

CURRICULUM OVERVIEW

Sharing our learning



Y1 INFORMATION

- **YEAR:** 1
- **TERM:** 4 2021-22
- **CONTACT:** year1@st-johnfisher.org

Y1 TEACHING & LEARNING TEAM

- Mrs I Hadfield
- Mrs S Sambrook
- Miss R D'Roza
- Mrs J Golland
- Mrs N Cox
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Dear Parents and Carers,

This is our fourth curriculum overview of the school year and its purpose is to share information about what the children will be learning this term. This is a key term as we prepare for a range of different statutory assessments and other checks that will take place in Term 5, after the Easter holiday. We are also due for an external moderation of a number of areas, facilitated by the local authority. The key assessment areas are:

- **FS2** - a formal check on the progress of children in this key foundation year
- **Y1** - National Phonics Screening
- **Y2** - end of Key Stage 1 statutory assessments (SATs) & follow-up National Phonics Screening*
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - end of Key Stage 2 statutory assessments (SATs) *for children who did not achieve the standard in Y1

Attendance is therefore very important; not just to support children with their learning (so they can get to where they have the potential to be), but also for their wellbeing. We know that absence from school makes many children anxious because they tell us that they worry about missing learning and being with classmates.

We know that there are times when absence is absolutely unavoidable, especially during the pandemic, which has taken a heavy toll on so many of us. Whenever children return after an absence, we therefore work very hard to help them settle back in. However, we also really do appreciate it when unnecessary absences are avoided, for example, term-time holidays and appointments where there is an option for them to be after school, during the school holidays or towards the end of a school day. This means that only a minimum amount of learning and time spent with friends/classmates is lost.

As usual, this overview contains important information about the children's curriculum and the key words that they will need to know as they expand their knowledge and skills. You will also find tips for supporting them.

Please encourage your children to complete homework tasks. If they have done their best, but have not managed to finish a task or have not understood something, please offer reassurance and tell them to stop. Try to avoid the temptation to 'over-help', as this can mask issues and delay them getting help. Simply notify us via email, a note or a phone call and we will follow everything up positively, offering lots of encouragement.

If you have any questions or need support, please contact us. We would also really like to hear from you if you have specific knowledge, experiences or artefacts, related to our topics, that you would like to share.

Yours sincerely,

Headteacher

TERM 4 LEARNING VALUE

Our Term 4 Learning Value is 'Self-Belief'.

Self-belief is all about:

trusting in your own abilities

- ✓ setting yourself challenging goals
- ✓ gaining confidence and thinking of yourself positively



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?

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

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

- | | | |
|-----------------------------|-------------------------|---------------------|
| • courage | • determination | • positivity |
| • tenacity and focus | • faith | • confidence |
| • assuredness | • inner strength | • resilience |



RE

Information about our Term 4 RE curriculum is in the 'Come and See' letter accompanying this overview. Details of liturgies, Masses and services will be shared in the weekly newsletter, available [here](#) and recordings can be viewed via this [link](#). In Term 4 we focus on the key virtues of 'Love' and 'Charity', which are especially relevant during the season of Lent and our journey to the greatest feast of Easter.

HOMWORK

- **Maths** homework will be set every other Friday and posted on the class page of the school website ([here](#))
- Weekly **Spellings** will be set each Monday and tested the following Monday. Children will bring home a paper copy and the spelling list is also posted every Monday on the class page of our SJF website ([here](#))
 - now we are half way through Y1, your child could try adding their spelling word to a written sentence
- reading the reading books together regularly
 - These must be returned each **Thursday** so they can be swapped.
 - SJF book bags are only required in school on **Mondays** and **Thursdays**
- cross-curricular/themed homework tasks may be set at various times

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 regular handwriting, spelling, grammar and punctuation sessions focused on meeting *individual* needs. Handwriting session and additional daily phonics sessions will be 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). 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 write a recount about what we (as Paddington) have been up to. We will learn how to write instructions to direct and help others to make a jam sandwich.

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 are doing this in class
- ✓ ensuring your child completes regular handwriting practice
 - please ask us for line guides if you need them
- ✓ 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 continue 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 are thinking about Hackenthorpe, our local area. We will look at where our school is situated, using various maps and plans. We will investigate the area when we go on a guided walk, gathering the information we need in order to create our own linear maps. These will show the various human and physical features that we observe during our walk. We will then apply our growing knowledge when we have a go at drawing a simple map of the area on our own - using school as the start point and symbols to represent different features.

Key words we will be using are:

- ✓ place
- ✓ local area
- ✓ near/far
- ✓ left/right
- ✓ urban/countryside
- ✓ shop, pub, church, house, flat, tram stop etc
- ✓ Hackenthorpe
- ✓ Sheffield
- ✓ symbol
- ✓ plan
- ✓ map
- ✓ route
- ✓ human feature/physical feature

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

- ✓ talking about the local area to our school (Hackenthorpe) and looking at maps (real, books and internet)
- ✓ discussing what features we see close to school e.g., a church, a post box, the shops, a grassy hill etc

DESIGN & TECHNOLOGY

We will be designing and building a vehicle from junk boxes and then adding wheels and axels using wooden components. Children will evaluate their work and consider where improvements could be made. Can you please send a cereal box into school, labelled with your child's as this will make the chassis of the car.

Key words we will be using are:

- | | | | | | |
|------------|-------------|----------|----------|----------|---------|
| ✓ axel | ✓ chassis | ✓ wheel | ✓ stable | ✓ design | ✓ amend |
| ✓ evaluate | ✓ construct | ✓ sturdy | ✓ sturdy | | |



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

- ✓ discussing the visual parts of vehicles
- ✓ looking at pictures of wheels and axels and their purpose
- ✓ looking at the parts of a toy car and talking about how they work
- ✓ collecting boxes.

COMPUTING

This term we will be continuing to learn about word processing and we will learn more about how to manipulate and edit text. We will also begin to learn about information and data so as we progress through school we can manipulate and collate data using computers. To do this we will learn about different ways of grouping, labelling and describing objects.

Key words we will be using are:

- ✓ font
- ✓ italics
- ✓ bold
- ✓ underline
- ✓ groups
- ✓ label
- ✓ objects
- ✓ describe
- ✓ properties
- ✓ similarities
- ✓ differences

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

- ✓ play typing games to learn where the keys are on a keyboard (try [this](#))
- ✓ practising using a word processing program or app to do some writing using capital letters, spaces and full stops as well as editing using backspace and different fonts
- ✓ describing objects around the home and how or why we might group them together such as use, colour, size and other similarities and differences or properties

PE

In Real PE the children will be working on, a creative unit of work, developing ball skills as they learn how to control the movement of a ball, moving it around and over their bodies. They will also learn how to create counter balances with a partner. In Real Gym they will be creating balances using different parts of their bodies before linking movements into creative sequences. They will be working on the floor, small and large apparatus and learning how to move and use apparatus safely.

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

This term, we will explore African drumming. We explore African culture and learn what the various instruments sound like. We will play different rhythms and then be able to create our own music in small groups.

Key words we will be using are:

- ✓ Africa
- ✓ drum
- ✓ rhythmic
- ✓ beat
- ✓ crochet
- ✓ quaver
- ✓ semiquaver

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

- ✓ continuing to practise skills like any drummer starting out, using kitchen utensils to produce a sound
- ✓ asking your child to show you the three different basic rhythms that align to create one Samba groove
- ✓ drumming along with your child to the addictive pulse of the Samba



FRENCH

This term the children will focus on learning and using the names of body parts as well as vocabulary linked to Springtime.

Key words we will be using are:

- ✓ les pieds
- ✓ les mains
- ✓ le coude
- ✓ le nez
- ✓ planter



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

This term we will be exploring how we are created and loved by God, celebrating our bodies and the things they enable us to do.

In age-appropriate ways, the children will be encouraged to notice the similarities and differences between girls and boys so that they can build a suitable understanding that together they make up the richness of the human family.

The children will also learn the scientific names for different body parts as they are supported to understand that our bodies are a gift from God, that we need to look after.



We will therefore have a big focus on the importance of living healthy lifestyles, including physical activity, dental health and healthy eating. We will also learn why sleep, rest and recreation are so important for our health and wellbeing and explore how we can all maintain a good level of personal hygiene.

Key words we will be using are:

- ✓ different/similar
- ✓ private body parts
- ✓ penis
- ✓ testicles
- ✓ vulva
- ✓ vagina
- ✓ urethra
- ✓ hygiene
- ✓ exercise
- ✓ sleep
- ✓ healthy balanced diet

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

- ✓ discussing healthy diets and exercise
- ✓ talk about the different hobbies and interests we have and how we can be different
- ✓ your child may share how girls and boys bodies are the same and different

