

CURRICULUM OVERVIEW

Sharing our learning



Y1 INFORMATION

- YEAR: 2025-26 • TERM: 1
- 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,

Welcome to our first curriculum overview of the new school year! Here you'll find details of what your child will be learning this term, along with simple ways you can help at home.

Top tips for supporting learning:

- ✓ read with your child every day – bedtime is perfect
- ✓ encourage them to try homework activities, but stop when they've done their best
- ✓ reassure them if they find something tricky and let us know so we can support in school
- ✓ avoid over-helping – every child learns at their own pace

Teaching methods change over time, so please ask us if anything feels unfamiliar. Using different methods at home can confuse children, and we're always happy to explain our approach.

If you have skills, experiences, artefacts, contacts, or time to help with visits, please do get in touch – your support makes a real difference.

Thank you for working with us to help your children feel confident, happy, and successful in their learning.

Yours sincerely,

Harvatt
Headteacher

TERM 1 LEARNING VALUE: DETERMINATION

Determination means believing in yourself and never giving up, even when things are difficult. It is about having a positive mindset; setting challenging goals; learning from setbacks; and finding the confidence and courage to keep going until you achieve.



RE & CATHOLIC LIFE

The focus is 'To the Ends of the Earth'. Please click [here](#) for the Term 5 Y1 RE overview for Term 1. Our focus virtues are 'respect' and 'courtesy'.

SJF Collective Worship



Monday	Tuesday	Wednesday	Thursday	Friday
Statement of Belief & Citizenship Assemblies	Hymn Practise Virtues Assemblies	'Picture News' & Themed Assemblies	Weekly Liturgy of the Word	Celebration Assembly Chaplains' Celebrations



ST CLARE
Catholic Multi Academy Trust



HOMEWORK

- 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
 - most 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 books in the named zippy wallet **EVERY DAY** as they will be changed each time your child's Read Write Inc group completes the books taught in sessions. This day will differ each week.

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 regular handwriting, spelling, grammar and punctuation sessions focused on their *individual* needs. The focus will be to build each child'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. There will also be a 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

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

- ✓ form upper- and lower-case letters correctly
- ✓ leave spaces between words.
- ✓ segment words into phonemes and represent with graphemes (spelling some correctly)
- ✓ identify nouns and subjects
- ✓ orally rehearse sentences before writing
- ✓ with support, edit for letter formation and 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 number formation; understanding and comparing numbers from 0-10; addition and subtraction; and shape, patterns and position.



ST CLARE

Catholic Multi Academy Trust



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 learning about at our bodies and naming body parts. We will be investigating our 5 senses and naming the relevant body part, 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
----------	---------	---------	---------	---------	-----------	-------------------

The **crucial knowledge** children must gain is knowing where to locate and name human body parts: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth and link with associated senses.

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 the children will think about toys over the years and reflect on why their favourite toys are so special, considering whether and how they differ from toys in the past.

Key words we will be using are:

✓ older	✓ older	✓ new	✓ newer	✓ same	✓ similar
✓ different	✓ timeline	✓ past	✓ present	✓ change	✓ modern

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

- ✓ although toys are more common now, children throughout history have played games and used toys
- ✓ over time people have had more time for fun and leisure, meaning toys have become more common
- ✓ through history toys we made of the different materials that people had access to, e.g. long ago, more toys were made from wood, and then plastic was used, and now, many modern toys use electricity

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

The children will develop colour-mixing skills as they learn about primary and secondary colours and how to add a colour to white to create different tints. They will look explore and discuss the art of Wassily Kandinsky. The children will practise skills and knowledge as they create art inspired Kandinsky's approach and technique.

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

The children will focus on developing their understanding of technology and how it helps us each day. They will consider how to use it safely as they develop keyboard/mouse skills and become familiar with the different parts.

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

The children will learn 'The Menu Song' as they all contribute to the creation of a dramatic group performance using various kitchen-themed props. They will sing from memory, remembering the order of verses and experiment with various instruments as they find the beat, listening carefully, and moving in time to the songs.

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

