



The Heights Primary School

Year One Parent Planner: SUMMER 1 Week 2

Dear Parents/Carers

This term our theme is: **Amazing Animals**

This week we will be:



English	We are learning the traditional tale of The Enormous Turnip so that we can retell the story to our friends. We will also focus on the story of Mr Gumpy's Motor Car. We will use the books to practise our use of adjectives, common exception words, high frequency words and tricky words.
Mathematics	In Maths we will be learning more about place value with numbers to 100. We will be investigating the value of each digit and talking about hundreds, tens and ones. We will also practise finding the difference, doubling and halving using Numicon.
Topic	In our Topic lesson we will be learning about Aboriginal Art and creating our own. We will look at symbolic animals and learn about which continents different animals originate from. In P.E we will be practising our skills in athletics.

P.E: Please ensure that all children are bringing in jogging bottoms and warm jumpers for PE as it can be very cold. A full PE kit for our outdoor PE lessons contains PE socks, PE t-shirt, PE jumper, PE shorts or joggers and trainers. All kit must be named and brought in every Monday so it is available all week. Please could you also put some spare underwear into your child's PE kit for rare emergencies.

English: If you'd like to support your children further with spelling they could focus on spelling the Common Exception Words for Year 1. List attached below. Here are just a few fun ways to do them at home; chalk, writing on the ground, water writing on a hot day, rainbow writing, searching for them on cereal packets or signs, spotting them in story books and treasure hunts.

School Trip; Our visit to Marwell Zoo is booked for Tuesday 4th June 2019.

Wellies; Please ensure children have wellies in school as the weather is still unpredictable and the park can get a little muddy.

Reading – Please ensure that reading books and reading records are brought to school each day so that children can change their books. Please record, in their reading records, when you have heard them read.

You can support your child by encouraging them to read at home every night. Little and often is best. It is important that you ask them lots of questions such as:

What is happening? Talk about what has happened on each page.

What does that word mean? Discuss the meaning of unfamiliar words.

Can you think of a similar word to big? Use a thesaurus to find a synonym e.g. huge.

What do you think will happen next? Why do you think that? Ask children to make predictions and explain their thoughts.

How do you think the characters are feeling? What has made them feel that way? Discuss the character's feelings.

Where is this story set? Have you read another story with the same setting? For example 'We're going on a bear hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.

Which type of book is this? Fact or fiction? Is this book a story book or a Non-fiction book? How do you know?

Non-Fiction – Tell me a fact you've learnt from this page / book. Discuss the importance and relevance of the glossary, index and contents page.

Ways to encourage reading with your children.

- Be seen – Make sure you are seen reading. Keep books and magazines handy so that you can be seen enjoying reading.

- Make time – Have a special place or a special time when you read together.
- Get out – Go to your local library and find books you loved to read as a child.
- Make it fun – Enjoy reading together. Give characters funny voices.
- Read everything out loud! – Books, poems, newspapers, magazines, food labels... anything!

Thank you,

The Year 1 Team

Common Exception Words - Year 1

<i>the</i>	<i>they</i>	<i>one</i>	<i>a</i>
<i>be</i>	<i>once</i>	<i>do</i>	<i>he</i>
<i>ask</i>	<i>to</i>	<i>me</i>	<i>friend</i>
<i>today</i>	<i>she</i>	<i>school</i>	<i>of</i>
<i>we</i>	<i>put</i>	<i>push</i>	<i>says</i>
<i>pull</i>	<i>are</i>	<i>so</i>	<i>full</i>
<i>were</i>	<i>by</i>	<i>house</i>	<i>was</i>
<i>my</i>	<i>our</i>	<i>is</i>	<i>here</i>
<i>his</i>	<i>there</i>	<i>has</i>	<i>where</i>
<i>I</i>	<i>love</i>	<i>come</i>	<i>you</i>
<i>your</i>	<i>some</i>	<i>said</i>	<i>no</i>
<i>go</i>			