

CURRICULUM OVERVIEW

Sharing our learning



Y1 INFORMATION

- YEAR: 2024-25 • TERM: 5
- 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 fifth curriculum overview of the school year and its purpose is to share information about what our children will be learning in Term 5. Please remember that good punctuality and attendance are both very important for helping your children to feel confident in school so that they are able to enjoy and achieve.

Term 5 is a particularly important and busy one, with children in all year groups involved in various statutory and non-statutory assessments, as set out below:

- **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

As usual this overview contains important information about our Term 5 curriculum, including the **crucial knowledge** the children must gain by the end of the term, and those **key words** that they need to know across each curriculum area. You will also find the usual tips for helping your children at home. Please encourage your children to complete homework tasks and challenges. If they struggle with anything, but have done their best, please reassure them and tell them to stop. Try to avoid the temptation to over-help, as this can mask issues and delay the help. Just let us know and we will follow everything up.

If you have any questions or need support yourselves, please contact us. We would also 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 5 LEARNING VALUE: TEAMWORK

Teamwork is key in both learning and sport. When we pull together, we can often achieve much more than would be possible on our own. Being part of a team also gives us an opportunity to share our own experiences, knowledge and skills, whilst learning from the examples of the teammates we are working with.

Being part of a team enables us to learn what it means to both lead *and* take direction from others. We can learn how to be a supportive teammate and how to accept the support of others when we need it too.



"The strength of the team is each individual member. The strength of each member is the team." Phil Jackson



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RE & CATHOLIC LIFE

The focus is 'To the Ends of the Earth'. Please click [here](#) for the Y1 RE overview for Term 5. Our focus virtues are 'perseverance' and 'kindness'.

Annual Resurrection Mass

You are all invited to join us for our **Resurrection Mass**, led by the young people of Y6 that takes place at **10.00am** on **Friday 25th March April 2025**, at Our Lady of Lourdes Catholic Church. The Mass will be filmed and made available later to view online [here](#).

SJF Collective Worship

Monday	Tuesday	Wednesday	Thursday	
Citizenship Statement of Belief Assembly <hr/> 'Virtues to Live By' Class Assemblies (Y2 to Y6)	'Virtues to Live By' FS2 Story Circle	Themed Assembly	Weekly Celebration of the Word <hr/> 'Virtues to Live By' Class Assembly (Y1)	Celebration Assembly <hr/> Chaplains' Celebrations

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 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.

Parents and carers are invited to an important meeting about the National Phonics Screening that will take place on Tuesday 29th April 2025, at 3.30pm, in the Y6 classroom. Supervised childcare will also be available close by. Please try to attend if you can. The team will be on hand to answer all your questions. Thank you.

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.



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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. **Please remember to return the book each week** so that it can be exchanged, these are ability-based and an important part of your child's reading journey
- ✓ using the phonics booklets, we sent home before the Easter holidays.
- ✓ attending the phonics screening meeting on Tuesday 29th April 2025, in Y6 at 3.30pm
- ✓ 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 will use the original Paddington Bear story as a stimulus. The children will learn about writing instructions as they think carefully about how a marmalade sandwich is made. They will also send a postcard from London. This work also links to our geography topic. The children should now be using capital letters and full stops comfortably and we will continue to model and encourage them to reread and edit their work, so that it is their very best work. We will also continue to encourage the use of conjunctions like '**and**' to join shorter sentences. 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
- ✓ practise adding common suffixes like '**-ing**' and '**-ed**' that change either the 'tense' of words (changing them from present to past tense) or that change them in to plurals by adding '**s**' or '**es**'.

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.

The crucial knowledge children must gain is knowing how to:

- ✓ identify noun, adjectives and verbs
- ✓ write simple sentences with a capital letter and full-stop, including a capital letter for names and I
- ✓ edit own sentences in order to improve them

The Key words we will be using are:

- | | | | | |
|------------------|--------------|----------------|-------------|---------------|
| ✓ capital letter | ✓ full-stop | ✓ finger space | ✓ adjective | ✓ instruction |
| ✓ fiction | ✓ past tense | ✓ suffix | ✓ verb | ✓ noun |

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

- ✓ reading books linked to plants and flowers, both fiction and non-fiction (linked to our science topic)
- ✓ look at examples of instructions, e.g. following a recipe
- ✓ look at any postcards that you may have received in the past

MATHEMATICS

This term we will focus numbers to 50 and beyond – reading, writing, representing, comparing and ordering numbers to 100 and also length and mass – comparing and measuring lengths and mass, using cm and kg

The Key words we will be using are:

- | | | | | |
|----------------------|-----------|-------------|-------------|-------------------|
| ✓ order | ✓ compare | ✓ tens | ✓ ones | ✓ addition |
| ✓ add | ✓ value | ✓ more than | ✓ less than | ✓ count on |
| ✓ Deines (equipment) | ✓ total | ✓ long | ✓ longer | ✓ centimetre (cm) |
| ✓ heavy | ✓ heavier | ✓ heaviest | | |


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

- ✓ count forwards and backwards (0-100)
- ✓ write a given 2-digit number
- ✓ represent 2-digit numbers as tens and ones
- ✓ read a 2-digit number and know the value of each digit
- ✓ make approximate measurements of length (cm) and mass (kg)

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

- ✓ counting to 100 forwards and backwards, thinking about which numbers are greater, smaller, more than and less than a given number
- ✓ saying one more and one less than a number to 100
- ✓ knowing how many tens and how many ones the number shows (e.g. 63 is 60 +3 and 6 tens and 3 ones)
- ✓ writing numbers to 100, all formed correctly and without reversal
- ✓ feeling the weight of objects using a human weighing scale (arms out, a carrier bag in each, with added objects and see which side is heavier/lighter)
- ✓ comparing the lengths of objects or strips of paper, saying which is longer/longest or shorter/shortest

SCIENCE

The children will think again about springtime as they return to the area of the school grounds that we are tracking through the year, in order to investigate it scientifically and compare it with what they recall from their visits in autumn and winter. Later this term, the children will start learning about plants, including the names of different common varieties. They will investigate their features and parts. Having learned what plants need to grow and thrive, the children will use this knowledge to plant seeds and observe growth. They will also think about trees, identifying similarities and differences between different evergreen and deciduous varieties, as well as different sorts of garden and wild plants. This exploration will continue in Term 6.

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

- | | | | | | | |
|----------|-------------|-------------|--------------|----------------|---------|-----------|
| ✓ season | ✓ spring | ✓ stem | ✓ leaf | ✓ root | ✓ petal | ✓ flower |
| ✓ root | ✓ plant | ✓ seed | ✓ wild plant | ✓ plant garden | ✓ bulb | ✓ sprout |
| ✓ tree | ✓ evergreen | ✓ deciduous | ✓ trunk | ✓ branch | ✓ twig | ✓ blossom |

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

- ✓ Identify the common names of some flowers, plants and trees, e.g. tulip, daffodil, conifer, oak tree.
- ✓ Identify the following plant structures: leaves, flowers, petals, fruit, roots, bulb, seed, trunk, branches, stem.

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

- ✓ finding and naming common and well-known garden plants in your garden, parks, woods or local area
- ✓ gardening or going on walks to look for (and discover) signs of spring growth
- ✓ enjoying planting seeds and caring for them as they grow

GEOGRAPHY

The children will learn about the four nations of the UK, investigating their features, locations and capital cities. Using atlases, aerial photographs and maps, they will first compare, and then discuss what they discover, before writing their own postcards from London.

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

- | | | | | | |
|---------------|------------|----------------|-----------------|-----------|--------------------|
| ✓ map | ✓ World | ✓ Europe | ✓ continent | ✓ country | ✓ Northern Ireland |
| ✓ England | ✓ Scotland | ✓ Wales | ✓ British Isles | ✓ UK | ✓ United Kingdom |
| ✓ countryside | ✓ cities | ✓ capital city | ✓ atlas | ✓ map | ✓ human feature |
| ✓ direction | ✓ north | ✓ east | ✓ south | ✓ west | ✓ physical feature |



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

- ✓ the name and locations of the four nations of the United Kingdom and where London, its capital city, is
- ✓ what human-made and natural features are, and how to identify them
- ✓ an understanding that an atlas can be used to help locate countries, cities, features and different things

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

- ✓ talking about the UK and looking at maps use physical books and internet resources
- ✓ using photographs and other sources of information (including the internet) to learn more about London
- ✓ taking about where we live, in Hackenthorpe, in Sheffield, in England and the UK, thinking about features

ART & DESIGN

The children will focus on developing their observational drawing skills this term, focusing on creating impact, by the way they use lines and patterns. They will practise and develop these skills as they draw parts of plants, flowers, fruit and vegetables.

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

- ✓ mark making
- ✓ lines
- ✓ curved
- ✓ straight
- ✓ pattern
- ✓ soft
- ✓ hard
- ✓ texture

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

- ✓ observing closely the patterns on - and the textures of - different fruits and vegetables, discuss them and talk together about how they could be represented by marks
- ✓ having a go at drawing fruit, vegetables and flowers using pencils, crayons, chalk, charcoal or paste

COMPUTING

This term the children will start learning about programming, using floor robots or 'BeeBots'. They will learn about commands and giving computers instructions – creating simple algorithms. They will programme BeeBots, using directional language, to follow routes that they plan and develop their problem-solving skills.

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

- ✓ forwards
- ✓ backwards
- ✓ turn
- ✓ clear
- ✓ go
- ✓ left/right
- ✓ route
- ✓ instructions
- ✓ directions
- ✓ commands
- ✓ program
- ✓ algorithm

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

- ✓ using directional language (up, down, forward, back, left, right) and practising left and right
- ✓ looking at, talking about and using maps and directions
- ✓ reading, discussing and using instructions such as 'how to build...' guides and recipes
- ✓ thinking and talking about how we give computers instructions and commands (e.g. pressing buttons)
- ✓ pretending to be a robot, given directions by a 'controller', to follow a route through your home

PE

This term the children will focus on developing the important core multi-skills that underpin all sporting activity, whilst focusing on embedding **teamwork**, our Term 5 school value, in all we do. They will also complete a unit of work linked to the development of cricket-based skills.

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

- ✓ balance
- ✓ agility
- ✓ share
- ✓ coordinate
- ✓ cooperate
- ✓ catch

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



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MUSIC

This term we will be focussing on a piece of music called *Nautilus* by Anna Meredith. This iconic, futuristic sounding piece is characterised by its heavy beat and rising pitch patterns. Through this music, the children will develop their feeling and understanding of pitch, beat, and duration. They will listen actively to the piece, interpreting its gestures in dance. They will also engage imaginatively by drawing to the music.

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

- ✓ pitch
- ✓ tempo
- ✓ duration
- ✓ beat

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

- ✓ investigating the life, times and works of Anna Meredith
- ✓ listening to the piece called **Nautilus** and discussing how it makes you feel with your child

PSHCE

This term we will conclude our 'Keeping Safe' unit in which the children recall what they already know about medicines and learn they are collectively known as drugs. They will explore that different drugs can be very helpful whilst others can be harmful. They will learn about some substances that can be very harmful, for example, alcohol and tobacco - remembering that their bodies are a gift from God, and we should take good care of them.

The children will also learn how to care for ourselves and others, for example, by washing their hands, as well as in emergency situations, by understanding how and when to phone 999. They will also learn some basic first aid including the importance of first aid hygiene and dealing with:

- ✓ minor and larger cuts
- ✓ burns
- ✓ nose bleeds
- ✓ sprains

The children will then begin their new unit, which is called: 'Created to Live in Community'. In this unit the children will begin to learn about the Trinity: God the Father, God the Son and God the Holy Spirit. They will also relate the parable (story) of the Good Samaritan to our community - that everyone is our neighbour!

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

- | | | | | | |
|------------------|----------------|---------------|------------------|---------------|-----------------------|
| ✓ harmful (un) | ✓ medicine | ✓ drugs | ✓ alcohol | ✓ cigarettes | ✓ tobacco |
| ✓ germs | ✓ emergency | ✓ help | ✓ 999 | ✓ safe/unsafe | ✓ Police Service |
| ✓ police officer | ✓ Fire Service | ✓ firefighter | ✓ Ambulance | ✓ paramedic | ✓ first aid |
| ✓ hygiene | ✓ clean | ✓ cover | ✓ wipe | ✓ plaster | ✓ Trinity |
| ✓ Samaritan | ✓ community | ✓ neighbour | ✓ God the Father | ✓ God the Son | ✓ God the Holy Spirit |

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

- ✓ talking to them about what substances are harmful in your house such as cleaning products which are harmful to eat or drink, touch without gloves, spray on your face especially eyes or breathe in
- ✓ talking about when we need medicine and who can give your child medicine
- ✓ talking about the emergency number 999 and how and when they would phone it
- ✓ talking about the communities you belong to including your home, school, church and club communities, remembering we are all God's children so everyone is part of God's community

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

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