

CURRICULUM OVERVIEW

Sharing our learning

FS2 INFORMATION

- YEAR: 2025-26 • TERM: 6
- CONTACT: yearfs@st-johnfisher.org

FS2 TEACHING & LEARNING TEAM

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

Dear Parents and Carers,

This is our sixth and final curriculum overview of the year. It outlines what your child will be learning this term, key vocabulary, and ways you can support learning at home. Good attendance is vital for both progress and wellbeing, especially as assessments continue. Please avoid keeping your child off school unless absolutely necessary, particularly during term time.

Thank you for your support. If you have any questions, need support, or would like to share relevant knowledge or experiences, please do get in touch. Thank you.

Yours sincerely,

H Barrett
Headteacher

TERM 6 LEARNING VALUE: PASSION



Passion is important because it motivates us to keep going, even when things feel difficult. It helps us stay resilient and keep trying until we improve or achieve goals.

Passion comes from within and shows in our commitment and care. It can be expressed in both bold and quiet ways, helping us stay focused, determined and brave when facing challenges.

With passion, we can achieve more than we might expect, overcoming obstacles along the way. It also makes learning, and life, more exciting and fulfilling.

Passionate people inspire others. It helps us believe in ourselves, build confidence and grow in resilience—all essential for learning and wellbeing. Even one passionate person can make a positive difference in the world.



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RE & CATHOLIC LIFE

The focus is 'Dialogue and Encounter' Please click [here](#) for the Term 6 RE overview. Our virtues are 'honesty' and 'service' and our focus prayers are 'The Gloria' and 'The Lord's Prayer'.

"For in him we live and move and have our being" (Acts 17:28)

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

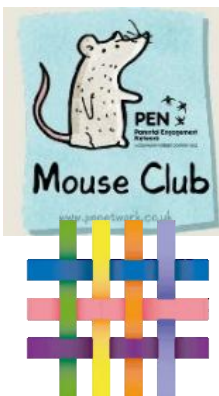
As part of this we will consider:

- ✓ 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 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. Activities such as Mouse Club and Tapestry Time help us to learn about each child's interests while encouraging attentive and respectful listening.

We will continue to recognise and celebrate kindness and helpfulness in both daily interactions and adult-led activities. Children are encouraged to share feelings, ideas and opinions, and to listen thoughtfully to others. They will develop their problem-solving skills by discussing challenges and solutions, learning that mistakes are an important part of learning. Through stories, songs and everyday experiences, children will continue to build cooperation skills and consider the views of others.



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Children are confident in managing personal hygiene, supported by routines such as handwashing before eating and after using the toilet. We will continue to promote healthy habits, including dental care, a balanced diet and staying well hydrated. During the summer months, we will focus on sun safety, including wearing sun cream, hats and drinking plenty of water. We will also teach water safety, emphasising the importance of staying close to trusted adults.



Our Term 6 'Life to the Full' module, 'Living in the Wider World', will help children develop an understanding of communities and their responsibilities towards others, places and the planet. The children will be encouraged to think about others and the environment, including recycling, reducing waste and not littering.

Later in the term, we will prepare children for their **transition into Y1**. We will explore their feelings about change and provide opportunities to visit their new classroom and meet their new teachers, supporting a smooth and positive move forward.

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
- ✓ monitoring your child's screen time and sites accessed, making sure they are safe and age-appropriate
- ✓ 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
- ✓ talking to your child about sun safety and why sun cream and a sunhat are important
- ✓ **talking to your child about their new class to help them feel positive and reassured if they have concerns**

PRIME AREAS: PHYSICAL DEVELOPMENT (PD)

Our weekly PE lesson, on Monday afternoons, follow the *Real PE* programme. In Term 6 the children will learn about how the body changes during exercise, e.g. increased heart rate, and why physical activity is important for keeping our hearts strong, and muscles healthy.

They will continue to develop fundamental movement skills, focusing on balance in floor work and improving control when using a ball, in preparation for games and activities with equipment. Daily access to the outdoor area further supports core strength development, coordination, balance and agility, whilst they are encouraged use of equipment safely and cooperate in play.

We continue to promote healthy lifestyles, e.g. the importance of eating balanced diets, eating a good breakfast, drinking water, being active, getting enough rest, maintaining good hygiene and caring for our teeth. Daily activities support the development of *fine motor* skills e.g. using range of tools like pencils, paintbrushes, scissors and cutlery, and using the correct letter formation to enable confidence and fluency in writing.

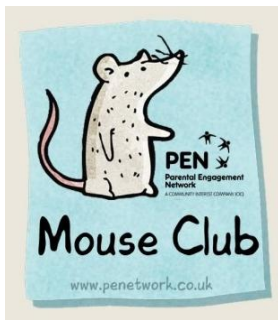
You can help to develop your child's fine and gross motor skills at home by:



- ✓ 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 their 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!** Please do **not** send juice to school in your child's water bottle
- Please send your child to school wearing **sun cream** and with a **sun hat**, 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 send them in. This develops speaking and listening skills, confidence and fluency by encouraging sentence-building and the formulation of follow-up questions by classmates.

The suggested Mouse Club activities are very important for supporting the development of your child's communication, language and self-confidence. The weekly newsletter includes ideas linked to learning in class. Please have a go at the song, story and activities, and update Tapestry with activities that you do.

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

- ✓ talking and listening to your child without screens, modelling full sentences and encouraging them to notice and talk about their surroundings
- ✓ using open-ended questions (e.g. "I wonder what would happen if...?" or "How do you think...?") to extend thinking and conversation
- ✓ following Mouse Club suggestions and sharing what you do on Tapestry so we can talk about it in class
- ✓ praising good listening, eye contact, turn-taking and polite language such as "excuse me"
- ✓ playing traditional games (e.g. **Snakes and Ladders, jigsaws, I Spy**) to support speaking, listening and turn-taking

SPECIFIC AREAS: LITERACY

Children have daily access to a wide range of fiction and non-fiction books, supported through RWI phonics sessions, literacy lessons, and regular story time alongside Mouse Club activities.

Read Write Inc. (RWI) books

Please listen to your child read daily. Re-reading helps build confidence, improves blending and segmenting sounds, and develops fluency and expression.

Library Books (read for pleasure): Read together and talk about the story, characters, and events. Discussing books helps develop language skills, comprehension, and understanding of how to read with expression.



Writing: Children are becoming more independent writers. They say sentences aloud before writing, use phonics to spell words (even if not always correct), and begin to use tricky words accurately. They are also learning to use capital letters and full stops to form clear 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 story 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 | | | | | |

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 |



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Key words (Continued)

✓ 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 daily routines, including ordering the things you do in a day from morning to evening to reinforce the correct sequence of a day and talking 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 link our learning to nature, the seasons, and our outdoor environment, observing changes in plants, animals, weather, and temperature. Children will revisit photographs and experiences from throughout the year to compare seasonal changes and reflect on what is different as we move into summer.

Our *Understanding of the World* focus is journeys to the seaside, exploring what British coastal towns look like, including comparisons with our local area.

Children will learn about seaside features, travel, traditions, and how seaside experiences can differ within and beyond the UK, alongside exploring the natural world above and below the ocean.

We will also investigate simple scientific concepts such as floating and sinking and explore capacity through practical experiments. Children will learn about seas, oceans and marine life, and the importance of caring for our environment. To finish the term, we will enjoy a pirate-themed week, including a special Pirate Day with dressing up and imaginative 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 since they were little?
- ✓ Sharing information if you have any relatives or friends who live by the coast either in the 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 test them in water to see if they float. There will also be 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 Mouse Club songs and stories from and encouraging your child to act out the parts on their own, or with their toys at home, to support their storytelling

