

CURRICULUM OVERVIEW

Sharing our learning



FS2 INFORMATION

- **YEAR:** 2021-22 • **TERM:** 4
- **CONTACT:** yearfs@st-johnfisher.org

FS2 TEACHING & LEARNING TEAM

- Mrs H Darken
- Mrs A Prentice
- Miss R D'Roza
- Miss S Partlow

Dear Parents and Carers,

This is our fourth curriculum overview of the school year and its purpose is to share information about what the children will be learning this term. This is a key term as we prepare for a range of different statutory assessments and other checks that will take place in Term 5, after the Easter holiday. We are also due for an external moderation of a number of areas, facilitated by the local authority. The key assessment areas are:

- **FS2** - a formal check on the progress of children in this key foundation year
- **Y1** - National Phonics Screening
- **Y2** - end of Key Stage 1 statutory assessments (SATs) & follow-up National Phonics Screening*
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - end of Key Stage 2 statutory assessments (SATs) *for children who did not achieve the standard in Y1

Attendance is therefore very important; not just to support children with their learning (so they can get to where they have the potential to be), but also for their wellbeing. We know that absence from school makes many children anxious because they tell us that they worry about missing learning and being with classmates.

We know that there are times when absence is absolutely unavoidable, especially during the pandemic, which has taken a heavy toll on so many of us. Whenever children return after an absence, we therefore work very hard to help them settle back in. However, we also really do appreciate it when unnecessary absences are avoided, for example, term-time holidays and appointments where there is an option for them to be after school, during the school holidays or towards the end of a school day. This means that only a minimum amount of learning and time spent with friends/classmates is lost.

As usual, this overview contains important information about the children's curriculum and the key words that they will need to know as they expand their knowledge and skills. You will also find tips for supporting them.

Please encourage your children to complete homework tasks. If they have done their best, but have not managed to finish a task or have not understood something, please offer reassurance and tell them to stop. Try to avoid the temptation to 'over-help', as this can mask issues and delay them getting help. Simply notify us via email, a note or a phone call and we will follow everything up positively, offering lots of encouragement.

If you have any questions or need support, please contact us. We would also really 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 4 LEARNING VALUE

Our Term 4 Learning Value is 'Self-Belief'.

Self-belief is all about:

trusting in your own abilities

- ✓ setting yourself challenging goals
- ✓ gaining confidence and thinking of yourself positively



If you have self-belief what do you realise?

- ✓ you can reach your potential if you believe in yourself
- ✓ you should set more challenging goals to help stay motivated
- ✓ gaining confidence gives you the strength to carry on – even when it's really hard

How can you can show self-belief?

- ✓ by having a positive and determined mind set
- ✓ by setting yourself challenging goals and having the courage to try (and keep trying) to achieve them
- ✓ by really believing that you can reach your potential and achieve your goals

The following words come to mind when we think of self-belief:

- courage
- tenacity and focus
- assuredness
- determination
- faith
- inner strength
- positivity
- confidence
- resilience



RE

Information about our Term 4 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 4 we focus on the key virtues of 'Love' and 'Charity', which are especially relevant during the season of Lent and our journey to the greatest feast of Easter.

TERM 4 THEME

This term's theme is relating to transport and Spring. We will investigate about the work undertaken on a farm and learn about planting crops and taking care of animals. This will link to the changes that place during season of Spring and the importance of new life which will also link to our explorations of Lent and then Easter.

Key words we will be using are:

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

SJF STEM WEEK 2022

When we return it will be SJF STEM Week 2022; a special week of learning across school designed to enable our children to work practically and with a high degree of independence. They will be challenged to develop their understanding, knowledge and skills within the broad areas of Science, Technology, Engineering and Mathematics, using lots of related words.



The children of FS2 will focus on the book 'Izzy Gizmo' and think carefully about how things are invented and how they work. They will be encouraged to ask lots of questions as we set about finding the answers.

The children will undertake a number of simple science experiments to test and demonstrate **cause** and **effect** and where appropriate, links will be made to join up the children's learning linked to transport as they investigate how things work.



EYFS PRIME AREAS

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

Personal, Social and Emotional Development (PSED)

The children will continue to develop the skills and behaviours necessary to be confident and independent learners. They will reconnect with wider school routines and the environment school as we all mix more freely. We are still encouraging the children to think about what they can do well and supporting them to persevere with anything they find difficult by reminding them to, 'never, never, never give up!'

Many of the children support and praise one another as they are learning, and we call this 'reciprocity'. We will continue to encourage these behaviours. Discussions, stories and everyday events provide opportunities for the children to talk about their ideas, thoughts and feelings.

We will urge the children to be open and share their thoughts with each other and they begin to understand that not everyone feels or thinks the same about a shared event or interest as they do. This links to a specific area of learning called 'People and communities'.

Communication, Language and Literacy (CLL)

We continue to have many positive discussions in class about the children's achievements in and out of school and your completed 'Tapestry' updates are really useful for supporting this. We will encourage the children to use appropriately ambitious language when they share their experiences.

We will think about how we can express ourselves clearly for different audiences as we learn lots of subject-specific vocabulary related to our focus areas; Spring, farms and transport. We will continue to focus on helping the children to develop good listening skills, e.g. showing someone who is speaking, that they have understood what has been said.

Personal, Social and Emotional Development (PSED)

We will continue to use indoor and outdoor areas in order to support children in developing their skills and ideas through the use of imaginative play as well as different games, problem-solving and a range of physical activities. Many children prefer to learn outside, so having additional warm clothes and wellington boots in school is essential! Physical activities will be supplemented with our weekly PE sessions.

Fine motor skills will continue to be developed in a number of ways e.g. through drawing, writing, and painting, threading and manipulating a range of small equipment. The children will also be supported to think about what they need to do in order to be healthy as they experience what happens to their bodies when they exercise. This will also link to the work we are doing about farms.

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

- ✓ continuing to encourage your child to be independent
 - e.g. getting dressed/undressed on their own and taking responsibility for their own belongings
- ✓ encouraging your child to talk about things they enjoy and getting them to explain why they like them
- ✓ talking to them about stories/books/their interests to support development of thinking and questioning skills
- ✓ playing lots of physical games in your garden or at the park e.g. running, chasing and practising ball skills

Key words we will be using are:

- ✓ listen
- ✓ share
- ✓ journey
- ✓ cooperate
- ✓ letter formation
- ✓ improve



EYFS SPECIFIC AREAS

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

Reading and Phonics

Literacy skills will continue to be developed through our 'Read Write Inc.' phonics programme. The children will continue to bring books home to support their reading. They will also be read with frequently in school. It is a fantastic support for the children if they are confident with different texts. Most children should now be attempting to apply their knowledge of phonics in order to read school scheme reading books independently. 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. Our book corner will include books linked to our Term 4 Theme as well as favourite picture books.

Writing

The children will be encouraged to write for a range of different purposes; using and applying their knowledge of phonics in order to sound out words. We will encourage the children to think about what they write ahead of the task. For some time we have been writing for many different reasons and any writing your children complete at home, independently, should also be shared with us here at school.

As writing is one of the more challenging skills learned along your child's FS2 journey, it is therefore important that they are able to practise as often as possible in school *and* at home. We love to see your children's writing and they will be encouraged and praised in school for any writing they do, in any form! This term we will focus on writing and drawing in order to create our own stories and books.

Mathematics

We will continue to focus on recognising and using numbers 1-20. The children will be encouraged to estimate as well as calculate in a variety of practical situations. They will add and subtract urged to explain their ideas and also record their findings when appropriate. We will also do some work on collecting and representing information/data on a tally chart. The children will continue to do a range of different number activities, including counting (orally) forwards and backwards from a given number; recognising and then writing different numerals; counting accurately a number of objects/things in a 'set'. We will introduce counting in 2s, 5s or 10s and explore the notions of 'size' and 'time' in different practical and accessible ways - making sure that we use appropriate linked vocabulary.

The World

To start with we will investigate different forms of transport. This is already an area of particular interest for many of our children. We will read books about different types of transport and consider the sounds they make.

Linked to our exploration of the season of Lent we will draw parallels as we welcome the new season of Spring. We will focus on how Lent is a special time during which we all prepare for Easter by being kind for others. Springtime provides us with lots of wonderful opportunities to notice and investigate changes or growth in plants and animals. The children are already commenting on the growth of bulbs they are observing. We will therefore provide lots of opportunities for the children to record any changes they see, in a variety of ways including: observational drawing, taking photos or writing. We will learn about farm animals in springtime and consider the life-cycle of some. We will think about how plants are grown and cared for and consider how the environment changes as Spring arrives. As part of our World Book Day we will think about a newly-published author and consider how they get their ideas for stories before having a go at writing their own.

Key words we will be using are:

- ✓ Spring
- ✓ hatch
- ✓ transport
- ✓ tally
- ✓ half/double



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 together every day - maybe looking for stories and poems with rhymes
- ✓ helping your child to use appropriate technology, in supervised and safe ways at home
- ✓ talking about different shapes and challenging them to name any 2d and 3d shapes they see
- ✓ highlighting different times of the day as they occur
- ✓ naming the days of the week and months of the year together
- ✓ looking for different signs of Spring in your garden, the park, the countryside or on your way to/from school

EYFS CHARACTERISTICS OF LEARNING

We will continue to support and assess the development of key characteristics of learning, for example:

- how children like to engage with their learning
- how children prefer find out about different things - and explore - and 'have a go'
- how motivated the children are (and what motivates them most) to keep trying
- how children achieve what they set out to do
- how children concentrate (and what enables them to sustain concentration)
- what children enjoy (and understanding why)

We also consider whether they are able to develop their own ideas; make their own links within their learning; and the different ways they choose to do things, e.g. do they plan, review or change their strategy when approaching a task that has been given to them or they have set themselves?

These are all attitudes to learning that our children will need to develop so that they can grow in to confident and successful learners. We aim to work with parents/carers so that every child can lay the foundations that will enable them to grow their knowledge and skills so they can achieve well, personally and academically. We will therefore focus on building 'learning power' across the curriculum so that the children mature in to motivated and resilient learners. We will continue to 'plan, review and do' in all aspects of our work and then reflect on successes, needs and development points.

MUSIC

In music we will:

- sing echo songs
- perform movement to a steady beat
- create and perform actions linked to music
- play instruments to a steady beat at different speeds

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

REAL PE

This term in PE we will practise the skills we learned in Term 3 and throughout the year, 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

Our PE learning will have circus and seaside themes to help make them fun. We will explore the different ways a ball can be controlled, e.g. sitting down and rolling it around ourselves and rolling it up and down our bodies and working in pairs, the children will do further work balancing and mirroring each other. Linked to our focus on creative skills we will explore/describe movements and look for the skills shown by others.



Outdoor Games

We continue to focus on team games and activities e.g. running, hopping etc. using a PE equipment to broaden the experience and develop further related skills and abilities.

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
- ✓ 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

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.

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.

