

# CURRICULUM OVERVIEW

Sharing our learning



## Y1 INFORMATION

- YEAR: 2023-24 • TERM: 4
- 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 fourth curriculum overview of the school year and its purpose is to share information about what the children will be learning this term. This is a key term as we prepare for a range of different statutory and non-statutory assessments and checks that will take place later, in Term 5. The key assessment areas are:

- **FS2** - a formal check on development and progress of children in their key foundation year
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening\*, and non-statutory end of Key Stage 1 assessments
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - Key Stage 2 statutory assessments (SATs) and writing moderation

\*for children who did not achieve the phonics standard in the Y1 national screening

Good attendance is always important, but even more so in now, and not just because it will help children to learn and progress, but also because it will support their wellbeing. We know that absence from school makes children anxious because they tell us that they worry about missing learning and their classmates and friends.

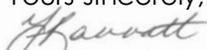
We understand that there are times when absence is unavoidable, for example, when children are poorly, and so we work very hard to help children who are returning after being ill, to settle back in. We are grateful when unnecessary absences are avoided, for example, term-time holidays and odd days here and there, as well as appointments when there is an option for them to be made after school, during school holidays or at the end of a school day. It helps children enormously if they are in school as much as possible.

This overview contains important information about the children's curriculum and the key words they will need to know if they are going to be able to know and do more. There are also tips for supporting them at home.

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 might find 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 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 then please ask them to stop, and reassure them that everything will be ok. Let us know via a note or email, so we are clear what the issue is, and staff will follow everything up. They will also affirm and encourage your child as they help 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.

Yours sincerely,

  
Headteacher



**ST CLARE**  
Catholic Multi Academy Trust



### TERM 4 LEARNING VALUE

Our Term 4 Learning Value is 'self-belief'.

- **Self-belief is all about**
  - ✓ trusting in your own abilities
  - ✓ setting yourself challenging goals
  - ✓ gaining confidence
  - ✓ thinking of yourself positively
- **If you have self-belief, you realise that:**
  - ✓ you can reach your potential if you believe in yourself
  - ✓ you should set yourself challenging, yet achievable, goals to help stay motivated
  - ✓ gaining confidence will give you the strength to carry on (and on) – even when there are challenges
- **You can show your self-belief by:**
  - ✓ having a positive and determined mindset
  - ✓ being courageous and resilient when facing the challenging, but achievable, goals you set yourself
  - ✓ knowing that you will reach your potential and achieve your goals

The following words come to mind when we think of self-belief:

- |                      |                  |              |
|----------------------|------------------|--------------|
| • courage            | • determination  | • positivity |
| • tenacity and focus | • faith          | • confidence |
| • assuredness        | • inner strength | • resilience |



### RE & CATHOLIC LIFE

Click [here](#) for information about our Term 4 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 4 we focus on the virtues of 'Love' and 'Charity'.

### 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 should be in book bags daily and they 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.

#### 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.



ST CLARE

Catholic Multi Academy Trust



**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 first fiction text is the traditional tale 'The Three Little Pigs'. The children will get to know the story well, so that they will be able to retell it, confidently, using their own words; thinking carefully about the order of events. They will be encouraged to discuss the book and give reasons that support their thoughts and opinions. The children will work towards writing their own version of the tale, using their own characters and a different ending. To begin our new text, we will have an 'experience' session to engage/excite the children.

The children's main foci will be to:

- ✓ rehearse, orally, what they want to write
- ✓ write simple sentences, consolidating using 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**' to join two shorter sentences
- ✓ add adjectives to provide greater detail
- ✓ We will practise using '**!**' and '**?**' correctly

We will be learning how to add the suffixes **-ing** and **-ed** to words in order to change tense from present tense to past tense. We will continue to support the children to think about their handwriting, specifically letter formation, making ascenders tall and descenders fall below the line and overall consistency and neatness.

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

- |                  |                 |                |                           |                         |                    |
|------------------|-----------------|----------------|---------------------------|-------------------------|--------------------|
| ✓ capital letter | ✓ full stop     | ✓ finger space | ✓ adjective (to describe) | ✓ conjunction (to join) | ✓ exclamation mark |
| ✓ fiction        | ✓ question mark | ✓ past tense   | ✓ present tense           | ✓ suffix                |                    |

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

- ✓ asking your child if they can orally tell you the story of The Three Little Pigs.
- ✓ reading other traditional tales, e.g. Little Red Riding Hood, Cinderella,
- ✓ 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, subtraction and calculation strategies with numbers to 20
- numbers to 50 as we count in twos, fives and tens; compare and order numbers; and look for patterns

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

- ✓ greater than    ✓ less than    ✓ more than    ✓ less    ✓ compare    ✓ addition
- ✓ add    ✓ more    ✓ count on    ✓ count back    ✓ take away    ✓ subtract
- ✓ total    ✓ sum    ✓ value    ✓ 'Base Ten'    ✓ Deines    ✓ pattern

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

- ✓ counting to 100 forwards/backwards
- ✓ thinking which numbers are greater, smaller, more than, less than a given number
- ✓ saying one more and one less than any number up to 50
- ✓ knowing how many tens and how many ones the number shows (e.g. 42 is 40 +2 and 4 tens and 2 ones)
- ✓ writing numbers to 50, all formed correctly and without reversal
- ✓ practising counting in twos, fives and tens

We will continue learning about materials and their properties. We will name materials and describe their properties (features). Lots of our work will be practical and we will carry out an investigation linked to the strength of different types of paper.

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

- ✓ material    ✓ property    ✓ glass    ✓ paper    ✓ metal    ✓ pottery
- ✓ plastic    ✓ cardboard    ✓ wood    ✓ rock    ✓ fabric    ✓ hard
- ✓ soft    ✓ flexible    ✓ rigid    ✓ rough    ✓ smooth    ✓ shiny
- ✓ dull    ✓ opaque    ✓ transparent    ✓ strong    ✓ heavy    ✓ light
- ✓ compare    ✓ group    ✓ classify    ✓ sort    ✓ object    ✓ item

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

- ✓ naming items at home e.g., plastic, metal, wood, glass, fabric
- ✓ naming, describing objects and their material e.g. 'My spoon is metal, it is shiny, feels light and is hard.'
- ✓ describing an object using its properties, playing 'Guess the Object': "The object I am thinking of is in this room, it is hard and see through (transparent) and smooth..." (glass window)

**GEOGRAPHY**

We are thinking about Hackenthorpe, our local area. We will look at where our school is situated, using various maps and plans. We will investigate the area when we go on a guided walk, gathering the information we need in order to create our own linear maps. These will show the various human and physical features that we observe during our walk. We will then apply our growing knowledge when we have a go at drawing a simple map of the area on our own - using school as the start point and symbols to represent different features.

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

- ✓ place    ✓ local area    ✓ near    ✓ far    ✓ left    ✓ right
- ✓ urban    ✓ countryside    ✓ shop    ✓ pub    ✓ church    ✓ house
- ✓ flat    ✓ tram stop    ✓ Hackenthorpe    ✓ Sheffield    ✓ symbol    ✓ plan
- ✓ map    ✓ route    ✓ human feature    ✓ physical feature

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

- ✓ talking about the local area to our school (Hackenthorpe) and looking at maps (real, books and internet)
- ✓ discussing what features we see close to school e.g., a church, a post box, the shops, a grassy hill etc

**DESIGN TECHNOLOGY**

We will be designing and building a vehicle from junk boxes and then adding wheels and axels using wooden components. Children will evaluate their work and consider where improvements could be made. Can you please send a cereal box into school, labelled with your child' as this will make the chassis of the car.

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

- ✓ axel                    ✓ chassis                    ✓ wheel                    ✓ stable                    ✓ design                    ✓ amend
- ✓ evaluate                    ✓ construct                    ✓ sturdy                    ✓ sturdy

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

- ✓ looking at pictures of wheels and axels and discussing their appearance and purpose
- ✓ looking at the parts of a toy car and talking about how they work
- ✓ collecting boxes for modelling

**COMPUTING**

This term we will be continuing to learn about word processing and we will learn more about how to manipulate and edit text. We will also begin to learn about information and data so as we progress through school we can manipulate and collate data using computers. To do this we will learn about different ways of grouping, labelling and describing objects.

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

- ✓ font                    ✓ italics                    ✓ bold                    ✓ underline                    ✓ groups                    ✓ label
- ✓ objects                    ✓ describe                    ✓ properties                    ✓ similarities                    ✓ differences

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

- ✓ play typing games to learn where the keys are on a keyboard (try [this](#))
- ✓ practising using a word processing program or app to do some writing using capital letters, spaces and full stops as well as editing using backspace and different fonts
- ✓ describing objects around the home and how or why we might group them together such as use, colour, size and other similarities and differences or properties

**PE**

In Real PE the children will be working on, a creative unit of work, developing ball skills as they learn how to control the movement of a ball, moving it around and over their bodies. They will also learn how to create counter balances with a partner. In Multi skills the children will work on skills linked to hockey.

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

- ✓ balance    ✓ counterbalance    ✓ partner    ✓ roll    ✓ control    ✓ catch    ✓ bounce

**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**

The children will investigate pitch and develop their ability to differentiate between higher and lower sounds. They will learn how to control the pitch of their voices and instruments by moving higher and lower both in steps and leaps and holding the same note. They will use changes in pitch expressively to respond to the stimuli of stories.

The children will explore famous pop songs from the twenty-first century. They will discuss the style and feel of the music, as well as commenting on the way it makes them feel. They will compare the overall sound of music from the twenty-first century and discuss how it is similar or different to music from the 1980s, a period studied in the previous unit. The children will listen to a range of music from pop to rap to garage rock to indie and discover that, whilst music from the twenty-first century retains some of the same synth sounds as was predominant in the 1980s, musicians now mostly base their arrangements off real instruments.

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

- ✓ pitch    ✓ high    ✓ low    ✓ steps    ✓ jumps    ✓ slides    ✓ pulse    ✓ beat
- ✓ rhythm    ✓ tempo    ✓ faster    ✓ slower    ✓ graphics    ✓ score    ✓ composition

**FRENCH**

*Portraits*

In this unit children learn the names for main parts of the body and describe colours. They ask and answer questions about physical appearance. Children use newly learnt vocabulary to describe themselves and others. They consolidate their knowledge of sound and spelling links as well as question forms.

**Key words we will be using will relate to:**

- ✓ simple statements about the appearance of people
- ✓ providing a simple description of a person using adjectives
- ✓ **avoir:**    ○ j'ai    ○ il a    ○ elle a    (to have)
- ✓ **être:**    ○ je suis    ○ il est    ○ elle est    (to be)

**PSHCE**

This term the children will explore how we are created to love God, complete a unit on focused on life online and begin a unit focused on keeping safe.

*Life Online*

This unit aims to help children understand that just like when they can feel joy and sadness in different places they visit *physically*, They can feel joy and upset in different places they visit *digitally* too. The children will discuss the internet and how they use it; what they love; what they find difficult; and explore what rules are needed to keep them safe. They will also investigate the similarities and differences between 'real' and 'online' lives, to help them recognise the safe and unsafe situations that exist in both.



*Keeping Safe*

This unit aims to build on previous learning, e.g. in our SJF 'Be Safe Be Happy Week', to help children to tell the difference between good and bad secrets. They will revisit ;earning around physical boundaries, incorporating the NSPCC 'Pants' resource.

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

- ✓ safe/unsafe    ✓ online    ✓ rules    ✓ internet
- ✓ screen time    ✓ pop ups    ✓ block    ✓ report
- ✓ devices    ✓ secret    ✓ private    ✓ respect
- ✓ pants    ✓ private parts    ✓ touch    ✓ permission



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

- ✓ discussing which devices and games at home go online/use the internet
- ✓ talking about the rules you have for devices to keep us safe
- ✓ working out how much screen time your family has and if it needs to change
- ✓ reminding your child it is important to 'tell, tell, tell' whenever they need to
- ✓ discussing the PANTS rules and looking at <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

**MOMENTS  
MATTER,**

**ATTENDANCE  
COUNTS.**

