

# CURRICULUM OVERVIEW

## Sharing our learning

### FS2 INFORMATION

- **YEAR:** 2025-26
- **TERM:** 4
- **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,

Our fourth curriculum overview includes information about what children will learn this term. This is a key period as we prepare for the summer's forthcoming statutory and non-statutory assessments, which will include:

- **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

Good attendance is especially important during this time, not only for learning but also for wellbeing. Missing school makes children anxious about falling behind and losing touch with friends. Whilst some absences are unavoidable, we are thankful when non-essential absences, e.g. term-time holidays, odd days off, or appointments that can be scheduled outside of school hours—are avoided.

This overview also includes key curriculum content including crucial knowledge and key vocabulary, along with tips for supporting learning at home. Please encourage your child to do the homework activities, which are designed to help them embed knowledge. If your child struggles, offer reassurance and ask them to do their best. If they continue to find it difficult, let us know via a note or email so the team can follow up.

Teaching and learning approaches evolve over time, and we are happy to answer any questions to help you support your child at home. Please contact us by phone or email if you need guidance—we are here to help.

Yours sincerely,

  
Headteacher

### TERM 4 LEARNING VALUE: SELF BELIEF



Self-belief is about trusting your abilities, staying positive, and having the courage to tackle challenging goals. Children show self-belief by being determined, resilient, and confident that they can achieve their potential. The following words come to mind when we think of self-belief:

- courage
- determination
- positivity
- tenacity and focus
- faith
- confidence



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## RE &amp; CATHOLIC LIFE

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

## Lent 2026: Class Reflections

Lent begins on Ash Wednesday, which this year takes place during the school holiday. Please note that Monday 23<sup>rd</sup> February is an INSET day.

As usual, our Chaplains will help to organise Lenten class reflections which start on **Tuesday 24<sup>th</sup> February 2026** and will continue until **Thursday 26<sup>th</sup> March 2026**, except for Tuesday 10<sup>th</sup> and Wednesday 11<sup>th</sup> March 2026, because we will be having our pupil progress review meetings. Please book through the school office.

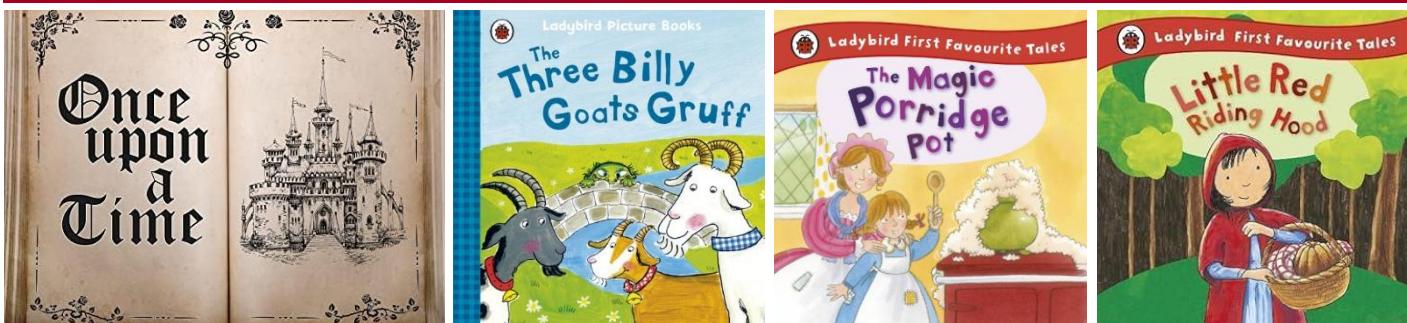
LENT	Monday	Tuesday	Wednesday	Thursday	Friday
	Y1 Y2 Y3 Y4 Y5 Y6	FS2 Y3 Y4 Y5 Y6	FS2 Y1 Y2 Y5 Y6	FS2 Y1 Y2 Y3 Y4	No visitors
	<b>Monday</b> Citizenship Statement of Belief Assembly 'Virtues to Live By' Class Assemblies (Y2 to Y6)	<b>Tuesday</b> 'Virtues to Live By' FS2 Story Circle	<b>Wednesday</b> Themed Assembly	<b>Thursday</b> Weekly Celebration of the Word 'Virtues to Live By' Class Assembly (Y1)	<b>Celebration Assembly</b> 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 traits of strong learners will help them to make good progress in all the areas of learning and development. (**'Birth to 5 Matters'** Apr 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.



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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.

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

✓ family	✓ friends	✓ trust	✓ safe	✓ healthy	✓ Tell! Tell! Tell!
✓ role-model	✓ sorry	✓ forgive			

You can support your child's **learning at home** in the following ways:

- ✓ Ask 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?**
- ✓ Reassure your child that they can talk to someone that they trust if they are worried or feeling frightened.
- ✓ Monitor 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 take place on Monday afternoons, following the whole-school *Real PE* scheme. Skills are developed through engaging stories, songs, and games, with a focus on ball skills, safe movement in space, partner counter-balance work, and building strength, balance, and coordination. Children use our outdoor area during independent learning to further develop physical skills and learn to use equipment safely.

Fine motor skills are strengthened daily through activities such as *Funky Fingers* and *Dough Disco*, supporting confident use of tools including pencils, scissors, and cutlery. Correct letter formation is taught and modelled daily to build fluency over time. Children continue to learn how to keep their bodies healthy, including the importance of a balanced diet, drinking enough water, regular exercise, rest and sleep, personal hygiene, and caring for their teeth.

You can support your child's **learning at home** in the following ways:

- ✓ 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.



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- ✓ 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 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 or more) 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.

You can support your child's **learning at home** in the following ways:

- ✓ 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.
- ✓ Praising 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 lifelong love of reading. Language comprehension, which is necessary for both reading and writing, develops when adults talk to children about different books—including stories and non-fiction—and when rhymes, poems, and songs are shared together. Your child's library books and books at home are great for this purpose. By modelling how to read with expression, talking about books, discussing illustrations, and asking questions, we help children develop vital language and comprehension skills.

For your child to be able to read words independently, we will continue to develop their literacy skills using our comprehensive Read Write Inc. (RWI) phonics programme every day. This will include learning new sounds, blending and segmenting words to help them read and write, and letter formation practice.

In our continuous learning provision, children will have the opportunity to write 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**
- **The Magic Porridge Pot**
- **The Three Billy Goats Gruff**
- **Little Red Riding Hood**
- **Rapunzel**
- **The Three Little Pigs**
- **Jack and the Beanstalk**

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

✓ once upon a time	✓ long ago...	✓ far away	✓ title
✓ traditional tale	✓ fairy tale	✓ author	✓ illustrator



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You can support your child's **learning at home** in the following ways:

- ✓ Reading to your child daily (bedtime stories).
- ✓ Using the RWI videos that are shared on Tapestry.
- ✓ Completing daily phonics activities (**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 so they have fun using language and 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. We will add two numbers together by counting on and subtract by taking away. We will be using a number line when adding and subtracting, as well as exploring what happens when we add or take away from zero. Every day, we practise number bonds to 5 and 10 (knowing, for example, that 7 and 3, 6 and 4, and 5 and 5 are number bonds to ten).

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 solve practical problems that involve numbers from 0–10. We will work on practical activities discussing grouping and sharing; 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, using language about capacity, and comparing the volume of liquid in different containers. We will also compare the weights of objects, use language about weight, and begin to estimate the lengths of objects before comparing and ordering them.

The **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** in the following ways:

- ✓ 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**
  - **helping your child to sort toys in different ways, for example: by colour, size, shape or item**
  - **asking your child to help count out items when shopping e.g. fruit and vegetables, using phrases like 'one more' and 'same'**
- ✓ Talking about their daily routine—including ordering the day from morning to afternoon and evening—to reinforce the correct sequence of a day.
- ✓ Singing counting songs and number rhymes, and reading stories that involve counting.
- ✓ Playing games which involve counting or recognising numbers, for example: Snap, matching pairs with playing cards, Snakes and Ladders, or games using timers.

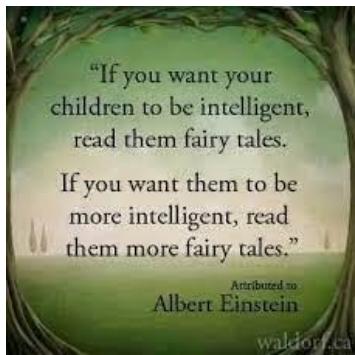


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## SPECIFIC AREAS: UNDERSTANDING THE WORLD (UTW)



In our topic, '**Once Upon a Time**', we will be learning how these stories were told long ago. We will discuss how we can tell that the stories are not set in 2026—noting details such as the style of the homes, the clothes worn, and the settings.

Traditional tales and fairy tales are fantastic for fostering imaginative and creative thinking, language and vocabulary development, listening and memory skills, problem-solving skills, cooperation, and teamwork. These stories also encourage discussions that build empathy and compassion. Some of the traditional tales we read will be retold as multicultural versions set in other parts of the world, allowing us to discuss similarities and differences.

In **FS2**, we link our learning to nature and the world around us. We will be busy outside commenting on things we notice, such as changes in the trees and plants, the animals that can be seen and heard, and the weather and temperature. We will discuss the fact that daylight lasts longer after school and that we don't always need to wear our hats, gloves, and big coats every day.

The **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** in the following ways:

- ✓ Share the Mouse Club activities together each week.
- ✓ Thinking about what is same or different between older and newer buildings - **homes, shops, play areas** and looking out for them when you are about.
- ✓ Asking older relatives what it was like being four or five years old in their home - **toys, technology, TV, etc.** and in their school: **classrooms, lessons, uniform, and so on.**
- ✓ Going out to look for changes in nature as springtime gets closer - **what looks different? Can you hear more birds?**

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

The children take part in weekly art and craft activities to develop a range of skills and techniques, with daily access to a creative area that encourages imagination and supports all learners. They will work with clay to make pinch pots and will design and build junk-model creations, applying skills such as material selection, cutting, and joining through themed projects. Creativity is further developed through daily storytelling, role-play, and imaginative play using a wide range of props and resources. Children also enjoy regular music lessons and take part in '**Mouse Club**' sessions, including celebrating a '**Song of the Week**'.

The **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** in the following ways:

- ✓ Going out together to take photographs that capture natures 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.



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