

# Greentrees Primary School

## Parent/Carer Curriculum Newsletter

Year: FS2      Classes and Teachers: Treefrogs - Miss Evers and Geckos - Mrs Patel

### Spring Term 3 2024 (06/01/25 – 13/02/25)

Your child will be focusing on the following objectives this term:

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| <b>Being a Philosopher (PSED)</b>               | <b>Dreams and Goals: (Jigsaw Scheme)</b> <ul style="list-style-type: none"> <li>• Challenge</li> <li>• Never giving up</li> <li>• Setting a goal</li> <li>• Obstacles &amp; Support</li> <li>• Flight to the future</li> <li>• Footprint awards</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Being an Athlete</b>                        | <b>Gross Motor: (Street dance and Premier Sports coach – gymnastics)</b> <ul style="list-style-type: none"> <li>• Travelling in different ways</li> <li>• Developing overall body strength, coordination, balance and agility</li> <li>• Use core muscle strength to achieve a good posture when sitting at the table / on the floor</li> </ul> <b>Fine Motor:</b> <ul style="list-style-type: none"> <li>• Develop small motor skills so that they can use a range of tools competently, safely and confidently – eg pencils, paintbrushes, scissors, knives, forks, spoons.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Being an Author – Phonics and Reading</b>  | <b>Phonics Shed:</b> <ul style="list-style-type: none"> <li>• Chapter 2 sounds recap: s a t p i n m d g o c k c k e u r h b f l j v w x y z qu</li> <li>• Continuation of Chapter 2: double letters:<br/>ll ff ss zz (s as z sound)<br/>tt pp rr mm<br/>cc nn dd gg bb</li> <li>• Reading words: 'sound it, squash it, say it.'</li> <li>• Revisit High frequency words: a at the it I it's am in and dad on got not do to into can no go so get up put mum had him back big but if from of help just went want as is his. Plus:<br/>Off, will</li> <li>• Reading from left to right and top to bottom</li> <li>• Alphabetical order</li> <li>• Vowels and consonants</li> </ul> <b>Other reading:</b> <ul style="list-style-type: none"> <li>• Introduction of reading characters used in Years 1 and 2.</li> <li>• Being an 'Author' – sharing favourite Authors and learning about Julia Donaldson.</li> <li>• What is a character and a setting within a book?</li> <li>• Story maps – sequencing (Sequencing Suki)</li> <li>• Listening to Character descriptions (Vocabulary Victor)</li> </ul> |
| <b>Being an Author – Writer</b>               | <ul style="list-style-type: none"> <li>• Continuation of Name writing</li> <li>• Letter formation – curly caterpillar letters recap, plus phonics shed letters</li> <li>• One armed robot letters</li> <li>• Beginning to write initial sounds and other sounds they can hear in words (using chapter 2 sounds)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Being a Mathematician</b>                  | <b>Number</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                                                                                                        | <ul style="list-style-type: none"> <li>Maths passports introduction. Recap from last term:<br/>Counting verbally to 10 (England)<br/>Subitising sets to 5 (Northern Ireland)<br/>Comparing 'more' 'fewer' and 'the same' (Northern Ireland)</li> <li>1 more than</li> <li>Composition and decomposition of numbers to 5 (part and whole)</li> <li>Recognise and order 1-5</li> <li>Partitioning number 5 (number bonds to 5)</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>The term 'Equal' when counting sets</li> </ul>                                |
| <b>Being an Historian</b>                             | Continuation of class timeline.<br>Revisit as year progresses.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Being a Philosopher<br/>(Religious Education)</b>  | <p><b>RE: The Emmanuel Project</b></p> <p><b>Theme:</b> Salvation<br/><b>Key Question:</b> How can we help others when they need it?<br/><b>Religion:</b> Christianity</p>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Being a Geographer</b>                           | <ul style="list-style-type: none"> <li>Describe our immediate environment, including exploring the school grounds</li> </ul> <p>Spring 4 Enquiry will focus on these skills.</p>                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Being a Scientist</b>                            | <ul style="list-style-type: none"> <li>Explore the Natural world around them, with a focus on different materials, and magnets</li> <li>Understand the effect of the changing seasons on the natural world around them</li> </ul> <p>Summer enquiry will focus on these skills.</p>                                                                                                                                                                                                                                                                                                           |
| <b>Being an Engineer</b>                            | <p><b>Lead state of being.</b><br/><b>Enquiry question: What is an Engineer?</b></p> <ul style="list-style-type: none"> <li>Visitors from family members who are engineers.</li> <li>Find out about what items in everyday life have been Engineered.</li> <li>Complete a final challenge of designing and making a Julia Donaldson character using tools and techniques taught, including the following:<br/>Attaching paper, junk modelling, mobilo, duplo, cogs, interstar, magnetico, wooden bricks, etc</li> <li>Share their creations, explaining the process they have used</li> </ul> |
| <b>Being an Artist</b>                              | <ul style="list-style-type: none"> <li>Using the tools and techniques explored during last term's enquiry: painting, drawing and sculpture.</li> <li>Painting our class Role Play Area – a Julia Donaldson setting 'The Forest.'</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |

### Being a Musician



### (Charanga scheme)

- Singing a variety of songs and appreciating different styles of music

**Mrs Parsons – lesson, every other week. Whole class singing.**

### Being a Linguist



Daily register – using different languages linked to the class.