

**Literacy:**

Phonics: to recognise and write phase 3 phonemes:

Sh, ch, th, ng, long vowels: ai, ee, igh, ou, oo, and their alternative: ai/ay, oi/oy, r controlled vowels: ar, or, ur, ir.

Split digraphs: a-e, e-e, i-e, o-e, u-e.

Read High Frequency words:

Said, have, like, so, do, come, some, were, there, little, one.

Recognise and write own full name.

To chunk longer words.

To sequence stories, inventing characters, settings, and alternative endings.

To retell well known stories, changing elements to make them their own.

To detail and description to characters, settings and events.

To spell words with simple suffixes and prefixes correctly.

(singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est'

**Physical development:**

Ball skills

Team Games

Dynamic and Static Balances.

**Religious education:**

Believing

Stories and celebrations

**French:**

Numbers and Colours



# Class 1

**Personal, social and emotional development:**

Identifying class rule, how to keep rules. Golden time and special mentions.

Learning to share, take turns & play together, building relationships.

**Festivals:** Summer: Father's Day

Our culture and beliefs and how we celebrate.

**Mathematics:**

Counting to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Counting, reading and writing numbers to 100 in numerals

Identifying one more and one less than a given number

Completing and understanding addition and subtraction sentences.

Recalling number Bonds to 10. Doubles to 20. To recognise the corresponding halves.

Recognising and finding half of a shape. Measuring using non-standard lengths.

Comparing weight and capacity. Using the language of time.

Finding half and quarter of an amount.

To count in lots of: 2's, 10's. etc.

**Geography:**

Recognise and compare localities - countryside, seaside, city.

Identify the continents and seas.

**Science:**

Life cycles of Plants and Animals. Parts of a plant. Habitats of animals. How the environment impacts on animals.

Sea life, conservation.

Changes and patterns within the environment. Seasons: Spring and Summer.

**Computers:**

Using simple programs; using tool bars to create effects.

Controlling a mouse and keyboard.

Creating pictures using paint packages, working with digital photograph

**Art and Design:**

To use a range of tools and techniques competently and appropriately to achieve a planned outcome.


To plan, adapt where necessary and to evaluate their work.

To develop pencil skills: sketching, shading.

To develop textures in their work using collage materials.

To sing songs, make music and dance, and experiment with ways of changing them. To present their work to others.

To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

<b>Summer 1</b> Plants and Mini beasts.	Week 28 24 <sup>th</sup> April	Week 29 1 <sup>st</sup> May	Week 30 8 <sup>th</sup> May	Week 31 15 <sup>th</sup> May	Week 32 22 <sup>nd</sup> May		
	Plant life cycles.	Worms	Caterpillar to Butterflies: Animal life cycles	Growing Plants: Jack and the Beanstalk	Minibeats.		
<b>Summer 2</b> Seaside's/Pirates	Week 33 5 <sup>th</sup> June	Week 34 12 <sup>th</sup> June	Week 35 19 <sup>th</sup> June	Week 36 26 <sup>th</sup> June	Week 37 3 <sup>rd</sup> July	Week 38 10 <sup>th</sup> July	Week 39 17 <sup>th</sup> July
		Sharks: predators	Billy's Bucket: animal habitats.	animal habitats	Island Homes	PUMA PIRA RISING STARS ASSESSMENT WEEK	



### Early Reading – Reading

Listen to your child read. Ask questions about the books they have read.

#### Before reading the book:

- Can you point to the title?
- What is the title of the book?
- What do you think this story will be about?
- What might happen in the story?
- What does the blurb tell us about the story?

#### During the reading of the book:

- What is happening in the pictures?
- What has happened so far?
- Is it what you expected to happen?
- What might happen next?
- How do you think the story might end? What sort of character is...?
- Is he/she friendly/ mean/ nice...?

#### At the end of the book:

- Did you like this book? Why?
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book?
- Can you find it in the book?

### Spelling

Spellings will be sent home every Friday and the children will be tested on these spellings the following Friday. Please encourage your child to learn their spellings throughout the week. The spellings will be based on the sound that we are learning that week in phonics.

Great websites to support Phonics:

- <http://www.letters-and-sounds.com/>
- <http://www.phonicsplay.co.uk/>
- <http://www.bbc.co.uk/cbeebies/games/alphablocks-games>
- <https://www.oxfordowl.co.uk/for-home/>
- <http://www.starfall.com/>

Great websites to support Mathematics:

- <http://www.topmarks.co.uk/Interactive.aspx?cat=1>
- <http://www.bbc.co.uk/cbeebies/games/numtums-games>
- [http://www.familylearning.org.uk/place\\_value\\_games.html](http://www.familylearning.org.uk/place_value_games.html)
- <https://www.oxfordowl.co.uk/for-home/>
- <https://www.youtube.com/user/KidsTV123>

Class 1: PE: Friday afternoon.

Please make sure PE kits are in school all week and earrings are taken out on PE days.

Important Dates for

Class 1 Y1 Parents:



Keep checking the weekly newsletter for important dates.

TBC – Class trip

- Sports Day