

CURRICULUM OVERVIEW

Sharing our learning



Y1 INFORMATION

- YEAR: 2024-25 • TERM: 6
- 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 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
Headteacher

TERM 5 LEARNING VALUE: TEAMWORK

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!



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RE & CATHOLIC LIFE

The focus is '**To the Ends of the Earth**'. Please click [here](#) for the Term 5 **Y6** RE overview for Term 5. Our focus virtues are '**honesty**' and '**service**'.

SJF Collective Worship

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

HOMEWORK

- ✓ Maths homework is set every other Friday and posted on our **Y1** website page of the school website [here](#).
- ✓ Spellings will be set each **Monday** and tested the following **Monday**. Children will bring home a paper copy and are posted on the class page of the school web site.
- ✓ Cross-curricular homework activities linked to our topics will be set at various other times.
- ✓ Please read their reading-books with your child each day (swapped every **Thursday**)
- ✓ Please share their library books (swapped each **Tuesday**)

ENGLISH

Phonics

Children on our Read Write Inc. phonics programme will continue having daily sessions in groups aimed at developing confidence with phonics and reading skills. They will be assessed regularly to ensure that they are in the appropriate 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
- ✓ 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 this year. By now the children should remember how to use capital letters and full-stops, independently and consistently. We will be focusing on reading what we write and making changes if necessary. Children should be using correct phonemes when writing words, including for suffixes and plurals, and spelling common exception (red) words correctly, along with some adjectives.



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Key words we will be using are:

- | | | | | |
|------------------|---------------|----------|----------------|-------------|
| ✓ capital letter | ✓ full stop | ✓ tense | ✓ finger space | ✓ adjective |
| ✓ fiction | ✓ non fiction | ✓ suffix | ✓ plural | ✓ edit |

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
- ✓ use an adjective to describe a noun
- ✓ edit own sentences in order to improve them
- ✓ use graphemes to represent the phoneme they hear in a word
- ✓ use consistently sized handwriting

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)

MATHEMATICS

This term we focus on simple fractions, length, mass, adding/subtracting numbers to 100 and exploring money.

Key words we will be using are:

- | | | | | |
|----------------|---------------|-------------|-----------|-----------|
| ✓ add/addition | ✓ subtract | ✓ take away | ✓ length | ✓ long/er |
| ✓ short/er | ✓ weight | ✓ mass | ✓ heavier | ✓ lighter |
| ✓ pound | ✓ pence | ✓ total | ✓ value | ✓ half |
| ✓ quarter | ✓ equal parts | | | |

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

- ✓ count forwards and backwards (0-100)
- ✓ write a given 2-digit number and represent it 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)
- ✓ recognise UK coins and notes and say their value

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

- ✓ Comparing the length of objects, saying which is longer or shorter.
- ✓ Comparing the weight of objects, using the key vocabulary heavier / lighter.
- ✓ Looking at coins and bank notes, discussing the colour and shapes
- ✓ Counting forwards and backwards to 100

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.

The **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:

- ✓ 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



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. We will also consider and compare how technology has changed.

Key words we will be using are:

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

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

- ✓ To distinguish between modern home appliances and those of the past.
- ✓ To place images of homes from different periods of history into chronological order, e.g. cave dwellings, medieval castles, Victorian homes etc.
- ✓ To recognise that the materials used to build homes have changed over time.

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

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

SCIENCE

We will continue learning about plants and trees this term. We will also think about the season summer.

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

- | | | | | | | |
|----------|-------------|-------------|--------------|----------|---------|-----------|
| ✓ season | ✓ summer | ✓ stem | ✓ leaf | ✓ root | ✓ petal | ✓ flower |
| ✓ root | ✓ plant | ✓ seed | ✓ wild plant | ✓ plant | ✓ 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
- ✓ looking at trees and naming the parts of a tree
- ✓ gardening or going on walks to look for (and discover) signs of spring growth
- ✓ planting seeds and caring for them as they grow including the sunflower plant sent home last term

MUSIC

Our music focus is around a song called "Come Dance With Me". The song gives children an opportunity to play percussion instruments, and to create their own percussive responses and playing simple rhythm patterns on tuned instruments. They will also sing and invent new song lyrics and turn new lyrics into musical phrases.

Key words we will be using are:

- | | | | |
|--------------------|----------------------|-------------|---------------------|
| ✓ duration | ✓ beat | ✓ rhythm | ✓ pitch |
| ✓ tuned percussion | ✓ untuned percussion | ✓ structure | ✓ call-and-response |
| ✓ verse | ✓ chorus | ✓ texture | ✓ solo |

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

- ✓ singing part of a rhyme and getting your child to sing the next part back to you.



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 | ✓ 5 a day | ✓ diet |
| ✓ design | ✓ make | ✓ evaluate | |

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 | ✓ 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

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.

The children will reflect on the question, *who is my neighbour?* and what it means to us. They will then relate this to their 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.

The children will also 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 |
| ✓ God the Son | ✓ Samaritan | ✓ Community | ✓ Wants |
| ✓ God the Holy Spirit | ✓ Local | ✓ Money | ✓ Right |
| ✓ global | ✓ needs | ✓ jobs | |

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

- ✓ talking about communities you are part of e.g. home, school, church and clubs
- ✓ talking about different responsibilities members of your family have at home e.g. tidying up
- ✓ talking about why it is important to treat others in our community with respect and love

MOMENTS MATTER, ATTENDANCE COUNTS. **MOMENTS MATTER, ATTENDANCE COUNTS.** **MOMENTS MATTER, ATTENDANCE COUNTS.** **MOMENTS MATTER, ATTENDANCE COUNTS.** **MOMENTS MATTER, ATTENDANCE COUNTS.**



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