

CURRICULUM OVERVIEW

Sharing our learning



Academic Year 2018-19

- Year: 1
- Term: 5

Your Child's Teaching & Learning Team:

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

Dear Parents and Carers,

This is our fifth curriculum overview of the academic year and covers the key period of both statutory and school assessments. Good attendance is *always* important but is especially so in Term 5. **Please avoid unnecessary time off school and especially term-time holidays.**

As usual the overview contains important information about your child's curriculum. This time we have also shared the key words that the children will need to learn and use in order to grow and develop their skills and knowledge. You will also find the usual tips for helping your children 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.

We will also be working hard on phonics in preparation for the statutory Y1 phonics screening in Term 6. We will use lots of games, our '40 words' daily challenge and interactive activities.

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.

This term we will continue writing linked to our work on Paddington and London. We will use fiction and non-fiction books linked to London to write post cards, using adjectives to describe settings and write a story based on the main character.

We will then use the traditional tale 'Jack and the Beanstalk' for our story stimulus. 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 and to add improvements such as extra detail in the form of adjectives. We will continue to use the conjunction 'and' and 'because' to join 2 shorter sentences. We will also be consolidating using the suffixes 'ing and ed' to words to change tense as well as using plurals s and es.

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 on the computer can be a way to engage more reluctant readers. If you need another copy of your child's login, please ask.
- ✓ encouraging your child to read more challenging texts and genres in order to widen their experience
- ✓ regularly using of the phonics booklet (sent home before the last holiday)
- ✓ online phonics games
- ✓ handwriting practice - ask if you need line guides or advice
- ✓ writing ANYTHING - make it fun!
- ✓ ask your child to check their work for capital letter, full stops and other punctuation

Mathematics

This term we will focus on:

- adding and subtraction strategies (practical and written methods)
- multiplication (initially as repeated addition)
- division (sharing into equal groups)

Key words we will be using are:

- ✓ add, addition
- ✓ subtract, subtraction, take away
- ✓ groups of, lots of
- ✓ multiply, times
- ✓ divide, share, groups

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. Ordering a set of 3 or 4 number from smallest to largest.
- ✓ practising adding and subtracting 1 digit numbers (if possible without apparatus e.g. $4 + 5$), this will support written methods we do in school using tens and ones (2 digit numbers)
- ✓ counting in 2s, 5s and 10s. Extend to $5+5+5$ is 3 lots of 5, count in 5s 3 times.
- ✓ sharing objects between people -
 - e.g. I have 12 sweets to share between mum, dad and Fred
 - how many will they each receive?
 - use the method of 'one for Fred, one for dad, one for mum etc and repeat until all have been used
 - do they all have an equal amount each?
 - How many other ways could the sweets be shared?

Science

We will be thinking about the spring as we walk around the school field looking for signs of Spring. We will link this to the writing of a spring poem in English. Later we will start learning about plants as we learn the names of common plants and investigate their main parts. We will plant seeds and observe as they grow, thinking about what plants need to grow. Our visit to Old Moor Wetlands will consolidate learning (details to follow).

Key words we will be using are:

- ✓ leaf, stem, petal, root, seed, bulb
- ✓ deciduous
- ✓ evergreen
- ✓ trunk, branch, bark
- ✓ wild plant, garden plant



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

- ✓ naming common plants
- ✓ looking at the parts of plants, both planted and cut flowers
- ✓ gardening or going on a walk to look for signs of spring growth

History & Geography

We will be thinking about our school, where it is located and how it has changed over the years. We will invite ex-pupils into school to share their memories and allow children to ask questions. We will be looking at aerial photographs and maps, comparing and discussing what we can see. The children will draw plans of school and use these to consider the changes.

Key words we will be using are:

- ✓ history, past
- ✓ geography, place
- ✓ change/s
- ✓ different, similar
- ✓ Hackenthorpe, Sheffield
- ✓ local area
- ✓ symbol, plan, map

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

- ✓ talking about the Sheffield and the local area and looking at maps (real, books and internet).
- ✓ discussing your (or a relative's) school day if they attended St John Fisher

Art

We will be looking at the work of Vincent Van-Gough and Giuseppe Arcimboldo linked to flowers and fruit. The children will paint flowers, print with fruit and vegetables and create collages.

Key words we will be using are:

- ✓ Vincent Van Gough
- ✓ Giuseppe Arcimboldo
- ✓ artist
- ✓ collage
- ✓ observe
- ✓ print

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

- ✓ looking at pictures Sunflowers by Vincent Van Gough
- ✓ looking at the work of Giuseppe Arcimboldo
- ✓ drawing fruit, vegetables and flowers in any media available (e.g. crayons, chalk, charcoal, pastel)

Computing

This term we will be using the lap tops and Microsoft Word to add text, change font, colour and size. The children will begin to learn how to save their work so that it can be retrieved.

Key words we will be using are:

- ✓ save
- ✓ open
- ✓ folder
- ✓ enter
- ✓ delete
- ✓ Space bar
- ✓ Text, font, size, colour

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

- ✓ having a go at using Microsoft Word or other word processing software



PE

This term the children will focus on being co-ordinated when sending and receiving balls as well as agility linked to reactions and response. These skills will be practised and applied to ball games.

Key words we will be using are:

- ✓ catch
- ✓ throw
- ✓ roll
- ✓ bounce
- ✓ hand-eye coordination

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

- ✓ asking them about their lessons and what they have learned and practising the skills learned in school
- ✓ playing with different sized balls, rolling, catching, throwing, bouncing etc.

Music

This term the children will complete a unit of work called 'What's the score?'. They will listen to music to try to identify the different instruments they can hear. Children will be introduced to picture symbols to represent beat, loud, quiet, louder and quieter. With percussion instruments the children will try to play simple beats following the symbols to donate volume.

Key words we will be using are:

- ✓ instrument, percussion
- ✓ symbol
- ✓ beat
- ✓ loud/quiet
- ✓ volume

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

- ✓ listening to instruments within music
- ✓ copying a beat an adult claps out.

PSHCE

This term we will be thinking about choices. Children will what they like and dislike and what is fair and unfair They will recognise choices that they can make, as well as the difference between right and wrong. We will think about how rules help us and the importance of telling the truth and the consequences of lying.

Key words we will be using are:

- ✓ choice
- ✓ like/dislike
- ✓ fair/unfair
- ✓ right/wrong
- ✓ truth/lie
- ✓ reason

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

- ✓ helping your child to make independent choices
- ✓ reiterating the need to always tell the truth
- ✓ discussing rules that we have to follow, as adults, as part of a family and as part of society, to help them see that rules help us all

