

CURRICULUM OVERVIEW

Sharing our learning



Academic Year 2020-21

- Year: 1
- Term: 4

Your Child's Teaching & Learning Team:

- Mrs I Hadfield
- Mrs S Sambrook
- Mrs J Golland
- Mr B Redmill
- Mrs N Cox

Dear Parents and Carers,

This is our fourth curriculum overview which comes just after the half-way point of the school year. Its purpose is to keep you up-to-date with the children's learning and suggest ways they can be supported at home.

As the term new begins we remain in a national lockdown. This means that the offer of places in school remain limited to vulnerable pupils and the children of critical and key workers. It is therefore important that our online offer continues to be as engaging and exciting as possible. Please click [here](#) to access our remote learning policy and click [here](#) to access the local authority guidance regarding attendance at school for the remainder of lockdown. Remote learning will continue to be made available through Microsoft Teams and via the SJF Home-Learning portal on our website or by clicking [here](#). Please note that the password is **2020STJOHN**. Here is a reminder of our daily check-in times on Microsoft Teams:

FS2, Years 1 and 2 ✓ 9.30am ✓ 3.00pm

Years 3-6 ✓ 9.00am ✓ 2.30pm

Following the Prime Minister's recent announcement all schools will open fully to all pupils from Monday 8th March 2021. Here at SJF we very much look forward to seeing everyone back in school together. Please note that from this point the attendance of all pupils at school will be compulsory all day, every day.

As in September, there will be a huge focus on pupils' wellbeing and reconnection. We will work hard to assess all pupils, gently, in lots of different ways so that we can build a rapid and comprehensive understanding of their needs. As part of this, an updated 'SJF Reconnection Plan' will be issued shortly and the pupil progress, achievement and target-setting meetings already scheduled in the calendar to start from Friday 12th March 2021 for pupils in Y6 and then for the different year groups throughout the following week, will go ahead. These meetings will provide colleagues with a valuable opportunity to listen to your lockdown experiences, concerns and ideas as together we build a view of how well each child has coped and what the plan for them will be.

If you or your child(ren) have any questions you can contact staff via the chat function on Microsoft Teams or the class email. You can also contact the School Office directly (enquiries@st-johnfisher.org or 0114 2485009).

Yours sincerely,

Headteacher

TERM 3 LEARNING VALUE: SELF-BELIEF

Self-belief is about:

- trusting your abilities
- setting yourself challenging goals
- gaining confidence

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

- courage
- determination
- spirit
- assurance
- tenacity
- faith
- confidence
- strength of mind



What does self-belief look like to you?

- you can trust your abilities
- you can set yourself challenging goals
- you have confidence in yourself

If you have self-belief what do you realise?

- you can reach your potential if you believe in yourself
- you should set more challenging goals to help stay motivated
- gaining confidence gives you the strength to carry on – even when it's really hard

How can you show self-belief?

- having a positive and determined mind set
- setting challenging goals and having the courage to try (and keep trying) to achieve them
- really believing that you can reach your potential

The children will be encouraged to demonstrate this value in their choices, attitudes and behaviours.

HOMEWORK

The Y1 homework activities will be:

- Maths on every other Friday with details being added to the 'Maths Homework' section of the class page on the school website (occasionally it might also be in the form of a worksheet)
- www.activelearnprimary.co.uk for reading homework
- weekly spellings linked to 'sounds of the week'
- cross-curricular theme-related homework at various other times
- the regular reading of school reading-books at home

RE

For information on the RE curriculum please see the attached 'Come and See' letter.

ENGLISH

Phonics

Children on our Read Write Inc. phonics programme will continue to have daily sessions with their group aimed at developing confidence with phonics, reading and writing. Children are assessed regularly to ensure that they are in the right group.

Grammar, Punctuation, Spelling & Handwriting

All children will benefit from having regular handwriting, spelling, grammar and punctuation sessions focused on meeting their *individual* needs. Children have discrete handwriting session and additional daily phonics sessions that are linked to spellings.

Book Study & Guided Reading

All children no longer involved in the Read Write Inc. programme will have daily reading activities to boost their levels of confidence and enjoyment as well as their comprehension skills.

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

- ✓ reading your child's reading books with them for a few minutes every day as well as enjoying all sorts of other books and reading materials together
- ✓ encouraging your child to read more challenging texts/different genres to what they are used to in order to widen their reading experience
- ✓ looking at environmental print

This term we will use the original Paddington Bear story (not the film version) as a link to our geography topic which is all about the UK and London in particular. We will consider Paddington's feelings and use adjectives



to describe him accurately as we develop our own follow-up stories based on our own ideas. We will learn how to write instructions to direct and help others to make something as well as postcards.

The children should now be using capital letters and full stops consistently and independently, and children who are not will be supported with this. We will continue to encourage the children to re-read their work and make amendments where necessary. This skill is developing well with children adding descriptive adjectives.

We will continue encouraging and practising the use the conjunction 'and' and 'because' to join two shorter sentences and we will be learning how to add the suffixes **-ing** and **-ed** to words in order to change tense from present tense to past tense. The children will also be encouraged to use the **!** and **?** punctuation marks. We will continue to challenge and support the children to think about their handwriting, specifically letter formation, making ascenders tall and descenders fall below the line and overall consistency and neatness.

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

- ✓ reading any Paddington stories but **PLEASE NOT** 'Paddington at the Palace as we will be doing this
- ✓ ensuring your child completes regular handwriting practice
 - please ask us for further line guides if you need them (year4@st-johnfisher.org)
- ✓ reading non-fiction (information) books about the UK and London

MATHEMATICS

This term we will focus on:

- addition, subtraction and calculation strategies with numbers to 20
- numbers to 50 as we count in twos, fives and tens; compare and order numbers; and look for patterns

Key words we will be using are:

- | | | | | | |
|----------------|-------------|-------------|--------------|-------------|------------|
| ✓ greater than | ✓ less than | ✓ more than | ✓ less | ✓ compare | ✓ addition |
| ✓ add | ✓ more | ✓ count on | ✓ count back | ✓ take away | ✓ subtract |
| ✓ total | ✓ sum | ✓ value | ✓ 'Base Ten' | ✓ Deines | ✓ pattern |

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

- ✓ counting to 100 forwards/backwards
- ✓ thinking which numbers are greater, smaller, more than, less than a given number
- ✓ saying one more and one less than any number up to 50
- ✓ knowing how many tens and how many ones the number shows (e.g. 42 is 40 +2 and 4 tens and 2 ones)
- ✓ writing numbers to 50, all formed correctly and without reversal
- ✓ practising counting in twos, fives and tens

SCIENCE

We will be learning about materials and their properties. We will name materials and describe their properties (features). Lots of our work will be practical and we will be applied as we all go on a materials hunt.

Key words we will be using are:

- | | | | | | |
|------------|-------------|---------------|----------|----------|-----------|
| ✓ material | ✓ property | ✓ glass | ✓ paper | ✓ metal | ✓ pottery |
| ✓ plastic | ✓ cardboard | ✓ wood | ✓ rock | ✓ fabric | ✓ hard |
| ✓ soft | ✓ flexible | ✓ rigid | ✓ rough | ✓ smooth | ✓ shiny |
| ✓ dull | ✓ opaque | ✓ transparent | ✓ strong | ✓ heavy | ✓ light |
| ✓ compare | ✓ group | ✓ classify | ✓ sort | ✓ object | ✓ item |

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

- ✓ naming items at home e.g. plastic, metal, wood, glass, fabric
- ✓ naming, describing objects and their material e.g. 'My spoon is metal, it is shiny, feels light and is hard.'
- ✓ describing an object using its properties, playing 'Guess the Object': 'The object I am thinking of is in this room, it is hard and see through (transparent) and smooth...' (glass window)



GEOGRAPHY

We will explore the UK and its countries, thinking about features, location and the capital city. We will be looking at an atlas, aerial photographs and maps, comparing and discussing what we can see. We will write post cards as though we (Paddington) had visited London.

Key words we will be using are:

- | | | | | |
|-----------|-------------|------------|------------------|--------------------|
| ✓ map | ✓ atlas | ✓ Europe | ✓ United kingdom | ✓ Northern Ireland |
| ✓ England | ✓ Wales | ✓ Scotland | ✓ capital city | ✓ London |
| ✓ Belfast | ✓ Edinburgh | ✓ Cardiff | ✓ aerial view | |

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

- ✓ talking about the UK and looking at maps (real, books and internet).
- ✓ looking at photos, the internet and books about London
- ✓ taking about where we live, e.g. we live in Hackenthorpe, in Sheffield, in England, that is part of the UK

DESIGN & TECHNOLOGY

This term we will investigate bridges as structures and consider similarities and differences between different types. We will build bridges from construction materials and investigate how to make newspaper stronger by rolling/folding and the children will design/build a newspaper bridge before evaluating against given criteria.

Key words we will be using are:

- | | | | | | |
|--------------|-------------|--------------|------------|----------|-------------|
| ✓ bridge | ✓ structure | ✓ balance | ✓ evaluate | ✓ design | ✓ construct |
| ✓ suspension | ✓ arch | ✓ cantilever | ✓ beam | | |

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

- ✓ investigating different bridges using information books and supervised online research
- ✓ considering how the designs are similar and different
- ✓ considering what bridges are made from and think about why
- ✓ designing and building your own bridges at home from junk/toys and testing whether they hold objects

COMPUTING

This term we will be capturing images using devices and learning about when it is safe to share images online. We will also learn how to search for images using a search engine with an adult.

Key words we will be using are:

- | | | | | | |
|-----------|---------|--------------|-----------------|------------|---------|
| ✓ capture | ✓ image | ✓ photograph | ✓ landscape | ✓ portrait | ✓ share |
| ✓ consent | ✓ web | ✓ browser | ✓ search engine | | |

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

- ✓ exploring word processing programmes and apps such as notes apps or Microsoft WORD
- ✓ taking photos together
- ✓ talking about why we take photographs and how we save them to view later
- ✓ talking about consent for taking and sharing images

PE

In Real PE the children will focus on a creative unit as they learn about paired balances and how to control the movement of a ball whilst travelling. They will also complete a gymnastics unit of work, creating balances using different parts of their bodies before linking movements into creative sequences.

Key words we will be using are:

- | | | | | | |
|-----------|------------------|-----------|--------|---------|----------|
| ✓ balance | ✓ counterbalance | ✓ partner | ✓ roll | ✓ catch | ✓ bounce |
| ✓ control | | | | | |



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

- ✓ practising the skills learned in school
- ✓ asking your child to show you the movements or skills they have practised in PE lessons

MUSIC

We will continue to explore African drumming. We will revisit African culture to understand various instruments. We will play different rhythms and then create our own in groups. We will investigate the history of music.

Key words we will be using are:

- ✓ Brazil
- ✓ samba bateria
- ✓ rhythmic
- ✓ beat
- ✓ crotchet
- ✓ quaver
- ✓ semiquaver

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

- ✓ continuing to practise skills just like a drummer starting out, using kitchen utensils to provide a beat/noise
- ✓ asking your child to show you the three different basic rhythms that all align together to create one samba groove; drumming along with your child to the addictive pulse of samba

FRENCH

This term the children will:

- practise how to make the correct sounds in order to pronounce different words correctly in French
- practise using listening skills in order to help them hear new sounds, words and phrases in French
- join in with rhymes, songs, stories and games designed to build their understanding of French
- write words and phrases correctly in French

Key words we will be using are:

- ✓ un (1)
- ✓ deux (2)
- ✓ trois (3)
- ✓ quatre (4)
- ✓ cinq (5)
- ✓ six (6)
- ✓ sept (7)
- ✓ huit (8)
- ✓ neuf (9)
- ✓ dix (10)
- ✓ body parts
- ✓ songs and rhymes about growing plants and flowers and about Easter

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

- ✓ practising the vocabulary and joining in with songs and games and activities on the web

PSHCE – TEN TEN SCHEME

This term we will be looking at how we would like to be treated and how we treat others, thinking about forgiveness and being kind. We will also focus on the characteristics of negative and positive relationships and that all bullying is wrong and unacceptable.

Key words we will be using are:

- ✓ friendship
- ✓ empathy
- ✓ forgiveness
- ✓ kindness
- ✓ gratitude
- ✓ honesty
- ✓ compassion

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

- ✓ discussing friendships when reading stories, how do characters feel when they have an argument
- ✓ considering how, the ways we behave can really have an effect on other people, for example, if we fall out with friends in school
- ✓ talking about forgiveness in different situations and why it is important and yet so difficult to do
- ✓ encouraging your child to share how they feel when they are upset about something

