

# CURRICULUM OVERVIEW

Sharing our learning



## FS2 INFORMATION

- **YEAR:** FS2
- **TERM:** 1
- **CONTACT:** [yearfs@st-johnfisher.org](mailto:yearfs@st-johnfisher.org)

## FS2 TEACHING & LEARNING TEAM

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

Dear Parents and Carers,

This is the first curriculum overview of our new school year. Its purpose is to tell you about our curriculum and all the things your children will be learning during this first term. We will also offer suggestions for supporting your children at home.

New learning can be fragile which is why it is important to give our children the right kind of support in school and at home. If we get it right our children will feel positive and confident as they learn and make progress.

Reading with your child and the home activities we suggest are designed to engage the children and support them. It is very important that the children are read with and home activities are attempted – so please speak to us if you need any help from us in order to do this. Please reassure your child if ever they struggle. Encourage them but do not force them. Let them stop when they have done all they can do and then let us know so we can follow it up with the right support. We are always so proud of children who do their best! Please avoid the temptation to 'over-help', the children are on their own learning journeys

We know that approaches change over time and so we are **always** happy to talk about what we do and why. Please just ask, if you have any questions because children can find it very confusing if parents/carers try to show them what they remember being taught at school, especially if this is different to our approach.

As always, please contact us if you can offer support with any aspect of the curriculum overview perhaps because you have particular skills, knowledge or experiences, artefacts, useful contacts or you would like to volunteer to help us on an educational visit. Thank you for your support.

Yours sincerely,

  
Headteacher

## TERM 1 LEARNING VALUE

Our value for this term is '**Determination**'. Being determined is having the ability to keep going, even when there are setbacks. It's accepting that things don't always work out the way you expect them to, but continuing to set new goals that help you to grow as a person. Believing in yourself, being patient, and being the best that you can be are all important parts of determination!

*What does determination look like to you?*

- ✓ you can say "Yes I can!"
- ✓ you can set yourself your own challenging goals
- ✓ you have confidence in yourself to keep going, even when things get tough

*If you have determination what do you realise?*

- ✓ never, ever, ever give up
- ✓ you can reach your potential if you believe in yourself
- ✓ confidence gives you the strength to carry on when it's really hard

*How can you show determination?*

- ✓ having a positive and determined mind-set
- ✓ setting challenging goals and having the courage to try



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## RE

Information about our Term 1 RE curriculum is in the 'Come and See' letter accompanying this overview.

Details of liturgies, Masses and services will be shared in the weekly newsletter, available [here](#) and recordings can be viewed via this [link](#).

In Term 1 we focus on the key virtues of '**courtesy**', '**honesty**' and '**thankfulness**', which are very relevant as we continue our Easteride journeys together.

## 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 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 1 TOPIC: WELCOME TO OUR SCHOOL



## PRIME AREAS: PERSONAL SOCIAL EMOTIONAL DEVELOPMENT (PSED)

We will be focusing on settling into school and discussing how rules and routines help us to stay safe and help us to look after one another as well as our school.

We will spend lots of time playing with our new friends and building relationships with staff. The children will access all the FS2 areas inside, outside and the different places and spaces around our school (dinner hall, visiting the headteacher's office and our library).

The children will be introduced to the **Zones of Regulation** through the story 'The Colour Monster.'

### Key words we will be using are:

- ✓ listen    ✓ share    ✓ belong    ✓ care    ✓ friend    ✓ belong    ✓ try



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**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 learn something new?
  - Who do you talk to if you feel sad or worried

## PRIME AREAS: PHYSICAL DEVELOPMENT (PD)

Our weekly PE lessons are on a Monday afternoon, we follow the whole school PE scheme, 'Real PE'. The children have daily use of the large outdoor area during independent learning time, this will help gross motor development, such as running, jumping, climbing, balancing, lifting, throwing, digging, transporting, etc. It will also teach us to work safely with equipment and with each other.

We will have '**Funky Fingers**' activities every day to support our fine motor skills, for example, using peg boards, geo boards, threading activities, play dough and we will be using a range of tools. We will also enjoy whole-class '**Dough Disco**' or '**Wiggle While You Squiggle**' to help us further strengthen our fine-motor movements and improve coordination.

We will be learning how we can keep our bodies healthy, including eating a healthy diet and the importance drinking enough water to keep hydrated. We will find out about the importance of exercising and being active in our daily lives; having quiet time and enough sleep; and keeping ourselves clean and looking after our teeth. We will keep trying to be independent when we put on our coats.

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

- ✓ encourage children to be independent when getting dressed/undressed
- ✓ helping children to learn to put on and do up their own coats and shoes
- ✓ encouraging them choose healthy snacks and drink water instead of juice

## PRIME AREAS: COMMUNICATION & LANGUAGE (C&L)

We are establishing good routines for speaking and listening and we model correct grammar and how to use any new vocabulary. We will teach the children how to work with a '**Talking Partner**' and the children will be able to share any home news from their **Tapestry** posts with the class. During Term 1 our class page will feature '**Mouse Club**' activities to try at home. They will link to the stories, songs and rhymes that are shared in class. The children will also be introduced to Makaton signs to support communication each day in the classroom.

**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.....?' or 'How do you think .....?'
- ✓ trying some of the Mouse Club suggestions on our class page
- ✓ playing traditional games that encourage speaking, listening and turn-taking like 'Guess Who?'

## SPECIFIC AREAS: LITERACY

The children's literacy skills are developed using our daily Read Write Inc. phonics programme, which includes learning new letter sounds, blending/segmenting words to help with reading, writing and letter formation.

We will have a go at **mark-making** for a variety of purposes within continual provision, for example, writing labels, captions, messages and cards. Amongst the texts shared in our adult-led sessions this term, we will read:

- |                    |                       |                                    |
|--------------------|-----------------------|------------------------------------|
| • Starting School  | • The Colour Monster  | • The Colour Monster Starts School |
| • Ruby's Worry     | • The Gingerbread Man | • The Little Red Hen               |
| • The Giant Turnip | • Leaf Man            |                                    |

We will also look at a range of interesting non-fiction and online texts.





**Key words we will be using are:**

✓ sounds    ✓ phonics    ✓ books    ✓ story    ✓ title    ✓ author

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

- ✓ reading to your child regularly
- ✓ encouraging your child to act out stories, rhymes and action-songs
- ✓ visiting a library or bookshop together to find fiction/non-fiction books that reflect interests e.g. pirates, pets and sports and pastimes they enjoy

**SPECIFIC AREAS: MATHEMATICS**

**Number:** This term we will work on numbers from 0-6, including subitizing and estimating. Using a range of objects and practical activities we will practise counting and ordering and exploring numbers and amounts. We will use the terms 'more' and 'less' as we explore this. We will learn number rhymes that say the number names in order: '1 2 3 4 5 once I caught a fish alive', 'One two buckle my shoe.'. Construction, block play and model making supports positioning, placing, ordering and counting.

**Shape, Space and Measure:** We will focus on sequencing our day, learning to follow our daily timetable, and learn the days of the week song.

**Key words we will be using are:**

✓ next    ✓ later    ✓ morning    ✓ afternoon    ✓ today    ✓ numbers    ✓ counting  
✓ more    ✓ less

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

- ✓ counting everyday items or activities, for example
  - counting stairs at home every time they go up or down
  - looking for numbers around them e.g. house number, bus numbers and care registration marks
- ✓ talking about what day it is and their routine(s) on different days e.g. school days and weekends

**SPECIFIC AREAS: UNDERSTANDING THE WORLD (UTW)**

**'Welcome to School'** is an overarching topic where we discuss home and family, our friends and our school community. We will find out about the different people who help us and how we can look after ourselves.

During this term we will use our outdoor environment to explore autumnal changes – discussing the changes in the weather, looking at the changes in nature and how it affects our lives. Towards the end of this term we will find out about Harvest time and we will bake our own bread after reading the story of The Little Red Hen.

**Key words we will be using are:**

✓ family    ✓ home    ✓ school    ✓ autumn    ✓ season    ✓ months    ✓ weather

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

- ✓ talk about school with your child, look at our Tapestry posts and ask them about their friends and the adults who help them
- ✓ going out together and discussing the changes in nature

**SPECIFIC AREAS: EXPRESSIVE ARTS & DESIGN (EAD)**

We will encourage individual creativity during independent learning time as well as teaching the children skills in mark making, painting and using equipment such as scissors and play dough tools. We will investigate colour-mixing with red, blue and yellow. Every Tuesday Miss D'Roza will teach whole-class music and we will have a weekly song.

**Key words we will be using are:**

✓ colour    ✓ mix    ✓ quiet    ✓ blend    ✓ music    ✓ beat    ✓ rhyme    ✓ loud

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

- ✓ looking at our class page for Mouse Club suggestions each week

