



# CURRICULUM OVERVIEW

*Sharing our learning*



## Academic Year 2017-2018

- **Year:** 1
- **Term:** 2

## Your Child's Teaching and Learning Team:

- Mrs S Sambrook
- Mrs H Morris
- Mrs J Golland
- Miss R D'Roza

Dear Parents and Carers,

This is our second curriculum overview of the school year. Its purpose is to let you know what your children will be learning in the weeks leading up to the Christmas holiday. As always we will also take the opportunity to suggest some ways in which you can support children at home.

Homework is important and so it should be attempted by children on their own. Parents/carers should not worry if their children do not understand how to complete their homework. Homework is set to see what children can and cannot do on their own.

If this is the case, we ask parents/carers to reassure their children and encourage them to do as much as they can honestly manage - and then stop. We do not want to cause stress to the children nor do we want anyone else doing homework for them, as there is no point.

We WILL understand and follow-up any issue(s) with your child, and possibly with parents/carers, so that issues are understood and dealt with. We ask parents/carers to notify us (in person, via email or by adding a note to the homework) explaining that a task was attempted and identifying where the issues might be. We will also seek to reassure and encourage the children so that they do not feel worried or become anxious.

Methods and ways of teaching and learning change constantly which is why we are **always** happy to explain them to parents/carers so that they know how to help their children at home. Sometimes it can be more confusing for a child when well-meaning parents/carers try to help them based on what they remember learning at school - as this could be quite different to how children are taught now.

We are **always** happy to arrange workshops or even provide one-to-one support if parents/carers would like this – just speak to one of us in confidence. As always, if you can support us because you have a 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, then please let us know. All offers are welcomed and appreciated.

Yours sincerely,

Headteacher

## Homework

- [www.mymaths.co.uk](http://www.mymaths.co.uk) on line site - details to follow. This will be every other Friday.
- [www.activelearnprimary.co.uk](http://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 Wednesday and tested the following Wednesday.
- 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

### **Read Write Inc. Sessions**

Children on the Read Write Inc. 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 and spelling practise and regular grammar and punctuation sessions focused on meeting their *individual* needs.

### **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 term we will be looking at a selection of fiction and non-fiction texts based around the theme of 'Animals'. We will be using a range of non-fiction texts to find out about different park/woodland animals. We will then look at books from the series about 'Percy the Park Keeper'. The main focuses will be: orally rehearsing what they want to write, writing simple sentences with finger spaces, capital letters, full stops and question marks. They will be writing, lists, simple stories and instructions. 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 friends*
- ✓ *writing using a range of media, pencils, pens, felt tips, even chalk outside, to show that it is FUN to write*
- ✓ *looking at non-fiction books and pointing out heading, page numbers and reading for information*

## Mathematics

This term we will focus on:

- Making number sentences (+and -) linked to a set of 3 related numbers.
- Getting to know 2D shapes and creating patterns.
- 3D shapes and creating patterns.
- Ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc. and position)

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

- ✓ *thinking of ways to use 3 numbers with + or - E.g.  $3+7=10$  and  $7+3=10$  and  $10-3=7$  and  $10-7=3$*
- ✓ *naming and describing shapes you see in the environment e.g. the door is a rectangle, it has 4 corners and 4 sides and it has 2 long side and 2 shorter sides looking for and naming 3D shapes*
- ✓ *discussing position of objects, who came in which position in a race etc*

## Science

This term we will explore different animals. We will be: naming them, naming their body parts (especially those that humans do not have), sorting animals using own criteria, sorting into mammal, amphibian, bird, fish and reptile and considering if they are a carnivore, omnivore or herbivore. We will also be considering where some of these animals live.

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

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

## Geography

This term we will be thinking about maps, how land and sea is represented and locating countries, using the correct geographical vocabulary. We will link this to our animal work and consider countries where some of the animals can be found; thinking how these may be similar or different to our country. We will use a globe, an atlas and online maps including looking at the different ways Google maps can represent maps.



**You can support your child's learning with geography this term at home by:**

- ✓ looking at maps of any kind, OS maps, atlases, globes and online maps.
- ✓ Investigating where an animal is native to and finding this on a map.

## Design and Technology

We will be exploring how picture books are made to move through the use of flaps, wheels, levers and pop ups. We will be creating some moving pages of story books using some of these methods. We will also be creating some paper animals using different methods including folding, cutting, rolling, joining etc. We will also be making Christmas cards and a 2018 calendar.

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

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

## Computing

This term we will be 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 we will be focusing on the Fundamental skills of balance and agility. This will involve some cross curricular links to maths (learning how to make half and quarter turns with their body). We will be doing lots of floor work and using some equipment. Children will learn how to balance and jump safely and correctly. They will develop and use these skills in various games.

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

- ✓ asking your child to show you the different balances they can create with their bodies
- ✓ helping them learn their left and right

## PSHCE

This term we will be linking our PSHCE work to work from Be Happy, Be Safe week. We will consider what children perceive as dangers at school, at home and out in the world. From this we will address misconceptions as well as focusing on: fire safety, water safety, medicine safety, online safety and who they can go to if they do not feel safe.

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

- ✓ discussing rules for medicine use (any adults to administer from a locked or out of reach cabinet)
- ✓ discussing 999 use and thinking about exits out of the home
- ✓ discussing basic online safety, never giving out personal details and reporting anything they are uncomfortable with to an adult.
- ✓ Encouraging your child to share worries and concerns with a trusted adult, should they feel unsafe or worries about anything.