

# CURRICULUM OVERVIEW

Sharing our learning



## Academic Year 2019-20

- Year: 1
- Term: 2

## Your Child's Teaching & Learning Team:

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

Dear Parents and Carers,

This is our second curriculum overview of the year and its purpose is to let you know what the children will be learning in the weeks leading up to Christmas. We also offer suggestions on different ways you can support your children at home.

Homework is important and should always be attempted by children on their own. You should not worry if your child does not understand a concept or is unable to complete a particular task that has been set for homework - as a key purpose of homework is to see what children know/don't know and what they can and cannot do on their own. We encourage our children to be resilient and remind them constantly that learning is fun but can be challenging sometimes - so making mistakes and productive struggle are both perfectly normal parts of the learning process. We also remind them that we are all there to offer help and support.

If children struggle with a homework task, please offer reassurance and encouragement, and when they have done all they can please tell them that it is ok to stop. We do not want to cause them unnecessary stress nor do we want anyone else to do their homework for them. Please let us know via a note; an email; by speaking to us directly; or leaving a message with a colleague in the School Office. We will be understanding and then follow-up issues quickly in a calm and positive way, so that children feel reassured rather than anxious.

Ways of teaching and learning change constantly which is why we are **always** happy to explain them either on a one-to-one basis or in workshops so that parent/carer feel more confident helping their children at home. If you would like help and advice on a one-to-one basis please speak to one of us in confidence.

As always, if you can support us because you can demonstrate or share a particular skill; specialist knowledge; a real-life experience; artefacts; or useful contacts – or if you can support us by volunteering to help on an educational visit or with activities in class, then please let us know. All offers are welcomed and appreciated greatly!

Yours sincerely,

*Harvett*  
Headteacher

## Term 2 Learning Value: Honesty

Our Learning Value is 'Honesty'. Honesty is defined as a person who does not do things that are judged to be wrong, morally. Honesty is about speaking and acting truthfully. Honesty is acting with integrity.

If someone breaks a rule or law or hides their intentions and actions because they know it is wrong, then they are being dishonest.

Honesty is speaking the truth, it is *not*:

- saying what is definitely untrue
- saying what might be untrue
- making things up in order to hide the truth

Honesty is what you say and how you act toward others. It is also about being honest and treating yourself in the same way.

Being honest with yourself means knowing and understanding why you act in certain ways; whether you speak the truth to yourself and act in a way that means you are being true to yourself, your values and what you believe.



## Homework

- [www.mymaths.co.uk](http://www.mymaths.co.uk). This will be every other Friday and details will be on the site of activities. Occasionally a paper activity sheet will be sent home to work on
- [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk) (new website for 'Bug Club') for the reading homework
- 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
- the regular reading of reading-books which must be returned each Friday so they can be swapped

## 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.

### 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 are given out each Monday and are then tested on Fridays.

### 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:

- ✓ *simply reading your child's reading books together each day and other books your child enjoys*
- ✓ *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*

This term we explore non-fiction texts linked to animals (our science focus) and investigate the features of them. We will have a go at writing to inform others about animals; remembering to include the features of non-fiction texts e.g. headings, captions and labels. We will continue to focus on capital letters, full stops and finger spaces and introduce the conjunction 'and' as a way of joining two ideas/sentences. We will also use adjectives to describe things.

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

- ✓ *looking at non-fiction books and noting how they differ from fiction (story) books.*
- ✓ *writing using a range of media, pencils, pens, felt tips, even chalk outside, to show that it is FUN to write.*

## Mathematics

This term we will focus on:

- ✓ subtraction within 10, word problems and link to addition
- ✓ getting to really know the names and properties of 2D shapes
- ✓ creating patterns with shapes
- ✓ 3D shapes and creating patterns
- ✓ ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc. and position)

### Key words we will be using are:

- ✓ *subtract, take away, less, less than*
- ✓ *2D and 3D shape names*
- ✓ *side, corner, face, edge*
- ✓ *pattern*
- ✓ *first, second, third etc. position*



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

- ✓ holding objects and looking at their features (properties)
- ✓ using vocabulary to describe them such as 'heavy', 'heavier, light, lighter, lightest, heaviest
- ✓ reading labels on the sides of bottles, jars and tins to check the weight of the contents
- ✓ naming and describing shapes you discover around the house e.g. the door has a rectangle shaped window on it, it has four corners, four sides, it has two long sides and two shorter sides
- ✓ looking for and naming 3D shapes e.g. the ball is a sphere
- ✓ discussing position of objects, who came in which position in a race etc.

## Science

This term we will explore different animals. We name them and their body parts (especially those that humans do not have). We sort animals into the following groups: *mammal, amphibian, bird, fish* and *reptile* and consider whether they are carnivores, omnivores or herbivores. We will also sort animals using own criteria and consider their habitats and where they live.

**Key words we will be using are:**

- ✓ mammal, amphibian, fish, bird, reptile
- ✓ habitat
- ✓ carnivore, herbivore, omnivore
- ✓ Tusk, fin, tail, paw, claw, beak

**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

We will be thinking about animals and consider their habitats all the different places live, thinking about towns and countryside as well as countries. We will look at how these areas appear on a map and introduce a UK and world map to the children. We will look at how land and sea is represented and locate some countries, using the correct geographical vocabulary. We will use an atlas and online maps including looking at the different ways Google maps can represent maps.

**Key words we will be using are:**

- ✓ habitat
- ✓ map
- ✓ United Kingdom
- ✓ world
- ✓ land
- ✓ sea
- ✓ town
- ✓ countryside

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

- ✓ talking about toys you enjoyed as child.
- ✓ asking older family members to talk about their toys
- ✓ showing your child your toys and discussing how they differ from those children play with today

## Design and Technology

We will be investigating how picture books are made to move through the use of flaps, wheels, levers and pop ups. We will design and make 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 and joining etc as well as a simple animal puppet. We will be making Christmas cards and a 2020 calendar.



**Key words we will be using are:**

- ✓ mechanism
- ✓ lever
- ✓ flap
- ✓ pop up
- ✓ join
- ✓ attach
- ✓ fold,
- ✓ cut

**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 work
- ✓ practising cutting to promote further develop cutting skills

## Computing

This term we will be learning that many devices have computers to control a machine but that some devices are computers which have brand names and are a particular type of computer. We will investigate how many different devices enable us to go online. Going online which means that a computer is sharing information with other computers. This means we can see what other people put online. We will be cover online safety matters and reaffirm that their parents should always know when they are online. They will be encouraged to "tell, tell, tell" if they feel worried about anything that happens when they are online. We will start to learn how to power on, log on and switch off school laptops and how to control the cursor using a glide or touch pad.

**Key words we will be using are:**

- ✓ laptop, desktop computer,
- ✓ tablet, smart phone, games console, handheld games console,, smart speaker
- ✓ online
- ✓ password

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

- ✓ checking your family all know the agreed rules for computers
  - (e.g. who can use them, when and where and what apps, games or programs are fun and safe).
- ✓ Make sure everyone knows how to properly turn on and off devices and use them safely.
- ✓ Talk about which of your devices are home can go online, how to check whether they are going online and which apps, games and programs go online so an adult always know when someone is using a computer which goes online.

## PE

This term we will be focusing on multi-skills. Children will learn skills that can be applied to a range of sports and games. We will also be learning movements and dances linked to our nativity.

**Key words we will be using are:**

- ✓ balance
- ✓ team
- ✓ position
- ✓ catch
- ✓ throw
- ✓ warm up/down

**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 we will be learning songs to perform in our fantastic nativity 'The Inn-Spectors'. Dates of performances are on the school calendar accessible via this link: <http://www.st-johnfisher.org/calendar/>.

## PSHCE

This term we will be linking our PSHCE work to work from 'Be Happy - Be Safe Week 2019'. We will focus on: fire safety, water safety, medicine safety, stranger danger and who they can go to if they do not feel safe.

### Key words we will be using are:

- ✓ safety/safe
- ✓ responsible/responsibility
- ✓ danger/dangerous

### 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 when we should (and should not) phone **999**
- ✓ thinking about different exits out of the home – should there be a fire in different places around the home
- ✓ discussing 'stranger danger' and agreeing who are 'safe' people and who are not - if your children find themselves alone (police or uniformed personnel, shop staff with a badge etc.)
- ✓ encouraging your child to share worries and concerns with a trusted adult/friend if they have a 'worry ball' or feel unsafe about anything

