

CURRICULUM OVERVIEW

Sharing our learning



Academic Year 2019-20

- Year: 1
- Term: 1

Your Child's Teaching & Learning Team:

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

Dear Parents and Carers,

This is the first curriculum overview of our new school year. Its purpose is to let you know what your children will be learning during the first term. We will also offer suggestions for supporting your children at home.

New learning can be fragile which is why it is important to give our children the right kind of support in school and at home. If we get it right our children will feel positive and confident.

We do set homework in to support new learning and to encourage the children. Our expectations regarding homework will therefore also be shared in this overview.

Clearly, it is very important that all homework is attempted by the children *on their own*. If children do not understand something **they should not worry**. This means that the homework has done its job. If this is the case all we ask is that you simply reassure and encourage your children to do as much as they can. This will really help us understand where the gaps are so that the right support is offered.

If children have genuinely had a good go then we will *always* be proud of them, whatever they manage to finish and achieve.

We certainly do **not** want you or your children panicking or worrying. We also ask that you do not give your children too much help because this could end up masking an issue and cause problems in the longer term. Children will always be encouraged in our school, and all we ask is that they have a good go and do their very best. This is because children learn best when they are confident; children are most confident when they are happy; and children are most happy when they feel loved and supported.

We would rather that parents/carers simply notify staff in person, via the class email or by adding a note to the homework - confirming that the task was attempted and explaining what they believe the issues to be. We will pick this up and act – reassuring and encouraging the children all the time.

Methods and ways of teaching and learning change over time which is why we are **always** happy to explain them to you if you have a specific question or are not sure how to help your child at home. Please just ask. Sometimes it can actually be more confusing for a child when well-meaning parents/carers try to help them based on what they remember being taught, as this could be quite different to how children are taught now.

As always, if you can support us because you have a particular skill, specialist knowledge; a real-life experience, artefacts, or useful contacts to share – or if you can help with an educational visit or with activities in class, please speak to your child's teacher(s). Thank you for your support.

Yours sincerely,

Headteacher

Our value for this term is '**determination**'. Being determined is having the ability to keep going, even when there are setbacks. It's accepting that things don't always work out the way you expect them to, but continuing to set new goals that help you to grow as a person. Believing in yourself, being patient, and being the best that you can be are all important parts of determination!

What does determination look like to you?

- ✓ you can say "Yes I can!"
- ✓ you can set yourself your own challenging goals
- ✓ you have confidence in yourself to keep going, even when things get tough

If you have determination what do you realise?

- ✓ never, ever, ever give up



- ✓ you can reach your potential if you believe in yourself
- ✓ confidence gives you the strength to carry on when it's really hard

How can you can show determination ?

- ✓ having a positive and determined mind-set
- ✓ setting challenging goals and having the courage to try
- ✓ be a superhero
- ✓ say "Yes I can!"

Homework

- www.mymaths.co.uk on line site -. This will be every other Friday. Log on details will be sent out in due course.
- www.activelearnprimary.co.uk (new website for 'Bug Club') for reading homework – Log on details will be sent out in due course.
- Spellings linked to 'sounds of the week'. These will be given out each **Monday** and tested on **Friday**
- Cross-curricular theme-related homework at various other times.
- Reading reading-books regularly. These must be returned each Friday so they can be swapped.

RE

For information on the RE curriculum please see the attached 'Come and See' letter.

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 and reading workshop meeting will take place this term (please see calendar for date).

Grammar, Punctuation, Spelling & Handwriting

All children will benefit from having regular handwriting, spelling, grammar and punctuation sessions focused on meeting their *individual* needs. This term we will be introducing spelling aerobics – a kinaesthetic way to aid learning and retaining spellings. **SPELLINGS ARE GIVEN OUT EACH MONDAY AND TESTED ON FRIDAY.**

Book Study & Guided Reading

All children no longer involved in the Read Write Inc. programme will have daily reading activities to boost their levels of confidence and enjoyment as well as their comprehension skills.

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 challenging texts/different genres to what they are used to in order to widen their reading experience*
- ✓ *looking at environmental print*

During this first term, we will be looking at a selection of fiction texts based around the body, toys and ourselves. The first book we will look at is "Funny Bones". The focuses will be orally rehearsing (saying aloud) what they want to write, writing simple sentences with finger spaces and full stops and reading what they have written to an adult. They will be introduced to using a line guide and using correct letter formation. Children will be supported in line with their individual needs.

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.t*
- ✓ *completing pages in the letter formation book (to be sent home shortly)*

Mathematics

This term we will focus on:



1. Number formation
2. Understanding and comparing numbers from 0-10
3. Understanding numbers can form a pattern
4. Number bonds created by adding two or more numbers
5. Addition within 10 including ways to add, addition stories and solving word problems

Key words we will be using are:

- ✓ Number names 0-10
- ✓ Number bond
- ✓ Total
- ✓ Add

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

- ✓ 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 pieces of food will we have altogether?
- ALL OF THE ABOVE VERY PRACTICALLY

Science

Throughout the term, we will be looking at our bodies and naming parts as well as deciding how we can sort and classify. We will also be investigating our 5 senses, playing sense games and going on a sense hunt! **PLEASE ENSURE THE FOOD TASTING PERMISSION SLIP IS RETURNED PROMPTLY (this will be sent out very early in the term)**

Key words we will be using are:

- ✓ senses
- ✓ touch, taste, smell, sight, hearing
- ✓ body part names

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 on pictures with your child and yourselves of when you were babies and toddlers, and looking at how you've changed
- ✓ when out on walks together, using your different senses to explore and investigate your surroundings

History

This term we will be thinking about toys over the years. We will consider favourite toys and why they are favoured. We will describe them and consider how they differ from toys from the past, thinking how they are the same, similar and different. We will celebrate and consolidate all we have learnt with a trip to Weston Park museum on Tuesday 22nd October 2019 (details will follow). **IF YOU HAVE ANY OLD TOYS (40+ YEARS) AND YOU ARE WILLING TO LEND THEM TO US FOR THE CHILDREN TO LOOK AT, PLEASE LET US KNOW.** Thank you.

Key words we will be using are:

- ✓ old, older, new, newer
- ✓ similar/different
- ✓ same
- ✓ timeline
- ✓ change

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

- ✓ talking about toys you enjoyed as child.
- ✓ asking older family members to talk about their toys.
- ✓ comparing your childhood toys (if you have any) with your child's and talking about similarities/differences

Art



This term we will be focusing on the skills of colour mixing and using colour appropriately. Children will learn about primary and secondary colours and how to add a colour to white to create different tints. Children will then learn how to use a pencil to draw a portrait in pencil, considering where features are positioned as well as using the pencil to shade. They will end the term by creating a painted self-portrait. We will look at portraits from famous artists and encourage discussion.

Key words we will be using are:

- ✓ *portrait*
- ✓ *tone*
- ✓ *features*
- ✓ *primary & 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

Children will be working on following and creating simple algorithms (instructions), thinking about what order things need to be done in order to achieve the desired outcome.

What is an algorithm?

We will be learning that an algorithm is a sequence of instructions used to tell a computer what to do. We will also be thinking about how we use algorithms in everyday life as instructions on how to make things, recipes and carry out daily routines.

Key words we will be using are:

- ✓ *algorithm*
- ✓ *instruction and order*

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

- ✓ *telling your child what is happening next for routines e.g. making a cup of tea or making a sandwich*
- ✓ *challenging your child to give you a set of verbal instructions for how to get dressed*
- ✓ *exploring if things turn out as your child had expected when you do everything in the order they say*

PE

This term we will focus on coordination and balance. We will explore movements through stories and 'follow the leader' games. We will also practise the skill of standing on one leg as we play 'Popping Pirates'.

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)*
- ✓ *asking your child to show you the movements or balances they have done in their PE lesson*

Music

This term the topic is called "Sounds Interesting"

- exploring sounds and identifying different sound sources
- making sounds
- listening carefully
- playing instruments with control and selecting sound sources in response to a story

Key words we will be using are:



- ✓ sound
- ✓ listen
- ✓ instrument (and percussion instrument names)

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

- ✓ listening to everyday sounds and trying to identify them
e.g. a car engine, an animal in the garden, household appliances.
- ✓ listening to music and identifying any dominant instruments heard.

PSHCE

This term we will be thinking about our class culture, why we come to school, what we want to achieve and how we can achieve this. In simple terms, we will think about the skills needed to be successful in all aspects of school. E.g. being a good listener, determination, helping each other. We will also be thinking about what makes us all special individually and how we can work together to achieve.

Key words we will be using are:

- ✓ rules
- ✓ skills
- ✓ special
- ✓ individual

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

- ✓ discussing how you help each other at home to make it a special place.
- ✓ discussing what they enjoy at school and what they do at school to ensure they are happy and do well.
- ✓ thinking about what makes you and your child special e.g. being a good friend, having long hair, always smiling etc.

