

CURRICULUM OVERVIEW

Sharing our learning



FS2 INFORMATION

- YEAR: FS2
- TERM: 3
- CONTACT: yearfs@st-johnfisher.org

FS2 TEACHING & LEARNING TEAM

- Mrs H Darken
- Mrs J Steenson
- Miss R D'Roza
- Mrs A Prentice
- Ms N Pask
- Miss S Partlow

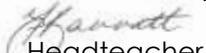
Dear Parents and Carers,

Happy new year! This is our third curriculum overview and comes at a time of high COVID transmission rates. It is therefore so important that we continue to do all we can to stay open for every child in every class by sticking to national guidance and our SJF plan. By doing these things we will be able to continue providing our children with everything they need in order to thrive and be happy in school.

Our approach, always, is to affirm and encourage the children as we challenge and support them to go further. At home, children should be encouraged to attempt all homework tasks, which are designed to help them embed new learning and skills. If they struggle with anything please offer reassurance and encourage them to do all they can manage *on their own*, and stop when they have done their best. Please then share with us (via a note/email) information about what they managed to do and what they struggled with, so that we can follow everything up. Our staff will, of course, be sensitive and reassure the children when doing this.

We understand that ways of teaching and learning change over time and so we are always happy to talk about this with you individually or to run short online workshops to support parents/carers. If you would like any help and advice please call or email us and we will set up a 'Zoom' or telephone meeting. Thank you.

Yours sincerely,


Headteacher

TERM 3 LEARNING VALUE

Our Term 3 Learning Value is 'Respect'.

Having respect for ourselves and others is very important.

- ✓ it helps us to be more self-confident and to encourage others so that they can also be more confident
- ✓ it helps us to see ourselves and others through *kind eyes*
- ✓ it teaches us to *like ourselves* and to be proud of our achievements without ever being arrogant
- ✓ it teaches us to also celebrate others' qualities and achievements
- ✓ it enables us to build resilience so that we are able to face challenges positively - and overcome them eventually
- ✓ it is vital in teams and keeps communities strong and united
- ✓ it enables us and others to feel happy, safe and loved
- ✓ it opens our minds to new ideas and possibilities
- ✓ it helps us to learn more about our own lives and those of others respectfully
- ✓ it teaches us to be unafraid of difference and to always remember that much is also shared in common
- ✓ it helps us to grow as people, as children of God, and fulfil our potential gradually and over time
- ✓ it teaches us that we also have a part to play in helping others to grow and achieve their potential too



RE

Information about our Term 3 RE curriculum is in the 'Come and See' letter accompanying this overview. This term, throughout school, we will focus on the virtues of 'Faith' and 'Simplicity'.



TERM 2 THEME

During the first few weeks of Term 3 we will be thinking about winter and ice. We will read stories about the winter and learn the names of some British animals, investigating whether they hibernate or not. Linking to hibernation we will then learn a well-known story about bears and support the children to consider how their learning could be extended by re-imagining the story. We will also learn about the Chinese New Year and explore some of the traditions linked to the various different celebrations.

Key words we will be using are:

- ✓ winter
- ✓ ice
- ✓ frost
- ✓ hibernation
- ✓ new year

EYFS PRIME AREAS

COMMUNICATION & LANGUAGE, PHYSICAL DEVELOPMENT & PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

The children will continue to embed learning within the various Prime Areas. They are all now more confident to use the classroom resources and are showing good independence in their learning and generally around the school.

Communicating effectively with each other remains a strong focus. The children will be encouraged to really listen carefully to one other and then to respond appropriately. They will develop their learning with a 'Talk Partner' in order to help them to feel more confident to do this.

Within our learning will be learning all about bears during this term. As a class we will learn to retell the story of **'We're going on a bear hunt'**. We will really think about the feelings of the different characters in the story which we will have fun re-inventing in different settings.

The children will continue to develop gross motor control as part of the work we will do to develop our own dances linked to Chinese New Year, as the children learn how to move quickly and slowly deliberately in controlled ways. These skills will be developed further within our Music topic too.

We will, of course, continue to use the outdoor area as much as possible in order to support children to develop their skills and ideas through imaginative play, different games and physical activities. They will also consolidate and embed new learning and develop resilience by doing a range of problem-solving activities.

We will continue to take a 'forest schools' approach to outdoor learning on the grassed area and will block out whole afternoons to ensure that all staff can be outside too. We will cover many of our key science and art objectives during this time.

Our physical activities will of course be supplemented with our weekly PE lessons. Lots of children prefer learning outside, which happens in all weathers, so warm outdoor clothes (coats, gloves and hats) and wellington boots are essential. Please name all items clearly so that they do not get mixed up.

Key words we will be using are:

- ✓ listen
- ✓ share
- ✓ journey
- ✓ cooperate



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

- ✓ asking open-ended questions (questions that cannot be answered with a 'yes' or a 'no' - where there are many possible answers) e.g. **'I wonder what would happen if...?'** or **'How do you think...?'**
- ✓ continuing to encourage them to be more independent
 - when getting dressed/undressed
 - when putting on and **doing up** their own coats
- ✓ talking about past experiences with your children - encouraging them to use past, present and future tense correctly within their speech
- ✓ discussing stories, books, films and other things - supporting them to think critically about them and encouraging them to ask their own questions and to seek answers and explanations from you
- ✓ playing games in the garden or park that involve running, chasing and the development of ball skills

EYFS SPECIFIC AREAS

LITERACY, MATHEMATICS, UNDERSTANDING THE WORLD, EXPRESSIVE ARTS AND DESIGN

We will continue to develop literacy skills using our 'Read Write Inc.' phonics programme and as part of this the children will continue to bring home books to support 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 anthologies, stories and online information and stories. Our book corner will include books related to our topic as well as favourite picture and other books. To start off the year we will enjoy a story called **'Lost Glove'**. We will also consider the impact of the change in season as we talk about and explore the characteristics of winter and how it conditions our behaviour and what we wear.

Children will be expected to write in a variety of ways for a variety of purposes and we will urge them to think about what they might want to write ahead of tasks. They will write their name on their work, as well as labels and captions. We will encourage the children to also write within their play too e.g. cards, signs, letters. For all independent writing activities the children will be encouraged to (i) use their phonics knowledge in order to sound out familiar and new words and (ii) move towards writing in sentences using finger spaces and full stops.

In Mathematics we will continue to support the children so that they are able recognise and use numbers from 1-10 but this term there will be greater focus on knowing and recognising the numbers between 10-20. The children will have opportunities to revisit and apply their knowledge of 2D shapes and will continue learning the names and properties of 3D shapes.

We will start using the language of time, considering different events during the day and learning how these events relate to different times. We will learn about money and explore using it in different practical ways, so that we become more familiar with money within real life.

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

We will think about different materials and investigate their properties; talking specifically about the texture and appearance of different materials linked to icy weather.

Across their learning the children will be encouraged to use non-fiction books and the internet and we will talk lots about how to be safe when online. For example, we will explore why it is important to keep internet passwords safe and think about who we can talk to if we have a problem online and when using technology.

As the children are still developing their drawing, painting skills we will continue to develop a variety of linked skills and techniques. They also love creating structures with blocks and making models so we will apply our skills and knowledge as we make things in our new creative workshop.



The topic will give the children ample opportunities to develop and express their imagination through music-making, singing, role-play, painting and model-making. These activities will encourage the children to develop those key transferable *thinking* and *planning* skills that will enable them to develop into successful learners.

Key words we will be using are:

- ✓ phonics
- ✓ sounds
- ✓ formations
- ✓ digits
- ✓ numbers
- ✓ sequence

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
- ✓ talking to them about all the different technology around the house that make jobs easier to do.
- ✓ considering how different things are made and the various processes that a product must go through

EYFS CHARACTERISTICS OF LEARNING

Throughout the year we will be looking at how children develop key characteristics such as how they engage in their learning, find out about things, explore and just *have a go*. We will be checking whether they are motivated to learn by being involved actively; whether they can concentrate; whether they keep trying and enjoying achieving what they set out to do. We will also consider whether the children are able to develop their own ideas; make links within their learning; how they approach tasks and challenges and whether they plan, review or change their strategy when approaching different tasks.

Developing positive attitudes to learning will enable our children to become increasingly resilient and successful learners and so this time is important for laying down the important foundations that will enable this to happen so that the children can grow their skills, thrive and achieve both personally and academically. As part of this we will focus on *reciprocity* and *teamwork*, especially within our PSHCE lessons. We will encourage the children to be resourceful when joining/creating resources, before reflecting on the design.

MUSIC

This term we will be exploring a variety of music linked to winter and the Chinese New Year. We will continue to learn about the beat and learn some clapping songs. The children will also have an opportunity to use some instruments to accompany our songs and we will film performances and aim to share them on Tapestry.

PE

Please make sure that each item of PE uniform is named clearly.

'REAL PE'

We will explore dynamic balance activities as we focus on walking forwards paying attention to our legs being at 90 degree angles. We will pay attention to walking backwards, safely and balance on a line with both feet facing forward, lifting our heels as we do. We will also apply cognitive skills as we understand and follow rules.

Outdoor Games

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



Key words we will be using are:

- ✓ dynamic
- ✓ balance
- ✓ rules
- ✓ teamwork

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
- ✓ playing games in your garden or in the park, particularly running, chasing and ball skills

ASSESSMENT

All assessments throughout Foundation Stage 2 will be done through observation. Evidence collected will be in the form of photographs and written observations and accounts of conversations with the children.

Please support us by continuing to share any 'wow' moments you experience outside of school. This can include the first time your child joins in with a swimming or dance lesson, for example, dressing independently etc. Please feel free to add these 'Wow' moments to the Tapestry online journal. Thank you.

