



**The Heights Primary School**

**Year One Parent Planner: SUMMER 2 Week 2**

Dear Parents/Carers

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

This week we will be:



English	In English we will begin researching our chosen animal and look specifically at habitat, diet, appearance and interesting facts. We will create a zoo keeper notebook and learn how to write a non-chronological report. We will be starting our Phonics Screening this week and children will demonstrate their phonics knowledge during a short text.
Mathematics	In Maths we will be learning and recapping fractions and looking at fractions of a shape and fractions of a quantity. We will also practise and revisit missing number addition and subtraction.
Topic	We will continue learning about animals and their habitats and sort animals by classification. We will discuss why they are classified in this way to improve our understanding. In RE we will be learning about Christianity and Judaism and consider the differences between these faiths.

**P.E:** Please ensure that all children are still bringing in jogging bottoms as the weather can still be very changeable. 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:** Please can you take time to practise the spelling of Common Exception Words as per the attached list. 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.

**Phonic Screening** – We will be carrying out the Year 1 Phonics Screening at the start of next week. This is a short assessment designed to allow the children to demonstrate their phonics knowledge. The test should not take longer than 10 to 15 minutes to complete.

**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>			