



CURRICULUM OVERVIEW

Sharing our learning



Academic Year 2018-19

- **Year:** 1
- **Term:** 4

Your Child's Teaching and Learning Team:

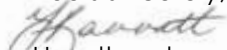
- Mrs S Sambrook
- Mrs Hadfield
- Mrs J Golland
- Miss R D'Roza

Dear Parents and Carers,

This is our fourth curriculum overview which comes after the half-way point of this 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, please do not hesitate to contact us. We would also really like to hear from you if you have knowledge and experiences related to our topics to share with the children or you can support us in any other way. Thank you.

Yours sincerely,


Headteacher

Homework

- www.mymaths.co.uk on line site -. This will be every other Friday.
- www.activelearnprimary.co.uk (new website for 'Bug Club') for reading homework – details to follow
- 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.

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. If you would like more information about the programme please let us know.

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
- ✓ reading books from the 'Bug Club' website
- ✓ encouraging your child to read more challenging texts and genres in order to widen their experience





This term our we will use the original Paddington story to link to our geography topic. We will consider Paddington's feeling and describe him and then write a follow up story with our own ideas. We will also write instructions for how to make something. We will use fiction books linked to London to write post cards. Capital letters and full stops are now being used well, so we will be encouraging children to re-read their work and make amendments where necessary (this skill is developing will in relation to adding descriptive adjectives). We will continue to use the conjunction 'and' and 'because' to join 2 shorter sentences. We will also be learning how to add the suffixes '-ing and -ed' to words to change tense. We will continue to use **!** and **?** where appropriate and write simple words in plural.

Children are now all using a cardboard line guide behind their plain paper. We are working on making ascenders tall and descenders fall below the line. These elements and consistently sized handwriting is now our focus.

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

- ✓ reading any Paddington stories but PLEASE not 'Paddington at the Palace' (as we need this to be unread for our class work)
- ✓ handwriting practice, if you want a copy of the line guides we use please ask.
- ✓ reading non-fiction books about the UK and London.

Mathematics

This term we will focus on:

- Length
- Fractions
- Numbers to 40

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

- ✓ counting to 40 forwards and backwards, thinking which number is greater, smaller, more than, less than a given number. Saying 1 more and 1 less than a number. Knowing how many tens and how many ones the number shows
- ✓ writing numbers to 40, all formed correctly.
- ✓ using the terms half, quarter and equal appropriately. It can be related to drawing a line to split a shape in half or sharing sweets so 2 children get half each.
- ✓ looking at and using cm on a simple ruler to measure. Using length related vocab in daily life.

Science

We will continue to think about the properties of materials, using vocabulary and description form last term. We will use key words such as: hard, soft, rough, smooth, rigid, flexible, shiny, and dull to describe objects and materials.

You can support your child's learning with science this term 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. (glass window)

Geography within the Theme

We will explore the UK and its countries, thinking about features, location and the capital city. We will be looking at an atlas, aerial photographs and maps, comparing and discussing what we can see. We will write post cards as though we (Paddington) had visited London.

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

- ✓ talking about the UK and looking at maps (real, books and internet).
- ✓ looking at photos, the internet and books about London
- ✓ taking about where we live, e.g. we live in Hackenthorpe, in Sheffield, in England, that is part of the UK





Design and Technology

We will be designing and building vehicles from junk boxes (everyone will need a cereal box) and then adding wheels and axels using wooden components. Children will evaluate their work and consider where improvements could be made.

We will also be thinking about bridges (linked to London Bridge) and considering how to make our own and how to make paper stronger and sturdy.

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

- ✓ discussing the visual parts of vehicles
- ✓ looking at pictures of wheels and axels and their purpose
- ✓ collecting boxes.
- ✓ looking at bridges and noting the structure.

Computing

This term we will learning about how to use the computers in school. We will learn about logging on and the names of different parts of the computers. We will talk about agreeing rules for computers and talk about which devices in the home have computers. We will start to learn about word processing and start practising how to use a keyboard.

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

- ✓ talking about your rules at home for computers, laptops, tablets, smart phone, TVs and games consoles
- ✓ learning how to turn on and off different pieces of technology in your house safely with an adult
- ✓ talking about the different parts of computers like keyboards, touch screens, cables and power buttons
- ✓ practising typing my name or my spellings
- ✓ exploring the website: <http://www.bbc.co.uk/guides/z3c6tfr> and playing the games to learn about typing

PE

This term the children will be learning about paired balances and how to control the movement of a ball when travelling. They will also complete a gymnastics unit of work.

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

- ✓ discussing the importance of working as a team
- ✓ asking to see your child's balances that they have learnt in school

Music

During our music topic this term, called 'Taking Off', the children will be exploring pitch. They will sing songs and use tuned instruments to make high, middle and low sounds. The children will then learn to use symbols to represent the different pitches.

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

- ✓ discussing music, they hear and thinking if the sounds are loud, quiet, high or low pitched

PSHCE

This term we will be thinking about the monarchy and the role of Queen. We will also learn about making decisions as Parliament does by voting. We will think about what new rules or laws we would make to benefit children.

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

- ✓ discussing decisions and asking children for their input and thoughts about the role of the Queen, the Prime Minister and parliament
- ✓ researching the Queen and royal family together
- ✓ asking your child about the laws and rules they would like make if they were Prime Minister for the day

