

# CURRICULUM OVERVIEW

Sharing our learning



## Academic Year 2021-22

- **Year:** 1
- **Term:** 1

## Your Child's Teaching & Learning Team:

- Mrs I Hadfield
- Mrs S Sambrook
- Mrs J Golland
- Miss R D'Roza
- Mrs N Cox
- Mr B Redmill

**NON-URGENT CONTACT: [year1@st-johnfisher.org](mailto:year1@st-johnfisher.org)**

Dear Parents and Carers,

This is the first curriculum overview of our new school year. Its purpose is to let you know what your children will be learning during the first term. We will also offer suggestions for supporting your children at home.

New learning can be fragile which is why it is important to give our children the right kind of support in school and at home. If we get it right our children will feel positive and confident as they learn and make progress.

We do set homework to support and consolidate their new learning and to encourage the children. Our expectations regarding homework will therefore also be shared in this overview.

Children are always encouraged in school, and all we ask is that they do their best both in school and at home. We understand that children learn best when they are confident; they are most confident when they are happy; and they are most happy when they feel loved, supported and encouraged.

Clearly, it is important that homework is attempted by children on their own. If children do not understand something **they should never worry**. This means that the homework has done its job. If this happens then simply offer reassurance and encourage your children to do as much as they can. This will really help us to understand what they actually remember and know and where any gaps are, so that the right support can be offered.

If children have genuinely done their best we will *always* be proud of them, whatever they manage to do. We never want our children panicking or feeling anxious. If your child is stuck then simply notify staff in person, via the class email or by adding a note to the homework. Tell us what they remembered, could do and what they struggled with, so that we can follow it up with lots and lots of reassurance and the right kind of support.

With this in mind, please avoid the temptation to 'over-help' your children with homework tasks. This could end up masking important issues and delay children getting the help they need. Just offer encouragement and keep telling them that everyone at school will understand and will help and support them.

We know that ways of teaching and learning do change over time and so we are **always** happy to explain our approach if you are not sure and have questions. Please just ask. Children can find it more confusing if parents/carers try to show them what they remember being taught at school, especially if this is very different.

As always please contact us if you can offer support with any aspect of the curriculum overview perhaps because you have particular skills, knowledge or experiences, artefacts, useful contacts or you would like to volunteer to help us on an educational visit (subject to COVID guidance).

Thank you for your support.

Yours sincerely,

  
Headteacher



## TERM 1 LEARNING VALUE

Our value for this term is '**Determination**'. Being determined is having the ability to keep going, even when there are setbacks. It's accepting that things don't always work out the way you expect them to, but continuing to set new goals that help you to grow as a person. Believing in yourself, being patient, and being the best that you can be are all important parts of determination!



*What does determination look like to you?*

- ✓ you can say "Yes I can!"
- ✓ you can set yourself your own challenging goals
- ✓ you have confidence in yourself to keep going, even when things get tough

*If you have determination what do you realise?*

- ✓ never, ever, ever give up
- ✓ you can reach your potential if you believe in yourself
- ✓ confidence gives you the strength to carry on when it's really hard

*How can you can show determination?*

- ✓ having a positive and determined mind-set
- ✓ setting challenging goals and having the courage to try
- ✓ be a superhero
- ✓ say "Yes I can!"

## HOMework

- Maths homework will be set every other Friday and posted on the class page of the school web site. Please refer to the email sent earlier in the term.
- [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk) ('Bug Club') for reading homework
  - the log-on details are the same as in FS2
  - please contact us via the class email if you do not know your child's log in details
- Weekly Spellings will be set on Mondays and tested the **following** Monday
  - children will bring home a paper copy
  - spelling are also posted every Monday on the class page of the school web site (click [here](#))
  - please refer to the letter/email sent home at the start of the new term or email us if you need help ([year1@st-johnfisher.org](mailto:year1@st-johnfisher.org))
- Cross-curricular theme-related homework at various other times
- Reading reading-books regularly
  - please return each **Thursday** so they can be swapped

## 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. A phonics/reading workshop meeting is planned, taking account of restrictions.

### Grammar, Punctuation, Spelling & Handwriting

All children will benefit from having regular handwriting, spelling, grammar and punctuation sessions focused on meeting their *individual* needs. This term we will introduce spelling aerobics; a kinaesthetic way to aid the learning (and retaining) of spellings.



We will focus on building our children's confidence so that they feel able to have a go at writing with increasing independence. We will write labels, lists and simple sentences with lots of 'Fred talk' sounding out words and writing the corresponding graphemes (letters). We will use finger spaces between words and full stops to end sentences. Our body will be our focus for the beginning of term and the familiar tale 'Goldilocks and the Three Bears'. Towards the end of the term, we will use a story book about toys as our stimulus. The children will practise using a line guide and correct letter formation. Children will be supported in line with their individual needs.

### Key words we will be using are:

- ✓ letter/word
- ✓ sentence
- ✓ finger space
- ✓ full stop
- ✓ capital letter

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

- ✓ encouraging your child to act out stories, perhaps with older siblings or with friend
- ✓ writing using a range of media, pencils, pens, felt tips, even chalk outside, to show that it is FUN to write.
- ✓ writing for a purpose, such as lists, greeting cards or notes to family members.
- ✓ 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 different and more challenging books to widen their reading experience

## MATHEMATICS

This term we will focus on:

1. number formation
2. understanding and comparing numbers from 0-10
3. addition and subtraction within 10
4. shape and patterns
5. position

### Key words we will be using are:

- ✓ number names 0-10
- ✓ same /equal/more/less/fewer
- ✓ addition / add
- ✓ subtraction /take away
- ✓ total
- ✓ number bonds
- ✓ 2D shape (circle, square, rectangle, triangle, oval)
- ✓ 3D shape (sphere, cube, cuboid, cylinder, prism)
- ✓ repeating pattern
- ✓ positional language (in front, behind, next to, on top, underneath)

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

- ✓ practising forming numbers correctly – in pencil, paint, chalk or crayons
- ✓ counting objects, touching each object (deciding who has more/less e.g., chips, pasta, crayons etc.)
- ✓ looking at numbers on doors, seeing the odd and even pattern
- ✓ solving addition stories e.g. If we buy two apples and four oranges, how many items altogether?
- ✓ shape spotting in the environment e.g. the door is a rectangle, the ball is a sphere



## SCIENCE

Throughout the term, we will be looking at our bodies and naming parts as well as deciding how we can sort and classify. We will also be investigating our 5 senses, playing sense games and going on a sense hunt!

### Key words we will be using are:

- ✓ senses
- ✓ touch, taste, smell, sight, hearing
- ✓ body part names

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

- ✓ singing 'Head, shoulders, knees and toes' with your child and adding in other body parts
- ✓ looking back on pictures with your child and yourselves of when you were babies and toddlers, and looking at how you've changed
- ✓ when out on walks together, using your different senses to explore and investigate your surroundings

## HISTORY

This term we will be thinking about toys over the years. We will consider favourite toys and why they are favoured. We will describe them and consider how they differ from toys from the past, thinking how they are the same, similar and different.

### Key words we will be using are:

- ✓ old, older, new, newer
- ✓ same/similar
- ✓ different
- ✓ timeline/past/present
- ✓ change
- ✓ modern

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

- ✓ talking about toys you enjoyed as child.
- ✓ asking older family members to talk about their toys.
- ✓ comparing your childhood toys (if you have any) with your child's and talking about similarities/differences

## ART

This term we will be focusing on the skills of colour mixing and using colour appropriately. Children will learn about primary and secondary colours and how to add a colour to white to create different tints. We will look at work from famous artists and encourage discussion and reflection. The children will complete a piece of art linked to that artist using their newly acquired skills.

### Key words we will be using are:

- ✓ portrait
- ✓ tone/features
- ✓ primary & secondary (colours)

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

- ✓ looking online at portraits of famous artists and discussing the colours used
- ✓ drawing portraits of family members
- ✓ colour mixing if you have paints at home allowing your child to create new colours



## COMPUTING

This term the children will be completing a unit titled 'Technology around us'. Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.

### Key words we will be using are:

- ✓ computer, switch on / log on
- ✓ mouse / track pad
- ✓ click and drag

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

- ✓ talking about rules you have at home for computer/tablets and how they keep us safe
- ✓ talking about how you safely turn on different tech at home
- ✓ supporting your child using a drawing app or program, if possible, NOT a touch screen.

## PE

This term we will focus on coordination and balance. We will explore movements through stories and 'follow the leader' games. We will also practise the skill of standing on one leg as we play 'Popping Pirates'.

### Key words we will be using are:

- ✓ balance
- ✓ coordination

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

- ✓ practising the skills learned in school (standing on one leg) and try to beat their time each try they have
- ✓ asking your child to show you the movements or balances they have done in their PE lesson

## MUSIC

This term we will be playing percussion instruments. We will be focussing on 'Boom whackers' playing a range of songs, both modern and classic. We will learn to develop chords and develop our own piece of music that will be performed.

### Key words we will be using are:

- ✓ rhythm
- ✓ tempo
- ✓ pitch
- ✓ chords
- ✓ percussion



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

- ✓ asking your child what they have been learning and practising at home
- ✓ using the internet (safely) in order to investigate the meaning of the key words



## FRENCH

Children in Key Stage 1 will be introduced to French. They will focus building an appreciation of the French language and an understanding basic vocabulary primarily through fun games and rhymes and songs. The lessons will be delivered by a Mrs Cox, specialist languages teacher in partnership with PLN. This term the focus will be on learning 'greetings, saying goodbye and name phrases'.

### Key words we will be using are:

- ✓ *bonjour*
- ✓ *salut*
- ✓ *ca va*
- ✓ *je m'appelle*
- ✓ *au revoir*



Primary Languages Network

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

- ✓ asking your child what they have been learning and practising the phrases with them. practising the skills learned in school (standing on one leg)
- ✓ <https://www.bbc.co.uk/bitesize/articles/z4q3f82> this BBC site will help to consolidate learning

## PSHCE

This term we will be encouraging the children to be reflective about their feelings and to develop strategies for dealing with both positive and negative feelings.

### Key words we will be using are:

- ✓ *feelings*
- ✓ *positive*
- ✓ *negative*
- ✓ *(feeling emotions e.g. happy, sad, angry etc)*
- ✓ **TELL! TELL! TELL!**

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

- ✓ encouraging your children can share worries at any time and be ready to listen
- ✓ reading stories about emotions (there are lots online)

