



Rucstall
PRIMARY SCHOOL



Fir Class

Summer Term
Information



Welcome back Year One children and parents!

I can't believe that we are in the summer term already! We will be continuing to work on independent learning skills and developing our knowledge in our wider curriculum subjects in preparation for the Phonics Screening Check and readiness for Year 2.

Working with us

We strongly believe education is a shared partnership with school and home. We encourage parents/carers to become fully involved in their children's learning and also in the life of the school. We very much hope that you will feel part of our school community and you will be able to liaise with your class teacher if you have any concerns, problems or questions.

The Rucstall Primary School Team are keen to work with you to support your children and encourage you to speak with us regularly. During the mornings, our teachers are busy preparing for lessons or supervising children so are not available first thing however parents are able to leave messages with the office team. After school, teachers are available for short face-to-face conversations and can also arrange telephone appointments at a mutually convenient time.

General reminders

>Please ensure your child has a named water bottle in school each day which is filled with fresh water. A reminder, like the vast majority of schools, juice and squash are not permitted in the classroom. If there is a medical reason as to why your child is unable to drink water, you must make the office staff aware.

>Please ensure all of your child's clothing is labelled. All named clothing will be returned instantly as we do not store 'lost property.'

>Please do not send your child in with pencil cases or stationery. We provide all the necessary equipment as we do not have large enough trays for pencil cases.

>Long hair must be tied up. If earrings are worn they should be taken out for PE. If ears are newly pierced, please provide tape to cover the ear-rings until such a time as they can be removed. Only studs, plain gold or silver, should be worn. The only other item of jewellery permitted in school is a wrist watch.

PE Kit

Children should bring their PE kit into school on a Monday and take it home on a Friday.

- White T-shirt (round neck)
- Black shorts
- Plain black trainers
- Rucstall fleece with logo or school jumper

Items should not have branded logos.

Supporting your child with home learning

Home Learning for Year 1 in a nutshell



Reading

Children should read a minimum of four times a week (ideally 5 or more!). Parents and carers should record this in their child's reading record.

Most children have a decodable Read, Write, Inc. paper book. These books will be sent home following three days of story book teaching in school and, although it may seem as though children have 'memorised' the book, it is important to continue reading it as it allows them to build reading fluency and help commit words to memory. Additionally, it will allow children to begin to use their storyteller voices as they spend less time decoding words and more time comprehending what they are reading.

In addition to any phonics books sent home, the children also have a library book. This book is designed to be read to the child either by older siblings or parents. It is a perfect bedtime story opportunity to share a book together. This book is changed once a week, however parents can visit the library after-school on Mondays and Fridays to borrow additional literature or make book changes more frequently.

Either book can be recorded in the child's reading record.

Mathematics

Children should spend a minimum of 20 minutes each week on Numbots:

<https://play.numbots.com/#/intro>

Some families choose for their child to play in one block where as others choose to break this down into 2-3 sessions.

Your child's username and password is on a sticker which has been stuck onto your child's reading record.

Please do not worry if your child needs to 'redo a level' – this is perfectly normal. The idea is with frequent practise, the children will become more confident and their fluency will improve.

Spelling

In the Summer Term, children will be introduced to Spelling Shed. They should complete their set assignments on Spelling Shed: <https://play.edshed.co/login>.

This is available on the internet and as an app. Spellings are linked to your child's spelling age. Additional games may be completed after the set assignments.

Wider Curriculum

Year 1's curriculum can be found on the school website. You can also find 'Rucstall Words' for the different subjects. Please help your child to learn these.

Year Group	Autumn Term			Spring Term			Summer Term		
	Reading	Numbots / TTRS	Spelling Shed	Reading	Numbots / TTRS	Spelling Shed	Reading	Numbots / TTRS	Spelling Shed
1	Minimum 4 reads	20 mins		Minimum 4 reads	20 mins		Minimum 4 reads	20 mins	4 games

NB: With apps, please remember to update them regularly through your app store.

Our Curriculum for this term

Geography

There's a world beyond Basingstoke!

Sticky Knowledge:

- Know which is N, E, S and W on a compass
- Know Rucstall Primary School is located on Holbein Close
- Be able to point out Rucstall Primary School on an aerial map
- Know what makes Rucstall Primary School the same as other schools
- Know what makes Rucstall Primary School different to other schools
- Know which is the hottest and coldest season in the UK
- Know and recognise main weather symbols
- Know what is special about the names of the streets surrounding the school
- Know their home address, including an understanding of postcodes
- Be able to point out Holbein Close on an aerial map
- Know what is found on a typical street
- Explain why Holbein Close is different to neighbouring streets
- Know the main differences between city, town and village
- Know some of the different physical and human features in Basingstoke

Rucstall Words:

left/right, near/far, North/East/South/West, bigger/smaller, like/dislike, similar/different, local, street, close (as in Holbein close), map, estate, artists, community, alleyway, lamppost, underpass, crossing.

History

Who was Florence Nightingale? Why should we remember her?

Sticky Knowledge:

- Know who Florence Nightingale was
- Know who Mary Seacole was
- Be able to organise a number of artefacts by age

Rucstall Words:

God, nurse, war, soldiers, hospitals, medicine, infection, hygienic, lantern, honourable, profession, lamp.

Writing

In writing, we will be looking at the book *Sam and Dave Dig a Hole* by Mac Barnett and Jon Klassen. We will be writing in the form of a narrative. We will then move on to look at *George's Marvellous Medicine* by Roald Dahl. We will use this text to write potions and character descriptions.

Mathematics

Place Value	Addition and Subtraction	Fractions	Measurement/Geometry
<ul style="list-style-type: none"> -count read and write numbers to 100 in numerals -count in multiples of 5 -Use the number line and comparative language to order whole numbers (more than/less than) -Identify one more and one less (ten more and ten less) from any given whole number -Independently read, write and say numbers from 1 to 20 (to 100, with support) in numerals and words -Construct models and images to show an emerging understanding of the multiples of 2s, 5s and 10s (e.g. arrays) 	<ul style="list-style-type: none"> -Represent and use number bonds and related subtraction facts with 20, exploring patterning and systems to support a developing sense of number and the embedding of number facts. Solve empty box problems. -Add and subtract one and two digit numbers to 20, including zero. Be able to represent the calculations using manipulatives including Diennes, Numicon and Cuisenaire; pictorially using a supported structured number line and their own jottings and pictures; as an abstract 'number sentence'. Solve empty box problems and begin to use the inverse to check. 	<ul style="list-style-type: none"> -Use a range of representations, including such things as a bar made from multi-link, to double, half and quarter quantities. Use comparative language such as half as long, twice as long. -Begin to explore representations for one, two, three and four quarters (objects and shapes with lines of symmetry) <p>Multiplication and Division</p> <ul style="list-style-type: none"> -Solve one step multiplication and division problems in context, calculating the answer using concrete, pictorial representations and supported arrays <p>Statistics</p> <ul style="list-style-type: none"> -interpret and construct simple pictograms, tally charts, block diagrams and simple tables -ask and answer questions about totalling and comparing categorical data 	<ul style="list-style-type: none"> -Explore common 3-D shapes and their properties, using knowledge of 2-D shapes to describe the faces. Include cuboids, pyramids and spheres -Compare, describe and record lengths and heights. Extend this beyond the classroom to very long/short and very tall/short (steps around the playground, multi-link towers to find heights or the length of the giant's footprint) -Describe position, direction and movements for $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ turns ~ use a clock to link this with time and a compass to begin to describe direction. Link this to map using a Beebot. -Compare, describe and record mass/ weight; capacity and volume.

Science

In Summer 1, we will continue to look at plants. We will explore how they grow from a seed or a bulb and what they need to survive.

Sticky Knowledge:

- A **seed** contains a miniature plant that can develop into a fully grown plant.
- A **bulb** has underground vertical shoots which already has modified **leaves**
- Seeds and bulbs need water to grow but most do not need light (**germination**)
- Seeds and bulbs have food stores inside them to help the plant start to grow.
- To survive plants, need to get water, light, and avoid being eaten
- A seed produces **roots** to allow water to get into the plant.
- A seed produces **shoots** to produce leaves to collect the sunlight.
- A basic plant structure can include leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem

Rucstall Words:

Seed, bulb, survive, roots, shoots, leaves, flowers, petals, trunk, branches, stem.

In the second half of the summer term (Summer 2), we will be learning about habitats, both in terms of animals and plants.

Sticky Knowledge:

- Know that animals and plants live in a variety of places known as habitats.

Rucstall Words:

Habitat, adapt, survival.

Religious Education

In Summer 1, we will be exploring the concept of Authority looking specifically into Jesus' life and how Christians look at Jesus as an authoritative figure. In Summer 2, we will look at the concept of Remembering but move our learning onto Hinduism and how Krishna is remembered in their faith.

Art & Design

In art we will be looking at the artist Estee Macleod and using the skill of painting.

Sticky Knowledge:

- Understand what an artist is
- Know the primary colours
- Be able to talk about an artist that they have studied
- Colour in accurately including paint
- Mix and match basic colours and make them lighter or darker
- Paintings to show increasing detail and context

Design Technology

In DT, we will be designing, making and evaluating our own fruit smoothies.

Sticky Knowledge:

- Know what is meant by a product
- Know what is meant by a purpose
- Know what is meant by a user
- Know where some food comes from
- Know it is important to wash hands for good hygiene
- Know how to use a mixing bowl
- Know how to cut/chop ingredients safely
- Know a variety of fruits and vegetables
- Know what a smoothie is

Rucstall Words:

names of equipment and utensils used

sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard

Computing

In Computing we will be learning how to programme and code using the app Scratch Jr.

Sticky Knowledge:

- Know how to turn on an iPad
- Know how to be safe when using a laptop or iPad
- Know how to take photos on an iPad

Physical Education

In PE we will be continuing to work on our skills in football and apply some of these concepts into rugby skills. We will also be looking at athletics skills such as running, jumping and throwing. In Summer 2, we will continue to work on skills in athletics, as well as taking part in yoga.

Sticky Knowledge:

- I can control my body when travelling
- I can throw underarm
- I can move and stop safely
- I can catch with both hands
- I can kick in different ways
- I can throw in different ways
- I can use hitting, kicking and/or rolling in a game
- I can follow rules

Music








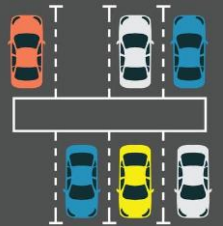


In Summer 1, we will be learning about dynamics and tempo and responding to changes in the music. We will be creating soundscapes using percussion instruments to describe the weather.

In Summer 2, we will be learning to play the Boomwhacker.

Personal, Social and Health Education

In PSHE we will be looking at the theme of living in the wider world. We will further our understanding of 'respect', as well as understanding that we are all unique.

We will also continue to complete our safety passports:

In School				
 School values	 Worry Box	 Being kind to all	 Trusted adults in school I can talk to	 Our rules on keeping safe in Computing
Both in and out of School				
 Know and understand the importance of seatbelts	 Know that people have allergies and the most common allergens	 Know how to be safe in car parks and safely cross the road	 Know how to be safe around open water	 Know how to safeguard themselves from ticks