

# CURRICULUM OVERVIEW

Sharing our learning



## Y1 INFORMATION

- YEAR: 2023-24
- 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 H Ahmed
- Miss N Flynn

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. A reminder that good punctuality and attendance are important for ensuring that your children feel confident in school so they are able to enjoy and achieve. Term 5 is a very busy term, with children in all year groups facing key statutory and non-statutory assessments as set out below:

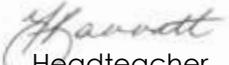
- **FS2** - a formal check on children's progress during their key foundation year (against national Early Learning Goals)
- **Y1** - National Phonics Screening and internal assessments and writing moderation
- **Y2** - end of Key Stage 1 non-statutory assessments (SATs) & follow-up National Phonics Screening\*
- **Y3** - internal assessments and writing moderation
- **Y4** - formal multiplication tables assessment, internal assessments and writing moderation
- **Y5** - internal assessments and 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 also contains important information about your child's Term 5 curriculum, including those key words that the children need to know as they develop skills and knowledge across all curriculum areas. You will also find the usual tips for helping your children at home.

Please encourage your children to complete homework tasks and challenges. If they struggle with anything, but have done their best, 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 the help they need. Simply let us know and we will follow it up positively, whilst 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.

Yours sincerely,

  
Headteacher

## TERM 5 LEARNING VALUE: TEAMWORK

In Term 5 we focus on our 'Teamwork' value. Teamwork is key in both learning and sport. When we pull together, we can often achieve more than we could if we tried to do the same things on our own, separately. Being part of a team also gives us an opportunity to share our own experiences and knowledge whilst learning from the knowledge, experiences and examples of the teammates we work with.

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



*"The strength of the team is each individual member. The strength of each member is the team."* **Phil Jackson**



**ST CLARE**  
Catholic Multi Academy Trust



**RE & CATHOLIC LIFE**

Click [here](#) to view our RE overview for Terms 5 and 6. Information about our celebrations, Masses and services is available via our online calendar; website news; and in our newsletters (click [here](#)). Recordings can be viewed [here](#).

In Terms 5 and 6 we focus on the virtues of **forgiveness**, **honesty** and **service** - all key to our spiritual formation.



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

**HOMEWORK**

- ✓ Maths homework will be set every other Friday and posted on the class page of the school web site
- ✓ Weekly Spellings will be set each **Monday** and tested the following **Monday**
  - children will bring home a paper copy
  - spellings are also posted every Monday on the class page of the school web site
- ✓ cross-curricular and theme-related homework activities will be set at various other times
  - to read their reading-books regularly - reading books, in book bags every day, and will be swapped each **Thursday**
  - to enjoy their library books - library books should be in book bags daily and they will be swapped each **Tuesday**

**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 as well as their reading and writing skills. Children on the programme are assessed regularly to ensure that they are in the right group and that any underlying issues are picked up.

**Key stage 1** Parents and carers are invited to an important meeting about the National Phonics Screening that will take place on **Tuesday 23<sup>rd</sup> April 2024, at 3.30pm, in the Y6 classroom.** Supervised childcare will also be available close by. Please try to attend if you can. The team will be on hand to answer all your questions. Thank you.

**Grammar, Punctuation, Spelling & Handwriting**

All children have regular handwriting, spelling, grammar and punctuation sessions focused on meeting their *individual* needs. There will be additional daily handwriting and phonics sessions linked to their spellings.

**Book Study & Guided Reading**

All children who no longer need to be on the Read Write Inc. programme will have daily reading activities to boost abilities, levels of confidence; comprehension skills; and general enjoyment of reading and books.

**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 varied and challenging texts to widen their reading experience
- ✓ looking at words, captions and names that appear around us in our everyday lives (environmental print)

We will use the original Paddington Bear story as a 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'** 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 23<sup>rd</sup> April 2024, in Y6 at 3.30pm ([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 practise

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

- |                         |             |                |                           |
|-------------------------|-------------|----------------|---------------------------|
| ✓ capital letter        | ✓ full stop | ✓ finger space | ✓ adjective (to describe) |
| ✓ conjunction (to join) | ✓ fiction   | ✓ suffix       | ✓ plural                  |
| ✓ tense                 |             |                |                           |

**MATHEMATICS**

This term we will focus on:

- numbers to 50 and beyond – reading, writing, representing, comparing and ordering numbers to 100
- length and mass – comparing and measuring lengths and mass, using cm and kg

**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 think again about springtime as they return to the area of the school grounds that we are tracking through the year, in order to investigate it scientifically and compare it with what they recall from their visits in Autumn and Winter. Later this term the children will start learning about plants, including the names of different common varieties. They will investigate their features and parts. Having learned what plants need to grow and thrive, the children will use this knowledge to plant seeds and observe growth. They will also think about trees - considering similarities and differences between evergreen and deciduous varieties – as well as different sorts of garden and wild plants. This exploration will continue into Term 6.

**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 and the beginning of algorithms. We will predict and plan routes as well as programming the robots and use directional language as we develop our problem-solving skills.

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

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

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

- ✓ using directional language (up, down, forward, back, left, right) 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 (e.g. pressing buttons)
- ✓ pretending to be a robot, given directions by a 'controller', to make a route through a room to 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 the development of 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 and asking your child to demonstrate movements learned in PE lessons

**MUSIC**

*Exploring Instruments*

The children will begin to explore different instruments from their classroom percussion. They will learn about the piano and the celeste and decide what these sound like and the feel these help create

*Symbols Famous Classical Music Vol. 1*

The children will focus on the 'Moonlight Sonata' by Beethoven, 'The Dance of the Sugarplum Fairy' by Tchaikovsky, the 'William Tell Overture', by Rossini and 'In the Hall of the Mountain King' by Grieg.

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

- ✓ high
- ✓ pulse
- ✓ crotchet
- ✓ quaver
- ✓ piano
- ✓ quieter
- ✓ slower
- ✓ bassoon
- ✓ low
- ✓ beat
- ✓ rest
- ✓ forte
- ✓ louder
- ✓ faster
- ✓ celeste
- Orchestra

**FRENCH**

*Les Quatre Amis (The Four Friends)*

As the children listen and respond to the story they will learn how to talk about animals, describing their colours and movements. They will develop their bank of verbs as they gain confidence using simple language in simple classroom interactions.

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

- ✓ regular **-er** verbs: il/elle form
- ✓ negatives (ne...pas)
- ✓ courir (irregular): il/elle court
- ✓ pronouns: il/elle used for 'it'

**PSHCE**

This term we will conclude our 'Keeping Safe' unit in which the children recall what they already know about medicines and learn they are collectively known as drugs. They will explore that different drugs can be very helpful whilst others can be harmful. They will learn about some substances that can be very harmful, for example, alcohol and tobacco - remembering that their bodies are a gift from God, and we should take good care of them.

The children will also learn how to care for ourselves and others, for example, by washing their hands, as well as in emergency situations, by understanding how and when to phone 999. They will also learn some basic first aid including the importance of first aid hygiene and dealing with:

- ✓ minor and larger cuts
- ✓ burns
- ✓ nose bleeds
- ✓ sprains



The children will then begin their new unit, which is called: 'Created to Live in Community'. In this unit the children will begin to learn about the Trinity: God the Father, God the Son and God the Holy Spirit. They will also relate the parable (story) of the Good Samaritan to our community - that everyone is our neighbour!

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

- |                  |                |               |                  |               |                       |
|------------------|----------------|---------------|------------------|---------------|-----------------------|
| ✓ harmful (un)   | ✓ medicine     | ✓ drugs       | ✓ alcohol        | ✓ cigarettes  | ✓ tobacco             |
| ✓ germs          | ✓ emergency    | ✓ help        | ✓ 999            | ✓ Safe/unsafe | ✓ Police Service      |
| ✓ police officer | ✓ Fire Service | ✓ firefighter | ✓ ambulance      | ✓ paramedic   | ✓ first aid           |
| ✓ hygiene        | ✓ clean        | ✓ cover       | ✓ wipe           | ✓ plaster     | ✓ Trinity             |
| ✓ Samaritan      | ✓ community    | ✓ neighbour   | ✓ God the Father | ✓ God the Son | ✓ God the Holy Spirit |

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

- ✓ talking to them about what substances are harmful in your house such as cleaning products which are harmful to eat or drink, touch without gloves, spray on your face especially eyes or breathe in
- ✓ talking about when we need medicine and who can give your child medicine
- ✓ talking about the emergency number 999 and how and when they would phone it
- ✓ talking about the communities you belong to including your home, school, church and club communities, remembering we are all God's children so everyone is part of God's community



**MOMENTS MATTER, ATTENDANCE COUNTS.**

