

CURRICULUM OVERVIEW

Sharing our learning



Academic Year 2020-21

- **Year:** 1
- **Term:** 3

Your Child's Teaching & Learning Team:

- Mrs I Hadfield
- Mrs S Sambrook
- Mrs J Golland
- Miss R D'Roza
- Miss Clack
- Mrs Cox
- Mr Redmill

Dear Parents and Carers,

This is the third curriculum overview of our school year and comes as we live through a national lockdown with many children forced to remain at home and places in school limited to the vulnerable and to the children of critical and key workers as defined by the government it is important that our online offer does not just meet government, but that it excites and engages our children learning at home.

- Please click [here](#) to access our remote learning policy.
- Please click [here](#) for local authority guidance about attending school in lockdown

Daily check-in times via Microsoft Teams:

- | | | |
|----------------------|----------|----------|
| • FS2, Years 1 and 2 | ✓ 9.30am | ✓ 3.00pm |
| • Years 3-6 | ✓ 9.00am | ✓ 2.30pm |

Remote learning will be available via Microsoft Teams and the SJF Home-Learning portal, available on the homepage of our website or by clicking [here](#). The password is **2020STJOHN**.

If you or your child(ren) have any questions you can contact staff via the chat function on Microsoft or if you require support with anything please do not hesitate to contact us.

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



RE

Information about our Term 1 RE curriculum is in the 'Come and See' letter accompanying this overview.



HOMWORK

- www.mymaths.co.uk . This will be every other Friday and details will be on the site of activities.
- www.activelearnprimary.co.uk ('Bug Club') for reading homework.
- Spellings linked to 'sounds of the week'. These will be given out each **Monday** and tested on **Monday**
- Cross-curricular theme-related homework at various other times.
- Reading books regularly. **Must be returned each Thursday so they can be quarantined and swapped.**

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.

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 WILL BE 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 and looking at environmental print*

This term our fiction texts link to our 'Transport' (History) topic. We will use a story book called 'The Train Ride' which describes a journey through the countryside and focus on the use of adjectives so the children will use these to describe what they can see on a train journey.

We will also 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:

- ✓ rehearsing orally what they want to write and writing sentences with finger spaces/capital letters/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) and work on developing 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)*



MATHEMATICS

This term we will focus on:

- time-including months of the year
- length
- weight
- number- sequencing and patterns and doubling numbers to 10

Key words we will be using are:

- ✓ months of the year
- ✓ minutes, hours, o'clock, half past, later, earlier
- ✓ long, longer, longest, short, shorter, shortest, length,
- ✓ high, higher, highest, height, taller, metre, centimetre (cm)
- ✓ mass, weight, lighter, heavier, Kilogram (Kg)
- ✓ numbers to 20, increasing, decreasing
- ✓ doubling, equal

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

- ✓ looking out for, recognising and naming numbers from 0 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
- ✓ discussing the length of objects using the terms 'longer, shorter, longest, shortest, highest'
- ✓ Weighing objects around the home and guessing which is heavier lighter
- ✓ Doubling objects e.g. sweets, pasta $2+2=4$

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 learn how to weave paper and then use weaving skills to weave using a range of materials, both natural and recycled. We will also create some paper art by folding, cutting, tearing and curling paper and finally we will do some drawing and sketching using our pencil to shade

Key words we will be using are:

- ✓ weave
- ✓ recycled, natural
- ✓ Cut, curl, fold, concertina
- ✓ Sketch-dark/light/hard/soft

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 devices at home that can go online; how to check whether they are going online; and which apps/games/programs go online so adults always know

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

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 percussion instruments and playing along to a Samba groove! We will look into the importance of this South American style of music; how the carnival plays a key role for Brazilians and understand the importance of the skill call and response.

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

- ✓ Brazil
- ✓ samba bacteria
- ✓ rhythmic beat
- ✓ crotchet/quaver/semiquaver

FRENCH

This term the children will explore learning numbers.

PSHCE

This term we will be focussing on wellbeing, thinking about the things we are grateful for and some work around online safety, finding out lots about cyber bullying

Key words we will be using are:

- ✓ grateful/gratitude
- ✓ Tell! Tell! Tell!
- ✓ online communication-emails, chat rooms, text
- ✓ online, cyber bullying
- ✓ appropriate/ok and Inappropriate/not ok
- ✓ feelings/emotions e.g. happy, sad, excited, jealous

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

- ✓ talking about being safe online
- ✓ Being kind to others
- ✓ Differences between bullying and one off arguments/mean acts

