

CURRICULUM OVERVIEW

Sharing our learning



Y1 INFORMATION

- YEAR: 2024-25 • TERM: 4
- CONTACT: year1@st-johnfisher.org

Y1 TEACHING & LEARNING TEAM

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

Dear Parents and Carers,

This is our fourth curriculum overview and its purpose is to share information about what the children will learn this term. This is a key time of the year as we prepare for a range of statutory and non-statutory assessments and checks that will take place in the coming weeks and throughout Term 5. The key assessment areas are:

- **FS2** - a formal check on development and progress of children, from baseline, against the Early Learning Goals
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening*, and non-statutory end of Key Stage 1 assessments
- **Y3** - writing moderation
- **Y4** - multiplication tables screening and writing moderation
- **Y5** - writing moderation
- **Y6** - Key Stage 2 statutory assessments (SATs) and writing moderation

*for children who did not achieve the phonics standard in the Y1 national screening

Though good attendance is *always* important, during this time, it is even more crucial. Good attendance is important for supporting children's wellbeing, and not just for enabling them to learn and progress. Children tell us that being absent from school can leave them feeling anxious about missed learning and falling behind, and also losing touch with friends. We know that some absences are unavoidable, which is why we all work very hard to help settle those children returning after a period of sickness, and to support them to catch up.

We are thankful when unnecessary absences are avoided, for example, term-time holidays and odd days here and there, as well as appointments, when there is an option for them to be made after school or during the holidays. Doing simple things like this really will help children to thrive in school - which is what we all want.

This overview contains important information about the children's curriculum, key words and crucial learning that all children must know in order to know and do more. There are also tips for supporting children at home.

Please support and encourage your child to attempt the various homework activities, which are designed to help them practise skills and embed new knowledge. Children might find some things more difficult, and if this is the case, please offer reassurance and encouragement if they do struggle with anything. It is always important that they try to do as much as they can *but* if they continue to struggle, and you feel that they have done their best, please ask them to stop, and reassure them that it will be ok. Let us know via a note or email, so we are clear what they managed and struggled with, and our **Y1** team will follow everything up.

We know that ways of teaching and learning change over time and are happy to answer any questions that you might have so that you feel more confident when offering support at home. We are here to help, so please call or email whenever you need to.

Yours sincerely,

H. Barrett
Headteacher



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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
- ✓ thinking of yourself positively

- If you have self-belief, you realise that:**

- ✓ you can reach your potential if you believe in yourself
- ✓ you should set yourself challenging, yet achievable, goals to help stay motivated
- ✓ gaining confidence will give you the strength to carry on (and on) – even when there are challenges

- You can show your self-belief by:**

- ✓ having a positive and determined mindset
- ✓ being courageous and resilient when facing the challenging, but achievable, goals you set yourself
- ✓ knowing that you will 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

**RE & CATHOLIC LIFE**

The focus is '**Galilee to Jerusalem**'. Please click [here](#) for the RE overview that covers Terms 3 and 4. Our focus virtues are '**charity**' and '**forgiveness**'.

Ash Wednesday Service

Our **Ash Wednesday Service** takes place 5th March, at 10.00am at Our Lady of Lourdes Catholic Church. We will mark the day with a special non-Eucharistic service led by the young people of **Y4**, during which the children's Lenten promises will be offered up, and blessed ashes distributed. Please note that it is not a Mass.

Lent Class Reflections

Our Chaplains will help organise Lenten class reflections starting on **Monday 10th March 2025** and continue until **Wednesday 26th March 2025**. Please book through the School Office as places are limited. Thank you.

**Monday****Tuesday****Wednesday****Thursday****Friday**

Y1 Y2 Y3 Y4 Y5 Y6

FS2 Y3 Y4 Y5 Y6

FS2 Y1 Y2 Y5 Y6

FS2 Y1 Y2 Y3 Y4

No visitors

Monday

**Citizenship
Statement of
Belief Assembly**

**'Virtues to Live By'
Class Assemblies
(Y2 to Y6)**

Tuesday

**'Virtues to Live By'
FS2 Story Circle**

Wednesday

**Themed
Assembly**

Thursday

**Weekly
Celebration
of the Word**

**'Virtues to Live By'
Class Assembly
(Y1)**

Friday

**Celebration
Assembly**

**Chaplains'
Celebrations**

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HOMWORK

- ✓ 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 to be returned each **Thursday** so they can be swapped
- ✓ to enjoy their library books
 - library books to be returned each **Tuesday** so they can be swapped

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 first fiction text is the traditional tale 'The Three Little Pigs'. The children will get to know the story well, so that they will be able to retell it, confidently, using their own words; thinking carefully about the order of events. They will be encouraged to discuss the book and give reasons that support their thoughts and opinions. The children will work towards writing their own version of the tale, using their own characters and a different ending. To begin our new text, we will have an 'experience' session to engage/excite the children.

The children's main targets will be to:

- ✓ rehearse, orally, what they want to write
- ✓ write simple sentences, consolidating using 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
- ✓ add adjectives to provide greater detail to nouns
- ✓ learn how to use using '**!**' and '**?**' correctly

We will also be learning how to add the suffixes **-ing** and **-ed** to words in order to change tense from present tense to past tense. We will continue to 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.



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Key words we will be using are:

- | | | | | |
|------------------|--------------|----------------|-----------------|--------------------|
| ✓ capital letter | ✓ full stop | ✓ finger space | ✓ adjective | ✓ exclamation mark |
| ✓ fiction | ✓ past tense | ✓ suffix | ✓ question mark | |

The **crucial knowledge** children must gain is knowing how to:

- ✓ identify nouns and verbs
- ✓ write simple sentences with a capital letter and full-stop
- ✓ edit own sentences in order to improve them

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

- ✓ asking your child if they can orally tell you the story of The Three Little Pigs.
- ✓ reading other traditional tales, e.g. Little Red Riding Hood, Cinderella,
- ✓ 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

MATHEMATICS

This term we will focus on learning how we measure with units (or amounts) of time including: weeks, months, different times of the day and reading an analogue clock face. The children will also focus on adding and subtracting up to 20, exploring calculation strategies as they do.

The Key words we will be using are:

- | | | | | |
|----------------|-------------|--------------|------------|-------------|
| ✓ greater than | ✓ less than | ✓ more than | ✓ compare | ✓ addition |
| ✓ add | ✓ count on | ✓ count back | ✓ subtract | ✓ take away |
| ✓ make 10 | ✓ total | ✓ value | ✓ hour | |

The **crucial knowledge** children must gain is knowing how to:

- ✓ to be able to add and subtract numbers to 20, including 0, using different strategies
- ✓ to know that = means is equal to
- ✓ to represent 2-digit numbers as tens and ones
- ✓ say the months of the year in order
- ✓ read an analogue clock to the hour and half hour
- ✓ know that a second is a smaller unit of time to a minute and a minute is smaller than an hour

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
- ✓ writing numbers to 50, all formed correctly and without reversal
- ✓ discussing times of the day encouraging the correct use of the words: morning, afternoon, evening, night time
- ✓ saying the months of the year in order
- ✓ noting the time when it is O'clock or half past

SCIENCE

We will learn what different materials are called and explore and describe their properties (features). Our approach will be very practical as the children investigate materials that are rigid and flexible and those that keep a new shape after force has been applied or not. The children will also learn more about spring.

The Key words we will be using are:

- | | | | | | |
|-------------|------------|--------------|------------|---------|-------------|
| ✓ material | ✓ object | ✓ appearance | ✓ property | ✓ group | ✓ materials |
| ✓ glass | ✓ wood | ✓ paper | ✓ metal | ✓ clay | ✓ plastic |
| ✓ cardboard | ✓ textures | ✓ soft | ✓ hard | ✓ rough | ✓ smooth |

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The **Key words** continued:

- | | | | | | |
|-----------|----------|-----------|---------------|---------|------------|
| ✓ dull | ✓ shiny | ✓ opaque | ✓ transparent | ✓ rigid | ✓ flexible |
| ✓ seasons | ✓ spring | ✓ weather | ✓ daylight | | |

The **crucial knowledge** children must gain is knowing how to:

- ✓ distinguish between an object and the materials it is made out of; and
- ✓ identify the following materials and properties: wood (which is strong); plastic (which is lightweight); glass (which is usually transparent); metal (which is usually shiny); and rock (which is usually hard).

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)

GEOGRAPHY

We will learn 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 fieldwork, 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.

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

- | | | | | |
|--------------------|-----------------|-------------|---------|--------------|
| ✓ place | ✓ local area | ✓ near | ✓ far | ✓ left/right |
| ✓ urban | ✓ countryside | ✓ Shop | ✓ pub | ✓ church |
| ✓ tram stops | ✓ Hackenthorpe | ✓ Sheffield | ✓ route | ✓ house |
| ✓ physical feature | ✓ human feature | | | |

The **crucial knowledge** children must gain is:

- ✓ know that the local area to school is called Hackenthorpe and that it is an area within Sheffield
- ✓ name human and physical features that are seen in the locality
- ✓ to recognise that human intervention, e.g. litter picking, can improve the local environment

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 AND 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.

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

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

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

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



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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.

The **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

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.

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

- ✓ balance ✓ counterbalance ✓ partner ✓ roll ✓ control ✓ catch ✓ bounce

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 children will be listening actively to music inspired by the sea. They will be introduced to three contrasting themes in "Dawn" from Benjamin Britten's Sea interludes, bringing the piece alive by creating a moving, musical picture. They will learn about Benjamin Britten and add actions to his music and follow the musical structure of a piece using a listening map. The children will also sing simple songs together and play instruments to a steady beat.

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

- ✓ pitch ✓ tempo ✓ timbre ✓ brass instruments ✓ clarinet ✓ violin
- ✓ listening map

PSHCE

This term in lesson 1 and 2 the children will cover a unit on Keeping Safe, in the unit we will learn about the difference between good and bad secrets. We will also explore physical boundaries, revisiting the PANTS resource by the NSPCC. In further lessons we will be working on what makes a good friend, where we will help the children understand friends do not always agree with each other, but we can resolve our differences kindly and with mutual respect.

They will also learn that difference can be a positive thing and you can have as many friends as you like. We will learn that being controlling of other people is negative, excluding other children can be hurtful and friends should not tell us what to do, although we should listen politely.



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

- | | | | | | |
|------------------|--------------|------------|-----------------|------------|---------------|
| ✓ Good secret | ✓ Bad secret | ✓ surprise | ✓ appropriate | ✓ unsafe | ✓ temporary |
| ✓ unnecessary | ✓ trust | ✓ threat | ✓ uncomfortable | ✓ private | ✓ unsafe/safe |
| ✓ inappropriate | ✓ PANTS | ✓ rules | ✓ comfortable | ✓ positive | ✓ negative |
| ✓ physical touch | ✓ necessary | ✓ feelings | ✓ permission | ✓ forever | ✓ guilty |

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

- ✓ Discuss friendships and how we can be good friends

MOMENTS MATTER, ATTENDANCE COUNTS.



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