



# CURRICULUM OVERVIEW

*Sharing our learning*



## Academic Year 2014-2015

- **Year:** Foundation Stage 2 (FS2)
- **Term:** 3

## Your Child's Teaching and Learning Team:

- Mrs H Darken
- Mrs A Prentice
- Miss R D'Roza
- Miss J Pendlebury

Dear Parents and Carers,

This is our third overview of the year and the aim is to let you know about all the things that the children will be learning in school this term along with tips on how you can support them at home and information about homework.

If you have any questions or if you require any support with anything please do not hesitate to contact us. We would also really like to hear from you if you can support us in any way.

Thank you for your continued support.

Yours sincerely,

Headteacher

## Homework

In Foundation much of the home work takes the form of conversation and experiences that are sharing within the home. There is no expectation to record and return work that has been done at home. However if children feel they would like to share their work from home they are very welcome to bring it in to school for a stamp or sticker.

There is an expectation that reading will be done with children at least 5 times per week as stated in the 'reading adventure' book.

This may take the form of children reading or attempting to use their phonic skills to read a school scheme book, accessing bug club to read a phonic book on a computer (more information will follow very soon on how to access this) or may be sharing a book at bed time with your child and talking about the story or the characters.

In addition to books the word or sound cards that are sent home with children to support their phonics can be recorded as part of the 5 home reading experiences.

The phonics formation/ writing sheets are merely a fun activity that can be completed at home. As discussed at the parents meeting there is no obligation to return this to school. In addition for this being a chance for your child to consolidate their understanding it also provides you will information on what sounds have been learned and if needed how to say them.

In addition to this a list of different activities that could be done at home will be sent home each term so that parents can choose to complete a more creative or practical activity with their child.

In the Foundation Stage homework is meant to be fun and therefore if children are resistant to doing the homework please do not feel that **have** to complete it.



## RE

For information on the RE curriculum please see the attached 'Come and See' letter.

## Chinese New Year

In addition to the core RE ('Come and See programme') this term the children will be told the story behind the Chinese New Year and how this is a traditional festival celebrated by Chinese communities across the world.

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

- *talking about some of the traditions associated with Chinese New Year e.g. how the years are have a named animal*
- *trying some Chinese foods and talking about the ingredients, taste or texture*

## EYFS Prime Areas

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

The children will continue to develop learning within the Prime Areas. The children are now confident to use the classroom resources and are showing good independence around the school. We will continue to focus on attitudes to learning and in particular thinking skills, including thinking things through before acting and developing empathy and listening attentively to others,

Communicating effectively with each other continues to be a key focus of life within the Foundation Unit. The children will be encouraged to listen carefully to each other planning, responding appropriately to, and asking relevant questions. Children will continue to work with a 'Talk Partner' to help them to develop confidence to do this.

Our main theme this term is 'I've got the power' and we will be learning all about robots during this term. As a class we will learn to retell the story of the 'Robot no-bot' and think about the feelings of the characters in the story.

We will be using instructional language to move and program a robot. We will talk about and describe different robots around the house and in other fictional stories.

We will be thinking about gross motor control to develop robot dances learning how to move quickly and slowly.

We will continue to use the outdoor area to support children in developing their skills and ideas through the use of imaginative play, games, problem solving and physical activities. Many of the children prefer to learn outside so warm clothes and wellington boots are essential. Their physical activities will be supplemented by the weekly P.E. sessions

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

- *asking 'open-ended' questions (questions where there are many possible answers).*
  - *for example:*
    - *I wonder what would happen if.....?*
    - *How do you think.....?*
- *encouraging children to be independent when getting dressed/undressed*
- *helping children to learn to put on and do up their own coats*
- *talking about past experiences with the children encouraging them to use past, present and future tense within their speech*
- *discussing about stories, books and other things and support them in their thinking about these things encouraging them to ask their own questions and ask for explanations*
- *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 RWInc programme. Children will continue to take home books and words to support their reading and will be read with frequently in school.

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. Children will be encouraged to write for a variety of purposes—using their phonic knowledge to sound out words and we will encourage the children to think about what they might want to write ahead of the task.

As part of the theme we will be thinking all about robots. We will think about different robots around the house and robots in stories, books and films. We will design and build our own robots out of different materials giving them names and describing their different uses.

Within this theme we will explore non-fiction texts related to the topic. Looking at the features of nonfiction texts and using phonic knowledge to read labels and captions.

Children will be encouraged to write in a variety of ways – writing their name on their own work, using their phonic knowledge to write labels, captions etc. We will also encourage children to write for different purposes in their play –MOT certificates, building plans, safety signs. Children will be required to move towards writing in sentences using finger spaces and full stops in their writing.

In mathematics we will continue to recognise and use numbers 1-10 but this term there will be greater focus on knowing and recognising the numbers between 10 and 20. We will be comparing items with differing weight, thinking about whether containers are heavier or lighter.

The children will have opportunities to revisit and apply their knowledge of 2D shapes and we will start to learn the names and properties of 3D shapes.

We will start using the language of time, considering different events during the day and knowing how these events relate to different times. We will also continue to learn about and use money in practical ways becoming more familiar with these ideas in relation to real life.

Number activities will include counting orally forwards and backwards from a given number, recognising and writing numerals, accurately counting how many in a 'set' and finding 'one more' or 'one less' We will also revisit positional language (backwards, forwards, above, below etc.)

We will think about different materials and their properties, we will talk about the texture and appearance of different materials when designing and making our own robots.

We will also talk about different power sources and discuss simply renewable sources of power. We will consider how many toys are powered. We will also talk about the importance of safety around electricity.

Through the topic 'I've got the power' the children will be given chance to explore different technology and find out new information and facts.

Across their learning children will be encouraged to use non-fiction books and the internet. We will be talking about how to use the internet safely and learning how to log on to the class computers and the school reading programme 'Bug Club'. We will discuss the importance of keeping internet passwords safe and who to talk to if they have a problem when using the computer.

We will also think about simple programming using the roamers to plan, program and then debug a very simple program.

The children are still developing their drawing, painting skills and we will investigate a variety of skills and techniques. The children also love creating structures with blocks and making models. We will apply these skills when we make moving robots and investigate how materials can be joined together.



The topic should give children ample opportunity to continue to develop their imaginative skills through music making, singing, role play and painting and model making. It is through many of these activities that we will be encouraging children's thinking and planning skills so they become more successful in their learning

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

- *Helping them with letter sounds and words at home – saying, reading and writing*
- *Reading stories and looking at non-fiction books*
- *Writing lists and cards*
- *Helping children use technology safely at home*
- *Talk to children about all the different technology around the house that make jobs easier to do.*
- *Consider how things are made and the different processes that a product has been through.*
- *Discuss power sources and the importance of being safe around electricity.*

## 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.

These characteristics are often referred to as resilience, reciprocity, resourcefulness and reflection. Staff use these words and describe their attributes to the children. Each characteristic has an associated media character that's behaviour links to their skill. If you find opportunity to talk about the characteristics with your children then this supports their understanding out of school

## Music

Music is taught by Miss Pendlebury, our specialist music teacher and this term the children will investigate different kinds of formal and informal percussion and explore how it can be used to add impact or convey a mood, a thought or a feeling.

## PE

**Topic 1: Gym skills**

This will include moving and travelling in different ways using mats, benches and other larger apparatus which will encourage and develop balancing, climbing and spatial awareness skills

**Topic 2: Ball skills/Games**

Ball skills will be taught so that children have the foundations skills needed to play ball games in the future.

## Assessment

All assessments throughout Foundation Stage 2 will be made via 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.