

# CURRICULUM OVERVIEW

Sharing our learning



## FS2 INFORMATION

- YEAR: 2025-26 • 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

Welcome to our third curriculum overview of the year. This update is designed to keep you informed about what the children will be learning and to suggest simple ways you can support them at home. Our focus remains on encouraging every child while challenging and guiding them to make steady progress.

Please continue reading our weekly FS2 Mouse Club newsletters, available also on our website, which are full of useful information about current learning, with links to online versions of the books and songs the children will enjoy that week, along with ideas for fun activities that will support their development. Even small moments of engagement at home make a real difference.

We also love seeing what the children get up to outside school. Please share photos and updates on Tapestry—these help us stay connected and give the children the chance to talk proudly about their experiences in class. If your child finds anything difficult, offer reassurance and let us know so we can support them together.

Approaches to learning continue to evolve, and we are always happy to explain our methods or offer guidance. Please call or email if you have any questions or need any support.

A reminder that you are invited to come in and join us to observe maths activities on **Tuesday 13<sup>th</sup> January 2026** for children in **FS2 Y1 Y2** and on **Wednesday 14<sup>th</sup> January 2026** for children in **Y3 Y4 Y5 Y6**. Also our Winter Curriculum Showcase takes place on **Thursday 12<sup>th</sup> February 2026** in the school hall from **8.45–9.45am** and again from **3.30–4.15pm**. Everyone is welcome.

Yours sincerely,

*H Barrett*

Headteacher

## TERM 3 LEARNING VALUE: RESPECT



Respect for ourselves and others is essential because it:

- builds self-confidence and inspires confidence in others
- helps us see ourselves and those around us with kindness
- teaches us to be proud of our achievements without becoming arrogant
- encourages us to celebrate others' strengths and successes
- strengthens our resilience when facing challenges
- supports teamwork and keeps communities united
- opens our minds to new ideas and possibilities
- helps us learn about our own lives and the lives of others with care
- teaches us not to fear difference
- helps us grow as people, as children of God, gradually fulfilling our potential
- reminds us that we have a role in helping others grow and reach their potential too



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## RE & CATHOLIC LIFE

The focus is 'From Galilee to Jerusalem'. Please click [here](#) for the Term 3 **FS2** RE overview. 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'.



### SJF Collective Worship

Monday	Tuesday	Wednesday	Thursday	Friday
Statement of Belief & Citizenship Assemblies	Hymn Practise Virtues Assemblies	'Picture News' & Themed Assemblies	Weekly Liturgy of the Word	Celebration Assembly 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 3 TOPIC: HOW DO WE KNOW IT IS WINTER?





## 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 and undressed.
- ✓ Supporting your child to persevere when fastening their own **coats** and **shoes**.
- ✓ Encouraging your child to hold a knife and fork correctly, and to try to cut up their own food independently.
- ✓ Playing simple board or card games together to practise taking turns and waiting for their go.

## PRIME AREAS: PHYSICAL DEVELOPMENT (PD)

We follow our 'Real PE' programme in our Monday 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 learn how to put on and fasten their own coat and shoes for school.
- ✓ Supporting **independence** e.g. **by using velcro-fastening shoes and PE trainers rather than loose laces.**
- ✓ Encouraging them to choose healthy snacks and to drink water instead of juices or fizzy drinks.
- ✓ Maintaining a consistent toothbrushing routine (at least two minutes, twice a day) and a regular bedtime.
- ✓ Getting active as a family by going for walks somewhere new, riding bikes, 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.



## PRIME AREAS: COMMUNICATION & LANGUAGE (C&L)

We have good routines for speaking and listening within the classroom and 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 their speaking and listening skills. The children are encouraged to share home news with the class from 'Tapestry'. Our weekly **Mouse Club** newsletter activities link to 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 also learn simple Makaton signs to support communication in class.

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

- ✓ Asking 'open-ended' questions (questions where there are many possible answers).  
o 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.
- ✓ Visiting a library or bookshop together to find fiction and non-fiction books that reflect your child's interests, such as space, dinosaurs, or favourite animals.
- ✓ 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 continue to develop our understanding of numbers 0-10, using a range of objects and activities to practise counting to ten and ordering and exploring numbers/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 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:
  - 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:

- ✓ Experiencing different weather and talking about how conditions affect what we wear and do.
- ✓ Talking together about what you can see, hear, smell, and feel while outside in nature.
- ✓ Sharing views on what you like most/least about the current season or weather, with reasons for choices.
- ✓ Researching the polar regions together safely, by looking at books and going online.

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

The children will explore images of cold places and winter scenes, focusing on identifying and mixing 'cold' colours such as blues, greys and purples. Inspired by Mark Rothko's colour block work, they will create their own colour blocks using blended pastels, alongside winter-themed artwork using paint, chalk and collage. They will create artwork, models, music and movement linked to the Lunar New Year, to celebrate the Year of the Horse.

#### 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:

- ✓ Taking photographs that capture wintery colours, such as frost, puddles, and the colours of sunrises/sunsets.
- ✓ Researching how Lunar New Year is celebrated in China and around the world (including here in the UK).
- ✓ Providing your child with clear guidance and rules to help them stay safe while they are online.







**"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.



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