

CURRICULUM OVERVIEW

Sharing our learning



Y1 INFORMATION

- YEAR: 2023-24 • TERM: 1
- CONTACT: year1@st-johnfisher.org

Y1 TEACHING & LEARNING TEAM

- Mr I Hadfield
- Mrs S Sambrook
- Mrs J Golland
- Mrs H Ahmed
- Miss A Hobson

Dear Parents and Carers,

This is the first curriculum overview of our new school year. Its purpose is to tell you about our curriculum and all the things your children will be learning during this first term. We will also offer suggestions for supporting your children at home.

New learning can be fragile which is why it is important to give our children the right kind of support in school and at home. If we get it right our children will feel positive and confident as they learn and make progress.

Homework is set to support and consolidate this new learning - and to encourage the children. It is important that homework is attempted by children on their own. If they do not understand something **they should not worry**. Simply offer them reassurance and encourage them to do what they can. This will help us to understand what they remember and know, so that any gaps can be pinpointed and targeted with the right support.

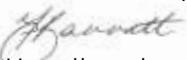
If the children have done their best we will *always* be proud of them. If your child is stuck then please let us know. You can speak to someone in the office; let the teacher know via the class email; or send in a note. Remember to say (i) what they remembered; (ii) what they could do; and (iii) what they struggled with. We will then follow it up with lots and lots of reassurance and the right kind of support.

Please avoid the temptation to 'over-help' your children with homework tasks because this could end up masking a gap and delay the children getting the help they need. Just offer encouragement and keep telling them that everyone at school will understand and help and support them.

We know that ways of teaching and learning change over time and so we are **always** happy to explain our approaches if you are not sure and have questions. Please just ask. Children can find it very confusing if parents/carers try to show them what they remember being taught at school, especially if this is different to our approach.

As always, please contact us if you can offer support with any aspect of the curriculum overview perhaps because you have particular skills, knowledge or experiences, artefacts, useful contacts or you would like to volunteer to help us on an educational visit. Thank you for your support.

Yours sincerely,


Headteacher

TERM 1 LEARNING VALUE

Our value for this term is '**Determination**'. Being determined is having the ability to keep going, even when there are setbacks. It's accepting that things don't always work out the way you expect them to, but continuing to set new goals that help you to grow as a person. Believing in yourself, being patient, and being the best that you can be are all important parts of determination!

What does determination look like to you?

- ✓ you can say "Yes I can!"
- ✓ you can set yourself your own challenging goals
- ✓ you have confidence in yourself to keep going, even when things get tough



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If you have determination what do you realise?

- ✓ never, ever, ever give up
- ✓ you can reach your potential if you believe in yourself
- ✓ confidence gives you the strength to carry on when it's really hard

How can you show determination?

- ✓ having a positive and determined mind-set
- ✓ setting challenging goals and having the courage to try
- ✓ be a superhero
- ✓ say "Yes I can!"



RE

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

Details of liturgies, Masses and services will be shared in the weekly newsletter, available [here](#) and recordings can be viewed via this [link](#).

In Term 1 we focus on the key virtues of '**courtesy**', '**honesty**' and '**thankfulness**', which are very relevant as we continue our Eastertide journeys together.

HOMEWORK

- Maths homework will be set every other Friday and posted on the class page of the school web site.
 - please refer to the letter/email sent home at the start of the new term
- Weekly Spellings will be set on Mondays and tested the **following** Monday.
 - children will bring home a paper copy
 - spelling are also posted every Monday on the class page of the school web site (click [here](#))
 - please refer to the letter/email sent home at the start of the new term
- Cross-curricular theme-related homework at various other times
- Reading reading-books regularly
 - please return each **Thursday** so they can be swapped
 - please refer to the letter/email sent home at the start of the new term

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. A phonics/reading workshop meeting is planned, taking account of restrictions.

Grammar, Punctuation, Spelling & Handwriting

All children will benefit from having regular handwriting, spelling, grammar and punctuation sessions focused on meeting their *individual* needs. We will focus on building our children's confidence so that they feel able to have a go at writing with increasing independence, orally rehearsing sentences before writing. We will write labels, lists and simple sentences with lots of 'Fred talk' sounding out words and writing the corresponding graphemes (letters).

We will focus on correctly forming letters, using finger spaces between words and a full-stops to end sentences. 'Our body', linked to science, will be our focus for the beginning of term. We will write a simple poem linked to senses and end the term using the traditional tale 'Goldilocks and the three bears' as stimulus. Children will be supported in line with their individual needs.



Key words we will be using are:

- ✓ letter/word/sentence
- ✓ finger space
- ✓ full stop
- ✓ capital letter

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

- ✓ encouraging your child to act out stories, perhaps with older siblings or with friend
- ✓ writing using a range of media, pencils, pens, felt tips, even chalk outside, to show that it is FUN to write.
- ✓ writing for a purpose, such as lists, greeting cards or notes to family members.
- ✓ 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 different and more challenging books to widen their reading experience

MATHEMATICS

This term we will focus on:

1. number formation
2. understanding and comparing numbers from 0-10
3. addition and subtraction within 10
4. shape, patterns and position

Key words we will be using are:

- ✓ number names 0-10
- ✓ same/equal/more/less/fewer
- ✓ addition/add
- ✓ subtraction/take away
- ✓ total/sum
- ✓ number bonds
- ✓ 2D shape (circle, square, rectangle, triangle, oval)
- ✓ 3D shape (sphere, cube, cuboid, cylinder, prism)
- ✓ repeating pattern
- ✓ positional language ('in front', 'behind', 'next to', 'on top', 'underneath')

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

- ✓ practising forming numbers correctly – in pencil, paint, chalk or crayons
- ✓ counting objects, touching each object (deciding who has more/less e.g., chips, pasta, crayons etc.)
- ✓ looking at numbers on doors, seeing the odd and even pattern
- ✓ solving addition stories e.g. If we buy two apples and four oranges, how many items altogether?
- ✓ shape spotting in the environment e.g. the door is a rectangle, the ball is a sphere

SCIENCE

Throughout the term, we will be looking at our bodies and naming body parts. We will be investigating our 5 senses, playing sense games and going on a sense hunt! We will consider how to be healthy.

Key words we will be using are:

- ✓ senses
- ✓ touch, taste, smell, sight, hearing
- ✓ body part names



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

- ✓ singing 'Head, shoulders, knees and toes' with your child and adding in other body parts
- ✓ looking back at photos of your child and yourselves of when you were babies and toddlers, and looking at how you've all changed
- ✓ when out on walks together, using your different senses to explore and investigate your surroundings

HISTORY

This term we will be thinking about The fire service over the years. We will consider how fire engines, uniform and equipment has changed. Children will be asked to consider what is the same / similar and what is different. Children will be introduced to a simple time line to show chronology.

Key words we will be using are:

- ✓ old
- ✓ older
- ✓ new
- ✓ newer
- ✓ same
- ✓ similar
- ✓ different
- ✓ timeline
- ✓ past
- ✓ present
- ✓ change
- ✓ modern

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

- ✓ talking about what has been seen / discussed in class.
- ✓ looking at photos of fire engines and equipment over the years on the internet (supervised by an adult)

ART

This term we will be focusing on the skills of colour mixing and using colour appropriately. Children will learn about primary and secondary colours and how to add a colour to white to create different tints. We will look at work from the artist Wassily Kandinsky and encourage discussion and reflection. The children will complete a piece of art linked to that artist using their newly acquired skills.

Key words we will be using are:

- ✓ portrait
- ✓ tone
- ✓ features
- ✓ primary colours
- ✓ secondary colours

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

- ✓ looking online at portraits of famous artists and discussing the colours used
- ✓ drawing portraits of family members
- ✓ colour mixing if you have paints at home allowing your child to create new colours



COMPUTING

This term the children will be completing a unit titled 'Technology around us'. Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.

Key words we will be using are:

- ✓ technology – anything made by people to help us
- ✓ computer
- ✓ switch on
- ✓ log on
- ✓ screen
- ✓ keyboard
- ✓ mouse
- ✓ track pad
- ✓ click and drag
- ✓ type

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

- ✓ talking about rules you have at home for technology and how the rules keep us safe
- ✓ talking about how you safely turn on different tech at home
- ✓ supporting your child using a drawing app or program, if possible, NOT a touch screen.

PE

This term we will focus on units linked to:

- personal skills including co-ordination and balance whilst following instructions and learning that it is OK to find it tricky to begin
- developing ball skills, through invasion games.

Key words we will be using are:

- ✓ balance
- ✓ coordination

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

- ✓ practising the skills learned in school (standing on one leg) and try to beat their time each try they have
- ✓ asking your child to show you the movements or balances they have done in their PE lesson
- ✓ reiterating that practise helps develop skills and it is OK to find it hard to begin with

MUSIC

In this unit, the focus will be on two areas: our listening work will be based on the genre of reggae in addition to the broader overall theme of exploring sounds. Exploring sounds will take the form of learning about the different percussion instruments and sort these into the three groupings of skins, metal and wood. Children will use their knowledge of these to sort them and begin to name them.

They will learn about the role of the conductor and take part in activities designed to allow them to both follow and take on the role of the conductor.

As well as looking at instrumental sounds, we will be looking at sounds in the nature and the world around us. The children will use vocal sounds to create and perform graphic scores based on city streets and the jungle.

Listening Focus: Reggae The children will learn that Jamaica is the birthplace of reggae and listen to the music of four successful reggae artists: Bob Marley, Jimmy Cliff, Ziggy Marley, and Marcia Griffiths. They will learn to sing and perform 'I've Lost My Bobble Hat', a reggae style song by popular family musician Nick Cope.

Key words we will be using are:

- tempo (the speed) • fast • slow • faster • slower
- dynamics (loudness/quietness) • loud • quiet • louder • quieter • forte • piano
- pulse (constant beat within music)
- composition (children's creation) • graphic scores • composing
- Instruments (percussion) • wooden • skin • metal

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

- ✓ asking your child what they have been learning and practising at home
- ✓ using the internet (safely) in order to investigate different percussion instruments discovering how they work and the sounds they make

FRENCH

In this unit the children will learn how to greet others, say how they are and introduce themselves. They will begin to respond to (and ask questions) about name and age. They will understand that French is spoken in France and elsewhere.

Key words we will be using are:

- ✓ *bonjour*
- ✓ *salut*
- ✓ *ca va*
- ✓ *je m'appelle*
- ✓ *au revoir*

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

- ✓ asking your child what they have been learning and practising the phrases with them. practising the skills learned in school (standing on one leg)
- ✓ <https://www.bbc.co.uk/bitesize/articles/z4q3f82> this BBC site will help to consolidate learning

PSHCE

This term we will be encouraging the children to be reflective about their feelings and to develop strategies for dealing with both positive and negative feelings.

Key words we will be using are:

- ✓ feelings
- ✓ positive
- ✓ negative
- ✓ feeling emotions - happy, sad, angry etc.
- ✓ TELL! TELL! TELL!

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

- ✓ encouraging your children can share worries at any time and be ready to listen
- ✓ reading stories about emotions (there are lots online)