

## Newsletter 13<sup>th</sup> January 2017

Welcome back to school. It was so lovely to see everyone again after the holidays. A Happy New Year to you all.

This term is known as Spring 1 and can often feel rather long due to the dark mornings and unpredictable weather. The overall theme this half term is traditional tales and family favourites. This will give our children a base to develop their writing skills and apply their phonic and literacy knowledge. We will always let the children guide our planning and have an input into their learning, so if things change then you will understand the reason why.

Thank you to all that managed to remember to bring their PE kits in after a few sleeps, please ensure that all PE kits are in school on Monday.

All the children have returned to school telling us of the lovely books they have received over Christmas and how they love to share them at home. How wonderful! If they wish to bring them into school, please ensure they have their names written on them and we will share them with the children.

In maths we looked at the concept of time. We sequenced our school day using our visual timetable. We talked about the different ways we get ready to come to school in the mornings and how we travel each day. We looked at the clock itself and the features such as the face, the hands and the numbers. We managed to have a few timed challenges too; we counted how many jumps we could do in a minute, how many stones in the jar and we ended the week by seeing how many "Cheerios" we could put on a strand of dry spaghetti ☺ Yes it was very entertaining and brought out a lovely competitive streak in some children!

### **Junk Modelling materials**

Thank you for the boxes and tubes that have been coming into school this week. The children have been very creative and made some adventurous models. Please continue to bring them into school as we will always need the materials replacing.

Our phonics work this week has included **oo** (short and long sound), look, cook, book, moon, shoot, boot and **ar**. We focussed on the actions associated with these letter sounds (we follow Jolly Phonics) and have a variety of games and activities to support this. We have a daily review of all our "tricky words" **I, to, no, go, the, me, we, be, was, my** and we have introduced the new tricky word **you**. A "tricky word" is a word that you cannot phonetically segment. We have introduced the high frequency words **will, with, that, this**. Within the sessions we have used our new learning in reading, writing and de-coding unfamiliar words.

### **Next Week**

Our new phoneme next week will be **or** and **ur**. We will focus on the actions associated with these letter sounds (we follow Jolly Phonics) and have a variety of games and activities to support this. We will review all our "tricky words" **I, to, no, go, the, me, we, be, was, my, was** and **you** and introduce the new tricky word **her**. We will introduce the high frequency words

**then, them, see, for.** We will continue to use RM maths each day and the children are fully engaged with this.

In maths we will work with Numicon and familiarise ourselves with the pieces. We will work with them to re-visit addition of 2 single digit numbers or more complex addition as children become more confident. We will look at different ways to make the numbers 10, 8, 7 and 6. We will be hands on and very practical to enhance the children's learning.

In our afternoon sessions, we will be using a computer program called "Colour Magic" which is a painting program that will encourage the children to create images for themselves. The program has a number of different paint tools to use and throughout the week we will introduce them and allow the children the afternoons to "have a go" for themselves. They will be bringing a selection of their work home for you to see ☺

**Homework**

To support our learning in maths this week we would like you to take the opportunity to look at 'time' at home. We have looked at the clock and its features with the children and discussed our school day. Talk to your children about the times they go to bed and wake up each morning, what time they go to any activities they may do over the weekend. Look around the house and find clocks; they may be a traditional clock or even a digital clock on an appliance. Encourage the children to look at the numbers on the clock and use the language associated with time such as o'clock, next, after that, afterwards. This can be shared on Tapestry and we will share together in Show and Tell on the following Friday afternoon.

Please find attached a copy of our medium term planning for your reference.

**Mrs J Dodd**

**Mrs K Heywood**

**Mrs Z Richardson**