

CURRICULUM OVERVIEW

Sharing our learning



Y1 INFORMATION

- YEAR: 2025-26 • TERM: 2
- 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,

In this second curriculum overview of the year, we share details of the learning planned for the busy seven weeks leading up to Christmas. You will also find the key vocabulary your children will be learning, along with ideas for how you can support their learning at home.

Our approach is to be encouraging and reassuring. We want children to enjoy learning, and to feel happy and confident, knowing that making mistakes or sometimes finding things difficult are part of the learning process. Building confidence and resilience helps them grow into happy, successful learners unafraid to ask for help.

If your child struggles with homework, please encourage them to do what they can independently and then stop. Reassure them that it is okay and let us know via a note, email, or a message passed on through staff, so we can follow it up. Please do not over-help, as this can mask difficulties and delay support. There is never any shame in not understanding something and we will respond sensitively so children feel safe and supported.

We also recognise that teaching methods evolve, and we're always happy to explain our approaches so that parents and carers can feel confident supporting learning at home.

Yours sincerely,

Havvatt
Headteacher



TERM 2 LEARNING VALUE: HONESTY

Honesty means speaking and acting truthfully, with openness and integrity. Honest people take responsibility for their words and actions, follow rules and laws, and do not conceal their intentions. It involves being truthful not only with others but also with ourselves—understanding what motivates or limits us and staying true to our values, even under pressure. Though not always easy, honesty is something we should always strive for, both in learning and in life.

RE & CATHOLIC LIFE

The focus is 'To the Ends of the Earth'. Please click [here](#) for the Term 2 Y1 RE overview. Our focus virtues are 'hope' and 'patience'.



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



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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
 - 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. There is an emphasis on building children's confidence so 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 forming letters correctly, using finger spaces between words and a full-stops to end sentences. The Y1 topic 'Our body', linking to science, will be our first focus this term. The children will 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:

Key words we will be using are:

- | | | | | | |
|------------------|-------------|----------------|-----------|------------|---------------|
| ✓ Capital letter | ✓ Full stop | ✓ Finger space | ✓ Noun | ✓ sentence | ✓ non-fiction |
| ✓ fact | ✓ label | ✓ Heading | ✓ caption | | |

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



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MATHEMATICS

This term we will focus on:

- shape and position
- numbers to 20 including comparing/halving/doubling and finding one more/less
- addition and subtraction to 20

Key words we will be using are:

✓ 2D shapes	✓ circle	✓ square	✓ rectangle	✓ oval	✓ triangle
✓ 3D shapes	✓ cube	✓ cuboid	✓ sphere	✓ cone	✓ pyramid
✓ positional words	✓ in front	✓ behind	next to	✓ on top	✓ underneath
✓ double	✓ half	✓ compare	✓ greater than	✓ less than	✓ add
✓ addition	✓ subtract	✓ minus	✓ total	✓ altogether	
✓ part	✓ part	✓ whole			

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

- ✓ counting to 20 and back, starting from different numbers
- ✓ learning number bonds to 10 (2 numbers that added together equal 10) by heart
- ✓ practising the number formation of teens numbers (writing down the numbers 13-19)
- ✓ using objects to combine 2 sets to find a total, saying the equation e.g. 4 and 5 is $4 + 5 = 9$
- ✓ using objects to subtract a smaller amount from the whole and saying the equation, e.g., 9 take away 3 is 6
- ✓ Sharing an amount of objects to find half. E.g., 'Can you give me half of these 8 pencils?'

SCIENCE

The children will investigate animals, naming body parts, and especially those with body parts that humans do not have. They will practise sorting them using different criteria that they come up with - using correct scientific including, mammals, amphibians, birds, fish, invertebrates and reptiles. They will also consider whether different animals are carnivores, herbivores or omnivores and think carefully about where they live.

Key words we will be using are:

✓ mammal	✓ amphibian	✓ fish	✓ fish	✓ bird	✓ reptile	✓ warm-blooded
✓ habitat	✓ carnivore	✓ herbivore	✓ omnivore	✓ diet	✓ cold-blooded	✓ invertebrate
✓ vertebrate	✓ appearance	✓ tusk	✓ fin	✓ tail		
✓ paw	✓ claw	✓ beak				

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

- ✓ being able to identify and name the following animals: fish- shark, goldfish; amphibians- toad, frog; reptiles- snake, crocodile; birds- owl, pigeon; mammals- human, dog
- ✓ knowing that a carnivore is an animal that eats mostly meat, a herbivore is an animal that eats mostly plants and an omnivore eats both meat and plants.

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

- ✓ researching animals (any animal) using www or books or talking to adults
- ✓ talking about animal parts which are more unusual e.g. tusks, tails, flippers, webbed feet

GEOGRAPHY

We will be thinking about our school. We will look at human and physical features in and around school. We will look at map and decide if school is in an urban or rural location. Children will create their own maps and plans of school using physical resources to represent buildings and features. We will also reflect on how we all travel to school and use field work in and around the school grounds in order to gather evidence.



Key words we will be using are:

- | | | | | | |
|-----------|---------|--------------|--------------|----------------|-----------|
| ✓ feature | ✓ human | ✓ physical | ✓ map | ✓ aerial photo | ✓ near |
| ✓ left | ✓ right | ✓ local area | ✓ town | ✓ countryside | ✓ urban |
| ✓ bus | ✓ car | ✓ tram | ✓ pedestrian | ✓ near/far | ✓ feature |
| ✓ human | | | | | |

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

- ✓ although toys are more common now, children throughout history have played games and used toys.
- ✓ as history has progressed, people have had more time for fun and leisure and so toys have become more common.
- ✓ over time, toys show the different materials people had access to. For example, long ago, toys were made out of wood, then plastic was often used and many modern toys use electricity.

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

- ✓ looking at maps that show where our school is located, online ('Google Maps') or in paper form
- ✓ helping them learn your address and by discussing where you live in relation to school and your journey
- ✓ thinking about all those who work at school and their roles are in making SJF a special place to be
- ✓ noticing features in our school grounds as they arrive and leave school daily, e.g., buddy shed, benches and trees

DESIGN AND TECHNOLOGY

The children will explore moving pictures in books and cards through use of flaps, levers and pop-ups. They will design and create their own 'moving' Christmas card using these methods. They will also create moving pictures using different methods, including folding, cutting and joining, also further developing fine motor skills.

Key words we will be using are:

- | | | | | |
|--------------|---------|--------|----------|----------|
| ✓ mechanisms | ✓ lever | ✓ flap | ✓ pop-up | ✓ attach |
| ✓ fold | ✓ cut | | | |

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

- ✓ looking at books with moving parts: pop up, levers, flaps etc. - investigating how they are made to move
- ✓ enjoying cutting activities together that promote accurate cutting skills

COMPUTING

This term we will continue learning how to use school technology including practising how to log-on and shut down, open and close programs properly as well using the touch pad in order to control the cursor. We will develop our understanding of a range of tools used for digital painting, comparing digital art to a range of other artists' work. We also begin to learn how to save our work, open and edit it. We will discuss **passwords** and **personal information** as part of our ongoing review of online safety.

Key words we will be using are:

- | | | | | | |
|----------|-------------|---------|---------|--------|---------|
| ✓ log on | ✓ shut down | ✓ save | ✓ tools | ✓ fill | ✓ brush |
| ✓ erase | ✓ undo | ✓ shape | | | |

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

- ✓ using a painting app or program on technology to explore and practise using some of the different tools
- ✓ practising using the 'undo' or 'erase' tools in a painting app or programme to edit artwork
- ✓ discussing how passwords and personal information are private and shouldn't be shared with friends



PE

Initially the children will develop and refine skills and techniques linked to jumping, landing and balancing. Alongside this will be a focus on embedding key social skills. Later they will focus on dance as a medium for demonstrating shapes, circles and sequences of movement that they will create on their own and with others.

Key words we will be using are:

- | | | | | |
|--------------|------------|-----------|------------|-------------|
| ✓ balance | ✓ static | ✓ jump | ✓ landing | ✓ encourage |
| ✓ kicking | ✓ bouncing | ✓ control | ✓ sequence | ✓ movement |
| ✓ partnering | ✓ artistry | | | |

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

- ✓ practising the skills learned in school e.g. balancing and jumping
- ✓ asking your child to show you the movements or skills they have practised in PE lessons

PSHCE – LIFE CURRICULUM

The children will explore several different themes including staying safe and personal relationships. They will begin by thinking about how to stay safe at home and school, considering dangers, especially in the kitchen, near electricity and fire. We will talk about how we can shout help in an emergency and phone 999.

They will talk about who is in our family, who is a friend and a stranger and we will talk about who are special people are that are trusted adults that we can tell, tell, tell to and keep us safe. Then we will develop our understanding of relationships further by learning how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships. This will include talking about behaviour that is and is not appropriate, and the importance of asking someone to stop and tell, tell, tell if they don't but also an understanding that we all makes mistakes and saying sorry and forgiveness is important.

Key words we will be using are:

- | | | | | | |
|------------------|-----------------|-----------------|-------------|-------------|---------------|
| ✓ danger | ✓ emergency | ✓ police | ✓ fire | ✓ ambulance | ✓ responsible |
| ✓ unkind | ✓ family | ✓ friend | ✓ sorry | ✓ stranger | ✓ argument |
| ✓ mistakes | ✓ feeling | ✓ strategy | ✓ ok | ✓ not ok | ✓ actions |
| ✓ special people | ✓ trusted adult | ✓ inappropriate | ✓ forgive | | |
| | ✓ forgiveness | ✓ appropriate | ✓ behaviour | | |

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





Be Safe Be Happy Week 2025

Term 2 begins with 'Be Safe, Be Happy Week', which is dedicated to promoting the children's physical and mental wellbeing. This week is designed to equip children with the essential knowledge, skills, and experiences with which to maintain healthy, happy bodies and minds.

Highlights include special safety visits from a water safety officer and road traffic police to cover vital safety skills; sessions focused on physical health, including instruction from a dance teacher and a visit from an NHS nurse to teach about hygiene; and dedicated mental health sessions, such as a Healthy Minds workshop and engaging time with miniature Shetland wellbeing ponies and a wellbeing dog. There will also be a session delivered by an organisation that works with Sheffield City Council, for our oldest children, explaining the potential risks and dangers of smoking and vaping. Practical activities like apple crumble making and bulb planting will further enhance their understanding of nutrition and outdoor wellbeing.



Lifeboats



Remembrance 2025

The children will have special lessons and an assembly to explore the origins and significance of Remembrance Sunday.

On 11th November 2025 we will come together, on Armistice Day, as we always do, to participate in our Community Service of Remembrance at Our Lady of Lourdes. We invite family and friends, as well as members of our wider community, to join us as the children lead us in a prayerful act of remembrance.

The service will be filmed so it will be possible to view via our website.



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