



Elm Class Update - Week 7

Spring 1

Dear parents and carers,

It was lovely to see all the children dressed in yellow and bright colours last Friday to raise awareness of the importance of Children's Mental Health. All week the children enjoyed completing 'Mindfulness Colourings' inspired by Chinese New Year - year of the tiger.

Elm class donations – Just to say a huge thankyou to those families that every Monday continue to make a small donation to our class fund of whatever small change you can afford to give. This contributes towards buying seasonal gifts for all the children at key times throughout the year. We will continue Elm Class donations every Monday morning after half term. Once again, many thanks 😊

Friday 18th Feb Break up for half term

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.

Play matters in Elm class which last week ranged from:

Poppy - Outside – Mud Kitchen. Poppy was keen to show the ingredients in her pie. Poppy used her sounds write skills to say the sounds to write the words of her ingredients at the outside easel such as mud, sand, leaf and stones.

Jacob – Inside – Construction area – Keen to complete the 'combining two groups challenge'. Jacob enjoyed talking about numbers, demonstrated he can combine 2 groups together and write matching numerals on his car park spaces. Jacob also enjoyed sharing his knowledge of odd and even numbers, noting that "zero is neither".

Flynn – Outside – Keen to explore 'transporting' things around the outdoor space. Flynn was today's delivery driver. Exploring the pully wagon Flynn has enjoyed repeatedly filling and transporting the wagon full of sand to the mud kitchen for the children to use the sand to 'cook' with. We had interesting discussions regarding the wagon and weight such as when it was heavy to pull and when it felt light to pull.

Amelia – Outside – Mud Kitchen – Keen to use Flynn's delivery of sand to make mince pies and gravy. During her play we had a lovely conversation regarding measure – 'capacity' using language such as half full, full and overflowing.

Literacy –

Reception

For the children to:

*Continue Sounds-Write Programme of work Initial Code – Unit 7

*Code revision - Unit 1, 2, 3, 4, 5 & 6

*New code knowledge - Initial code Unit 7 - X for /k/s/, y, ff, ll, ss, zz

*HFTW revision - 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, Symbol Search and Dictation

*To begin a new program of guided writing inspired by Chinese new year's year of the tiger. 'The Tiger who came to tea by Judith Kerr.

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

*To begin a new program of guided writing inspired by Chinese new year's year of the tiger. 'The Tiger who came to tea by Judith Kerr.

Mathematics -

Reception –

Phase 5 - Growing 6 7 & 8

Length and height

*For the children to begin by using language to describe length and height.

*For the children to make direct comparisons.

*For the children to be encouraged to use more specific mathematical language relating to length (longer, shorter) Height (Taller, shorter) Breadth (wide and narrower)

*For the children to be encouraged to make direct comparisons using objects such as blocks or cubes to measure items. E.g., The sand tray is 4 blocks long, the table is 5 blocks long. The sand tray is 'shorter' than the table.

Year 1

Place value (within 20)

*For the children to complete a table to show representations of numbers. They will represent numbers on ten-frames (e.g., more than 15). They will use reasoning skills to solve various place value problems.

*For the children to outline 10 on a group of objects helping them to count writing their answer in numerals and words. They will complete number sentences from partially completed part-whole diagrams. They will use their reasoning and problem-solving skills to solve various problems.

*For the children to identify one more and one less than a number by matching the representation to the correct number. They will use sticks and bricks to represent one more or one less than a given number and use their reasoning skills to solve various problems.

*For the children to choose differentiated challenge cards requiring them to use their fluency, reasoning and problem-solving skills.

Warmest regards,

Ms Lilley