

CURRICULUM OVERVIEW

Sharing our learning



Y1 INFORMATION

- YEAR: Y1
- TERM: 3
- CONTACT: year1@st-johnfisher.org

Y1 TEACHING & LEARNING TEAM

- Mrs I Hadfield
- Mrs S Sambrook
- Mrs J Golland
- Miss R D'Roza
- Mrs Cox
- Mr W Ormesher

Dear Parents and Carers,

Happy new year! This is our third curriculum overview and comes at a time of high COVID transmission rates. It is therefore so important that we continue to do all we can to stay open for every child in every class by sticking to national guidance and our SJF plan. By doing these things we will be able to continue providing our children with everything they need in order to thrive and be happy in school.

Our approach, always, is to affirm and encourage the children as we challenge and support them to go further. At home, children should be encouraged to attempt all homework tasks, which are designed to help them embed new learning and skills. If they struggle with anything please offer reassurance and encourage them to do all they can manage *on their own*, and stop when they have done their best. Please then share with us (via a note/email) information about what they managed to do and what they struggled with, so that we can follow everything up. Our staff will, of course, be sensitive and reassure the children when doing this.

We understand that ways of teaching and learning change over time and so we are always happy to talk about this with you individually or to run short online workshops to support parents/carers. If you would like any help and advice please call or email us and we will set up a 'Zoom' or telephone meeting. Thank you.

Yours sincerely,


Headteacher

TERM 3 LEARNING VALUE

Our Term 3 Learning Value is 'Respect'.

Having respect for ourselves and others is very important.

- ✓ it helps us to be more self-confident and to encourage others so that they can also be more confident
- ✓ it helps us to see ourselves and others through *kind eyes*
- ✓ it teaches us to *like ourselves* and to be proud of our achievements without ever being arrogant
- ✓ it teaches us to also celebrate others' qualities and achievements
- ✓ it enables us to build resilience so that we are able to face challenges positively - and overcome them eventually
- ✓ it is vital in teams and keeps communities strong and united
- ✓ it enables us and others to feel happy, safe and loved
- ✓ it opens our minds to new ideas and possibilities
- ✓ it helps us to learn more about our own lives and those of others respectfully
- ✓ it teaches us to be unafraid of difference and to always remember that much is also shared in common
- ✓ it helps us to grow as people, as children of God, and fulfil our potential gradually and over time
- ✓ it teaches us that we also have a part to play in helping others to grow and achieve their potential too



RE

Information about our Term 3 RE curriculum is in the 'Come and See' letter accompanying this overview. This term, throughout school, we will focus on the virtues of 'Faith' and 'Simplicity'.



HOMEWORK

- ✓ Maths homework will be set every other Friday and posted on the class page of the school web site
- ✓ Weekly Spellings will be set each **Monday** and tested the following **Monday**
 - children will bring home a paper copy
 - spellings are also posted every Monday on the class page of the school web site
- ✓ cross-curricular and theme-related homework activities will be set at various other times
- ✓ to read their reading-books regularly
 - books to be returned each **Thursday** so they can be swapped
 - book bags are only required on **Mondays** and **Thursdays**

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 as well as their reading and writing skills. Children on the programme are assessed regularly to ensure that they are in the right group and that any underlying issues are picked up.

Grammar, Punctuation, Spelling & Handwriting

All children have regular handwriting, spelling, grammar and punctuation sessions focused on meeting their *individual* needs. There will be additional daily handwriting and phonics sessions linked to their spellings.

Book Study & Guided Reading

All children who no longer need to be on the Read Write Inc. programme will have daily reading activities to boost abilities, levels of confidence; comprehension skills; and general enjoyment of reading and books.

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 our first fiction text is the well-known story, **'The Three Little Pigs'**, which we will link to our science topic, as we investigate materials. Our second text, **'Naughty Bus'**, links to our history topic as we explore transport.

We will share and enjoy both books. The children will retell both stories in their own words; thinking carefully about the order of events. They will be encouraged to discuss the books and give reasons that support their thoughts and opinions.

As part of our 'Transport' topic the children will consider why the bus is naughty and speculate on what further adventures the bus might have, using drama and role-play to inspire us. The children will then plan and write their own versions of *'The Further Adventures of Naughty Bus'*, set in and around school and our classroom!

The children's main foci will be to:

- ✓ rehearse, orally, what they want to write
- ✓ write simple sentences, remembering finger spaces, capital letters and full stops
- ✓ read back and check what they have written in order to find errors and to make sure that it makes sense
- ✓ increase the amount of writing they can manage within a set amount of time
- ✓ continue using the conjunctions **'and'** and **'because'** to join two shorter sentences
- ✓ add adjectives to provide greater detail
- ✓ We will begin to learn where to use a **!** and **?**



Linked to our History topic we will also be writing some non-fiction texts linked to the famous engineer and inventor, George Stephenson.

Key words we will be using are:

- ✓ capital letter
- ✓ full stop
- ✓ finger space
- ✓ adjective (to describe)
- ✓ conjunction (to join)
- ✓ fiction

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

- ✓ asking your child about what Naughty Bus does in the story
- ✓ reading other fiction and non-fiction books about vehicles
- ✓ looking for examples of when question marks, full-stops and exclamation marks are used in books, newspapers, magazines and products at home and when you are out and about
- ✓ Writing ANYTHING e.g. letters or cards to family and friends or something as part of a role-play or make-believe game

MATHEMATICS

This term we will focus on:

- ✓ addition and subtraction within 20
- ✓ time
- ✓ exploring calculation strategies within 20
- ✓ numbers to 50

Key words we will be using are:

- ✓ greater than, less than, more, less, compare
- ✓ addition, add, more, more than, count on
- ✓ subtract, take away, less, less than, count back
- ✓ make 10
- ✓ total
- ✓ value
- ✓ base ten/Denes (equipment)
- ✓ days of the week, O'clock, half past,
- ✓ before, after, later, next,

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

- ✓ looking out for and recognising numerals for 11-20
- ✓ counting together forwards and backwards to and from 20n
 - starting different numbers, not just 0 or 20
 - thinking which numbers are greater, smaller, more than, less than a given number
 - saying one more and one less than a number
- ✓ writing numbers to 20 in order with the correct position of each digit – and all formed correctly
- ✓ practising the quick recall of addition and subtraction facts to 10 and then 20
- ✓ discussing times of the day encouraging the correct use of the words: morning, afternoon, evening, night time
- ✓ reading an analogue clock together, focusing on O'clock and then half-past
- ✓ talking about times of the day and the things you would normally do at these times



SCIENCE

In our science topic we will be exploring different materials, using the story 'Three little pigs' as a stimulus. We will name materials and investigate their properties (or features). We will also use key words to describe them and investigate which materials are best suited for different purposes e.g. keeping the pigs dry. The children will then plan and design a new house for the pigs based on their findings.

Key words we will be using are:

- ✓ material
- ✓ object
- ✓ compare
- ✓ group
- ✓ names of different materials e.g. glass, wood, paper, metal, pottery, plastic, cardboard etc
- ✓ different textures e.g. soft, hard, rough, smooth, dull, shiny, opaque, transparent, rigid, flexible etc

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

- ✓ naming different materials at home and when you are out and about
- ✓ describing objects and their material e.g. "my spoon is metal, it is hard, rigid and shiny"
- ✓ using key words to describe the properties of objects by playing the 'Guess the Object' game
 - o e.g. the object I am thinking of is in this room, it is hard, see through and smooth (a glass window)

HISTORY

We will be thinking about different vehicles and how their designs have changed over time. We will investigate their features to deduce whether they are older or newer. We will look particularly at how the design and workings of trains have changed over time and appreciate the significance of George Stephenson and the first train he designed, known as 'Stephenson's Rocket'. This links to our English work on writing non-fiction texts.

Key words we will be using are:

- ✓ past - present
- ✓ old - new
- ✓ similar - different
- ✓ timeline
- ✓ significant individual/person
- ✓ George Stephenson (born 1781 - died 1848)
- ✓ Rocket (the name of Stephenson's train)

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

- ✓ thinking about different types of transport and the positives and negatives of each
- ✓ looking on online (under supervision) at pictures of vehicles old and new including trains, bikes etc.
- ✓ thinking of different types of transport people use e.g. car, scooter, bike, bus, tram, train etc

ART

Focusing on a Spanish artist called Joan Miro, the children will explore the features of various pieces inspired by his 'Magical Realist' style. Using what they learn, and drawing on their own experiences they will create their own dream-like pictures in the style of Miro, using his techniques. They will also explore printmaking using many different objects and materials, learning and applying new techniques in order to make their own unique and exciting pieces of artwork.

Key words we will be using are:

- ✓ imagination
- ✓ Magical Realism
- ✓ surrealism



- ✓ pattern
- ✓ texture
- ✓ line
- ✓ printing
- ✓ design
- ✓ clay/slip
- ✓ artist
- ✓ Joan Miro

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

- ✓ discussing the texture of things such as fabrics, paper and natural materials
- ✓ researching the life and works of Joan Miro and sharing opinions about his work
- ✓ by experimenting at home with Miro's style to create your own pictures

COMPUTING

This term we will be learning about digital writing and word processing to develop their understanding of various aspects of using a computer to create and manipulate text. They will be learning about keys on the keyboard and we will be considering how to change the look of the text as well as continuing to become familiar with processes such as saving and editing.

Key words we will be using are:

- ✓ word processor
- ✓ keys
- ✓ keyboard
- ✓ enter, backspace, space bar
- ✓ text, caps lock
- ✓ toolbar, tools
- ✓ font, italics, bold, underline

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

- ✓ talking about when and why you might use a computer to write
- ✓ play typing games to learn where the keys are on a keyboard like this one
- ✓ practising using a word processing program or app to do some writing

PE

The children will focus on developing balancing skills, working on both dynamic and static balancing. They will learn how to execute a balance - thinking about keeping their heads up and backs straight - starting with simple movements and gradually adding more difficult ones.

Key words we will be using are:

- ✓ balance
- ✓ perform
- ✓ agility
- ✓ coordination
- ✓ share
- ✓ cooperate

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
- ✓ asking them to teach you



MUSIC

This term the children will explore percussion instruments and playing along to a Samba groove! We will look into the importance of this South American style of music; how the carnival plays a key role for Brazilians and understand the importance of the skill call and response.



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

- ✓ Brazil
- ✓ samba bacteria
- ✓ rhythmic beat
- ✓ crotchet/quaver/semiquaver

FRENCH

This term we will be focusing on learning about animal vocabulary and carnivals. We will also be learning about how Epiphany is celebrated in France.

Key words we will be using are:

- ✓ Vach(cow)
- ✓ Mouton(sheep)
- ✓ Cheval(horse)
- ✓ Chien(dog)
- ✓ Chat (cat)
- ✓ Souris (mouse)



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

- ✓ asking them what they have been learning
- ✓ finding out other animal names in French
- ✓ <https://www.bbc.co.uk/bitesize/topics/zhyg9mn/articles/z4nyvk7> Old MacDonald in French

PSHCE- TEN TEN SCHEME

This term we will be exploring how we are created and loved by God by looking at ourselves as individuals. This is rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as a basis of personal relationships.

Key words we will be using are:

- ✓ gifts
- ✓ talents
- ✓ skills
- ✓ individuals
- ✓ feelings words-happy, sad, lonely, frustrated, excited etc.
- ✓ unique
- ✓ healthy lifestyle

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

- ✓ asking your child about their likes and dislikes with reasons and listening carefully to the responses
- ✓ think about the things they enjoy doing,
- ✓ learn about their favourite animal, colour(s), favourite TV programmes/films, song, story, game, actor etc.
- ✓ share yours
- ✓ finding and sharing a suitable story about emotions (lots online) and reflecting together on what happens

