

Please scan the QR codes below to access a range of digital resources to support your child's learning at home.

Phonics Play



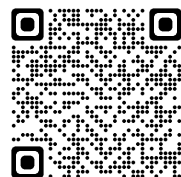
Bug Club



Individual login



Top Marks



Numbots



Individual login:



Enderby Danemill Primary School

Parent Information Booklet

Spring 2024

Year 1



Danemill
Primary School

Only the best is good enough.

	Spring 1	Spring 2
Overarching topic	Paws, Claws and Whiskers	
Maths	Number: Place Value to 20 Number: Addition Subtraction to 20 Number: Place Value to 50 Measurement: length and Height	
Writing	Non-chronological report: Animal chosen as a class Stories with repeating patterns: We're Going on Bear Hunt We're Going on a Lion Hunt	Recount of a familiar event: Animal Club visit Poem on a theme: Animal Poem
Phonics	Phase 5	Phase 5 and recapping all sounds learnt
Science	Animals including Humans	
DT	Animal puppets. To use a range of techniques to make an animal puppet. To then evaluate the puppet and make suggestions on how it could have been made better.	
R.E	What do Christians believe God is like?	Who is a Jewish and how do they live?
Computing	Moving Robots	Grouping Data
Art	Monet's Secret Garden	Flower Show
PSHCE	What helps us stay healthy?	What can we do with money?
Music	Rhythm: To begin playing different rhythms to familiar songs.	Pitch: Sing in tune and play songs with a small range of different notes.

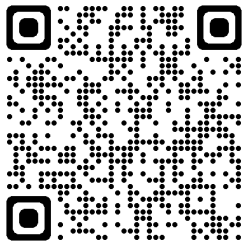


Phonics Support

On Teams sound Mats for phases 2-5 have been uploaded. You can go through the individual sounds learnt with your child.

Phonics Play is a great resource to support children with reading the words. Please find attached the link:

Read the Tricky words with your child and practice spelling them. They need to know how to spell these words by the end of the year.



Top tips for reading at home with your child

Read the book more than once. This will support your child to recognise the words and sight read them.

Ask your children a range of questions. On the next few pages are some questions you can ask related to the book. These link in to our school reading dogs.


If your child is confident with their reading book, read books from home or the local library.

Reading questions

Inference Iggy might ask...

What do you think _____ is saying/thinking/feeling at this point? Why?	What do you think the author meant when _____?	Why does the author use the word _____ here?	What effect did the author want to create by _____?	How do you think the author feels about _____? Find the words or sentences to back this up.
What do you think the word _____ means? Why do you think that?	Can you explain why _____?	Why do you think _____?	Where do you think _____?	Can we work out how _____ feels about _____?
Does this tell us anything about _____?	How did you feel when _____?	Which bit made you feel _____?	Can you describe how you felt when _____? Why?	Why do you think he/she _____?
	Is there anything you've just read which reminds you of something that has happened to you, or someone you know? Why? How?	 visit twinkl.com		What would _____ say if _____?

Predicting Pip might ask...

What do you think will happen next?	Where do you think will go next?	What do you think will say/do next?	What do you think this book/section/chapter will be about?	What features might you expect to see in this sort of text?
How do you think this will end?	Can you think of any other stories that start like this? How do they end? Do you think this will end the same way?	What sentence or phrase do you think will come next?	Draw what you think is going to happen next.	What do you think the next step will be?
	Write three questions you would like to find the answer to in this text.	What could happen when _____?	What might _____ do if _____?	What do you guess could _____?

Reading questions

Victor Vocabulary might ask...

What does this word/sentence tell you about _____?

Can you find a word/sentence that backs up what you have just said about _____?

Why did the author use the word _____ to describe _____?

How does this word/description make you feel?

Can you think of another way of saying _____?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Why is this word written in bold/italics/capital letters?

What effect has the author created by repeating the word/phrase _____?

Can you give me another sentence with the word _____ in it?

Can you read around this word to work out what it means?

How/where can we find out the meaning of this word?

Can you find any noun phrases used to describe _____?

Can you find any adjectives used to describe _____?

Can you find any adverbs to describe how _____ was done?

Can you explain _____ in your own words?



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Rex Retriever might ask...

Where/when is the story set?

Who is/are the main character(s) in the story?

Is there a good/bad character? Who is it? How can you tell?

Is there a dilemma in this story? What is it?

How is the dilemma resolved?

How does the story end?

What do you think is happening here?

Which is your favourite/worst/funniest/scariest part of the story? Why?

Which information did you find the most interesting? Why?

Who is telling us the story?

What happened when _____?

Why is this story/poem/non-fiction text/section/chapter called _____?

Can you think of a different title for this story/poem/non-fiction text/section/chapter?

What do you remember about _____?

What happened to make _____?

What sticks most in your mind about _____?

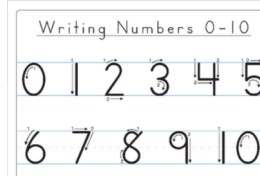
What moment do you remember most from _____?



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Maths Learning Support

Continue practicing number formation.

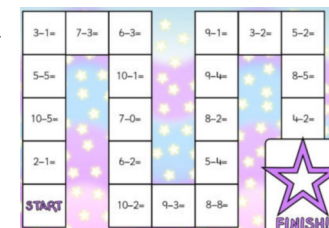


We have now looked at numbers up to 20 and addition and subtraction within 10.

Continue looking at number bonds to 10. There are some fantastic games on Top Marks.

Create an addition and subtraction within 10 board

game as a fun way to practice these skills.



Wider Curriculum

In Spring term our topic is **Paws, Claws and Whiskers**.

Options for tasks at home:

Go on a mini-beast hunt and draw pictures of what you find.

Can you find some information on your favourite animals and create a poster.

In DT we will be making animal puppets. Could you have a go at designing your own animal puppet. If you are feeling creative you could have a go at making it.

Linking into Computing and blended learning, create a video on how you made the puppet.

Phonics mat phase 2 and 3

Phase 2

Sound Mat

s	ss	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r	
h	b	f	ff	l	ll			

Phase 3

Sound Mat

j	v	w	x	y	z	zz	qu	ch
sh	th	ng	ai	ee	igh	oa	oo	oo
ar	or	ur	er	ow	oi	ear	air	ure

Year 1 words:

Year 1 Common Exception words

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

themumeducates.com

































Tricky words:

Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	

Phonics mat phase 5

































Phase 5: Units 13-21

Sound Mat

wh 	ph 	ay 	a-e 	eigh 	ey 	ei 		
ea 	e-e 	ie 	ey 	y 	ie 	i-e 	y 	i 
ow 	o-e 	o 	oe 	ew 	ue 	u-e 	u 	oul 
aw 	au 	al 	ir 	ear 	ou 	oy 		

Phase 5: Units 22-27

Sound Mat

ere 	eer 	are 	ear 	ch 	c(e) 	c(i) 	c(y) 	sc 	st(l) 	se 
se 	g(e) 	g(i) 	g(y) 	dge 	le 	mb 	kn 	gn 		
wr 	tch 	c(ial) 	c(ian) 	ss(ion) 	t(ion) 	ch 	ea 			
s(ion) 	s(ure) 	s(ual) 	(w)a 	o 