

# CURRICULUM OVERVIEW

Sharing our learning



## Y1 INFORMATION

- YEAR: 2023-24
- TERM: 6
- CONTACT: [year1@st-johnfisher.org](mailto:year1@st-johnfisher.org)

## Y1 TEACHING & LEARNING TEAM

- Mrs I Hadfield
- Mrs S Sambrook
- Miss R D'Roza
- Mrs J Golland
- Mrs H Ahmed
- Miss N Flynn


Dear Parents and Carers,

This is our sixth and final curriculum overview of the academic year and contains important information about what your child will be learning this term. It also includes the key words that the children need to know as they continue to develop knowledge and skills. You will also find the usual tips for helping your children at home.

Good attendance at school is extremely important, not just to support children's learning and progress (as key statutory and non-statutory assessments continue), but also for children's general wellbeing and broader development, as happy, confident and resilient young people. Please try to avoid keeping your child out of school if at all possible - especially for term-time holidays. Thank you.

If you have any questions or if you require support, please do *not* hesitate to contact us. We also want to hear from you if you have knowledge and experiences related to our topics to share with the children or if you can support us in any other way. Thank you.

Yours sincerely,

  
Headteacher

## TERM 6 LEARNING VALUE: PASSION

Passion is very important because it is what motivates us and drives us on more than anything else - even when we find something tough to do or understand. It enables us to be resilient and to keep pushing on to go further and further.

Passion comes from deep within us and we show that we have passion when we are extremely committed to something and really care about it. Our passion can be demonstrated in both obvious and quiet ways. It enables us to be focused, determined and fearless when learning and confronting challenges.

Having passion can drive a person to achieve much more than they ever thought possible; overcoming all sorts of barriers and challenges along the way! It can make learning, and life generally, more exciting too!

Passionate people inspire others to also be passionate and strong too. Being passionate encourages us to believe in ourselves and to be more confident and resilient – all important for learning and wellbeing. The world needs passionate people because even just one passionate person can change it for the better!



**RE & CATHOLIC LIFE**

Click [here](#) for information about our Term 5 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 Terms 5 and 6 the children focus on the key virtues of **forgiveness**, **honesty** and **service**.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Citizenship &amp; Statement of Belief Assembly</b> (Headteacher)</p> <p><b>Chaplains' Celebrations</b> (Years 1, 5 and 6)</p>	<p><b>'Virtues to Live By' Class Assembly</b> (Teachers &amp; Chaplains)</p>	<p><b>Themed Assembly</b> (Staff-Led)</p>	<p><b>Celebration of the Word</b> (Class-Led)</p>	<p><b>Celebration Assembly</b> (Headteacher &amp; Deputy)</p> <p><b>Chaplains' Celebrations</b> (Years 2, 3 and 4)</p> <p><b>Story Celebration</b> (FS2)</p>

**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 - *reading books, in book bags every day, and will be swapped each Thursday*
  - to enjoy their library books - *library books should be in book bags daily and they will be swapped each Tuesday*

**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 every day as well as other books 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)*

We will use the story 'Handa's Surprise' as a writing stimulus so the children can practise all they have learned so far. By now the children should remember how to use capital letters, full-stops, question and exclamation



marks independently. They should be using correct phonemes when writing words, including for suffixes and plurals, and spelling common exception (red) words correctly, along with some adjectives and conjunctions to join sentences. Children will be encouraged to check/edit writing and will create a leaflet about plants.

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

- ✓ reading your child's reading books with them every day as well as other books together
- ✓ encouraging your child to read a range of books to widen their experience
- ✓ practising handwriting (please ask if you need line guides)
- ✓ reading books linked to plants and flowers, both fiction and non-fiction

**Key words we will be using are:**

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

**MATHEMATICS**

This term we will focus on adding/subtracting numbers to 100; exploring money; and multiplying numbers

**Key words we will be using are:**

- ✓ add, addition
- ✓ addition
- ✓ subtract
- ✓ subtraction
- ✓ take away
- ✓ money
- ✓ pound
- ✓ pence
- ✓ total
- ✓ cost
- ✓ equivalent
- ✓ lots of
- ✓ array
- ✓ groups of
- ✓ repeated addition

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

- ✓ counting to 100 **forwards** and **backwards**
- ✓ thinking about which numbers are greater and smaller, more than less than a given number
- ✓ saying one more and one less than a number
- ✓ ordering a set of 3 or 4 number from smallest to largest, and more if they can manage
- ✓ recognising UK coins and notes and comparing
- ✓ exchanging amounts for equivalent amounts (e.g., 5p can be exchanged for 2ps and 1ps to make 5p)
- ✓ practising counting in 2s to 50, 5s to 100 and 10s to 100 confidently
- ✓ exploring how  $2 + 2 + 2 + 2$  is the same as 4 lots of 2

**SCIENCE**

We will continue learning about plants and trees this term.

**Key words we will be using are:**

- ✓ season
- ✓ summer
- ✓ stem
- ✓ leaf
- ✓ flower
- ✓ petal
- ✓ wild plant
- ✓ garden plant
- ✓ weed
- ✓ seed
- ✓ bulb
- ✓ sprout
- ✓ trunk
- ✓ branch
- ✓ tree
- ✓ bark
- ✓ evergreen
- ✓ deciduous

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

- ✓ identifying and naming common and well-known garden plants
- ✓ looking at the parts of plants, both planted and cut flowers
- ✓ gardening or going on a walk to look for signs of spring growth
- ✓ enjoying planting seeds and caring for them as they grow

**HISTORY**

We will learn about different sorts of homes and consider how and why they have changed over the years. We will focus on Victorian-era homes and explore household objects we recognise and have never seen. Children will be encouraged to make comparisons with today's household objects e.g. for washing clothes.

**Key words we will be using are:**

- ✓ detached                      ✓ semi-detached                      ✓ flat/apartment                      ✓ terraced house                      ✓ bungalow
- ✓ mobile home                      ✓ medieval                      ✓ Tudor                      ✓ Georgian                      ✓ Victorian
- ✓ Queen Victoria                      ✓ pantry                      ✓ gas lamp                      ✓ chamber pot                      ✓ washboard
- ✓ mangle                      ✓ mantle clock

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

- ✓ identifying different types of houses, you see and looking online (together) at homes from the past
- ✓ talking about how homes have changed since parents were children (asking older family members)

**DESIGN AND TECHNOLOGY**

We will be looking at parts of a plants that we can eat, healthy eating, evaluating existing products and designing and creating a healthy plate combining different vegetables.

**Key words we will be using are:**

- ✓ fruit                      ✓ vegetable                      ✓ healthy                      ✓ five-a-day                      ✓ diet
- ✓ design                      ✓ make                      ✓ evaluate

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

- ✓ asking your child to taste a range of fruit and vegetables and describe flavour, texture and smell
- ✓ looking at more unusual fruit and vegetables in the supermarket
- ✓ chopping up fruit or vegetables with adult supervision
- ✓ growing fruit or vegetables at home

**COMPUTING**

This term we will continue to explore programming, moving focus to on screen programming and introducing animation. They will use 'Scratch Jr' to explore sprites (characters) and backgrounds and will begin to use, create and modify programs using blocks. They will begin to consider design and debugging (fixing problems). We will also continue to learn about staying safe online and when using technology.

**Key words we will be using are:**

- ✓ Scratch Junior                      ✓ Beebot                      ✓ command                      ✓ sprite                      ✓ programming
- ✓ background                      ✓ delete                      ✓ algorithm                      ✓ block                      ✓ run

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

- ✓ continuing to learn and practise left and right
- ✓ exploring <https://beebot.terrapinlogo.com/> together to create, use and debug (fix) programs to move the beebot robot around the mat, thinking carefully about which way the beebot will be facing

**PE**

This term the children will focus on Health and Fitness. Children will think about how their body feels before, during and exercise. They will also learn about why exercise is important to be healthy.

**Key words we will be using are:**

- ✓ exercise
- ✓ healthy
- ✓ body
- ✓ heart
- ✓ fit/fitness
- ✓ jog/sprint
- ✓ speed

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

- ✓ asking them about their lessons and what they have learned and practising the skills learned in school
- ✓ talking about how they feel doing exercise and what changes they notice about their bodies.

**MUSIC**

The children will listen to famous classical music and exploring texture, tempo and dynamics. We will focus on 'Spring' by Vivaldi, 'Flight of the Bumblebee' by Rimsky-Korsakov and 'Sunrise' by Strauss. The children will learn about the number of instruments playing (texture), speed of the music (tempo) and volume (dynamics).

**Key words we will be using are:**

- ✓ texture
- ✓ tempo
- ✓ dynamics
- ✓ fast
- ✓ slow
- ✓ loud
- ✓ quiet
- ✓ forte
- ✓ piano

**FRENCH**

*Ca Pousse! (Growing Things)*

In this unit children learn the names of some vegetables grown in a garden and how to say which they like and dislike. They learn how to describe the life cycle of a plant in French and work on the story of 'Jack and the Beanstalk'. As in Unit 5, children develop the language and vocabulary needed to work on a simple story. They add to their knowledge of nouns in French.

**Key words we will be using are:**

- ✓ un haricot
- ✓ une tomate
- ✓ une laitue
- ✓ un concombre
- ✓ un chou
- ✓ un citron
- ✓ une carotte
- ✓ un oignon
- ✓ une fraise

**PSHCE**

This term we will continue our learning in the unit 'Created to Live in Community' learning about the Trinity: God the Father, God the Son and God the Holy Spirit as well as relating this to the parable of the Good Samaritan. We will reflect on who are neighbour is and what this means for us. We will then relate this to our next unit 'Living in the Wider World' where we will consider what rights and responsibilities we have belonging to local and global communities. This will include considering different types of jobs and exploring the skills, strengths and qualities needed for different work. We will explore the concept of 'needs' and 'wants' and consider some choices when deciding how to spend/save money as well as how God's love (and the love we share) is more valuable than anything.

**Key words we will be using are:**

- ✓ God the Father
- ✓ Trinity
- ✓ responsibilities
- ✓ neighbour
- ✓ Samaritan
- ✓ God the Son
- ✓ community
- ✓ wants
- ✓ global
- ✓ local
- ✓ God the Holy Spirit
- ✓ right
- ✓ money
- ✓ needs
- ✓ jobs

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

- ✓ talking about the communities you are part of e.g. home, school, church and clubs
- ✓ talking about the different responsibilities members of your family have at home e.g. tidying up
- ✓ discussing how some things we want costs - trying to understand the value of money
- ✓ talking about why it is important to treat others in our community with respect and love