

CURRICULUM OVERVIEW

Sharing our learning



Y1 INFORMATION

- YEAR: 2023-24 • TERM: 3
- CONTACT: year1@stjohnfisher.org

Y1 TEACHING & LEARNING TEAM

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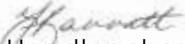
Dear Parents and Carers,

Happy new year! This is our third curriculum overview of the academic year. Its purpose is to keep you informed about the things the children will be learning and share ideas for supporting and encouraging them at home. Our approach will continue to be about affirming and encouraging the children as we challenge and support them to go further and further.

At home, children should be encouraged to attempt all homework tasks, which are designed to help them practise skills and embed new knowledge. Sometimes children can find some aspects more difficult, so we ask that if they do struggle with anything simply offer reassurance and encourage them to do as much as they can *on their own*. Sometimes this is all they will need in order to realise that they **do remember more** and can **do more**. This can also boost your children's self-confidence and be a positive life-lesson. If they do continue to struggle and you feel that they have done their best, please ask them to stop, and reassure them that everything will be ok. Then, let us know via a note or email, so we are clear what the issue is. Staff will then follow everything up. They will affirm and encourage the children as they support them to address the difficulty.

We understand completely, that ways of teaching and learning can change over time and so we are always happy to talk about this with parents/carers either individually or as group so that they understand and can feel confident when offering support at home. We are here to help, so please call or email if you need to. A reminder that the next Curriculum Showcase takes place on **Thursday 8th February 2024** in the school hall from 8.50am until 9.45am and again after school from 3.30pm until 4.15pm. All welcome, thank you.

Yours sincerely,


Headteacher

TERM 3 LEARNING VALUE

Our Term 3 Learning Value is 'Respect'. Having respect for ourselves and others is very important.

- ✓ it helps us to be more self-confident
- ✓ our growing self-confidence encourages others to be more confident
- ✓ it helps us to see ourselves (and others) through *kind* eyes
- ✓ it teaches us to be proud of our achievements without ever being arrogant
- ✓ it encourages us to celebrate others' qualities and achievements
- ✓ it enables us to build the resilience to face and overcome challenges
- ✓ it is vital in teams and keeps communities strong and united
- ✓ it opens our minds to new ideas and possibilities
- ✓ it helps us to learn more about our own lives and those of others respectfully
- ✓ it teaches us to be more open and unafraid of difference
- ✓ it helps us to grow as people, as children of God, and fulfil our potential gradually and over time
- ✓ it teaches us that we also have a part to play in helping others to grow and achieve their potential too



RE & CATHOLIC LIFE

Click [here](#) for information about our Term 3 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](#).

In Term 3 we focus on the virtues of 'Faith' and 'Simplicity'.



ST CLARE
Catholic Multi Academy Trust



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 to be returned each **Thursday** so they can be swapped
- ✓ to enjoy their library books
 - library books to be returned 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 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.

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)

This term our text is a non-fiction text called 'The Train Ride'. The book links to our History topic of transport and trains. We will introduce our new text by enjoying an 'experience' lesson, going on a train ride without leaving the classroom. As we enjoy the book, children will explore vocabulary, aiming to expand their basic descriptive adjectives, build oral sentences and use these in independent writing.

The main targets will be to:

- ✓ rehearse, and say aloud, what they want to write (a practise)
- ✓ write simple sentences, remembering finger spaces, capital letters and full stops
- ✓ read back and check what they have written in order to find errors and to make sure that it makes sense
- ✓ increase the amount of writing they can manage within a set amount of time
- ✓ continue using the conjunctions '**and**' and to join two shorter sentences
- ✓ add adjectives to provide greater detail
- ✓ begin to use **?** and **!** in the correct places

Linked to our **history** topic the children will learn and write about George Stephenson, the famous engineer and inventor. Linked to this term's **science** focus on winter, the children will create their own counting poems.

Key words we will be using are:

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



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

- ✓ asking your child about what they have been exploring whilst reading 'The Train Ride'
- ✓ reading other fiction and non-fiction books about vehicles
- ✓ looking for examples of when question marks, full-stops and exclamation marks are used in books, newspapers, magazines and products at home and when you are out and about
- ✓ Writing anything e.g. letters/cards to family/friends or as part of a role-play or make-believe game

MATHEMATICS

This term we will focus on:

- ✓ addition and subtraction within 20
- ✓ exploring calculation strategies within 20
- ✓ numbers to 50

Key words we will be using are:

- | | | | | |
|----------------|-------------|--------------|------------------------------|-------------|
| ✓ greater than | ✓ less than | ✓ more than | ✓ compare | ✓ addition |
| ✓ add | ✓ count on | ✓ count back | ✓ subtract | ✓ take away |
| ✓ make 10 | ✓ total | ✓ value | ✓ base 10 (Dienes equipment) | |

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

- ✓ looking out for and recognising numerals for 11-20
- ✓ counting together forwards and backwards to and from 20n
 - starting different numbers, not just 0 or 20
 - thinking which numbers are greater, smaller, more than, less than a given number
 - saying one more and one less than a number
- ✓ writing numbers to 20 in order with the correct position of each digit – and all formed correctly
- ✓ practising the quick recall of addition and subtraction facts to 10 and then 20
- ✓ discussing times of the day encouraging the correct use of the words: morning, afternoon, evening, night time

SCIENCE

In our science topic children develop vocabulary to describe material properties. They will carry out a range of simple tests on materials and investigate the best material to make a particular object. The children will investigate which materials are best for a house to keep the three little pigs from the well-known story, dry. We will also be exploring and learning more about the season of winter.

Key words we will be using are:

- | | | | | | |
|-------------|------------|--------------|---------------|-----------|-------------|
| ✓ material | ✓ object | ✓ appearance | ✓ property | ✓ group | ✓ materials |
| ✓ glass | ✓ wood | ✓ paper | ✓ metal | ✓ pottery | ✓ plastic |
| ✓ cardboard | ✓ textures | ✓ soft | ✓ hard | ✓ rough | ✓ smooth |
| ✓ dull | ✓ shiny | ✓ opaque | ✓ transparent | ✓ rigid | ✓ flexible |
| ✓ seasons | ✓ winter | ✓ weather | ✓ daylight | | |

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

- ✓ naming different materials at home and when you are out and about
- ✓ describing objects and their material e.g. "my spoon is metal, it is hard, rigid and shiny"
- ✓ using key words to describe the properties of objects by playing the 'Guess the Object' game
 - e.g. the object I am thinking of is in this room, it is hard, see through and smooth (a glass window)

HISTORY

We will be thinking about different vehicles and explore how designs have changed over time. We will investigate features and deduce which are older or newer. We will look particularly at how the design and workings of trains have changed over time and appreciate the significance of George Stephenson and the first train he designed, known as 'Stephenson's Rocket'. This links to our English work on writing non-fiction texts.

Key words we will be using are:

- ✓ past/present ✓ old/new ✓ similar/different ✓ timeline ✓ significant individual
- ✓ George Stephenson ✓ 1781-1848 ✓ The Rocket ✓ train ✓ steam engine

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

- ✓ thinking about different types of transport and the positives and negatives of each
- ✓ looking on online (under supervision) at pictures of vehicles old and new including trains, bikes etc.
- ✓ thinking of different types of transport people use e.g. car, scooter, bike, bus, tram, train etc

ART

This term we will complete a unit of work around printing, where we will look at printing in our environment and then focus on William Morris, a British textile designer, poet, artist and author. The children will explore printing in our environment then look at the works of William Morris and some of his designs which have been used in wallpapers and fabrics. The children will discuss what they like and dislike about some of the prints they have looked at. They will explore and experiment with printing, using different objects to print with, using shapes to create more detailed designs. When working on their designs they will think creatively and imaginatively about how they can incorporate the natural world in to their artwork, taking inspiration from Morris's use of natural motifs in his printing designs. They will create and produce their own printing designs and evaluate these.

Key words we will be using are:

- ✓ William Morris ✓ designer ✓ fabric ✓ rubbings ✓ monoprint ✓ pattern
- ✓ repeated ✓ texture ✓ imagination ✓ line ✓ ink ✓ print
- ✓ printing ✓ printmaking ✓ design ✓ artist

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

- ✓ discussing the texture of things such as fabrics, paper and natural materials
- ✓ make rubbings when you are on a walk
- ✓ look at patterns around your home, e.g. bed spreads, wall paper, curtains
- ✓ look at some of the works of William Morris and sharing opinions about his work
- ✓ create your own patterns at home for a wallpaper or a chair/sofa

COMPUTING

The children will learn about digital writing/word processing to develop their understanding of various aspects of using a computer to create and manipulate text. They will learn about the keys on the keyboard and will consider how to change the 'look' of text as they continue to practise as saving and editing.

Key words we will be using are:

- ✓ word processor ✓ keyboard ✓ keys ✓ enter ✓ text ✓ backspace ✓ italics
- ✓ space bar ✓ caps lock ✓ toolbar ✓ tools ✓ font ✓ underline ✓ bold

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

- ✓ talking about when and why you might use a computer to write
- ✓ play typing games to learn where the keys are on a keyboard like this one
- ✓ practising using a word processing program or app to do some writing

PE

The children will focus on developing balancing skills, working on both dynamic and static balancing. They will learn how to execute a balance - thinking about keeping their heads up and backs straight - starting with simple movements and gradually adding more difficult ones.

Key words we will be using are:

- ✓ balance
- ✓ perform
- ✓ 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
- ✓ asking them to teach you

MUSIC

Exploring Pulse and Rhythm

In this unit the children will learn the difference between pulse and rhythm. Pulse is the **heartbeat** or 'clockwork' of a piece of music. It is consistent and remains whereas rhythms change. The children will spend the first half of the unit learning different songs and practising keeping to the pulse within these songs. In the second half of the unit the children will investigate different rhythms and read these using graphic notation. Once they have investigated these, the children will work in partners to compose graphic scores for their own rhythms.

Sounds of the 80s

In this unit, the children will explore famous 'pop' songs from the 1980s. They will consider and discuss the *style* and *feel* of the music, as well as commenting on the various ways they make them feel. The children should complete this unit understanding that 1980s music was easy to dance to; involved lots of electronic instruments; and was performed by people with a different sense of fashion compared to how people dress today.

Key words we will be using are:

- ✓ pulse
- ✓ beat
- ✓ rhythm
- ✓ tempo
- ✓ dynamics
- ✓ composition

FRENCH

'On fait la fête' (Celebrations)

In this unit children learn the vocabulary relating to the celebration of special occasions and of their achievements in activities and games. They also learn to say the month of their birthday. This unit consolidates language-learning strategies such as practising new language with a friend and repeating new words rhythmically. It also provides opportunities for children to say more about themselves. Children will be able to add to their repertoire of games to play using the French language.

Key words we will be using are:

- | | | | | |
|------------------|--------------------|----------------|-----------------|-------------|
| ✓ magnifique | ✓ formidable | ✓ fantastique | ✓ genial | ✓ excellent |
| ✓ je nage (swim) | ✓ je chante (read) | ✓ je danse | ✓ mois (months) | ✓ janvier |
| ✓ février | ✓ mars | ✓ avril | ✓ mai | ✓ juin |
| ✓ juillet | ✓ août | ✓ septembre | ✓ octobre | ✓ novembre |
| ✓ décembre | ✓ saisons | ✓ le printemps | ✓ l'été | ✓ l'automne |
| ✓ l'hiver | | | | |

PSHCE

This term we focus on our module 'Created and Loved by God' by learning about life cycles and how God created us to follow the cycle of life and He loves us at every stage. We will then begin our module 'Created to Love Others' which explores family relationships and other friendships that builds on the understanding that we are created out of love, for love. The children will explore strategies for developing healthy relationships that keep them safer



in ordinary life and online, which will include a reinforcement of our key 'Tell! Tell! Tell!' message aimed at empowering children to reach out to their trusted adults. They will also consider how their actions can affect others as they explore the potential consequences of various actions, as well as the notion of *sorry* and the gift of forgiveness.

Key words we will be using are:

- | | | | | | |
|--------------|-----------------|------------|-------------|---------------|-----------------|
| ✓ life-cycle | ✓ God's plan | ✓ growing | ✓ changing | ✓ baby | ✓ toddler |
| ✓ child | ✓ teenager | ✓ adult | ✓ elderly | ✓ family | ✓ friend |
| ✓ safe | ✓ trusted adult | ✓ special | ✓ behaviour | ✓ appropriate | ✓ inappropriate |
| ✓ okay | ✓ not okay | ✓ argument | ✓ feelings | ✓ actions | ✓ consequences |
| ✓ forgive | ✓ forgiveness | ✓ sorry | | | |

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

- ✓ talking about people you know who are at different parts of the life cycle
- ✓ discussing who they know that they can talk to when they feel a worry ball or they're not safe, who are your trusted grown-ups at home and school?
- ✓ when watching programs and reading stories discuss how characters are making choices which are okay and not okay, talk about how they might be feeling, what actions they could make and when and how they could say sorry or forgive