

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 of the academic year. Its purpose is to keep you informed about the things the children will be learning and share ideas for supporting and encouraging them at home. Our approach will continue to be about affirming and encouraging the children as we challenge and support them to go further and further.

At home, children should be encouraged to attempt all homework tasks, which are designed to help them practise new skills and embed new knowledge. Sometimes children can find aspects more difficult, so we ask that if they do struggle with anything simply offer reassurance and encourage them to do as much as they can *on their own*. Sometimes this is all they will need in order to realise that they can **remember more** and **do more**. This can really boost children's self-confidence and be a reassuring life-lesson. If they do continue to struggle and you feel that they have done their best, please ask them to stop, and reassure them that everything will be ok. Then, let us know via a note or email, so we are clear what the issue is. Staff will then follow everything up. They will affirm and encourage the children as they support them to address their needs.

We understand completely, that ways of teaching and learning can change over time and so we are always happy to talk about this with parents/carers either individually or as group so that they understand and can feel confident when offering support at home. We are here to help, so please call or email if you need to.

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
- ✓ our growing self-confidence encourages others to be more confident
- ✓ it helps us to see ourselves (and others) through *kind* eyes
- ✓ it teaches us to be proud of our achievements without ever being arrogant
- ✓ it encourages us to celebrate others' qualities and achievements
- ✓ it enables us to build the resilience to face and overcome challenges
- ✓ it is vital in teams and keeps communities strong and united
- ✓ 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 more open and unafraid of difference
- ✓ 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 & CATHOLIC LIFE

Click [here](#) for information about our Term 3 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).



In Term 3 we focus on the virtues of 'Faith' and 'Simplicity'.



ST CLARE
Catholic Multi Academy Trust



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 varied and challenging texts to widen their reading experience
- ✓ looking at words, captions and names that appear around us in our everyday lives (environmental print)

This term our text is a non-fiction text called 'The Train Ride'. The books links to our History topic of transport and trains. We will introduce our new text by enjoying an 'experience' lesson, going on a train ride without leaving the classroom. As we enjoy the book, children will explore vocabulary, aiming to expand their basic descriptive adjectives, build oral sentences and use these in independent writing.

The children's main foci will be to:

- ✓ rehearse, and say aloud, what they want to write (a practise)
- ✓ 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

Linked to our History topic the children will write about George Stephenson, the famous engineer and inventor.

Key words we will be using are:

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



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

- ✓ asking your child about what they have been exploring whilst reading 'The Train Ride'
- ✓ 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/cards to family/friends or as part of a role-play or make-believe game

MATHEMATICS

This term we will focus on:

- ✓ addition and subtraction within 20
- ✓ 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)

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 of the words: morning, afternoon, evening, night time

SCIENCE

In our science topic children s develop vocabulary to describe material properties. They will carry out a range of simple tests on materials and investigate the best material to make a particular object. During STEM fortnight the children will investigate which materials are best for a house to keep the three little pigs from the well-known and much-loved children's story, dry.

We will also be exploring and learning more about the season of winter.

Key words we will be using are:

- ✓ material
- ✓ object
- ✓ appearance
- ✓ property
- ✓ 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
- ✓ season, winter, weather, daylight,

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 explore how designs have changed over time. We will investigate features and deduce which 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/significant person
- ✓ George Stephenson (born 1781 - died 1848)
- ✓ 'The 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

This term we will 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 personal experiences, they will create their own dream-like pictures in the style of Miro, using his techniques. They will also make their own Miro-inspired sculpture using clay.

Key words we will be using are:

- ✓ Joan Miro
- ✓ Magical Realism
- ✓ imagination
- ✓ surrealism
- ✓ pattern
- ✓ texture
- ✓ line
- ✓ printing
- ✓ design
- ✓ clay/slip
- ✓ artist

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
- ✓ keyboard/ keys
- ✓ 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 It will be time for the children to pick up some percussion instruments and play along to a Samba groove as they explore the importance of this South American style of music. They will consider why carnival plays such a key role in Brazilian culture and understand the importance of skill call and response.

Key words we will be using are:

- ✓ Brazil
- ✓ rhythm
- ✓ beat
- ✓ pulse
- ✓ bacteria
- ✓ Samba
- ✓ fluency and control
- ✓ expression

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

- ✓ drumming along with your child to the addictive pulse of Samba
- ✓ grabbing whatever kitchen utensils you can find to create rhythmic noises together and individually
- ✓ asking your child to talk about the three basic rhythms are that align together to create one samba groove

FRENCH

This term we will be focusing on learning about animal vocabulary and carnivals. We will also learn more about how the religious feast of 'The Epiphany' is celebrated in France.

Key words we will be using are:

- ✓ vach(cow)
- ✓ mouton(sheep)
- ✓ cheval(horse)
- ✓ chien(dog)
- ✓ chat (cat)
- ✓ souris (mouse)



Primary Languages Network

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/zhyq9mn/articles/z4nyvk7> Old MacDonald in French

PSHCE- TEN TEN SCHEME

This term we will be learning that we grow and change, we will look at the specifics of the human life cycle and the children will celebrate how they have already changed and grown.

Key words we will be using are:

- ✓ different
- ✓ similar
- ✓ special
- ✓ growing
- ✓ changing
- ✓ baby
- ✓ child
- ✓ teenager
- ✓ adult
- ✓ elderly person

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

- ✓ asking your child about how they have changed since they were a baby
- ✓ looking at photos and videos of your child/family to see how they have changed over time
- ✓ asking about their favourite animal, colour(s), favourite TV programmes/films, song, story, game, actor etc.
- ✓ sharing your photos, memories and preferences
- ✓ finding and sharing a suitable story about emotions (lots online) and reflecting together on what happens