

# CURRICULUM OVERVIEW

Sharing our learning



## Y1 INFORMATION

- **YEAR:** 2022-23 • **TERM:** 5
- **CONTACT:** [year1@st-johnfisher.org](mailto:year1@st-johnfisher.org)

## Y1 TEACHING & LEARNING TEAM

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

Dear Parents and Carers,

This is our fifth curriculum overview of the school year and its purpose is to again share information about what your children will be learning this term. Punctuality and good attendance are both very important for giving the 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

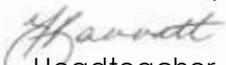
As usual this overview contains important information about your child's curriculum this term. It includes those key words that the children will need to learn and use as they develop their skills and subject knowledge. You will also find the usual tips for helping your children at home.

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 therefore able to achieve more than we could if we tried to do the same things on our own, separately.

Being part of a team allows us to share our own experiences and knowledge and learn from the other teammates we are working with.

Being in a team gives us opportunities to learn what it means to lead others and take direction from others. We can also learn how to be a supportive teammate and accept the support of others too.



**ST CLARE**  
Catholic Multi Academy Trust



## RE & CATHOLIC LIFE

Click [here](#) for information about our Term 5 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).

This term we will focus on the virtues of **perseverance/resilience, charity, kindness** and **forgiveness** which are all very important as we try to take on, and embed, the key messages of Easter in our lives.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Citizenship &amp; Statement of Belief Assembly</b> (Headteacher)	<b>'Virtues to Live By' Class Assembly</b> (Teachers & Chaplains)	<b>Themed Assembly</b> (Staff-Led)	<b>Weekly Liturgy of the Word</b> (Class-Led)	<b>Celebration Assembly</b> (Headteacher & Deputy Headteacher)
<b>Chaplains' Liturgies</b> (Years 1, 5 and 6)				<b>Chaplains' Liturgies</b> (Years 2, 3 and 4)
				<b>Story Liturgy</b> (FS2)

## Y1 HOMEWORK

- **Mathematics** homework will be shared every other Friday and details will be and posted on the class page of the school website ([here](#)). It may also be on a paper sheet.
- Weekly **Spellings** will be set each Monday and tested the following Monday. Children will bring home a paper copy and the spelling list is also posted every Monday on the class page of our SJF website ([here](#))
- Cross-curricular theme-related homework at various other times.
- Reading reading-books regularly (books changed each Thursday)
- Library books (books changed each Monday)

## 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 regular handwriting, spelling, grammar and punctuation sessions focused on meeting *individual* needs. Handwriting session and additional daily phonics sessions will be 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/different genres to widen their reading experience*
- ✓ *looking at environmental print in the world around you*
  - environmental print is **the print of everyday life**
  - it is the name given to the print that appears in signs, labels, and logos, street signs, sweet wrappers, labels on tins and jars

We will use the original **Paddington Bear** story as stimulus. The children will learn about writing instructions as they think carefully about how a marmalade sandwich is made. They will also send a postcard from London.

This work also links to our geography topic.

The children should now be using capital letters and full stops comfortably and we will continue to model and encourage them to reread and edit their work, so that it is their very best work. We will also continue to encourage the use of conjunctions like **'and'** and **'because'** to join shorter sentences and will also practise adding common suffixes like **'-ing'** and **'-ed'** that change either the 'tense' of words (changing them from present to past tense) or that change them in to plurals by adding **'s'** or **'es'**.

**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.
- ✓ attending the phonics screening meeting on Tuesday 25<sup>th</sup> April 2023, in Y6 at 3.30pm (please click [here](#))
- ✓ reading books linked to plants and flowers, both fiction and non-fiction
- ✓ look at examples of instructions, e.g. following a recipe
- ✓ look at any postcards that you may have received in the past
- ✓ send a post card from somewhere if you have a day trip
- ✓ completing handwriting practice

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

- ✓ capital letter
- ✓ full stop
- ✓ finger space
- ✓ adjective (to describe)
- ✓ conjunction (to join)
- ✓ fiction
- ✓ exclamation mark
- ✓ question mark

**MATHEMATICS**

This term we will focus on:

- 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:**

- |            |                 |               |  |           |
|------------|-----------------|---------------|--|-----------|
| ✓ long     | ✓ longer        | ✓ longest     | ✓ heavy                                | ✓ heavier |
| ✓ heaviest | ✓ centimetre cm | ✓ kilogram kg | ✓ order                                | ✓ compare |
| ✓ ones     | ✓ tens          | ✓ value       | ✓ more than                            | ✓ add     |
| ✓ addition | ✓ count on      | ✓ 'Base Ten'* | ✓ Deines Maths equipment used 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.

## SCIENCE

The children will be encouraged to think about springtime and, revisiting and look scientifically at the area of the school grounds that has been their focal point across all the seasons of the school year so far. Later in the term the children will start learning more about plants. They will explore and learn the names of common plants and investigate the main parts of a plant. Having learned about what helps plants grow and thrive. The children will plant needs and observe growth, as they apply the knowledge and skills they are gaining. They will also think about trees; exploring both evergreen and deciduous varieties and investigate different sorts of garden and wild plants. Our enquiries will continue into Term 6, the final 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 garden 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
- ✓ enjoy planting seeds and caring for them as they grow

## 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 features	✓ physical features	

### 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 & DESIGN

The children will focus on developing their observational drawing skills this term, focusing on creating impact, by the way they use lines and patterns. They will practise and develop these skills as they draw parts of 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, whilst focusing on embedding **teamwork** (our Term 5 value) in all we do. They will also complete a unit of work linked to cricket skills.

### 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 focus on how they can create sound with their bodies, their voice and with instruments using ostinato. They will learn the difference between lyrics and instrumentals and look into the sounds of different instruments before creating soundscapes. Pupils will investigate body percussion and begin composing using these sounds. They will learn about graphic scores learn and explore the different ways of interpreting them, as everyone is unique in their way of thinking. Pupils will improvise question and answer phrases and link this with their compositional skills.



### Key words we will be using are:

✓ soundscape	✓ melody	✓ word board	✓ rhyme	✓ structure
✓ repetition	✓ percussion	✓ ostinato	✓ lyrics	✓ instrumental

### 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
- ✓ asking them to demonstrate how they can use their bodies to make different sorts of sounds
- ✓ 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* (dad)                      ✓ *maman* (mum)                      ✓ *frère* (brother)                      ✓
- ✓ *soeur* (sister)                      ✓ *le Soleil* (sun)                      ✓ *Je m'appelle...* (My name is...)



**PSHCE**

This term we will focus on recognising safe and unsafe situations in real life and online. Children will answer questions to know what is and isn't safe online, they will learn about who they can go to talk about anything they feel uncomfortable about, particularly online. Children will learn the difference between "good" and "bad" secrets and that they can and should be open with "special people" they trust if anything troubles them. We will also explore the importance of how to resist pressure if we feel unsafe.

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

- ✓ *good secret*    ✓ *bad secret*    ✓ *surprise*    ✓ *safe*    ✓ *unsafe*    ✓ *forever*
- ✓ *temporary*    ✓ *trust*    ✓ *threat*    ✓ *comfortable*    ✓ *uncomfortable*    ✓ *guilty*
- ✓ *appropriate*    ✓ *inappropriate*    ✓ *permission*    ✓ *private matter*

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

- ✓ *talking to them sharing how they feel when something has upset them*
- ✓ *share what they are looking and playing on when online*