



Rainbow Forge Primary Academy  
A L.E.A.D. Academy

Year:FS1  
Class Information  
2016 - 2017  
Summer term 1

### **Homework expectations (Early years):**

- Reading/sharing a book every evening for 10 minutes
- Half termly theme homework project
- Reading, writing & maths target work
- Phonics related sounds and high frequency or tricky words, when they are sent home (based on the ability of your child).

**Target work:** This was sent out to parents on Tuesday 14<sup>th</sup> or Friday 17<sup>th</sup> February and will be reviewed during the week of 3<sup>rd</sup> - 7<sup>th</sup> April 2017

**Theme:** Choose one project and work on it during the half term. To be handed in the week beginning 15<sup>th</sup> May 2017.

### **All homework can also be found at:**

<https://kidblog.org/class/cheeky-monkeys/posts>

### **Theme Projects – please choose one:**

This half term our theme is 'Where can the train take us?' We would like you to take your child on a journey. This could be by car, bus, train, bike etc. Ask them to think about what they can see, hear, smell? Make a poster/ picture/ letter/ model to tell us about their journey. During the week beginning 15<sup>th</sup> May, the children will get the opportunity to talk about their journey to the class and share anything they have made.

### **Year: FS1 Key Vocabulary**

<b>English Key Vocabulary</b>		<b>Maths Key Vocabulary</b>	
Alphabet/ letter names and sounds/phonemes words	Stories/fiction /books/favourites/like/dislike	Number names to 10 then 20	Counting, touching, checking, re-counting
Segmenting/chop	Title, author, illustrator, front cover, back cover, blurb Book, pages, pictures, words writing	More/less	Small(er)/big(ger) Light (er)(est)/heavy (ier)(est) enormous, huge large(st), small(est), tiny, little
Blending/put back together	Rhyme/syllable	1 more / 1 less	Short(er)(est)/tall(er)(est) Compare
Hear the first/initial sound	Let's find out about.....information/non-fiction	Add/take away	How many more?
Middle/end How many sounds/ phonemes can you hear?	See, hear, smell, touch,	How many altogether? Same, equal, total	2d, 3d, shapes- square, circle, rectangle, triangle, diamond, hexagon, semi-circle side/edge, corner

Theme Key Vocabulary		Music Key Vocabulary	
Journey	transport, train, car, aeroplane/ boat/ bike/ tram/ passenger/ how far/ distance/ window /rocket/space/planet	Loud/soft	Sing
senses	see, smell, feel, hear, taste	High/low	Whisper
scenery	field, window, seaside, sea, beach, farm, town, village, ocean, arctic, sky,air	Pitch	Speak
		Pulse	Clap/action
		Steady beat	Rhythm

Art Key Vocabulary		PE Key Vocabulary	
Collage/stick/glue/cut	Shiny/Dull	Moving/run/walk	Bodies/how do we feel now
Colour names	Cover/wrap	March/crawl	Slow/Fast
Texture/feel/touch	Hair/fur	Stop/freeze/hold/go	High/low
Ruff/smooth	Light/dark	Jump/hop/leap	Roll
Hard/soft	Little/lots thin/thick	Space, change direction	Balance

### What will be learning about this half term? Where can the train take us?

English	Phonics	Maths
<ul style="list-style-type: none"> <li>• Reading and learning stories based around journeys and different ways of travelling- train, sea, space and our RE focus of Noah's Ark.</li> <li>• Sharing other stories based around our topic and journeys and non fiction books exploring the different places we can go on a journey.</li> <li>• Developing an understanding of rhyme and continuing a rhyming string.</li> <li>• Creating mind maps and re-acting stories with props and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing lots of games to explore the following areas;-</li> <li>• Learning the letter sounds of the alphabet especially The letters;- s a t p l n,m,d,g,o,c,k,ck,h,b,e,u,r,f</li> <li>• To develop the ability to listen for the first/initial sound within words.</li> <li>• To become more aware of how a word is made up</li> <li>• Orally blending and segmenting</li> <li>• Begin to write letters and sounds we have learnt.</li> <li>• For the children who are ready, we will focus on reading and writing simple words.</li> </ul>	<ul style="list-style-type: none"> <li>• Number recognition to 10</li> <li>• Counting objects to 10</li> <li>• Recite numbers to 10/20</li> <li>• Matching numbers to quantity</li> <li>• Ordering numbers</li> <li>• Measuring and ordering objects by height and length.</li> <li>• Shape recognition</li> </ul>

<ul style="list-style-type: none"> <li>• Retelling stories, joining in with repetitive text/phrases.</li> <li>• To develop the awareness of story structure</li> <li>• To predict and recite what has happened during the story</li> <li>• To develop an effective pencil grip</li> <li>• To write own name</li> <li>• To develop an awareness of letters and words in our environment</li> <li>• Speaking and listening during all sessions</li> </ul>		
<b>Creative Development - Art</b>	<b>Physical Development</b>	<b>Creative Development - Music</b>
<ul style="list-style-type: none"> <li>• Sketching with pencil, charcoal and ink pens.</li> <li>• Printing with 2d shapes to help learn these</li> <li>• Collage/ junk modelling different vehicles.</li> <li>• Encouraging the children to paint and mark make for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Playing energetic games</li> <li>• Moving our bodies in various way and directions</li> <li>• Discovering how our bodies feel before, during and after exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Singing favourite songs</li> <li>• Creating a repertoire of different songs and rhymes</li> <li>• Sing songs with actions</li> <li>• Creating a steady beat</li> <li>• Developing a rhythm with percussion instruments</li> </ul>
<b>Personal, Social, Emotional Development</b>	<b>Understanding of the World</b>	
<ul style="list-style-type: none"> <li>• Becoming more independent with self-help skills</li> <li>• Becoming a helper during snack and toast time</li> <li>• Taking part in circle time and rainbow talk, listening to friends as they share ideas.</li> <li>• Make relationships with other children and adults and learn how to cooperate.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand about the natural world, different places and what we might find there.</li> <li>• Operating I-pad to film and take photos,</li> <li>• Using the interactive white board to find information about the world and different places.</li> <li>• Operating a CD player to sing along with familiar songs</li> </ul>	

## Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8.40 – 8.50</b>	Morning Learning	Morning Learning	Morning Learning	Morning Learning	Morning Learning
<b>8.50 - 9</b>	Registration	Registration	Registration	Registration	Registration
<b>9- 9.30</b>	PE	Creative-Art	Phonics	Creative- Art	Celebration Assembly
<b>9.30 – 10.15</b>	PE	Creative-Art	Write Dance	Creative-Art	
<b>10.15- 10.30</b>	Phonics		Snack	snack	Toast Time
<b>10.30 – 11.30</b>	Snack	Snack Phonics	Rainbow Talk	English	circle time
<b>11.33 – 12.05</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>12.05 – 12:40</b>			Write Dance		
<b>12:40 – 1.45</b>	English	Maths	Phonics	maths	phonics
<b>1.45 - 2</b>	Circle-time		Rainbow Talk	phonics	PE
<b>2 – 3.10</b>	Toast-time Story time and singing	Celebration assembly	Story time and singing	Understanding of the World and singing	Snack Story time

## Water Bottles

Please make sure your child has a labelled water bottle in school at all times. During the day the children are only allowed to drink water. Other still drinks are allowed in packed lunches. Water bottles can be brought from the Main Reception for £1.

## Learning Expectations

It is our expectation that the vast majority of the children will be working at the expected standard for their year group with some working at a greater depth within their year's curriculum. If a child finds a concept difficult to grasp the class teacher may work with them during the day to make sure they understand and are ready for the next lesson to ensure they don't fall behind. If despite this, they still struggle and we feel they may need some additional support with their learning, we would discuss appropriate steps with you in consultation with Miss Collard our Inclusion Leader.

## Keeping in touch

As parents, you have a vital role to play in your child's learning. The school staff team are always happy to see parent during the week, before or after school to pass on brief messages and please make an appointment if a longer chat 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 many of you work and are not always available before or after school hours so you may prefer to send an email and we will respond as quickly as possible.

**Class teacher's e mail address:** [gharrison@rainbowforge.sheffield.sch.uk](mailto:gharrison@rainbowforge.sheffield.sch.uk)