



Elm Class Update - Week 5

Spring 1

Dear parents and carers,

It was lovely to see so many families on Friday supporting the PTA's Bacon Butty morning. The Food was delicious. A Huge thankyou to schools PTA members 😊

School Nurses – Will be in school Monday morning checking vision for EYFS and Year 1 children

Healthy snacks – Thankyou to the families that choose to provide a healthy snack for their child each day. There is no requirement to do so as children are provided, for free, fruit and vegetables daily. For the children that do choose to bring in a snack its lovely to see some **fruits and vegetables** coming into school from some children. However, please continue to consider carefully what snacks you are providing for your child as they can assess them from as early as 9.00am. Baked crisps are tolerated at lunchtime in packed lunches only if the word baked is clearly written on the front of the packet. In Elm class we would prefer to see more fruit and vegetables as options for your child's snack instead of the increasing number of processed foods. Moving forward we will continue to monitor this closely. Thankyou for your consideration regarding this matter.

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 unless the conditions are too icy and it is cancelled for safety reasons.

Wellies – Has your child got a pair of wellies in school? If not, please ensure your child brings a pair into school with their name on asap please. In Elm Class wellies are worn everyday in the outdoor area.

Play matters in Elm class which last week ranged from:

Cassy - Lego area - Making a rainbow floor in her rainbow house. She then decided to build a swimming pool next to her model house with a diving board. She shared that she needed to build steps to climb up to it. Cassy proceeded to make a one-step pattern using 8 Lego bricks. She demonstrated that she can hear initial sounds and hear sounds in words and then write the sounds as a letter.

Pyper - Outside Area - taxi bikes / big bikes that require a bigger space to play on them. Pyper built her confidence by riding the bike by herself first. Then in a pair. Then balanced on the back. Then moved onto a balance bike. Pyper could lift both feet up at once keeping her balance for a few seconds at a time.

Daisy – Outside area – taxi bikes- perseverance – Daisy kept going and kept on trying - as she put all her strength into her legs to enable her to push the pedals round to ride the larger and heavier taxi bikes.

Logan - Role play area - cake baking. He went on to tell me that he liked smoothies. We decided to add a smoothie recipe book to add to the role play kitchen to look at together and for others to share.

Literacy –

Reception

For the children to:

- *Continue Sounds-Write Programme of work Initial Code – 7 To revise Unit 1, 2, 3, 4 , 5 & 6
- *To be introduced to initial code Unit 7 - X for /k/s/, y, ff, ll, ss, zz
- * To revise HFTW - is, a, the, I, for, of, are, was
- *To be introduced to HFTW - all
- *To begin/continue the Sounds-Write reading journey with Ms Lilley for developmentally ready children.
- *To encourage mark making opportunities through play.

Year 1

Year 1

For the children to:

- *To continue the Sounds-Write Journey into extended code daily with year 1 cohort.
- *To continue the sounds, write guided reading journey with Ms Lilley.
- *To encourage simple sentence /independent

Mathematics -

Reception –

To introduce - Phase 5 - Growing 6 7 & 8

For the children to build on their earlier work of matching to find and make pairs.

For the children to understand that a pair is two.

For the children to arrange small quantities into pairs and notice that some quantities may have an odd one left over with no partner.

For the children to play games which involve matching pairs such as snap or memory games

Year 1

To begin - Geometry: Shape

For the children to pick out the odd 3D shape from a group and sort shapes into Venn diagrams.

For the children to identify 2D shapes

For the children to use reasoning skills to explain how they identify a 2D shape from a half given shape.

For the children to pick out the odd 2D shape from a group and sort shapes into groups.

Warmest regards,

Ms Lilley