

CURRICULUM OVERVIEW

Sharing our learning



Y1 INFORMATION

- YEAR: 2024-25
- TERM: 1
- CONTACT: year1@st-johnfisher.org

Y1 TEACHING & LEARNING TEAM

- Mrs I Hadfield
- Mrs S Sambrook
- Miss R D'Roza
- Mrs J Golland

Dear Parents and Carers,

This is the first curriculum overview of our new school year and its purpose is to tell you about our curriculum and all the things your children will be learning during this first term. We also offer suggestions for supporting your children learning at home. New learning is fragile and so it is important to give our children the right support in school and at home, to help them feel positive and confident as they learn and progress.

Reading with your child every day, especially at bed time, is extremely important. Attempting the homework activities is also important and will help the children with their learning. If children struggle with anything please just reassure them. Encourage them but do not force them, and let them stop when they have done all they can. Let us know so that we can offer reassurance and follow up with the right support. We are so proud when our children do their best, so please avoid the temptation to 'over-help', they are all on their own journeys.

Approaches to teaching and learning do change over time which is why we are always happy to explain what we do, so please ask if you have any questions. Children can become very confused if parents/carers show them the methods they remember being taught at school when they different to our approach. 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. Thank you for your support.

Yours sincerely,


Headteacher

TERM 1 LEARNING VALUE: DETERMINATION

Being determined is having the ability to keep going, even when something is challenging or 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 trying to be the best 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!"



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RE

Information about our Term 1 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 1 we focus on the key virtues of 'courtesy', 'honesty' and 'thankfulness' and our focus prayers are the 'Hail Mary' and 'Hail Holy Queen'.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Citizenship & Statement of Belief Assembly	'Virtues to Live By' Class Assembly Story Celebration (FS2)	Themed Assembly	Celebration of the Word	Celebration Assembly Chaplains' Celebrations

HOMWORK

- Maths homework will be set every other Friday and posted on the class page of the school web site.
 - please refer to the letter/email sent home at the start of the new term
- 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
- Cross-curricular theme-related homework at various other times
- Reading reading-books regularly
 - please return each **Thursday** so they can be swapped
 - Sharing and enjoying the library book that your child chooses and brings home each week.
 - library book day will be arranged in due course and the day will be notes on the zippy wallet your child brings home.

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 *individual* needs. We will focus on building the children's confidence so that they are able to have a go at writing with increasing independence - rehearsing sentences orally - before writing. They will write labels, lists and simple sentences using 'Fred talk' (sounding out words) before writing the letters.

We will focus on correctly forming letters, using finger spaces between words and a full-stops to end sentences. 'Our body', linked to science, will be our first focus this term. We will also use a book linked to our 'Toys' history topic and we will end the term with the traditional tale, 'Goldilocks and the Three Bears'.

Key words we will be using are:
 ✓ letter ✓ word ✓ sentence ✓ capital letter ✓ full stop ✓ finger space





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
4. shape, patterns and position

Key words we will be using are:

- | | | | | | |
|----------------|----------------------|---------------|-----------------------|-------------|------------|
| ✓ 0-10 names | ✓ same | ✓ equal | ✓ more | ✓ less | ✓ fewer |
| ✓ addition | ✓ add | ✓ subtraction | ✓ take away | ✓ total | ✓ sum |
| ✓ number bonds | ✓ 2D shapes | ✓ circle | ✓ square | ✓ rectangle | ✓ triangle |
| ✓ oval | ✓ 3D shapes | ✓ sphere | ✓ cube | ✓ cuboid | ✓ cylinder |
| ✓ prism | ✓ repeating patterns | | ✓ positional language | | ✓ in front |
| ✓ behind | ✓ next to | ✓ on top | ✓ underneath | ✓ beside | ✓ below |

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 body parts. We will be investigating our 5 senses, playing sense games and going on a sense hunt! We will consider how to be healthy.

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 at photos of your child and yourselves of when you were babies and toddlers, and looking at how you've all 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:

- | | | | | | |
|-------------|------------|--------|-----------|----------|-----------|
| ✓ older | ✓ 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. Show you child these if you still have them.
- ✓ asking older family members to talk about and share 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 the artist Wassily Kandinsky 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 colours
- ✓ 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:

- ✓ technology
- ✓ computer
- ✓ switch on
- ✓ switch off
- ✓ log on
- ✓ screen
- ✓ keyboard
- ✓ mouse
- ✓ track pad
- ✓ type
- ✓ click and drag

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

- ✓ talking about rules you have at home for technology and how the rules 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

The children will focus on developing fundamental skills including coordination, balance and ball skills through invasion games whilst following instructions

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
- ✓ reiterating that practise helps develop skills and it is OK to find it hard to begin with

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 ✓ emotions ✓ happy ✓ sad
- ✓ angry ✓ worried ✓ anxious ✓ 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)
- ✓ talking about why it is important to treat others in our community with respect and love

MUSIC

In this unit, we will be using a song called "Menu Song", the children will participate in creating a dramatic group performance using kitchen themed props. They will sing in a cumulative song from memory, remembering the order of the verses. The children will also play classroom instruments to find the beat, listening and moving in time to the song.

Key words we will be using are:

- ➔ tempo (the speed) • beat • echo • pitch • singing
- ➔ dynamics (loudness/quietness)
- ➔ pulse (constant beat within music)
- ➔ Instruments (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 different percussion instruments discovering how they work and the sounds they make
- ✓ find different kitchen utensils to make a sound