




# FS2 Curriculum – Summer 2


During Summer 2, we are going to be learning about holidays and what people do on holiday. We are going to be thinking about different holiday destinations and the similarities and differences between them. We are going to be looking at and making maps and plans. We are going to be thinking about holidays in the past compared with holidays now.

**Drawing Club Focus Texts**




- Flotsam – David Wiesner
- Lonely Beast – Chris Judge
- Clean Up – Nathan Bryon
- Ocean Meets Sky – Eric Fan
- Lost and Found – Oliver Jeffers
- Somebody Swallowed Stanley – Sarah Roberts
- Rhythm of the Rain – Grahame Baker-Smith

**Writing**



- Holding a pencil using tripod grip and forming letters correctly.
- Writing longer words independently.
- Writing simple phrases and sentences that can be read by others.

**Guided Reading**




Children read three times per week in groups. Books are fully decodable books matched to their secure phonics knowledge.

**Key Questions**

- Can children describe a holiday destination?
- Can they describe what they might do there?
- Can they make a simple map of their environment?
- Can they make comparisons between holidays now and holidays in the past?



**Maths**




- Sharing and Grouping
- Visualise, Build and Map
- Make Connections

**Phonics Little Wandle Programme**

Forming lower-case and capital letters correctly. Spelling longer words independently, using known sounds.

Writing simple phrases and sentences that can be read by others.

**Tricky words:** said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.



## Expressive Arts and Design

Drawings and paintings of holidays.  
Making models of sandcastles.  
Role-play holiday scenarios.



### **Music:**

Big Band Drawings of things they observe.

## RE

What is special about our world?



## No Outsiders



Hello, Hello by Brendan Wenzel



I know I can make friends with different people.

## Phonics

Practise phonics every day!  
Say the sound, write the sound,  
find the sounds in text around.  
Follow the link for support:  
[For parents | Letters and Sounds](#)

## Personal, Social and Emotional Development



Showing resilience and perseverance in the face of challenge.  
Regulating their own behaviour and control their emotions and impulses.

## Understanding the World



Drawing information from maps and plans.  
Describing different holiday destinations.  
Describing similarities and differences between life in this country, and life in other countries.  
Talking about holidays in the past compared with holidays now.

Outdoor Learning/ Forest School will take place on Wednesday afternoons.

Continue supporting your child to become independent with zipping their own coat, dressing and undressing themselves, cutting their food and other self-care skills.

## Physical Development

**P.E. lessons:** taking part in simple athletics activities and participating in Sports Day.

**Physical activities outdoors:** improve upon coordination; negotiate space and obstacles safely; confidently use a range of equipment.

**Fine motor activities:** refine scissor skills; demonstrate effective pencil grip and accuracy with handwriting.



## Dojo

Check Dojo for messages and an insight into what we are up to.



## Things you can do at home

### Maths

Share out items: how many does each person get?  
Is the amount odd or even?

### Reading for Pleasure

Reading with your child every day is one of the most important ways to support their learning and development. Just a few minutes each day helps build their confidence, vocabulary, and a love of books.

Please try to make reading together part of your daily routine and record it in their reading diary - it really makes a difference!