

# CURRICULUM OVERVIEW

Sharing our learning



## Academic Year 2020-21

- Year: 1
- Term: 2

## Your Child's Teaching & Learning Team:

- Mrs I Hadfield
- Mrs S Sambrook
- Mrs J Golland
- Mrs Cox
- Miss R D'Roza
- Miss C Wood
- Mr Redmill

Dear Parents and Carers,

This is our second curriculum overview of the year and its purpose is to let you know what the children will be learning in the weeks leading up to Christmas. We also offer suggestions on different ways you can support your children at home.

Homework continues to be a very important aspect of the support we are offering all our children – especially those still working hard to catch up on lost learning as a result of the first lockdown.

It is for this reason that all homework should be attempted by children on their own. Please not worry if your child does not understand a concept or is unable to complete a particular task that has been set - as a key purpose of homework is to see what children actually remember, know and don't know. It is important for us to understand what they can do on their own.

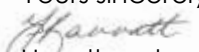
Our approach is always to be encouraging and reassuring, in order to affirm our children and help them to feel confident. We do this because confidence builds resilience, and resilience is a trait that successful learners have. We therefore remind our children constantly that learning is fun even though it can also be challenging sometimes. So children making mistakes and developing knowledge and understanding through productive struggle are both perfectly normal parts of the learning process. We, of course, remind them constantly that we are all there to offer help and support too – so they are not worried.

With this in mind, if your children struggle with a homework task, please offer reassurance and encouragement, and when they have done all they can please tell them that it is ok to stop.

We do not want to cause our children unnecessary stress nor do we want anyone else to do their homework for them. Simply let us know (via a note/email) what your child struggled with and what they could do, so we can follow it up. Naturally, we will be understanding so that your children always feel reassured and happy.

Ways of teaching and learning change constantly which is why we are **always** happy to explain them either on a one-to-one basis or in workshops so that parent/carer feel more confident helping their children at home. If you would like help and advice on a one-to-one basis please email or arrange a telephone meeting.

Yours sincerely,

  
Headteacher

## Term 2 Learning Value: Honesty

Our Learning Value is 'Honesty'. Honesty is defined as a person who does not do things that are judged to be wrong, morally. Honesty is about speaking and acting truthfully. Honesty is acting with integrity. If someone breaks a rule or law or hides their intentions and actions because they know it is wrong, then they are being dishonest.

Honesty is speaking the truth, it is not:

- saying what is definitely untrue
- saying what might be untrue
- making things up in order to hide the truth



Honesty is what you say and how you act toward others. It is also about being honest and treating yourself in the same way. Being honest with yourself means knowing and understanding why you act in certain ways; whether you speak the truth to yourself and act in a way that means you are being true to yourself, your values and what you believe.



## Homework

- Maths home activity. This will be **every other Friday** and will be posted on the class page of the school web site and in the home learning part (the Year 1 section) of the web site.
- [www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk) ('Bug Club') for reading homework.
- Spellings linked to 'sounds of the week'. These will be given out each **Thursday (with reading books)** for use at home the following week. The spellings will be tested on Friday each week.
- Cross-curricular theme-related homework at various other times.
- Read Write Inc. reading-books, changed weekly. **Must be returned on Thursday so they can be swapped.**

## RE

Information about our Term 2 RE curriculum is in the 'Come and See' letter accompanying this overview. It is a continuation of the work covered in the RE letter sent out with the Term 1 overview.

## 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 *individual* needs. Children have discrete handwriting sessions 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 to widen their reading experience*
- ✓ *looking at environmental print – words that appear on signs, labels, packets etc.*

Using the fiction book 'Meerkat Mail' as our stimulus, we will write a list, descriptive sentences and a recount. We will focus on using finger spaces, capital letters, full stops for each sentence correctly. Later this term we will look at a range of non-fiction texts linked to animals (our science focus) and explore the features. We will do writing that informs others about animals, thinking about those features that will help the reader e.g. headings, captions and labels. We will also continue to focus on capital letters, full stops and finger spaces as we introduce the use of the conjunction 'and' to join two ideas/sentences. We will encourage the children to use adjectives in order to describe something.

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

- ✓ *looking at non-fiction books and noting how they differ from fiction (story) books.*
- ✓ *writing using a range of media, pencils, pens, felt tips, even chalk outside, to show that it is FUN to write*

### Key words we will be using are:

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



## Mathematics

This term we will focus on:

- shape and patterns
- position
- numbers to 20 including comparing, halving, doubling and finding 1 more and 1 less
- addition and subtraction to 20

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

- ✓ 2D shape (circle, square, rectangle, triangle, oval)
- ✓ 3D shape (sphere, cube, cuboid, cylinder, prism)
- ✓ repeating pattern
- ✓ positional language (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:**

- ✓ naming and describing shapes you see in the environment e.g. the door has a rectangle shaped window on it, it has 4 corners and 4 sides and it has 2 long side and 2 shorter sides
- ✓ looking for and naming 3D shapes e.g. the ball is a sphere.
- ✓ 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 the mammals, amphibians, birds, fish 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
- ✓ habitat
- ✓ carnivore/herbivore/omnivore
- ✓ 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 investigate the features of towns (urban) and countryside (rural) as well as exploring some of the countries visited by Sunny in our story. We will look at how these areas appear on a map and introduce a UK



and world map to the children. We will consider how land and sea is represented on the maps and locate some countries, using the correct geographical vocabulary. We will practise using atlases and online maps and investigate some of the different ways 'Google Maps' represents maps.

## Key words we will be using are:

- ✓ habitat
- ✓ map
- ✓ United Kingdom
- ✓ World
- ✓ Land
- ✓ sea
- ✓ town
- ✓ countryside
- ✓ urban
- ✓ rural
- ✓ features

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

- ✓ looking at maps online as well as paper copies and books.
- ✓ discussing what we might see in the countryside and differences / similarities from towns and cities
- ✓ discussing where they live, in a part of Sheffield that is a city in the United Kingdom.

## Design and Technology

We will be exploring how moving pictures through use of flaps, wheels, levers and pop ups. We will be creating a moving Christmas card using one of these methods. We will also be creating some paper animals 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

We will be continuing to talk about how we stay safe using computers, discussing rules for using computers at home and school. We will talk about what online means and symbols we can look for so we know when we're online. We will also begin to talk about online safety and what age appropriate means.

We will also be learning about beebots (programmable floor robots) and working out how to control them. We will start to learn about 90° turns and how left and right change as we or the beebot changes direction. We'll start programming beebots and writing algorithms using arrow symbols.





## Key words we will be using are:

- ✓ online
- ✓ Wi-Fi, data, age appropriate
- ✓ beebot, direction, turn, 90°, map
- ✓ left, right
- ✓ instruction, algorithm, program

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

- ✓ talking about the rules you have in your house for keeping safe when using computers/tablets/phones
- ✓ talking about what your child uses computers for and which games/apps are age appropriate online and how they are
- ✓ talking about what the online symbol looks like on the devices your child uses
- ✓ helping them to learn their left from their right
- ✓ making your own treasure maps for finding mystery objects around the house and garden
- ✓ exploring <https://beebot.terrapinlogo.com/> together

## PE

This term we will be focusing on balancing (one footed and seated static). We will link these to jumping and landing. These skills will be practised in a fun way linked to different stories. We will be encouraging the children to take turns, share and encourage each other.

## Key words we will be using are:

- ✓ balance
- ✓ static
- ✓ jump
- ✓ landing
- ✓ encourage

## 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 be using their previous musical knowledge to write songs in small groups. They have looked at both the importance of a melodies and harmonies that can work together in building the foundation songs. They will compose and be critical of their own creations until we can finally perform our pieces to the rest of the class.

## Key words we will be using are:

- ✓ rhythm
- ✓ duration
- ✓ pitch
- ✓ beat
- ✓ composition

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

- ✓ encouraging them to practise different rhythms
- ✓ listening to different styles of music and talking about similarities and differences.



## French

This term we will be focusing on ways to greet each other, counting to 10 and learning the French words for different colours. They will:

- explore some of the sounds of a new language
- develop and use listening skills to help them hear sounds and words in a new language
- practise skills in listening and joining in with rhymes, songs and stories
- join in with the games we play in a different language
- make new sounds and say words and simple phrases we know in the target language
- participate in spoken performances of rhymes, songs and simple performances in French

### Key words we will be using are:

- ✓ colours: noir (black), blanc/blanche (white), vert/verte (green), bleu, (blue), jaune (yellow), marron (brown), rouge (red), gris/grise (grey) and orange (orange)
- ✓ numbers to 10: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix
- ✓ greetings: bonjour (hello), salut (hi), comment ca va? (how are you?), au revior (goodbye)

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

- ✓ asking them what they have been learning
- ✓ watching online videos of counting to 10 in French
- ✓ using 'bonjour' (hello) and 'ca va?' (how are you?)

## PSHCE

This term we will be encouraging the children to be reflective about their feelings and to develop strategies for dealing with both positive and negative feelings.

### Key words we will be using are:

- ✓ feelings
- ✓ positive
- ✓ negative
- ✓ (feeling emotions e.g. happy, sad, angry etc)
- ✓ TELL! TELL! TELL!

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

- ✓ encouraging your children can share worries at any time and be ready to listen
- ✓ reading stories about emotions (there are lots online)

