

CURRICULUM OVERVIEW

Sharing our learning



FS2 INFORMATION

- YEAR: 2023-24
- TERM: 3
- CONTACT: yearfs@st-johnfisher.org

FS2 TEACHING & LEARNING TEAM

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

Dear Parents and Carers,

Happy new year! This is our third curriculum overview of the academic year. Its purpose is to keep you informed about the things the children will be learning and share ideas for supporting and encouraging them at home. Our approach continues to be about affirming and encouraging all the children, challenging and supporting each to go as far as they can.

At home, we hope that our FS2 children will be read to daily by parents and carers. It is so important to spend some quality time, with no distractions, perhaps before bed, enjoying books together - every day. The children will bring home a weekly library book to share at home and each week a FS2 'Mouse Club' newsletter is added to our class page ([here](#)) which references our weekly book along with the song we will sing in class, that you can also sing together at home. The newsletter also suggests some simple activities that you can do together at home to support your children's understanding and learning in school, including that week's Makaton signs.

On your child's Tapestry Learning Journal, the **Memo** section is updated regularly with Read Write Inc. phonics interactive videos for you to share with your child. These are important because they will support your children's understanding of phonics so they are then able to read more fluently, happily and with greater confidence. Spending just five minutes a day will make a huge difference and the FS2 team can offer support if needed.

Any special moments at school are shared on your child's Tapestry Learning journal, under '**Observations**'. Often there are detailed explanations on a post to help explain how our learning takes place in the Early Years and ideas are shared so parents and carers can try similar activities at home. Please continue to celebrate all learning and achievements via Tapestry, and remember to communicate with us via the class email address (above) for non-urgent messages.

We understand completely, that ways of teaching and learning can change over time and so we are always happy to talk about this with parents/carers either individually or as group so that they understand and can feel confident when offering support at home. We are here to help, so please call or email if you need to. A reminder that the next Curriculum Showcase takes place on **Thursday 8th February 2024** in the school hall from 8.50am until 9.45am and again after school from 3.30pm until 4.15pm. All welcome, 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
- ✓ our growing self-confidence encourages others to be more confident
- ✓ it helps us to see ourselves (and others) through kind eyes
- ✓ it teaches us to be proud of our achievements without ever being arrogant
- ✓ it encourages us to celebrate others' qualities and achievements
- ✓ it enables us to build the resilience to face and overcome challenges
- ✓ it is vital in teams and keeps communities strong and united
- ✓ 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 more open and unafraid of difference
- ✓ 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



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RE & CATHOLIC LIFE

Click [here](#) for information about our Term 3 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 3 we focus on the virtues of '[Faith](#)' and '[Simplicity](#)'.



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 3 TOPIC: HOW DO WE KNOW IT IS WINTER?



Endcliffe Park, Sheffield

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 peers and consider the points of view and preferences of others. They will explore why we follow rules; how they can keep us safe; and how they can help others. The children will continue to be encouraged to use '**Zones of Regulation**' to help them express and manage their feelings either by themselves or with the support of others, including friends and grown-ups. They will also have access to a quiet area in class if they need to be calmer or even rest.

This term our PSED Ten:Ten Module 2 focus is called: '*Created to Love Others*'. The module builds on the understanding that we have been created out of love and for love, and it explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.



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Key words we will be using are:

- ✓ family ✓ friends ✓ trust ✓ special ✓ internet ✓ healthy
- ✓ safe ✓ Tell! Tell! Tell!

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'. All the skills are introduced and developed through focused thematic stories, songs and games. We will complete Unit 3 where the children will develop and apply their dynamic balance on a line and stance movements.

The children do '**Funky Fingers**' activities every day to support fine motor skills, e.g. using peg boards and geoboards with elasticbands, threading activities and playdough. They also enjoy whole-class '**Dough Disco**' and '**Wiggle-While-You-Squiggle**' sessions which strengthen and support fine-motor movements and coordination.

The children will continue to learn how we can keep their bodies healthy, including eating a healthy diet 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. They will be encouraged to be independent when putting on coats, hats, gloves and boots.

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

- ✓ 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
- ✓ helping them to be independent e.g. by using Velcro-fastening shoes and PE trainers rather than loose laces
- ✓ encouraging them choose healthy snacks and to drink water instead of juices and fizzy pop
- ✓ maintaining consistent tooth-brushing (two minutes +) and bedtime routines

Please:

- check that all uniform items are labelled clearly and your child knows where to find their name label
- 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 we model correct grammar and how to use any new vocabulary. Every day we share news from the children's Tapestry posts from home – which is another reason it is important to use Tapestry and to share. The children really love sharing their news with the class and we can already see how the children are becoming more confident. During '**Tapestry Time**' the children develop key speaking, listening and sentence-building skills – and they build fluency and confidence.

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?'
- ✓ doing 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
- ✓ playing traditional games that encourage speaking, listening and turn-taking like 'Guess Who?'



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SPECIFIC AREAS: LITERACY

We will continue to develop 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 us to read and write, and letter formation practise. We will have a go at writing for a variety of purposes within continual provision, for example, writing labels, captions, messages and lists.

Amongst the texts shared in our adult-led sessions this term, we will read:

- **Ridiculous!** by Michael Coleman ([here](#))
- **Bear Snores On...** by Karma Wilson ([here](#))
- **Lost and Found** by Oliver Jeffers ([here](#))
- **My First Chinese New Year** by Karen Katz ([here](#))
- **A Dot in the Snow** by Corrinne Averiss ([here](#))

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

Key words we will be using are:

✓ title	✓ author	✓ illustrator	✓ blurb	✓ fact	✓ fiction
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You can support your child's learning at home by:

- ✓ reading to your child daily (bedtime stories)
- ✓ use the RWI videos that are shared on Tapestry
- ✓ share the weekly class story and song with your child – that is shared on the Mouse Club newsletter
- ✓ encouraging your child to act our 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

We will continue to work on numbers from 0-10. Using a range of objects and practical activities we will practise counting up to ten and ordering and exploring numbers and amounts. We will use the terms 'one more' and 'one less' as we explore this. In practical activities we will add and subtract with numbers up to ten.

Shape, Space and Measure

As they focus on developing their knowledge of the days of the week; months of the year; the four seasons, the children will explore what the start of a new year means to different people. They will consider why school and calendar years are different, and explore how days are sequenced from morning to evening.

Key words we will be using are:

✓ first	✓ next	✓ later	✓ after	✓ one more than	✓ one less than
✓ today	✓ tomorrow	✓ yesterday			

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

- ✓ carefully counting everyday items or activities, for example
 - counting stairs and steps
 - looking for numbers around them e.g. house number, bus numbers and care registration plates
 - when playing with toys help your child to sort them: by colour, size, or item
 - out at the shops ask your child to help count out items for you (such as fruit and vegetables) using phrases such as 'one more' and 'same'
- ✓ talking about what day it is (today is Monday and tomorrow will be ...) and their routine(s) on different days e.g. school days and weekends



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SPECIFIC AREAS: UNDERSTANDING THE WORLD (UTW)

In our topic, '**How do we know it is Winter?**', we will think about what has changed since the autumn, including changes in some trees and plants; changes in the animals that can be seen and heard around us; and the weather and climate. We will investigate the weather in Sheffield at this time of year, and ask if it is the same weather everywhere, and where the coldest places in the world are.

Key words we will be using are:

- | | | | | | |
|-------------|-------------|-----------|-----------|---------------|-------------|
| ✓ winter | ✓ season | ✓ weather | ✓ climate | ✓ temperature | ✓ hibernate |
| ✓ deciduous | ✓ evergreen | ✓ polar | ✓ Arctic | ✓ Antarctic | |

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

- ✓ going out together and experiencing the different types of weather – talk about how the weather and temperature affect the clothes we wear and the activities that we can do outside
- ✓ talking together about what they see, hear, smell and feel outside
- ✓ sharing views on what you like more and less about the season or the weather, with reasons
- ✓ research the polar regions by looking at books and going online together, safely

SPECIFIC AREAS: EXPRESSIVE ARTS & DESIGN (EAD)

The children will study images of cold places and scenes and be encouraged to think very carefully about the colours they can see. They will then practise mixing paints in order to create lots of different 'cold' colours.

Using some of Mark Rothko's famous colour bloc work as inspiration, the children will be encouraged to select and blend different colour pastels that represent cold colours, independently, with the aim of creating their own colour blocs. They will use various media, including paint, chalk and collage to create their own beautiful winter-inspired artwork.

The children will also create artwork, models, music and movement as they learn about the Lunar New Year, and mark the Chinese 'Year of the Dragon'.

Key words we will be using are:

- | | | | | |
|------------------|--------------------|-----------------|----------------|-----------|
| ✓ colour | ✓ shade | ✓ colour mixing | ✓ blending | ✓ artist |
| ✓ Lunar New Year | ✓ Chinese New Year | ✓ dragon | ✓ dragon dance | ✓ collage |

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

- ✓ going out together to take photographs that capture nice colours e.g. sunrises/sunsets, frost, puddles
- ✓ researching how the Lunar/Chinese New Year is celebrated in China and around the world, by using appropriate reference books and/or going online together, safely



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