



## Elm Class Update - Week 3

### Autumn 2

Dear parents and carers,

Thank you to all the families that supported schools soft plastics initiative in partnership with Easington CoOp. 1 child from each class was taken to the CoOp to visit Gemma and to take the bags of plastic waste with us. We had so much waste! Taylan represented Elm class alongside 4 other children though out school. The children's behaviour was exemplary and they were a credit to our school, Mr Appleby and I couldn't have been prouder! The CoOp's soft plastic initiative still continues. If you have soft plastic waste, you're welcome to take it directly into store to be recycled.

This week the children will be continuing their writing journey talking about and making marks with regards to who their hero is. This work will steer Elm class towards 'Children in need' day on Friday the 19th when many hero's will be celebrated in our local communities. Don't forget children can come to school wearing spots on this day 😊

Scooter Friday continues. If you would like your child to participate then they are welcome to bring a scooter/ balance bike and a helmet with them on Friday morning and park their scooter/balance bike in the MUGA until lunchtime play.

Thankyou to the families that have provided wellies for their child. We wear wellies everyday in the outdoor space. There are a number of children that still don't have a pair of wellies in their locker. Your child will benefit from having a pair in school as the weather is now turning wetter. Many thanks in advance.

If you can help, we would welcome donations of boys/girls socks and underwear for Elm classes underwear boxes. Spare underwear and socks always come in, as you can imagine. We would be grateful if families could return any spare socks or underwear that has gone home during the last few weeks and last half term. Many thanks.

Play matters in Elm class which last week ranged from Flynn exploring paint mixing using the large vertical painting area and thick brushes and Harry & Archie retelling the 3 little pigs story using props in the reading area. Bradley was keen to explore the construction area discussing types of garages as he enjoyed building a garage using the wooden blocks. Betsy was keen to explore remembrance further sharing the non-fiction text 'Poppy Day' and drawing and labelling her poppy picture with a 'p'. Jake was keen to explore the Trains and Tracks area drawing and writing simple plans just like an 'Architect'. Jacob was also drawn to this area this week building an 'up train track' using supports to lift his tract above the floor and drawing a plan of his work incorporating counting and forming numerals.

### Areas of Learning

#### Literacy - Reception

For the children to:

\*Continue Sounds-Write Programme of work Initial Code – Unit4. d f v e. To revise Units 1, 2 & 3

\*To continue the Sounds-Write reading journey with Ms Lilley for developmentally ready children.

\*To encourage mark making opportunities through play.

\*To continue a program of mark making work thinking about... Who is your hero? Linked to remembrance and remembrance art work.

#### Year 1

For the children to:

\*To continue the Sounds-Write Journey into extended code daily with Miss Defty and year 1 cohort.

\*To continue the sounds, write guided reading journey with Ms Lilley.

\*To encourage simple sentence writing opportunities through provision.

\*To continue a program of mark writing work thinking about... Who is your hero? Linked to remembrance and remembrance art work.

#### Mathematics - Reception

##### Composition of 123

\*For the children to be introduced to the idea that all numbers are made up of smaller numbers.

\*For the children to explore and notice the different compositions of 2 and 3.

\*For the children to possibly notice and explore the composition of larger numbers in their play.

\*For the children to be encouraged to share what they have noticed

#### Year 1

##### Number bonds within 10

Autumn - Block 2 – Number – Addition & subtraction

\*For the children to find the total using ten frames to help them.

\*For the children to represent totals by writing the total in a number sentence and the whole in a part-whole diagram.

\*For the children to use pictures to help find the total and show the total in a number sentence.

Warmest regards,

**Ms Lilley**