



Term 3 Curriculum Overview and Assessment Guidance FS2 2021-2022

Information about end of year assessments and ELG

As we reach the end of the summer term in FS2, children are coming to the end of the EYFS curriculum and are assessed against standards called the Early Learning Goals (ELG). The FS2 teachers assess children weekly through observations, taking photos and questioning the children on their learning.

This term, we will be recapping many of the objectives that we covered throughout term 1 and 2 in preparation for our end of year assessments. Please be reminded that there are NO formal exams in FS2. Instead, we will have two assessment weeks. Our assessment weeks will begin 6th June with a focus on Literacy, and 13th June with a focus on Maths. The assessments will **not** be a piece of paper with questions that children need to answer on their own. Instead, we will assess the children as we usually do- through observations and making notes during their play activities. We want to see what children can do **independently**. This will give the teachers a thorough understanding of their strengths and their targets for next year in Year 1.

On the next pages, you will find what we will be covering this term in school alongside ways that you can support your child at home. The last pages will include resources that you may wish to use when supporting your child. You can also access this folder on the google drive where you will find some activities relating to the ELGs. (*you must be logged in with your child's email address- we cannot grant permission if you request access through your own personal email address- thank you!*):

<https://drive.google.com/drive/folders/1R0hyDo4nkoIVhp8iFaMKbAokfpzH28aK?usp=sharing>

Please note that these activities are not compulsory- they are simply suggestions and guidance if you do wish to complete some extra activities at home.

	In School	At Home
Literacy- Writing	<ul style="list-style-type: none"> • Writing letters with correct formation • Spelling words by listening for the sounds they can hear and writing the letters that represent that sound • Write simple sentences that make sense and can be read by others 	<ul style="list-style-type: none"> • Practise letter formation using the letter formation sound chart on the resource page • Write red and green words independently • Practise writing short, simple sentence to describe what they have done in school, on the weekend etc. Examples: I went to the park. I saw a bird. I had fun in school. Encourage children to write these sentence by themselves!!
Literacy- Reading	<ul style="list-style-type: none"> • Say a sound for each letter of the alphabet and at least 10 digraphs (two letters which make one sound such as sh, th, ch etc.) • Read short word using their phonics knowledge • Read aloud simple sentences containing words that they can sound out using their phonic knowledge, as well as some red words 	<ul style="list-style-type: none"> • Practise all single letter sounds on the resource page. Choose 10 digraphs to focus on learning • Practise reading green words • Practise reading red words • Read books to your child and let them read books to you- ask them what happened in the story? Discuss the pictures together so they can show their understanding of the story • Use the sound mat to practise read (and writing if you wish) high frequency words- use the word mat on the resource page
Communication and Language	<ul style="list-style-type: none"> • Retell stories- this will be done through retelling fairy tales that we will learn • Participate in discussions using new vocabulary they have learnt • Express ideas and feelings using full sentences, and have an understanding of past and present tense 	<ul style="list-style-type: none"> • Read stories and fairy tales together- let your child retell the story and encourage full sentences • Encourage your child to speak in full sentences to describe their day in school or something you did as a family

	In School	At Home
Maths- Number	<ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including recalling number bonds to and within 10 (8 + 2 make 10 etc.) • Subtising- being able to show the amount of a number without counting • Recall bonds to 5 without working them out e.g. 2 + 3 = 5- can children work this out without using their fingers or objects • Mr Plus and Mr Minus (addition and subtraction to numbers within 10- any method of working out answers) 	<ul style="list-style-type: none"> • Shout out numbers within 10 and encourage your child to show the amount in their fingers without counting • Explore different ways to make 10 using objects, fingers and a number line • Explore different ways of working out addition and subtraction questions • Practise bonds to 5 (automatic recall- no working it out): 1 + 4 = 5, 2 + 3 = 5, 3 + 2 = 5, 4 + 1 = 5, 5 + 0 = 5
Maths- Numerical Patterns	<ul style="list-style-type: none"> • Verbally count beyond 20 • Compare quantities to 10 and use the words more/greater than, less than and the same to compare • Use a hundred square to explore patterns e.g. odd and even numbers • Explore doubling and halving and how a number can be split evenly 	<ul style="list-style-type: none"> • Listen to counting songs, practise writing numbers to 20, count objects around the house and in supermarkets, outside and on your travels • Use groups of objects- compare by using the words more, less and the same/equal • Use a number line to 20 and a hundred square to explore patterns, odd and even numbers • Use objects and distribute them evenly between teddies, toys or family members '1 for you, 1 for me, 2 for you, 2 for me...'
Fine Motor	<ul style="list-style-type: none"> • Hold a pencil effectively ready to develop a fluent writing style in Year 1. Mostly use tripod grip • Use scissors correctly • Show accuracy and care when drawing • Demonstrate strength, balance and coordination when moving and playing • Run, jump, dance, hop and skip energetically 	<ul style="list-style-type: none"> • Encourage your child to use the correct tripod grip whilst using pens and pencils • Provide opportunity to use scissors- cutting patterns, shapes (use suggestions on resource page) • Allow time and space for running, jumping, playing games outside, balancing, hopping on one knee- play YouTube links on resource page

Suggested Literacy Resources

Letter formation chart

Digraphs



sh	th	ch	ng
nk	ay	ee	ou
oo	ar	or	ir
	ow		

High Frequency Word Mat

100 High Frequency Words

a
about
all
an
and
are
as
asked
at
back
be
big
but
by
called
came
can

children
come
could
dad
day
do
don't
down
for
from
get
go
got
had
have
he
help

her
here
him
his
house
I
I'm
if
in
into
is
it
it's
just
like
little

look
looked
made
make
me
Mr
Mrs
mum
my
no
not
now
of
off
oh
old

on
one
out
people
put
saw
said
same
see
she
so
some
that
the
their
them
then

there
they
this
time
to
too
up
very
was
we
went
were
what
when
will
with
you

Green Words

Practise reading, writing and spelling these words!

(Remember- you can sound these words out!)

mat sat hat cat fat mad

pen leg bed hip tip pin

din bin did him kit hit

hot not pot cot log jog

sun mud jug bun rug fun

chat shop ship think shrink

jump frog meet girl food

green snow swing fair enjoy

Red Words

Practise reading, writing and spelling these words!

(Remember- you cannot sound these words out!)

the to have said of

was what I you are

should come your do

many who one she he

where once they be

Sentence Writing

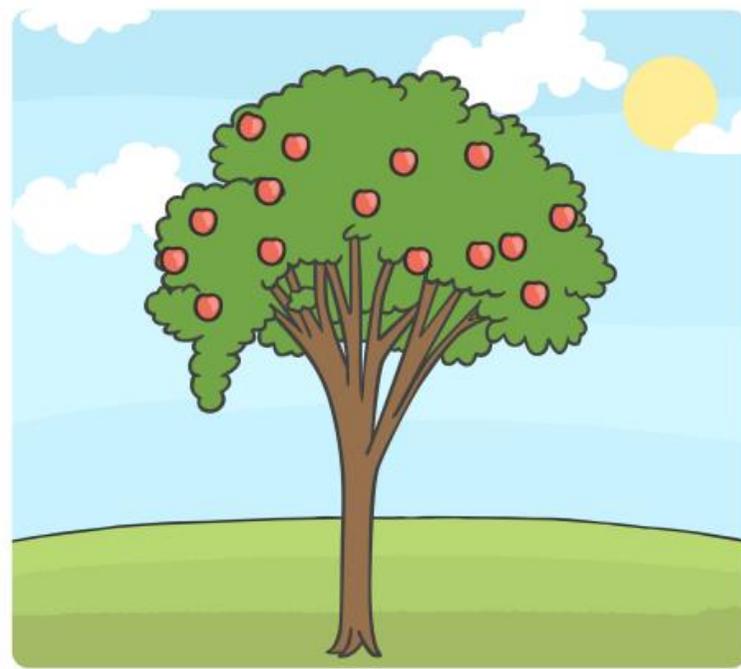
Use the pictures and words to form and write a sentence.



petals

pink

flower



tree

apples

red



cat

red

mat



swing

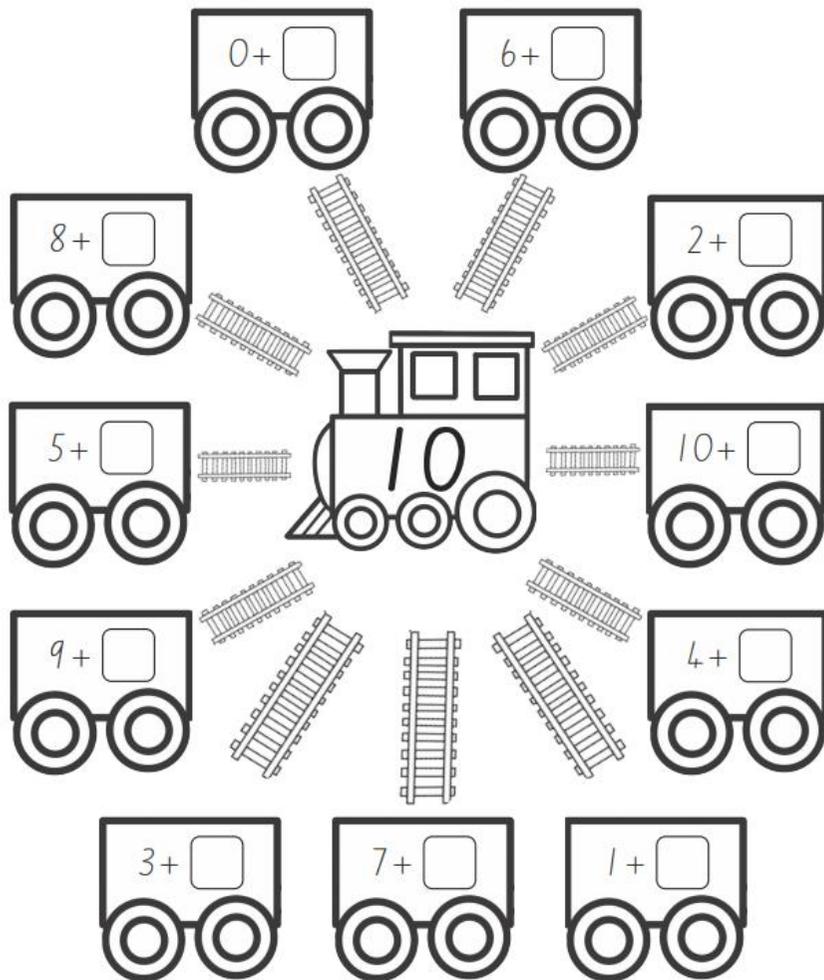
push

park

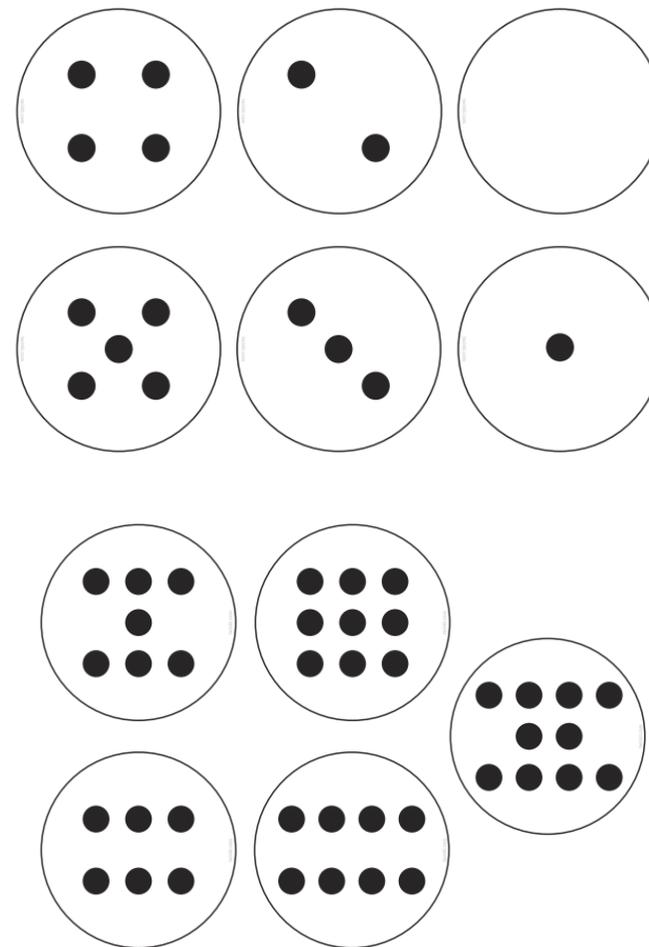
Remember to check for capital letters, full stops and finger spaces. Can you write your own sentences?!

Suggested Maths Resources

Bonds to 10



Subtising



Flash circles with dots to ten. Ask your child to what number it is. The more they see the dot arrangements, the quicker they will recognise how many without counting. Try shouting out the number and ask your child to show them the number on their fingers.

Counting to 20

<https://www.youtube.com/watch?v=OVLxWIHRD4E>

https://www.youtube.com/watch?v=_MVzXKfr6e8

1 2 3 4 5 6 7 8

9 10 11 12 13 14

15 16 17 18 19 20

Odd and Even Numbers

Remember.... 1, 3, 5, 7 and 9 are ODD! 2, 4, 6, 8 and 0 are EVEN!

Look at the numbers. Put all the even numbers and odd numbers in the correct circle.

16	4	5	8	13	21	7	22	10	23
2	15	20	16	33	17	19	79	90	54
97	66	78	43	55	42	39	82	81	67

Even
numbers

Odd
numbers



Sharing Numbers Equally

Can you share the leaves equally between the minibeasts? Write the number of leaves in each circle.

4 leaves in a box

Grasshopper

Ladybug

6 leaves in a box

Snail

Caterpillar

Snail

6 leaves in a box

Ant

Snail

8 leaves in a box

Caterpillar

Grasshopper

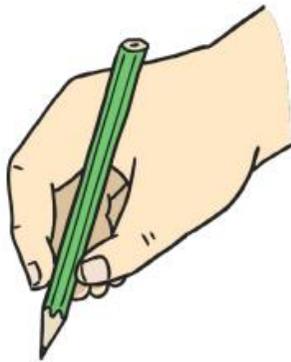
Ant

Ladybug

Suggested Fine Motor Resources

Pencil Grip

This is the pencil grip we encourage children to use.

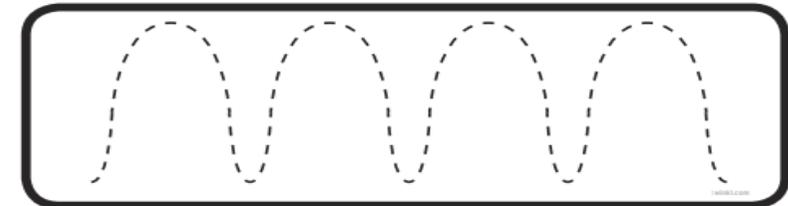
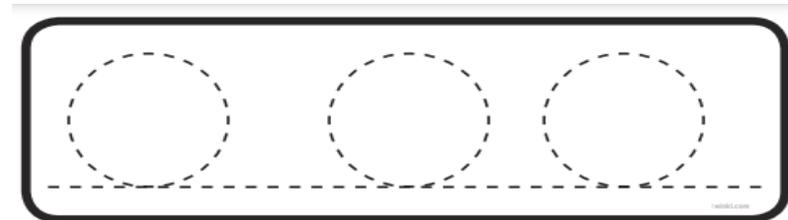


Dynamic Tripod Grasp

- Pencil is held in stable position between the thumb, index and middle finger.
- The ring and little fingers are bent and rest comfortably on the table.
- The index finger and thumb form an open space.
- The wrist is bent back slightly, and the forearm is resting on the table.
- The pencil is held about 1-2cm from the tip.

Practising correct pencil grip

Trace the patterns.





Cutting Skills

