

# CURRICULUM OVERVIEW

Sharing our Learning



## FS2 INFORMATION

- YEAR: 2022-23 • TERM: 4
- CONTACT: [yearfs@st-johnfisher.org](mailto:yearfs@st-johnfisher.org)

## FS2 TEACHING & LEARNING TEAM

- Mrs V Barratt
- Mrs A Prentice
- Miss D'Roza

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. The key assessment areas are:

- **FS2** - a formal check on the progress of children in their key foundation year
- **Y1** - National Phonics Screening
- **Y2** - Key Stage 1 statutory assessments (SATs), writing moderation and follow-up phonics screening\*
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - Key Stage 2 statutory assessments (SATs) and writing moderation

\*for children who did not achieve the phonics standard in the Y1 national screening

Good attendance is always important, but even more so this term, and not just because it will really support children to learn and progress, but also to support their wellbeing. We know that absence from school makes many children anxious because they tell us that they worry about missing learning and their classmates.

We know that there are times when absence is unavoidable, for example, when children are poorly, and so we always work very hard to help them settle back in. We also do really appreciate it when unnecessary absences are avoided, for example, no term-time holidays and odd days here and there, as well as appointments, if there is an option for them to be made after school, during school holidays or at the end of a school day. This really does help children to maintain both their learning and connections with friends.

As usual, the overview contains important information about the children's curriculum and the key words they will need to know if they are going to be able to know and do more. There are also 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 over the phone and we will follow it up positively, and offer 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: SELF-BELIEF

- **Self-belief is all about**
  - ✓ trusting in your own abilities
  - ✓ setting yourself challenging goals
  - ✓ gaining confidence
  - ✓ thinking of yourself positively

"Self confidence is a super power. Once you start to believe in yourself, magic starts happening."

-UNKNOWN



- **If you have self-belief, you realise that:**
  - ✓ you can reach your potential if you believe in yourself
  - ✓ you should set yourself challenging, yet achievable, goals to help stay motivated
  - ✓ gaining confidence will give you the strength to carry on (and on) – even when there are challenges
- **You can show your self-belief by:**
  - ✓ having a positive and determined mindset
  - ✓ being courageous and resilient when facing the challenging, but achievable, goals you set yourself
  - ✓ knowing that you will reach your potential and achieve your goals

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

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



## RE & CATHOLIC LIFE

Click [here](#) for information about our Term 4 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).

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



During Lent chaplains will support staff with the organisation of simple daily Lenten class liturgies. These will run from **Monday 27<sup>th</sup> February 2023** until **Friday 31<sup>st</sup> March 2023**. Please book through the school office and arrive by 3.05pm. The Lenten liturgies will take place in classes on the following days.

Monday	Tuesday	Wednesday	Thursday	Friday
Y1 Y5 Y6	FS2 Y3 Y4 Y5 Y6	FS2 Y1 Y2 Y5 Y6	FS2 Y1 Y2 Y3 Y4	FS2 Y2 Y3 Y4

## 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 to plan, review or change an approach to a task when they need to

## OUR TERM 4 TOPIC: LET'S GO!



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

We will continue to support the children as they learn to work and play cooperatively with peers/adults in school.

ECaT and Tapestry time are used to find out about the children's interests, and it also encourages the children to listen to each other as well. Adult lead activities and the children's play regularly involve sharing and cooperating with friends and other peers. We always praise kindness and helpfulness to others. Through daily interactions as well as Circle Time and adult-led activities, we encourage talking about feelings and listening and respecting each other's opinions.

The children are developing their problem-solving skills by talking through how they and others resolved a problem or difficulty. They learn that mistakes are an important part of learning.

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 eating a healthy diet and the importance of drinking enough water to keep hydrated.

Our topic this term lends itself to reinforcing how to be a safe pedestrian. We will be modelling how to travel safely in their local environment, including staying on the pavement, holding hands crossing the road and when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.

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

✓ listen    ✓ share    ✓ respect    ✓ cooperate    ✓ persevere    ✓ safety    ✓ pedestrian

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

- ✓ continuing to encourage your child to be independent when getting dressed/undressed
- ✓ encouraging your child to put on and do up their own coats and shoes
- ✓ showing your child where their name label is in their school uniform
- ✓ encouraging them to choose healthy snacks and drink water instead of juice
- ✓ making your child aware of how to stay safe when they go on a journey – either walking or using transport

### PRIME AREAS: PHYSICAL DEVELOPMENT (PD)

Our weekly 'Real PE' lessons with Miss Barrett and the daily use of the outdoor area during independent learning time will help to develop core strength, overall body strength, coordination, balance, and agility. The children learn to work safely with equipment and each other.

We work daily 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.

#### 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

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

We have good routines for speaking and listening within the classroom and we model correct grammar and how to use any new vocabulary. Every day we share news from the children's Tapestry posts. This develops confidence and fluency by encouraging sentence-building and the formulation of follow-up questions by classmates who have been listening actively.

On the class page, the ECaT (Every Child a Talker) activities will be shared weekly or fortnightly. This will link to the stories, songs and rhymes that are shared in class.

In class, we also will practise the Makaton signs linked to the ECAT activities.



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

- ✓ asking 'open-ended' questions (questions where there are many possible answers)
  - 'I wonder what would happen if.....?' or 'How do you think .....?'
- ✓ praise your child when they listen well by looking at the person who is talking to them and not interrupting
- ✓ trying some of the ECAT suggestions
- ✓ playing traditional board games and games that encourage speaking, listening and turn-taking
  - e.g. 'Guess Who?', 'What am I?' both require good listening and the use of descriptive language

**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) they 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 child 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 use the daily Read Write Inc. phonics programme, this will include learning new sounds, blending words to help to read and segmenting words to help to write.

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 and captions and short sentences.

We will be learning about the language used in story writing. Amongst the texts shared in our adult-led sessions this term, we will read Mr Wolf's Pancakes, The Gingerbread Man, Rosie's Walk, Handa's Surprise, The Hundred Decker Bus, Mr Gumpy's Outing, Room on the Broom and You Choose. We will also look at a range of non-fiction books, photographs, videos and online information about transport and travel.

**Keywords we will be using are:**

- ✓ title
- ✓ author
- ✓ illustrator
- ✓ blurb
- ✓ fiction
- ✓ non-fiction
- ✓ contents
- ✓ 'Fred-Talk'
- ✓ 'special friends' such as ch, th, ck

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

- ✓ reading to your child daily (please see above)
- ✓ spotting and suggest rhymes with words (hat, mat, cat)
- ✓ clapping syllables in a longer word (yes -ter-day)
- ✓ completing their Read Write Inc. activity that will be sent home every Thursday
- ✓ trying the online RWI activities on our class page
- ✓ encouraging your child to act out stories, rhymes and action-songs – where they have fun using story language, identifying characters and where they become storytellers
- ✓ visiting a library or bookshop together or finding online versions of fiction/non-fiction books that reflect their interests e.g. pirates, pets and sports and pastimes they enjoy
- ✓ downloading our weekly ECaT activities on the class page which has links to online videos of our stories, song of the week and other suggested activities to try at home

**SPECIFIC AREAS: MATHEMATICS**

**Number**

Every day we practice our number bonds to **5** and to **10** (knowing confidently for example that **7** and **3**, **6** and **4**, and **5** and **5** are number bonds to ten). This term we will focus on recognising and counting, reliably, numbers from **0-15**. Using a range of everyday objects, maths equipment and practical activities we will practise counting, ordering and exploring numbers and amounts. We will use the terms '**one more**' and '**one less**', **estimate** and **check by counting** and solve practical problems that involve numbers from 0-15. We will work on practical activities discussing grouping and sharing and the children will be discussing if the groups are fair - equal or unequal – and how they can be made fair.

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

- ✓ 0-15
- ✓ numeral
- ✓ subitise
- ✓ estimate
- ✓ one more
- ✓ one less
- ✓ share
- ✓ share
- ✓ group
- ✓ fair
- ✓ number line
- ✓ ten-frame

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

- ✓ building counting into everyday routines such as tidying up, counting out items at the shop or their toys at home, counting the stairs
- ✓ 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 cards where some have numerals, and some have dot arrangement, Snakes and Ladders
- ✓ looking for numbers around them e.g., house numbers, bus numbers and car registrations
- ✓ talking about what day it is and their daily routine – including ordering the day from morning to afternoon and to evening to reinforce the correct sequence of a day

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

In our topic, **'Let's Go!'**, we will talk about the different ways people can travel. We will start by thinking about our own journeys. We will go for walks around our school, noticing what we see and using language such as turn, across, and straight ahead. We are going to learn how to make simple maps showing how to get to different places in our school such as to the Library and Mr Barratt's office. We are also finding out about how we all travel to school and to other local places. The children will look at different forms of transport and some of the different ways people can travel by land, sea, and air. Our topic will give the children an insight into how travel has changed over time and how transport and travel can be different in other parts of the world.

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

- |          |             |           |           |             |              |
|----------|-------------|-----------|-----------|-------------|--------------|
| ✓ travel | ✓ transport | ✓ vehicle | ✓ journey | ✓ passenger | ✓ pedestrian |
| ✓ land   | ✓ sea       | ✓ air     | ✓ near    | ✓ far       | ✓ local      |
| ✓ map    | ✓ route     |           |           |             |              |

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

- ✓ talking about the route when you go on journeys
  - describing what you see
  - explaining the route (referring to familiar landmarks, road signs, etc.)
- ✓ going for walks and noticing how many different forms of transport you can see and count them
  - cars, buses, trams, bikes, vans, lorries, etc.
- ✓ finding out about emergency vehicles and how they have been designed to help people
- ✓ talking to your child about road safety both as a pedestrian and how they need to be a safe passenger

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

The children will complete art activities that will develop specific skills and techniques every week. They have access to our Creative Area every day and we encourage individual creativity and support children who are less confident.

The children will continue to have a weekly music lesson with Miss D'Rosa and every day they have song time linked to ECaT. The children are able to choose props and other resources to enjoy imaginary role-play and storytelling. All the children will plan, design and make their own junk model vehicles this term, applying a range of skills in the process, from selecting materials to practising different cutting and joining techniques. They will be using marbling inks to create Easter Egg cards.

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

- |                 |          |              |                 |                   |      |
|-----------------|----------|--------------|-----------------|-------------------|------|
| ✓ shade         | ✓ dark   | ✓ light      | ✓ colour-mixing | ✓ colour-blending | ✓ 3D |
| ✓ 3 dimensional | ✓ Design | ✓ Junk model |                 |                   |      |

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

- ✓ having a go at the suggested weekly ECaT activities that are shared
- ✓ listening to the recorded songs and stories from ECaT and encouraging your child to act out the parts on their own, or with their toys at home, to support their storytelling