

CURRICULUM OVERVIEW

Sharing our learning



Y1 INFORMATION:

- **YEAR:** Y1
- **TERM:** 2
- **CONTACT:** year1@st-johnfisher.org

Y1 TEACHING & LEARNING TEAM:

- Mrs I Hadfield
- Mrs S Sambrook
- Mrs J Golland
- Miss R D'Roza
- Mrs N Cox
- Mr B 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 the season of Christmas. As usual we will also share those key words your children will be learning as well as suggestions for the different ways you can support learning at home.

Our approach is always to be encouraging and reassuring, in order to affirm our children and help each of them to feel confident. We do this because confidence builds resilience, and resilience is a trait of all happy and successful learners. We therefore encourage children to see learning as fun even if it is challenging sometimes. So children making mistakes and developing knowledge and understanding through productive struggle are both perfectly normal parts of the learning process. We remind them constantly that we are all here to help and support them, so they can be open about any struggles and worries that they have.

With this in mind, if your children 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. That is pointless and will mask an issue delay some children getting the help they need. If your child has struggled with a task, for whatever reason, please let us know (via a note/email) and tell us what they could do and what they struggled with, so that we can follow it up. Colleagues will always be understanding and supportive, and work hard to ensure that our 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 parents/carers either on a one-to-one basis or in workshops so that parents/carers 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 when a person does not do things that are judged to be morally wrong. Honesty is about speaking and acting *truthfully* and with integrity. Those who break rules/laws or who choose to hide their true intentions and actions (because they know they are wrong) 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 to yourself. Being honest with yourself means knowing and understanding why you act in certain ways. It is about speaking the truth to yourself and acting in ways that mean you are being true to yourself, your values and all the things that you believe.



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 on **Mondays** and tested on the following **Monday**
 - children will bring home a paper copy
 - spellings are also posted on the class page of the school web site every Monday (click [here](#))
- ✓ themed and cross-curricular homework tasks will be set at different times
- ✓ **reading** books will be issued regularly and must be returned each **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

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.

Book Study & Guided Reading

All children who have completed our Read Write Inc. phonics programme will benefit from daily reading activities designed 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 complete a recount. We will continue to focus on using finger spaces, capital letters, full stops for each sentence correctly.

Later this term 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:

- ✓ *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
- ✓ conjunction
- ✓ 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 1 more and 1 less
- addition and subtraction to 20

Key words we will be using are:

- ✓ 2D shapes (circle, square, rectangle, oval, triangle)
- ✓ 3D shape (cube, cuboid, sphere, cone, pyramid)
- ✓ 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:

- ✓ 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
- ✓ warm blooded/cold blooded
- ✓ habitat
- ✓ carnivore/herbivore/omnivore
- ✓ diet
- ✓ invertebrate
- ✓ 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 think about how we travel to school. We will use field work in the school grounds to gather information.



Key words we will be using are:

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

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

- ✓ looking at online maps that show school ('Google Maps')
- ✓ discussing where they live in relation to school
- ✓ discussing their journey to and from school
- ✓ learning their home address
- ✓ discussing who works on our school and their role in making SJF a special place to be

DESIGN AND 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 shutdown, 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
- ✓ erase
- ✓ undo
- ✓ shape
- ✓ brush



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 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

It's time to pick up some percussion instruments and play along to a Samba groove! The children will explore the importance of this South American style of music and how the carnival plays a key role in Brazilian culture. The children will develop the skill of call and response.



Key words we will be using are:

- ✓ rhythm
- ✓ pulse
- ✓ beat
- ✓ samba
- ✓ bacteria

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

- ✓ grabbing whatever kitchen utensils you have to provide a noise.
- ✓ asking your child what the 3 different basic rhythms are that align together to create one Samba groove.
- ✓ drumming along with your child to the addictive pulse of Samba

FRENCH

This term we will focus on (i) the different ways we can greet one another; (ii) counting to ten; and (iii) learning the French words for different colours. The children 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 ten:** un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix
- ✓ **greetings:** bonjour (hello), salut (hi), comment ca va? (how are you?), au revoir (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 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.

Key words we will be using are:

- ✓ gifts
- ✓ talents
- ✓ skills
- ✓ individuals
- ✓ feelings words-happy, sad, lonely, frustrated, excited etc.
- ✓ unique
- ✓ healthy lifestyle



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

- ✓ asking your child all about their likes and dislikes. What do they enjoy doing? Favourite pastimes, animal, colours and anything else you can think of.
- ✓ reading stories about emotions (there are lots of different stories available online)

Be Safe Be Happy Week 2021

After the holiday it will be 'Be Safe Be happy Week 2021'. Across school the children will participate in a range of different workshops led by staff and visiting experts that will explore issues around personal safety and wellbeing.



All children will have their special LINKS PE lesson on **Friday 5th November 2021** and will need to wear school PE uniform on that day. The only pupils needing to wear PE uniform for a second day will be the pupils of **FS2** on Monday 1st November for their 'balance bike' PE lesson and our **Y4** swimmers on Wednesday 3rd November.

The week's workshops will include:

- ✓ general fire safety, fireworks and safety with darker mornings and nights (South Yorkshire Fire and Rescue)
- ✓ safety and the dangers of playing in building sites (Mr Paige)
- ✓ the benefits of healthy eating (Taylor Shaw)
- ✓ the benefits active living (karate) for wellbeing (LINKS School Sports Partnership)
- ✓ fire safety at home (Mrs Hadfield & Mrs Sambrook)
- ✓ safety around railways (Mrs Broadhead)
- ✓ safety around open water, canals and rivers (Miss Brownbill)
- ✓ internet safety (Mr Broadhead)
- ✓ road safety (Mrs Barrett)
- ✓ being 'street-safe' and stranger danger (Mr MacInness)
- ✓ pro-respect & anti-bullying (Mr Smith)
- ✓ basic emergency first aid (Mr Smith)



Remembrance 2021

All children will have special lessons around remembrance, and the commemoration of Remembrance Sunday. They will learn about its origins and gain an appreciation of its national significance.

On Armistice Day they will participate in our annual Service of Remembrance at Our Lady of Lourdes which will be filmed and uploaded to the school website so that it can be viewed by family and friends after wards by clicking [here](#).

