



St Wilfrid's Primary School

**Reception Year 1  
Class Information  
2016-2017  
Summer Term 1**

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Summer Term 1 2017**

**Homework expectations:** (Key Stage 1)

- Reading every night. (Reading to parents at least 4 times per week. The other nights reading / sharing a story book)
- At least one piece of mathematics problem solving or arithmetic each week.
- On-going topic work.
- Regular writing, spelling, punctuation and grammar (SPaG) activity.
- All homework activities are shared on the class blog.

**In this class, homework is given out on **Friday** and is to be returned the following **Friday**.**

Week	Reading and comprehension	English Homework	Mathematics Homework
5.5.17	Reading Books – changed on child's reading day.	Reception & Year 1 Spelling / Handwriting Sheet	R – To count and order numbers to 20.  Y1- To recognise, read and write numbers to 100.
12.5.17	Reading Books	Reception & Year 1 Spelling / Handwriting Sheet	R – To find one greater than and one fewer than to 20.  Y1 - To represent numbers to 100 as number bonds.
19.5.17	Reading Books	Reception & Year 1 Spelling / Handwriting Sheet	R - To increase and decrease by one using a number line to 20.  Y1 – To practise finding 1 more or fewer to 100
26.5.17	Reading Books	Reception & Year 1 Spelling / Handwriting Sheet	R – To investigate number combinations within 20.  Y1 – To practise finding 10 more or fewer to 100.
<b>Topic Homework Project</b>			
Learning songs and parts for our class assembly at 9am on May 19 <sup>th</sup> . 'A Special Friend' The theme of the assembly is Pentecost. Start by reading the story and watching the clip <a href="https://www.youtube.com/watch?v=lqG_lvZHU-A">https://www.youtube.com/watch?v=lqG_lvZHU-A</a>			

**Blog address here <https://stweare1blog2.wordpress.com>**



## Reception Year1 Key Vocabulary

Here you will find some key words that your child will be exposed to over the coming weeks. It would be advantageous if you could read through the words with your child, research any unknown words or even practise writing some of them.

English Key Vocabulary		Mathematics Key Vocabulary	
full stop	Alphabetical order	is equal to, altogether	Months of the year
finger space / gap	Sentence,	Number line, groups of	Day, date, month, before, after
capital letter	<b>Noun, antonym</b>	Count on/back, estimate	Ten, ones, digit, part, whole
<b>Verb, adverb, adjective</b>		subtract/minus/fewer/less	Add, addition, more, greater

RE Topic Words	Science Topic Words	Music Key Vocabulary
Holiday, Holy Day, Pentecost,	Observe/describe/explore	Rhyme
Good News, Holy Spirit, Good	Seasonal Change / carnivore,	Singing together
News, Ascension Day	Investigate, omnivore, herbivore	rhythm
	See below ...	instruments

### What will we be learning about this half term?

Religious Education	English	Mathematics
<p><b>Holidays &amp; Holy Days – Pentecost &amp; Serving:</b></p> <p>To think about the difference between ordinary days and holidays and say why we have holidays. Children will be able to <b>retell</b> the story of coming of the Holy Spirit at Pentecost and be able to <b>describe</b> the ways in which the Holy Spirit is a helper and guide.</p> <p><b>Class Assembly 19.5.17</b></p>	<p>R - Phonics knowledge and skills of decoding (reading) and encoding (spelling). Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p> <p><i>Text – Sequencing sentences to form short narratives.</i></p> <p>Y1 Reading to develop accuracy, speed and comprehension.</p> <p>Alphabetical order and names.</p> <p>Letter formation using the cursive script.</p> <p>Y1 Writing sentences - How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p> <p><i>Text – Sequencing sentences to form short narratives.</i></p> <p><i>Grammar – Recognising a noun and a noun phrase. Adjectives, antonym, verb and adverbs.</i></p>	<p>R – Numbers to 20 / Y1 - Numbers to 100 number; count in twos, fives and tens. count, read and write numbers from 1 to 100 in numerals and words</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>given a number, identify one more and one fewer, 10 more and fewer in a number to 100.</p> <p>recognise the place value of each digit in a two-digit number (tens, ones)</p>
Science	Computing and Online Safety	Physical Education and Sport
<p>Observing the changes from Spring to Summer.</p> <p>Animals - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>-Describe and compare the structure of a variety of common animals</p>	<p>Completing 'Creating Pictures' (as Spring 2)</p> <p><b>Controlling Images:</b></p> <ul style="list-style-type: none"> <li>- <b>Communicating and Networks (including online safety)</b></li> <li>- <b>Using Cameras</b></li> </ul>	<p>IMOVES Dance Scheme – Fairy Tales Theme</p> <p>Games – ball skills.</p>
French	Music	Art / D&T
N/A	<p>Medieval Music – composing &amp; performing</p> <p>Grand Old Duke of York</p>	<p>Pentecost Art – Collage, colour mixing.</p> <p>Starting to design and make castles, shields &amp; coats of arms.</p>
History / Geography	Personal / Social / Health	Metacognition
<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Medieval Castles - Pupils should develop an awareness of the past, identify similarities and differences between ways of life in different periods.</p> <p>Geographical issues and the importance of location to a castle.</p>	<p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Notice that animals, including humans, have offspring which grow into adults</p>	<p>Learning to learn.</p> <p>Growth mindset.</p>



## Reception Year 1 Timetable

<b>Y1 Class</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8.50 – 9.30am	Registration Morning learning –  Whole School Assembly	Registration Morning learning –  Key Stage one Assembly	Registration Morning learning –  Handwriting	Registration Morning learning –  Handwriting	Registration Morning learning –  Whole school Assembly
9.30 – 10.30am	RWI	RWI	RWI	RWI	RWI
<b>Break</b>					
10.45 – 11.55	Maths	Maths	Maths	Maths	Maths
<b>Lunch</b> 11.55 – 12.55am					
12.55 – 2.15 pm	P.E.  Science	Computing  Maths meeting	Topic	Library  Science	R.E
Break 2.15 – 2.30 pm					
2.30 – 3.20 pm	<b>Story / SPAG</b>  Maths meeting	Ks1 hymn singing	<b>Story / SPAG</b>  Maths meeting	<b>Story / SPAG</b>  Maths meeting	<b>Story / SPAG</b>  Maths meeting

### Keeping in Touch

As parents, you are the first educators of your child and at this school we recognise that the partnership between home and school is fundamental to a child's success. The school staff team are always happy to see parents during the week before or after school to pass on brief messages and please make an appointment if more time is needed. Please come and talk to us if you are worried about friendships, progress or anything at all. It is always best to talk to the class teachers as the first port of call.

We know that many parents work long hours therefore you may prefer to send an email to and we will respond to you as quickly as possible.

**E-mail address:** [c.goodchild@stwilfridssheffield.co.uk](mailto:c.goodchild@stwilfridssheffield.co.uk)

### Curriculum Expectations

It is our expectation that the vast majority of pupils will be working at the standard expected for their year group and many will be working at greater depth within their year group's curriculum. If a child is finding it difficult to operate in class within their year group's curriculum, the class teacher will be in touch to discuss strategies to implement at home and at school to address any gaps in understanding as quickly as possible. If we feel that a child might benefit from some additional support with their learning, we would discuss appropriate steps with you in consultation with Mrs Goodchild, our SENCo.

