



CURRICULUM OVERVIEW

Sharing our learning



Academic Year 2017-2018

- **Year:** FS2
- **Term:** 4

Your Child's Teaching and Learning Team:

- Mrs H Darken
- Mrs A Prentice
- Mrs C Raynes
- Mrs H Morris
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Dear Parents and Carers,

This is our fourth curriculum overview which comes at the half-way point of the school year. Its purpose is to keep you up-to-date with what your children will be learning in school and suggest some ways in which you can offer support at home.

If you have any questions or if you require support, please do not hesitate to contact us. We would also really like to hear from you if you have knowledge and experiences related to our topics to share with the children or you can support us in any other way. Thank you.

Yours sincerely,


Headteacher

RE

Information about our Term 4 RE curriculum is in the 'Come and See' letter accompanying this overview.

Theme 4: Spring Time

This term's theme is relating to Spring. Then we will start the term linking to our World Book Day focus on pets. We will read two books about cats and consider how to look after household pets. We will then move on to thinking about farms. We will think about the work that is undertaken on a farm; learning about planting crops and taking care of animals. We will link this to the changes that take place during the season of Spring, including reflecting on the importance of new life – which we will link to Eastertime.

EYFS Prime Areas

Communication & Language, Physical Development & Personal, Social & Emotional Development

PSED: The children will continue to develop their independence skills. They are all familiar with the school routines and the environment and now join in with assembly. We are still encouraging the children to think about what they can do well and encouraging them to persevere with things they find a bit difficult 'never, never, never give up!'

Many of the children support and praise each other as they are learning, we call this *reciprocity*, and we will be really encouraging this. Discussions, stories and everyday events provide opportunities for children to talk about their ideas thoughts and feelings. We will encourage the children to share their thoughts and feelings with each other so the children develop an appreciation that not everyone feels or thinks the same about a shared event or interest. This also links with the specific area of learning 'People and communities'.

Communication & Language: We will continue to have many discussions in class about the children's achievements in and out of school. As part of this your completed 'Wow moments' are really valued. Children often use language to share their experiences and we will continue to encourage this. We will be thinking about how we need to express ourselves clearly for different audiences as we prepare for our liturgy and we will be learning lots of subject specific vocabulary related to our theme of farms and Spring. We will also continue to focus on the need for good listening skills and how we can show someone we have understood what they have said.



Physical Development: We will continue to use our fantastic outdoor area to support children to develop their skills and ideas through the use of imaginative play, games, problem-solving and other physical activities. Many of the children prefer to learn outside so warm clothes and wellington boots are essential whilst the weather is still so changeable. Their physical activities will be supplemented by our weekly P.E. sessions. The children's ability to dress/undress for P.E is really improving - which is fantastic for everyone. Fine motor skills will continue to be developed through drawing, writing, and painting, threading and manipulating small equipment. We will also think about what we need to do to be healthy and what happens to our body when we exercise. This will link to our work on superheroes and consider what gives superheroes their super powers!

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

- ✓ *continuing to encourage your child to be independent when getting dressed /undressed and being responsible for their own belongings*
- ✓ *encouraging your child to talk about something they have enjoyed and why they like it*
- ✓ *talking to your child about stories, books and interests to support development of thinking/questioning skills*
- ✓ *playing games in your garden or in the park, particularly running, chasing and ball skills*

EYFS Specific Areas

Literacy, Mathematics, Understanding the world, Expressive arts and design

We will continue to develop literacy skills using the RW1 phonics programme and children will continue to learn in small groups and these will be determined by which skills they need to consolidate or develop.

Reading

Children will also take home books to support reading. It is a fantastic support for the children if they are confident with these texts. Most children should now be attempting to read school scheme books independently by applying their phonic knowledge.

The children love books and we will use a selection of both books and IT resources for shared reading sessions. These will include non-fiction books, poetry, stories and information and stories downloaded from the computer. The book corner will include books about the current topic as well as favourite picture books.

Writing

Children will be encouraged to write for different purposes, using their phonic knowledge to sound out words. We will help the children to think about what they write ahead of the task. We have been writing for many different reasons and any writing your children complete at home independently can also be shared in school. Writing is one of the harder skills learned during FS2 therefore as much practice as possible is important. We love to see your children's writing and they will be encouraged and praised in school for writing in any forms. This term we will focus on writing and drawing to create our own stories and books.

Mathematics

In mathematics we will continue to recognise and use numbers 1-20. Children will be encouraged to estimate and calculate in practical situations. They will be adding and subtracting and will be encouraged to explain their ideas and record their findings when appropriate.

Number activities will include counting orally forwards and backwards from a given number, recognising and writing numerals, accurately counting how many in a 'set'. We will introduce counting in 2's or 10's as appropriate. We will also explore size and time in practical ways and use the vocabulary associated with this.

The World

As we prepare for Easter we will also be welcoming the arrival of Spring.

Spring-time provides lots of opportunities to notice changes or growth in plants and animals. The children are already commenting on the growth of bulbs. We will provide opportunities for children to record the changes they see, in a variety of ways – observational drawing, taking photos or writing.

As part of our World Book Day theme we will think about how cats behave, many of the children have pets and we will encourage them to talk about them. We will also consider how authors get their ideas for stories and we will have a go at writing our own stories.

We will learn about farm animals in Spring-time considering the life cycle of some. We will think about how plants are grown and cared for and consider how the environment changes as Spring comes. We will also spend a lot of time thinking about Easter and the importance of the Easter story and related traditions

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

- ✓ continuing to help your child at home with reading and writing activities e.g. writing lists, messages with you
- ✓ reading stories – maybe looking for stories and poems with rhyme
- ✓ helping your child to use technology safely at home
- ✓ talking about shapes with your children asking them to name the 2d and 3d shapes they see
- ✓ highlighting different times of the day, days of the week and months of the year to your children
- ✓ looking for signs of Spring in your garden or in the park or countryside

EYFS: Characteristics of Learning

Throughout the year we will be looking at how children develop certain 'characteristics' such as how they engage in their learning, find out, explore and 'have a go'. If they are motivated to learn by being involved, concentrating, keep trying and enjoying achieving what they set out to do.

We also consider whether they are able to develop their own ideas, make links in their learning and the ways they choose to do things, whether they plan, review or change their strategy when approaching a task.

These are all attitudes to learning that children need to become successful learners. Hopefully we will lay the foundations for these young children so they grow their skills and achieve both personally and academically. We will be focussing on building learning power across the curriculum to enable to children to be motivated and resilient learners.

We will continue to '**plan, review and do**' in all aspects of our work and then we will reflect on what went well.

Music

In music we will be learning about special people, focusing on Personal, Social and Emotional Development through:

- singing echo songs
- performing movement to a steady beat
- creating and performing actions
- playing instruments to a steady beat at different speeds

PE**REAL PE**

This term in PE we will be practising the all the skills we have already learnt including balancing sitting down with no hands or feet touching the ground, walking forwards and backwards along a straight line and balancing on our tip toes. We will also start to learn about controlling a ball, sitting down and rolling it around ourselves and rolling it up and down our bodies. We will also start to learn about balancing in pairs, mirroring each other as we sit holding hands. The creative skills we are working on this term include exploring and describing different movement as well as looking for specific good skills in others. Our PE themes - to help make our PE fun - are 'The Circus' and 'The Seaside'.

You can support your child at home by:

- ✓ experimenting using a ball and making up a circus trick
- ✓ finding a story or a video about the circus
- ✓ practise being pulling up from sitting on the floor by an adult
- ✓ looking at some seaside pictures and identifying different features
- ✓ having a go at praising someone else for their good skills

Outdoor games

Our focus on team games/activities continues: running, hopping etc. and using some small equipment.

Assessment

All assessments throughout Foundation Stage 2 (FS2) will be done through observational assessment. We will collect photos, written observations as part of our evidence. Please continue to share any 'wow' moments. This can include joining in with a swimming/dance lesson for the first time, dressing independently for the first time etc. Please feel free to add your own 'Wow' moments to the '**Tapestry Online**' journal.