

CURRICULUM OVERVIEW

Sharing our learning



FS2 INFORMATION

- YEAR: 2023-24
- TERM: 5
- CONTACT: yearfs@st-johnfisher.org

FS2 TEACHING & LEARNING TEAM

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

Dear Parents and Carers,

This is our fifth curriculum overview of the school year and its purpose is to again share information about what your children will be learning this term. A reminder that good punctuality and attendance are important for ensuring that your children feel confident in school so they are able to enjoy and achieve. Term 5 is a very busy term, with children in all year groups facing key statutory and non-statutory assessments as set out below:

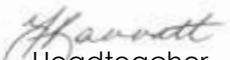
- **FS2** - a formal check on children's progress during their key foundation year (against national Early Learning Goals)
- **Y1** - National Phonics Screening and internal assessments and writing moderation
- **Y2** - end of Key Stage 1 non-statutory assessments (SATs) & follow-up National Phonics Screening*
- **Y3** - internal assessments and writing moderation
- **Y4** - formal multiplication tables assessment, internal assessments and writing moderation
- **Y5** - internal assessments and writing moderation
- **Y6** - end of Key Stage 2 statutory assessments (SATs) *for children who did not achieve the standard in Y1

At home, your children should be encouraged to go through the weekly Mouse Club activities, including the stories and songs of the week and learning the Makaton signs too. Also it is very important that you help your child practise their phonics sounds daily - and read their reading books with them as often as you can.

Doing these things will support children's learning so that they are can **engage** more, **remember** more and **do** more - further boosting their confidence. If your child struggles with anything, and you feel that they have done their best, then please reassure them and let us know, and we will reassure and help them.

Ways of teaching and learning change over time and so we are always happy to talk about this and answer any questions that you have, so that you can feel more confident when offering support at home. We would also like to hear from you if you have specific knowledge, experiences or artefacts, related to our topics, that you would like to share.

Yours sincerely,


Headteacher

TERM 5 LEARNING VALUE: TEAMWORK

In Term 5 we focus on our 'Teamwork' value. Teamwork is key in both learning and sport. When we pull together, we can often achieve more than we could if we tried to do the same things on our own, separately. Being part of a team also gives us an opportunity to share our own experiences and knowledge whilst learning from the knowledge, experiences and examples of the teammates we work with.

Being part of a team gives us opportunities to learn what it means to both lead and take direction from others. We can learn how to be a supportive teammate and as well learn how to accept the support of others too.



"The strength of the team is each individual member. The strength of each member is the team." **Phil Jackson**



ST CLARE
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RE & CATHOLIC LIFE

Click [here](#) to view our RE overview for Terms 5 and 6. Information about our celebrations, Masses and services is available via our online calendar; website news; and in our newsletters (click [here](#)). Recordings can be viewed [here](#).

In Terms 5 and 6 we focus on the virtues of **forgiveness**, **honesty** and **service** - all key to our spiritual formation.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Citizenship & Statement of Belief Assembly (Headteacher)</p> <p>Chaplains' Celebrations (Years 1, 5 and 6)</p>	<p>'Virtues to Live By' Class Assembly (Teachers & Chaplains)</p>	<p>Themed Assembly (Staff-Led)</p>	<p>Celebration of the Word (Class-Led)</p>	<p>Celebration Assembly (Headteacher & Deputy Headteacher)</p> <p>Chaplains' Celebrations (Years 2, 3 and 4)</p> <p>Story Celebration (FS2)</p>

CHARACTERISTICS OF LEARNING IN THE EARLY YEARS

Effective learning must be meaningful to a child, so 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 willing to have a go*
- ✓ *how successfully pupils are able to make appropriate links within their learning and 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 5 TOPIC: WHAT IS IN OUR GARDEN?



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 their peers and consider the points of view and preferences of others. They learn that mistakes are an important part of learning, and they are developing their problem-solving skills by talking through how they and others have resolved a problem or difficulty. We always praise kindness to others and through daily interactions we encourage talking about feelings and listening/respecting other's opinions.

The children are encouraged to use our '**Zones of Regulation**' strategy to express and manage feelings either by themselves or with the support. They also have access to quiet areas if they need to be calmer or even rest.

The children are very good at managing personal hygiene and we have familiar routines in place to help them follow a thorough handwashing routine after using the toilet and before eating. We will continue to learn how



we can keep our bodies healthy, including our teeth, by eating a healthy diet and understanding the importance of drinking enough water to keep hydrated.

During the warmer months we will be teaching the children how to be sun safe so that we can enjoy being outside, such as applying sun cream before school, wearing a cap or sun hat and keeping hydrated.

This term our PSED Ten:Ten scheme module discusses keeping safe and looking after our bodies. Our theme is that we are created and loved by God, with bodies and minds that He wants us to keep safe. This is all delivered in an age appropriate way to support our children's learning and development in FS2.



Key words we will be using are:

- ✓ family ✓ friends ✓ trust ✓ safe ✓ healthy ✓ Tell! Tell! Tell!
- ✓ choices ✓ safety ✓ internet online

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 always talk to someone that they trust if they are worried or feeling frightened
- ✓ monitoring any time your child spends on technology such as iPads, tablets or phones and check that they only have access to age-appropriate materials
- ✓ continuing to encourage your child to be independent when getting dressed/undressed
- ✓ showing your child where their name label is in their school uniform so that they can take responsibility for it

PRIME AREAS: PHYSICAL DEVELOPMENT (PD)

Our weekly PE lessons continue to be on a Monday afternoon, we follow the whole school PE scheme, 'Real PE'. All the skills are introduced and developed through focused thematic stories, songs and games. Unit 5 focuses on coordination when sending and receiving (bean bags, balls, quoits). We will also be using our PE sessions to practise the races for our Sport's Day (Thursday 23rd May in the afternoon).

Children use the outdoor area during independent learning time, which helps develop core strength, overall body strength, coordination, balance, and agility, whilst learning how to work safely with equipment and others.

Every day we work on strengthening small/fine motor skills so that the children can use a range of tools safely and confidently. For example, pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. We will have '**Funky Fingers**' activities every day to support fine motor skills as well as whole class '**Dough Disco**' or '**Wiggle While You Squiggle**' (flipper flappers). We are teaching and modelling correct letter formation daily so that correct formation becomes fluent over time.

The children will continue to learn how we can keep our bodies healthy, including eating a good breakfast and following a healthy diet throughout the day 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.

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

- ✓ going to the park and playing on climbing equipment
- ✓ activities in the kitchen such as, pouring, stirring, and using cutlery
- ✓ art and craft activities including making models with junk materials, Lego, etc.
- ✓ 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 to 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 +)** and bedtime routines

Please remember:

- ✓ check that all uniform items are **labelled clearly**, and that your child knows where to find their name label, this enables them to look after their belongings and be more independent
- ✓ do **not** send juice to school in your child's water bottle
 - to do so undermines our school messages that water is healthier
 - it is unfair when other children see their friends bringing in juice in spite of 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. Every day we share home news from the children's Tapestry posts, which is another reason why it is important to add any home experiences to your child's Tapestry account.

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 by:

- ✓ 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
- ✓ praise 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 e.g. '**Guess Who?**'

SPECIFIC AREAS: LITERACY

We want our children to develop a life-long love of reading. Language comprehension (necessary for both reading and writing) develops when we talk to children about the books (stories and non-fiction) that we read with them and when we enjoy rhymes, poems, and songs together. The library book that your child brings home, along with any books at home, is for this purpose. We model to the children how to read with expression and through talking about the book, discussing the illustrations, and asking questions we are developing language and comprehension skills.

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

In our continual learning provision, the children will be able to have a go at writing for a variety of purposes such as making lists, writing labels, messages, captions, and short sentences.

Our texts, this term, will cover fiction, non-fiction and poetry. These will include:

- The Tiny Seed
- Jasper's Beanstalk
- Aaarh Spider!
- Seed to Sunflower
- Minibeast Madness
- Super Worm!
- Lola Plants a Garden
- The Very Hungry Caterpillar
- The Snail and the Whale

Key words and phrases that we will be using are:

- | | | | |
|------------------|-------------|----------------|---------------|
| ✓ title | ✓ author | ✓ illustrator | ✓ blurb |
| ✓ illustration | ✓ 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 the book you read, or the story they have heard - discussing characters and events and the things that they particularly enjoyed about the book/story
- ✓ modelling to your child how to read with expression as you talk about the book
- ✓ discussing the illustrations
- ✓ encouraging your child to ask you questions about the book/story
- ✓ revisiting the RWI videos that are shared on Tapestry Memo
- ✓ **completing** all Read Write Inc. phonics activities (or books) sent home every Thursday in their named plastic wallets **(Please remember to return these books each week so that other children can use them)**
- ✓ sharing the weekly class story and song with your child **(follow the links in the weekly FS2 Mouse Club newsletters)**
- ✓ encouraging your child to act out stories, rhymes, and action-songs so they have fun being the storyteller as they try to use story language, identifying and using different voices for the different characters
- ✓ visiting local libraries or bookshops together to find fiction/non-fiction books that reflect interests **(e.g. pirates, pets and sports and pastimes they enjoy)**
- ✓ remembering to start by looking at the front cover, discussing the title, looking for picture clues and reading the 'blurb' on the back cover
- ✓ spotting and suggest rhymes with words **(hat, mat, cat)**
- ✓ clapping syllables in a longer word **(yes -ter-day)**

SPECIFIC AREAS: MATHEMATICS

Number

Each day we practise number bonds to 5 and 10 (knowing, that 7 and 3, 6 and 4, and 5 and 5 are number bonds to ten). We will try to recognise and count, reliably, numbers from 0-15 and using a range of everyday objects and equipment, and complete practical activities to practise counting, ordering, and exploring numbers and amounts.

We will use the terms 'one more' and 'one less' and estimate (and check by counting) to solve practical problems that involve numbers from 0-15. We will work practically and discuss grouping and sharing, and the children will consider whether groups are fair (equal or unequal) and if they can be made fair.

In practical activities we will add and subtract with numbers up to ten and beyond. Adding two numbers together by counting on and subtracting by taking away. We will be using a number line when adding and subtracting and exploring what happens when we add or take away from zero.

Shape, Space and Measure

Through play and practical investigations, we will compare length, weight, and capacity. Using water and sand we will discover the capacities of objects and use the language of capacity as we compare volumes of liquid in different containers. We will compare the weights of objects and use language about weight as we begin to estimate the lengths of objects before comparing and ordering them. Topic activities such as growing plants from seed and observing caterpillars are ideal for practical work on time, sequencing and comparing size.



Key words we will be using are:

- ✓ add ✓ take away ✓ total ✓ amount ✓ one more than ✓ one less than
- ✓ days ✓ weeks ✓ shorter ✓ longer ✓ taller ✓ group
- ✓ equal ✓ share ✓ compare ✓ estimate ✓ measure

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

- ✓ 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
 - when playing with toys help your child to sort them: by colour, size, shape or item
 - at the shops ask your child to help count items for you (such as fruit and vegetables) using phrases such as 'one more' and 'same'
- ✓ talking about the days of the week (today is Monday and tomorrow will be...) and their routine(s) on different days e.g. school days and weekends
- ✓ talking about their daily routine – including ordering the day from morning to afternoon and to evening to reinforce the correct sequence of a day
- ✓ singing counting songs and number rhymes and read stories that involve counting
- ✓ playing games which involve counting or recognising numbers, for example, snap or matching pairs with playing cards, Snakes and Ladders, games using timers

SPECIFIC AREAS: UNDERSTANDING THE WORLD (UTW) – WHAT IS IN OUR GARDEN?

We always link our learning to nature and what we see outside. We will go out and look for any changes in the trees and plants; changes in the animals that can be seen and heard around us; and the weather and temperature. We will discuss why it is staying lighter for longer after school and that we don't need to wear our hats and gloves and big coats every day.

The children will be finding out about the variety of animals and plants that can be found in our school garden and local area. They will explore our outdoor areas to find and identify some of the plants that grow there. They will also investigate which minibeasts live in our garden; where they like to live; and what their names are. The children will grow their own sunflowers from seeds; help to create a 'bug hotel' and wormery; plant a mini wildflower garden; and look after caterpillars - caring and observing them as they transform into butterflies.

Key words we will be using are:

- ✓ outside ✓ nature ✓ environment ✓ habitat ✓ minibeast ✓ seeds
- ✓ roots ✓ stem ✓ leaves ✓ petals ✓ soil ✓ egg
- ✓ caterpillar ✓ pupa ✓ butterfly ✓ season ✓ weather ✓ climate
- ✓ temperature ✓ spring ✓ the various names of mini-beasts

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

- ✓ using the internet to find out more about interesting minibeasts in the UK and across the world
- ✓ going on your own nature expedition in the garden, woods or local park to see what you can find and talk about being careful touching and moving animals
- ✓ going out together and looking for changes in nature as we move into April and May – what do they notice?

SPECIFIC AREAS: EXPRESSIVE ARTS & DESIGN (EAD)

Each week children complete art and craft activities to develop specific skills and techniques. They access our Creative Area every day and are encouraged to create individually and with others, supporting less confident peers. This term's activities link to our garden topic and will include collage, printing, painting and clay work.

In their music lessons with Miss D'Roza the children will continue learning about long and short sounds, identifying the beat in music. We have song time linked to Mouse Club, every day.



For Terms 5 and 6 our 'Music Wall' and fabric box will be included on the stage in the garden. The children can access shared spaces both inside and out, and can choose props and other resources to enjoy imaginary role-play and storytelling.

Key words we will be using are:

- | | | | | |
|----------|---------|--------------|-----------|-----------|
| ✓ Clay | ✓ print | ✓ texture | ✓ junk | ✓ 3D |
| ✓ design | ✓ model | ✓ attach | ✓ join | ✓ connect |
| ✓ sounds | ✓ beat | ✓ percussion | ✓ perform | ✓ act |

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

- ✓ going out together to take photographs of nature in springtime – talk about what they see – the colours and textures
- ✓ having a go at the suggested weekly Mouse Club activities which often include craft activities
- ✓ 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

“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.

