



Elm Class Update - Week 2

Spring 2

Dear parents and carers,

World book day - It was lovely to see so many children dressed in Shakespearean inspired dress ups on Friday for our school's world book day. Elm Class Shakespearean workshop was delivered by Rachael who retold the story of A Midsummer night's dream through puppets, music and movement. We had a wonderful morning and viewed the CBeebies adaptation of this Shakespeare play in the afternoon. A huge thankyou to all our wonderful families who had taken the time to provide such fabulous dress ups for our youngest children 😊

Easington Colliery Library Visit – On Thursday morning the children will be out and about into the local community to visit Trina at the local library. The children will take back the books they got last visit and take out new ones. Mini buses will take the children to and from the library.

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.

Literacy –

Reception

For the children to:

- *Continue Sounds-Write Programme of work Initial Code – Unit 8
- *Code revision - Unit 1, 2, 3, 4, 5, 6 & 7
- *New code knowledge – No new code knowledge
- *HFTW revision - is, a, the, I, for, of, are, was, all
- *To be introduced to HFTW - come and some
- *To continue the Sounds-Write guided reading journey with Ms Lilley.
- *To begin guided writing project linked to 'Farmer Duck' by Martin Waddell

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 begin guided writing project linked to 'Farmer Duck' by Martin Waddell

Mathematics -

Reception –

Phase 6 – Building 9 & 10

Comparing numbers to 10

- *For the children to make comparisons by lining items up with one-to-one correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order.

*For the children to understand that when making comparisons a set can have ore items, less items or the same number of items as another set.

*For the children to begin to compare 2 quantities and progress to ordering 3 or more quantities.

Year 1

Assessment - Place value (within 20)

Warmest regards,

Ms Lilley