

# CURRICULUM OVERVIEW

Sharing our learning



## Academic Year 2020-21

- Year: 1
- Term: 1

## Your Child's Teaching & Learning Team:

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

Dear Parents and Carers,

This is the first curriculum overview of our new school year. Its purpose is to let you know what your children will be learning during the 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.

We do set homework in to support new learning and to encourage the children. Our expectations regarding homework will therefore also be shared in this overview.

Clearly, it is very important that all homework is attempted by the children *on their own*. If children do not understand something **they should not worry**. This means that the homework has done its job. If this is the case all we ask is that you simply reassure and encourage your children to do as much as they can. This will really help us understand where the gaps are so that the right support is offered.

If children have genuinely had a good go then we will *always* be proud of them, whatever they manage to finish and achieve.

We certainly do **not** want you or your children panicking or worrying. We also ask that you do not give your children too much help because this could end up masking an issue and cause problems in the longer term. Children will always be encouraged in our school, and all we ask is that they have a good go and do their very best. This is because children learn best when they are confident; children are most confident when they are happy; and children are most happy when they feel loved and supported.

We would rather that parents/carers simply notify staff in person, via the class email or by adding a note to the homework - confirming that the task was attempted and explaining what they believe the issues to be. We will pick this up and act – reassuring and encouraging the children all the time.

Methods and ways of teaching and learning change over time which is why we are **always** happy to explain them to you if you have a specific question or are not sure how to help your child at home. Please just ask. Sometimes it can actually be more confusing for a child when well-meaning parents/carers try to help them based on what they remember being taught, as this could be quite different to how children are taught now.

As always, if you can support us because you have a particular 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, please speak to your child's teacher(s). Thank you for your support.

## Home Learning for Children Isolating Due to COVID-19

Children who are unwell because of COVID-19 will not be expected to undertake home learning. Children who are well, symptom-free and isolating in line with guidance will be expected to undertake home learning activities. Initially an SJF 'Isolation Pack' will be sent home and/or made available from our SJF 'Home Learning' portal. Up-to-date work, linked to what classmates are doing in class, will then be shared via Microsoft Teams and the 'Home Learning' portal just as it was during the national lockdown.

Please contact us immediately if your child is isolating and you are struggling in any way to access the home learning activities and opportunities we are providing for them. Perhaps you have Wi-Fi issues preventing your child from getting online or you do not have enough IT kit at home? We will do all we can to support you.

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

*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!"



## Homework

- ✓ Maths homework will be set every other Friday and posted on the class page and home learning page of the school web site. Please refer to the email sent earlier in the term.
- ✓ [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk) ('Bug Club') for reading homework – Log on details are the same as in FS2. Please contact us via the class email if you need to be readvised of your child's log in details.
- ✓ 'Red Words' weekly reading task will be posted every Monday on the class page and home learning page of the school web site. Please refer to the email sent earlier in the term.
- ✓ Cross-curricular theme-related homework at various other times.
- ✓ Reading reading-books regularly. These must be returned each **Thursday** 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. 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. This term we will introduce spelling aerobics; a kinaesthetic way to aid the learning (and retaining) of spellings.

**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 widen their reading experience*
- ✓ *look at environmental print*



We will focus on building the children's confidence so they will have a go at writing with increased independence. We will write labels, lists and simple sentences with lots of 'Fred talk' sounding out words and writing the corresponding graphemes (letters). We will use finger spaces between words and full stops to end sentences. Our body will be our focus for the beginning of term and the familiar tale 'Goldilocks and the Three Bears'. Towards the end of the term we will use a story book about toys as our stimulus. The children will practise using a line guide and correct letter formation. 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.

## 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 and patterns
5. Position

### Key words we will be using are:

- ✓ number names 0-10
- ✓ same /equal/more/less/fewer
- ✓ addition / add
- ✓ subtraction /take away
- ✓ total
- ✓ 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 parts as well as deciding how we can sort and classify. We will also be investigating our 5 senses, playing sense games and going on a sense hunt!

### 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 on pictures with your child and yourselves of when you were babies and toddlers, and looking at how you've changed
- ✓ when out on walks together, using your different senses to explore and investigate your surroundings

## History

This term we will be thinking about toys over the years. We will consider favourite toys and why they are favoured. We will describe them and consider how they differ from toys from the past, thinking how they are the same, similar and different.

### Key words we will be using are:

- ✓ old, older, new, newer
- ✓ similar/different
- ✓ same
- ✓ timeline
- ✓ change

## 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.
- ✓ comparing your childhood toys (if you have any) with your child's and talking about similarities/differences

## 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. Children will then learn how to use a pencil to draw a portrait in pencil, considering where features are positioned as well as using a pencil to shade. They will end the term by creating a painted self-portrait. We will look at portraits from famous artists and encourage discussion.

### Key words we will be using are:

- ✓ portrait
- ✓ tone
- ✓ features
- ✓ primary & 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 working on following and creating simple algorithms (instructions), thinking about what order things need to be done in order to achieve the desired outcome.

### What is an algorithm?

We will be learning that an algorithm is a sequence of instructions used to tell a computer what to do. We will also be thinking about how we use algorithms in everyday life as instructions on how to make things, recipes and carry out daily routines.

### Key words we will be using are:

- ✓ algorithm
- ✓ instruction
- ✓ order



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

- ✓ telling your child what is happening next for routines e.g. making a cup of tea or making a sandwich
- ✓ challenging your child to give you a set of verbal instructions for how to get dressed
- ✓ exploring if things turn out as your child had expected when you do everything in the order they say

## PE

This term we will focus on coordination and balance. We will explore movements through stories and 'follow the leader' games. We will also practise the skill of standing on one leg as we play 'Popping Pirates'.

### 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)
- ✓ asking your child to show you the movements or balances they have done in their PE lesson

## Music

Music is being delivered by a specialist teacher from Junior Jam. The children will follow the National Curriculum in a COVID-secure way to ensure that they can enjoy and achieve safely.



## French

For the first time children in Key Stage 1 will be introduced to French. They will focus mainly on introducing basic vocabulary through games and rhymes initially, and songs when the children are allowed to sing in a group again.

The lessons will be delivered by a specialist French teacher from the highly regarded Primary Languages Network.



## 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 e.g. happy, sad, angry etc)
- ✓ TELL! TELL! TELL!

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

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

