ blend |
| ✓ collage | ✓ print | ✓ sing | ✓ perform | ✓ pitch | ✓ rhythm | ✓ beat |
| ✓ percussion | ✓ tradition | ✓ sea shanty | | | | |

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

- ✓ having a go at the suggested Mouse Club craft activities – there are suggestions every week
- ✓ 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

