

# CURRICULUM OVERVIEW

Sharing our learning



## Academic Year 2019-20

- Year: 1
- Term: 3

## 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 third curriculum overview of our school year. Its purpose is to keep you up-to-date with what your children will be learning in school and suggest some ways in which you can offer support at home.

If you have any questions or if you require support with anything please do not hesitate to contact us. We would also really like to hear from you if you can support us in any way.

A reminder that you are all invited to a special **Mathematics workshop** which is specifically for parents/carers. It will focus on how we promote your children's reasoning skills so that they can enjoy Mathematics more fully because they have lots of opportunities to use and apply all their mathematical knowledge and skills in different and exciting ways.

The aim is to encourage every child, regardless of their starting point, to be engaged. We want to motivate them so that they are constantly 'stretching' their own mathematical knowledge and are able to just enjoy Mathematics. Our approach is about building the confidence and attitudes in each child so that they feel affirmed and positive about approaching and tackling any challenge in Mathematics and in life generally.

The workshop is on **Wednesday 29<sup>th</sup> January 2020 at 3.30pm**. Please go straight to the class. Colleagues will share a 30 minute demonstration in each year group which will be repeated so that parents/carers with children in more than one class can see both. Supervised childcare will be provided.

This is an important opportunity for you to learn more about our approach to teaching and learning. You will be able to ask lots questions. **The sessions will particularly benefit parents/carers of children in Years 2 and 6.**

If you have more than two children in school you – and you want to see all the demonstrations – we will try to accommodate the additional ones at a different time. Thank you for your continued support.

Yours sincerely,

  
Headteacher

## Term 3 Learning Value: Respect

Our Term 3 Learning Value is 'Respect'.

Having respect for ourselves and others is very important.

- ✓ it helps us to be more self-confident and to encourage others so that they can also be more confident
- ✓ it helps us to see ourselves and others through *kind eyes*
- ✓ it teaches us to like ourselves and to be proud of our achievements without being arrogant
- ✓ it teaches us to celebrate joyfully the qualities, attributes and achievements of others
- ✓ it enables us to build resilience so that we can face challenges positively - and overcome them eventually
- ✓ it keeps communities strong and united
- ✓ it enables us and others to feel happy, safe and loved
- ✓ it opens our minds to new ideas and possibilities
- ✓ it helps us to learn more about our own lives and those of others
- ✓ it teaches us to be unafraid of difference and to always remember that which is shared in common
- ✓ it helps us to grow as people, as children of God, and achieve our potential over time
- ✓ it teaches us that we play a part in also helping others to grow and achieve their potential too



## Homework

- [www.mymaths.co.uk](http://www.mymaths.co.uk) on line site -. This will be every other Friday and details will be on the site of activities. Occasionally it may be a paper sheet to work on.
- [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk) (new website for 'Bug Club') for reading homework.
- 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.

### Grammar, Punctuation, Spelling & Handwriting

All children will benefit from having regular handwriting, spelling, grammar and punctuation sessions focused on meeting their *individual* needs. Children have discrete handwriting session and additional daily phonics sessions that are linked to 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*

This term our fiction texts link to our 'Transport' (History) topic. We will use 'Naughty Bus' a super photograph-style story book. We will read and discuss the story and share our thoughts with reasons. We will also retell the story in our own words, thinking about the order of events. We will consider why the bus is 'naughty' and what further adventures the bus might have, using role-play to inspire us. We will then plan and write our own SJF version of 'The Further Adventures of Naughty Bus', set in and around our school and classroom!

The main foci of our learning will be:

- ✓ orally rehearsing what they want to write
- ✓ writing simple sentences with finger spaces capital letters and full stops
- ✓ writing more in a given amount of time
- ✓ using the conjunctions 'and' and 'because' to join two shorter sentences
- ✓ adding adjectives for detail and to build excitement
- ✓ reading what has been written to check for errors and to be sure it makes sense

We will also be writing our own non-fiction text linked to the life and times of George Stephenson (History).

Finally as we develop our knowledge of grammar we will learn where to use the **!** and **?** punctuation marks.

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

- ✓ *asking about what Naughty Bus gets up to in the story*
- ✓ *reading other fiction and non-fiction books about vehicles*
- ✓ *playing 'Ask or Tell' to help children learn if you are asking them a question (we need a question mark) or telling them something (we need a full stop or exclamation mark and NOT a question mark)*
- ✓ *Writing ANYTHING and make it fun!*



## Mathematics

This term we will focus on:

- comfortably knowing and using numbers to 20 (counting, ordering, comparing the place value of digits)
- adding and subtracting numbers up to 20
- length

### Key words we will be using are:

- ✓ *greater, less than, more, less, compare*
- ✓ *addition, add, more, more than, count on*
- ✓ *subtract, take away, less, less than, count back*
- ✓ *total*
- ✓ *value*
- ✓ *'base ten'/'Denes' (equipment)*
- ✓ *long, longer, longest, short, shorter, shortest, length*
- ✓ *high, higher, highest, height*
- ✓ *centimetre (cm)*

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

- ✓ *looking out for, recognising and naming numbers from 11 to 20*
- ✓ *counting to 20 forwards and backwards (not always starting at 0 or 20), thinking which number is greater, smaller, more than, less than a given number. Saying 1 more and 1 less than a number*
- ✓ *writing numbers to 20 in order with the correct position of each digit, all formed correctly.*
- ✓ *discussing the length of objects using the terms 'longer, shorter, longest, shortest, highest'.*

## Science

Our science topic will be 'Materials, using the story 'Three little pigs' as a stimulus. We will be looking at materials and their properties. We will name materials such as: glass, paper, metal, pottery, plastic, cardboard, wood etc and then use key words such as: hard, soft, rough, smooth, rigid, flexible, shiny, and dull to describe objects and materials. We will investigate what material is best suited to a particular job (keeping the pigs dry). The children will then plan / design a new house for the pigs based on their findings.

### Key words we will be using are:

- ✓ *material (material names e.g. glass, wood etc)*
- ✓ *property (property names e.g. soft, hard, rough, smooth)*
- ✓ *object*
- ✓ *compare and group*

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

- ✓ *naming the material of common objects e.g. plastic, metal, wood, glass, fabric*
- ✓ *describing objects and their material e.g. 'my spoon is metal, it is hard, rigid and shiny'*
- ✓ *describing an object using its properties, playing guess the object e.g. the object I am thinking of is in this room, it is hard, see through and smooth (a glass window)*

## History

This term we will be thinking different vehicles and how they have changed over time and how we can tell if they are old or newer. We will look at how trains and the significance of George Stephenson and 'Stephenson's Rocket'. This work will link to our English work writing non-fiction.

### Key words we will be using are:

- ✓ *past*
- ✓ *old, new*
- ✓ *similar/different*
- ✓ *timeline*
- ✓ *significant individual/person*
- ✓ *George Stephenson (born 1781 - died 1848)*
- ✓ *Stephenson's Rocket (the steam engine he designed)*



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

- ✓ thinking about different types of transport and the positives and negatives of each
- ✓ looking on the internet at pictures of old vehicles, trains, bikes etc.
- ✓ trying of different kinds of transport (car, scooter, bike, bus, tram, train)

## Art

We will be linking our science work on materials to our art, thinking about texture. We will explore how we can change the texture of paint by adding different materials. We will learn how to weave paper and then use weaving skills to weave using a range of materials, both natural and recycled. This will link to learning about an artist. We will use clay to create a piece linked to texture.

### Key words we will be using are:

- ✓ texture
- ✓ Rough/smooth
- ✓ weave
- ✓ recycled, natural
- ✓ clay, mould
- ✓ material
- ✓ artist (Gunta Stolz)

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

- ✓ discussing the texture of things such as fabrics, paper and natural materials
- ✓ creating a piece of textured art using a range of materials
  - e.g. cotton wool foil, paper, wool, tree bark etc. we would love to see it

## Computing

This term we will be recapping what a computer is and which devices have computers and generic names for different types of computers. We will also continue learning about online safety and recap our school rules. We will learn how to power on, log on and switch off school laptops and how to control the cursor using a glide or touch pad. We will be exploring our school laptops and practising controlling them using the glide pad and keyboard to create pictures.

### Key words we will be using are:

- ✓ laptop, desktop computer,
- ✓ tablet, smart phone, games console, handheld games console, smart speaker
- ✓ online
- ✓ password,
- ✓ glide pad, keyboard, power button,
- ✓ shut down, log off, log on

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

- ✓ checking your family all knows the agreed rules for computers (e.g. who can use them, when and where and what apps, games or programs are fun and safe)
- ✓ making sure everyone knows how to properly turn on and off devices and use them safely
- ✓ talking about which of your devices are home can go online, how to check whether they are going online and which apps, games and programs go online so an adult always know when someone is using a computer which goes online

## PE

### Real PE

The children will focus on developing balancing skills, working on both dynamic and static balancing. They will learn how to execute a balance thinking about keeping their heads up and backs straight, starting with simple movements and gradually adding more difficult ones.

### Dance: 'Starry Skies'

The children will perform dances using simple movement patterns and using streamers to make shapes.



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

- ✓ *balance*
- ✓ *perform*

**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*

## Music

This term the children will explore pulse and rhythm as part of their 'Feel the Pulse' topic. We will be learning action songs and adding instruments to the beat.

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

- ✓ *tapping out a beat for your child to clap back to you*

## PSHCE

This term we will be thinking about how we learn (visual, hearing, practising and having a go etc). We will think about setting goals and the difference between short term and long-term goals. We will then think about how we can work to achieve these goals, considering any obstacles we may face.

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

- ✓ *goal*
- ✓ *achieve*
- ✓ *problem/obstacle*
- ✓ *persevere*
- ✓ *proud*
- ✓ *belief*

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

- ✓ *talking about the different things that you have achieved*
- ✓ *reflecting together on the importance of believing in yourself, working hard work and persevering*
- ✓ *supporting your child with reading, spelling etc and explaining that each day they are getting better and working towards their goal of getting them all correct or moving a reading book colour*

