

CURRICULUM OVERVIEW

Sharing our learning



Y1 INFORMATION

- **YEAR:** 2021-22 • **TERM:** 5
- **CONTACT:** year1@st-johnfisher.org

Y1 TEACHING & LEARNING TEAM

- Mr I Hadfield
- Mrs S Sambrook
- Mrs J Golland
- Mr W Ormesher
- Mrs N Cox
- Miss R D'Roza

Dear Parents and Carers,

This is our fifth curriculum overview of the 2021-22 academic year and, because of the COVID pandemic, it covers the first statutory assessment period that all schools will face since 2019. It is therefore a very significant period in the life of our school. Good attendance is very important in order to give our children the best possible chance to do well and demonstrate all they know and can do.

A reminder that the key assessment areas cover all age groups and are set out below:

- **FS2** - a formal check on children's progress in their key foundation year against the Early Learning Goals
- **Y1** - National Phonics Screening
- **Y2** - end of Key Stage 1 statutory assessments (SATs) & follow-up National Phonics Screening*
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - end of Key Stage 2 statutory assessments (SATs) *for children who did not achieve the standard in Y1

Additionally, we are due to be moderated in all areas by the local authority.

Whilst everyone must continue to comply with government guidance related to COVID infection, obviously it is also very important that avoidable absences are kept to an absolute minimum wherever possible. You can help by making appointments at either end (or outside) of the school day and avoiding term-time holidays.

We must all pull together in order to help our children to reach their full potential, especially those who have been affected most negatively by the various lockdowns and others consequences of the pandemic. This has to be our shared priority, and regular attendance at school will help colleagues enormously as they work hard to support your children to enjoy, achieve and reach where they have the potential to be.

As usual this overview contains important information about your child's curriculum this term. It includes those key words that the children will need to learn and use as they develop their skills and subject knowledge. You will also find the usual tips for helping your children at home.

Please encourage your children to complete homework tasks. If they have done their best, but have not managed to finish a task or have not understood something, please reassure them and tell them to stop. Try to avoid the temptation to over-help, as this can mask issues and delay them getting help. Simply notify us via email, a note or a phone call and we will follow everything up positively, offering lots of encouragement.

If you have any questions or need support yourselves, please contact us. We would also like to hear from you if you have specific knowledge, experiences or artefacts, related to our topics, that you would like to share.

If you have any questions or if you require support, please do *not* hesitate to contact us. Thank you.

Yours sincerely,


Headteacher



TERM 5 LEARNING VALUE: TEAMWORK

This term we focus on the value, 'Teamwork'. Teamwork is key in both learning and sport. When we pull together, we are often much greater and able to achieve more than we could if we operate separately as individuals.

Effective teamwork enables us to share our experiences and knowledge. It also enables us to learn from the experiences and knowledge of those we work with.

Being part of a great team provides us with powerful opportunities to learn what it means to lead and serve others as well as being a supportive teammate.

Being part of a team is not always easy, but it is an important part of everyone's development and formation as we learn and appreciate how special and exciting it can feel to be part of a group that achieves together.



RE

Information about our Term 5 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 4 we focus on the key virtues of '**forgiveness**' and '**honesty**', which are very relevant as we continue our Eastertide journeys together.

HOMework

- Mathematics homework will be shared every other Friday and details will be added to the Maths homework section of the Year 1 class page on the school website. It may also be on a paper sheet.
- www.activelearnprimary.co.uk (new website for 'Bug Club') for reading homework
- Spellings linked to 'sounds of the week' (sent each Monday and tested the following Monday)
- Cross-curricular theme-related homework at various other times.
- Reading reading-books regularly (books changed each Thursday)

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 monitored and 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.

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 in order to widen their reading experience*

We will continue with Paddington Bear stories that link to our Geography topic and use the well-known story 'Jack and the Beanstalk' as our main focus text. We will explore the story structure and create a new giant that we will also describe before planning and writing our own new stories based on **what might happen if...?**



The children now use capital letters and full stops well so we are encouraging them to reread and edit their work to improve their writing. We will also continue to encourage the use of conjunctions like **'and'** and **'because'** to join two shorter sentences and will add the suffixes **'-ing'** and **'-ed'** to change the tense of words or make them in to plurals by adding **'s'** or **'es'** and write a non-fiction book about plants, linked to science.

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

- ✓ reading the weekly Read Write Inc. book together
 - please remember to return the book each week so that it can be exchanged
 - these are ability-based and an important part of your child's reading journey
- ✓ using the phonics booklets we sent home before the Easter holidays.
- ✓ reading books linked to plants and flowers, both fiction and non-fiction
- ✓ completing handwriting practice

MATHEMATICS

This term we will focus on:

- fractions (halves and quarters)
- length and mass – comparing and measuring lengths and mass, using cm and Kg
- numbers to 50 and beyond – Reading, writing, representing, comparing and ordering numbers to 100
- finding one more and less and ten more and less. Identifying number patterns

Key words we will be using are:

- | | | | | |
|-----------------|---------------|-------------|--|------------|
| ✓ half | ✓ quarter | ✓ equal | ✓ equal parts | ✓ long |
| ✓ longer | ✓ longest | ✓ heavy | ✓ heavier | ✓ heaviest |
| ✓ centimetre cm | ✓ kilogram kg | ✓ order | ✓ compare | ✓ tens |
| ✓ ones | ✓ value | ✓ more than | ✓ add | ✓ addition |
| ✓ count on | ✓ 'Base Ten'* | ✓ Deines* | *The names of Maths equipment we use in class | |

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

- ✓ counting to 100 forwards and backwards, thinking about which numbers are greater, smaller, more than and less than a given number (use all the vocabulary)
- ✓ saying one more and one less than a number to 100
- ✓ knowing how many tens and how many ones the number shows (e.g., 63 is 60 +3 and 6 tens and 3 ones)
- ✓ writing numbers to 100, all formed correctly and without reversal.
- ✓ feeling the weight of objects using a human weighing scale (arms out, a carrier bag in each , with added objects and see which side is heavier / lighter.
- ✓ comparing the lengths of objects or strips of paper, saying which is longer/longest or shorter/shortest.
- ✓ cutting food in to two equal parts (half) and four equal parts (quarters)
- ✓ sharing objects between people e.g., 12 sweets to share between mum and Fred.
 - How many will they each get?
 - Will they receive an equal amount?
 - Will they receive half?

SCIENCE

We will be thinking about the spring and looking at an area of the school grounds that has been a focal over the year, across all the seasons. Later in the term we will start learning about plants. We will look at (and name) common plants and learn about the main parts of a plant. We will be planting seeds to observe growth and think about what a plant needs to grow. We will also be looking at trees: both evergreen and deciduous as well as looking at garden and wild plants. This work will continue into the final half term of the school year.



Key words we will be using are:

- | | | | | |
|----------|--------------|----------------|-------------|-------------|
| ✓ season | ✓ Spring | ✓ stem | ✓ leaf | ✓ flower |
| ✓ petal | ✓ wild plant | ✓ garden plant | ✓ weed | ✓ seed |
| ✓ bulb | ✓ sprout | ✓ tree | ✓ evergreen | ✓ deciduous |

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

- ✓ identifying and naming common and well-known plants
- ✓ looking at the parts of plants, both planted and cut flowers
- ✓ gardening or going on a walk to look for signs of spring growth

GEOGRAPHY

We will investigate the four nations of the UK, thinking about features, locations and capital cities. Using atlases, aerial photographs and maps, we will compare/discussing what we see - and write postcards from London!

Key words we will be using are:

- | | | | | |
|-------------|--------------------|-----------------|--------------------|-------------|
| ✓ map | ✓ atlas | ✓ world | ✓ Europe | ✓ Continent |
| ✓ Country | ✓ United Kingdom | ✓ UK | ✓ England | ✓ Wales |
| ✓ Scotland | ✓ Northern Ireland | ✓ Capital city | ✓ Belfast | ✓ Cardiff |
| ✓ Edinburgh | ✓ London | ✓ Directions | ✓ north | ✓ south |
| ✓ east | ✓ west | ✓ human feature | ✓ physical feature | |

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

- ✓ talking about the UK and looking at maps (real, books and internet).
- ✓ looking at photos, the internet and books about London
- ✓ taking about where we live, e.g., we live in Hackenthorpe, in Sheffield, in England, that is part of the UK

ART

We will focus on observational drawing this term as we develop different skills to create impact, including the use of lines and patterns. We will practise these skills by drawing plants, flowers, fruit and vegetables.

Key words we will be using are:

- | | | | | |
|---------------|---------|-----------|------------|-----------|
| ✓ mark making | ✓ lines | ✓ curved | ✓ straight | ✓ pattern |
| ✓ soft | ✓ hard | ✓ texture | | |

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

- ✓ observing closely the patterns on - and the textures of - different fruits and vegetables, discuss them and talk together about how they could be represented by marks
- ✓ having a go at drawing fruit, vegetables and flowers using pencils, crayons, chalk, charcoal or pastel

COMPUTING

This term we are exploring programming using floor robots ('BeeBots'). We will learn about commands, giving computers instructions we give to computers and the beginning of algorithms. We will predict and plan routes as well as programming them and use directional language as we develop our problem-solving skills.

Key words we will be using are:

- | | | | | |
|------------|-------------|----------------|--------------|------------|
| ✓ forwards | ✓ backwards | ✓ turn | ✓ clear | ✓ go |
| ✓ left | ✓ right | ✓ instructions | ✓ directions | ✓ commands |
| ✓ program | ✓ algorithm | ✓ route | | |



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

- ✓ using directional language (up, down, forward, back, left, right)
- ✓ learning and practising left and right
- ✓ looking at, talking about and using maps and directions
- ✓ reading, discussing and using instructions such as 'how to build...' guides and recipes
- ✓ thinking and talking about how we give computers instructions and commands
- ✓ playing a robot game where a person pretends to be a robot, given directions by a 'controller', to make a route through a room to reach a destination

PE

This term the children will focus on developing the important core multi-skills that underpin all sporting activity, as well as our 'REAL PE' challenges, whilst focusing on embedding **teamwork** (our Term 5 value) in all we do.

Key words we will be using are:

- ✓ balance
- ✓ agility
- ✓ coordination
- ✓ share
- cooperate

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 learn about the importance of warming up and cooling down before and after singing. They will learn how to breathe properly whilst performing and how their posture can affect their voice. They will reflect on the impact that the pitch, dynamics and beat have when signing and will be encouraged to use the appropriate vocabulary as they learn.

Key words we will be using are:

- ✓ warm up/cool down
- ✓ pitch/pitch match
- ✓ dynamics/beat



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

- ✓ talking to them about what they have enjoyed and learned and asking them to demonstrate
- ✓ listening to a wide variety of music together, giving reasons for the choices you make about the type of music you enjoy listening to more or less
- ✓ practising using the appropriate vocabulary as you talk about the music you enjoy and the lessons

FRENCH

We will learn and use vocabulary related to family members, summertime, name phrases and even pirates!

Key words we will be using are:

- ✓ papa (father/dad)
- ✓ maman (mother/mum)
- ✓ frère (brother)
- ✓ Je m'appelle... (My name is...)
- ✓ soeur (sister)
- ✓ le Soleil (sun)



PSHCE

This term we will focus on emotional wellbeing, our children will be given opportunities to reflect on and articulate their own feelings and we will create a word bank to capture their feelings. They will learn how we react to our feelings and that feelings can lead to actions. We will also talk about making good choices about how to act. The children will learn strategies for managing feelings in different situations.



Key words we will be using are:

- | | | | | |
|------------|-------------|---------|-----------|-----------|
| ✓ feelings | ✓ happy | ✓ sad | ✓ annoyed | ✓ scared |
| ✓ bored | ✓ sleepy | ✓ calm | ✓ love | ✓ excited |
| ✓ respect | ✓ algorithm | ✓ route | | |

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

- ✓ talking to them about feelings when something happens that might upset them
- ✓ talking to them about reactions and feelings in different situations, when they are having 'big' feelings
- ✓ sharing stories where mistakes have been made, talking about how things were made better in the story

