

# CURRICULUM OVERVIEW

Sharing our learning



## Y1 INFORMATION

- YEAR: Y1
- TERM: 2
- 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 H Ahmed
- Miss A Hobson

Dear Parents and Carers,

This is our second curriculum overview of the year and its purpose is share what the children will be learning in the busy weeks leading up to the Christmas holiday. As usual we will also share the key words your children will be learning along with suggestions for the different ways you can support their learning at home.

Our approach is always to be encouraging and reassuring. We want to affirm our children and enable each of them to feel as confident as possible. We do this because confidence builds resilience, and resilience is a trait of happy and successful learners. We aim to help the children to see learning as fun, even when it is sometimes challenging. The children will be encouraged to be fearless learners; reassured that making mistakes as they develop knowledge and skills is a perfectly normal part of the learning process. We remind them, constantly, that we are all here to support them, so they can be open about their struggles and worries. With this in mind, if children do struggle with any homework tasks, simply offer them reassurance and encouragement, and when they have done all they can manage *on their own*, tell them that it is ok to stop.

We never want to cause our children unnecessary stress nor do we want anyone else to do their homework for them, because this is pointless and may mask an issue – and delay children getting the help they need. If your child does struggle with a task, for whatever reason, just let us know (via a note/email). It would help to know what they could and could not manage so that we can follow it up. Colleagues will always be understanding and supportive. They will also work hard to ensure that your children feel reassured and happy.

We know that ways of teaching and learning change over time, so we are **always** happy to explain them to anyone who would like more information. We can do this on a one-to-one basis or in workshops. We just want to help parents/carers feel confident to help their children at home.

Yours sincerely,

  
Headteacher

## TERM 2 LEARNING VALUE: HONESTY

Our Term 2 Learning Value is 'Honesty'. To be *honest* is to speak and act truthfully and not, knowingly, say anything that is untrue. It is about being open and transparent. It is about being authentic and acting with integrity. People who are honest do not do things that are wrong, morally, but rather, they try hard to take responsibility for themselves, their words and their actions. They do not break rules or laws, nor do they hide their true intentions and actions from others.



Honesty is as much about being truthful with others as it is about being truthful with ourselves. This includes understanding what drives us and what holds us back; it is knowing why we act in certain ways, in certain situations; and it is about being true to ourselves, our values and beliefs.

Information about our Term 2 RE curriculum is in the 'Come and See' letter accompanying this overview (click [here](#)). Details of liturgies, Masses and services are shared in our online calendar and in our weekly newsletters (click [here](#)). Recordings can be viewed via this [link](#). In Term 2 we will focus on the virtues of '**hope**' and '**patience**'. Information about daily class Advent liturgies in December will be shared in due course.



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## HOMWORK

- 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 Term 1
- 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 books
  - please return each **Thursday** so they can be swapped
  - please refer to the letter/email sent home at the start of the new term
- Library Books
  - Please return each **Tuesday** so they can be swapped.

## 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

Children will benefit from regular handwriting, spelling, grammar and punctuation sessions focused on meeting *individual* needs. They will also benefit from additional daily phonics sessions linked to spellings.

Using the fiction book '**Meerkat Mail**' as our stimulus, we will be writing descriptive sentences (using adjectives) and continue focusing on using finger spaces, capital letters, full stops for each sentence correctly. We will look at a range of interesting non-fiction texts linked to animals (our science focus) and explore the features. We will write to inform others about animals, thinking about those features that help the reader e.g. headings, captions and labels. We will also introduce the use of the conjunction 'and' to join two ideas or sentences and encourage the children to use adjectives to describe different things.

### 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 to widen their reading experience
- ✓ looking at environmental print – words that appear on signs, labels, packets etc.
- ✓ enjoying different non-fiction books together and noting how they differ from fiction (story) books
- ✓ writing using a range of media (pencils, pens, felt tips, even chalk outside) to make writing as fun as possible

### Key words we will be using are:

- |                  |             |                |             |            |               |
|------------------|-------------|----------------|-------------|------------|---------------|
| ✓ capital letter | ✓ full stop | ✓ finger space | ✓ adjective | ✓ describe | ✓ description |
| ✓ non-fiction    | ✓ fact      | ✓ label        | ✓ heading   | ✓ caption  |               |

## MATHEMATICS

This term we will focus on:

- shape and position
- numbers to 20 including comparing, halving, doubling and finding 'one more' and 'one less'
- addition and subtraction to 20

### Key words we will be using are:

- |                    |            |          |             |                |              |
|--------------------|------------|----------|-------------|----------------|--------------|
| 2D shapes →        | ✓ circle   | ✓ square | ✓ rectangle | ✓ oval         | ✓ triangle   |
| 3D shapes →        | ✓ cube     | ✓ cuboid | ✓ sphere    | ✓ cone         | ✓ pyramid    |
| Positional words → | ✓ in front | ✓ behind | ✓ next to   | ✓ on top       | ✓ underneath |
|                    | ✓ double   | ✓ half   | ✓ compare   | ✓ greater than | ✓ less than  |



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

- ✓ discussing position of objects, who came in which position in a race etc
- ✓ counting to 20 and back, starting from different numbers
- ✓ learning number bonds to 10 (2 numbers that added together equal 10) by heart
- ✓ practising the number formation of teens numbers (writing down the numbers 13-19)

**SCIENCE**

This term we will investigate animals. We will name them and their body parts (especially those with body parts that humans don't have). We will sort them using own criteria and sort them using scientific language of: mammals, amphibians, birds, fish, invertebrates and reptiles - considering whether they are carnivores, omnivores or herbivores and consider where they live.

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

- |                |              |             |              |           |                |
|----------------|--------------|-------------|--------------|-----------|----------------|
| ✓ mammal       | ✓ amphibian  | ✓ fish      | ✓ bird       | ✓ reptile | ✓ warm-blooded |
| ✓ habitat      | ✓ carnivore  | ✓ herbivore | ✓ omnivore   | ✓ diet    | ✓ cold-blooded |
| ✓ invertebrate | ✓ vertebrate | ✓ habitat   | ✓ appearance | ✓ 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 feet

**GEOGRAPHY**

We will be thinking about our school. We will look at human and physical features in and around school. We will look at map and decide if school is in an urban or rural location. Children will create their own maps and plans of school using physical resources to represent buildings and features. We will also reflect on how we all travel to school and use field work in and around the school grounds in order to gather evidence.

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

- |           |         |              |              |                |            |
|-----------|---------|--------------|--------------|----------------|------------|
| ✓ feature | ✓ human | ✓ physical   | ✓ map        | ✓ aerial photo | ✓ near     |
| ✓ left    | ✓ right | ✓ local area | ✓ town       | ✓ countryside  | ✓ urban    |
| ✓ bus     | ✓ car   | ✓ tram       | ✓ pedestrian | ✓ aerial photo | ✓ near/far |
| ✓ feature | ✓ human | ✓ physical   | ✓ map        |                |            |

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

- ✓ looking at maps that show where our school is located, online ('Google Maps') or in paper form
- ✓ discussing where you live in relation to school and your journey to and from to school
- ✓ learning to say your home address
- ✓ thinking about all those who work at school and their roles are in making SJF a special place to be

**DESIGN TECHNOLOGY**

We will be exploring moving pictures in books and cards through use of flaps, levers and pop-ups. We will be creating a moving Christmas card using one of these methods. We will also be creating some moving pictures using different methods including folding, cutting and joining.

**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. - investigating how they are made to move
- ✓ enjoying cutting activities together that promote accurate cutting skills

## COMPUTING

This term we will continue learning how to use school technology including practising how to log-on and shut down, open and close programs properly as well using the touch pad in order to control the cursor. We will develop our understanding of a range of tools used for digital painting, comparing digital art to a range of other artists' work. We also begin to learn how to save our work, open and edit it. We will discuss the notion of **privacy** and **security** as part of our ongoing review of online safety, as well as a copyright and ownership.

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

- ✓ log on    ✓ shut down    ✓ save    ✓ tools    ✓ fill    ✓ brush    ✓ erase    ✓ undo    ✓ shape

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

- ✓ using a painting app or program on technology to explore and practise using some of the different tools
- ✓ practising using the 'undo' or 'erase' tools in a painting app or programme to edit artwork
- ✓ discussing how passwords and personal information are private and shouldn't be shared with friends

## PE

This term we will be completing a unit of work for social skills (understanding others), focusing on developing and applying jumping and landing and seated balance through focused skill development sessions, thematic stories and games. The children will also complete a dance focused unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.

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

- ✓ balance    ✓ static    ✓ jump    ✓ landing    ✓ encourage    ✓ patting    ✓ hitting
- ✓ kicking    ✓ bouncing    ✓ control    ✓ sequence    ✓ movement    ✓ partnering    ✓ artistry

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

- ✓ practising the skills learned in school
- ✓ practising balance skills
- ✓ practising jumping skills
- ✓ asking your child to show you the movements or skills they have practised in PE lessons

## MUSIC

In Term 2 the children will explore duration leading to Christmas pop songs. They will consolidate and extend previous learning. By the end of the unit the children should be able to sort the percussion instruments into the three groupings of skins, wooden, and metal; take part in performances; learn about the role of the conductor. Most children will be able to use vocal sounds clearly to represent different animals or methods of transport; identify different sounds in nature or the world around them. Some children will be able to start to name percussion instruments and group them, confidently; take part in performances with accuracy and confidence; and explain about the role of the conductor; make suggestions when creating graphic scores.

**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

Our Term 2 French unit is called 'L'argent de poche' or 'Pocket Money'. In this unit children continue to gain confidence in manipulating numbers and learn further expressions for likes and dislikes. They begin to learn about the euro. They prepare and perform a radio or TV advert for a toy. During the unit the children will be taught and encouraged to:

- ✓ *express likes and dislikes (food and toys)*
- ✓ *justification of opinions*
- ✓ *'de' after negative*
- ✓ *C'est + adjective*
- ✓ *avoir: negative je n'ai pas*
- ✓ *numbers 21-39*
- ✓ *simple prices*

This unit links with the Primary Framework for literacy in the following ways, as the children learn to:

- ✓ use knowledge of different organisational features of texts to find information effectively
- ✓ understand and interpret texts
- ✓ identify how talk varies with age, familiarity, gender and purpose
- ✓ develop scripts based on improvisation

The unit also links with the Primary Framework for Mathematics as the children:

- ✓ count and understand number
- ✓ know and use number facts

### Key words we will be using are:

- |                   |                  |                   |                    |                  |
|-------------------|------------------|-------------------|--------------------|------------------|
| ✓ vingt et un 21  | ✓ vingt deux 22  | ✓ vingt trois 23  | ✓ vingt quatre 24  | ✓ vingt cinq 25  |
| ✓ vingt six 26    | ✓ vingt sept 27  | ✓ vingt huit 28   | ✓ vingt neuf 29    | ✓ trente 30      |
| ✓ trente et un 31 | ✓ trente deux 32 | ✓ trente trois 33 | ✓ trente quatre 34 | ✓ trente cinq 35 |
| ✓ trente six 36   | ✓ trente sept 37 | ✓ trente huit 38  | ✓ trente neuf 39   | ✓ c'est bon etc. |

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

- ✓ practising counting numbers 1-20
- ✓ learning numbers 21-39 looking for patterns
- ✓ sharing and practising the vocabulary shared in class
- ✓ playing the online BBC games labelled 'KS1' that are accessible via this [link](#)

## PSHCE

This term we will be exploring how we are created and loved by God by looking at ourselves as individuals. This is rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as a basis of personal relationships.

We will explore a unit on Me, My Body, My Health which encourages children to celebrate similarities and differences between people and how we look after our bodies which are a gift from God.



This includes keeping our bodies healthy by having an active lifestyle balanced with a good sleep routine and a balanced diet as well as personal hygiene including washing our bodies regularly, wearing clean clothes, washing hands and brushing our teeth.

We will also complete a unit on Emotional Well-Being to help children to understand and articulate their own changing feelings and how other people's feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions. We will learn about the differences between feelings and actions and how if we are feeling strong emotions we need to 'stop and think' before we act. We will discuss some simple ways to feel calmer before we act and that it is okay to feel strong emotions and how important it is to 'tell, tell, tell'. This will include talking about how we all make mistakes and what sorry and forgiveness are about.



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

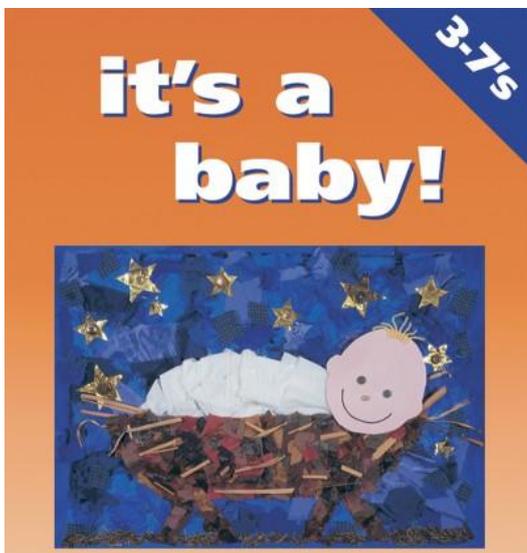
- ✓ unique      ✓ special      ✓ balanced diet ✓ healthy      ✓ clean      ✓ feelings
- ✓ loved      ✓ respected      ✓ safe      ✓ excited      ✓ frightened      ✓ worried
- ✓ happy      ✓ sad      ✓ annoyed      ✓ bored      ✓ disgusted      ✓ calm
- ✓ choice      ✓ actions      ✓ mistake      ✓ sorry      ✓ forgive      ✓ forgiveness

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

- ✓ talking about how your family has a healthy lifestyle with a balanced diet, being active and a good sleep routine including 9-11 hours sleep for children
- ✓ discussing how they are feeling and how they think other people might be feeling, including how characters may be feeling in stories and why
- ✓ talking openly about how you are feeling and why
- ✓ asking your child about any ways they have learnt to feel calmer and ready for action
- ✓ talking about mistakes you have made and what you have learnt from them

**Be Safe Be Happy Week 2023**

Week 1 of the term is 'Be Safe Be Happy Week'. Across school the children will participate in a range of different lessons and workshops led by staff and visiting experts that will explore issues around personal safety and wellbeing.



**Nativity 2023**

We look forward to sharing our nativity, 'It's a Baby', with you on **Tuesday 19<sup>th</sup> December 2023** at 2.15pm. The children will be learning songs, following instructions and working hard together, to deliver the most amazing story ever told.

**Remembrance 2023**

The children will have special lessons that explore the origins and significance of Remembrance Sunday (12-11-23).

On **Friday 10<sup>th</sup> November 2023**, we will come together, as a community, as we usually do, to participate in our Service of Remembrance at Our Lady of Lourdes.

We invite family and friends, as well as members of our wider community, to join us as the children lead us in a simple and prayerful act of remembrance. The service will be filmed so that it can be viewed by family and friends afterwards on the SJF website.



lest we forget



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