



Elm Class Update - Week 4

Summer 1

Dear parents and carers,

The children have enjoyed creating their own mandalas and sand sculptures inspired by the Environmental Artist Andy Goldsworthy. They will continue with their land art creations this week.

Thank you to Arthur for sharing his wormery tank with the children in school. We have all been fascinated to see where the worms go when they are deep down in the soil. It has inspired many children to write phrases and sentences independently as they sit and observe the tank. We have had some wonderful conversations regarding how worms are integral to the health of the soil and how worms eat the rotten leaves, digest and then 'poo' enriching the soil to help even more seeds and plants to grow.

Can you help? We would be grateful for any donations of underwear (socks, pants, tights), old dresses, trousers and t shirts. Our class reserves of spares are running low. Any small donation would be gratefully received to help make children feel dry and comfortable after 'little accident's'. Many thanks 😊

Friday is 'Bend the rules day!'. Make sure you have returned your child's bend the rules day form with a note of which rules they would like to break alongside the donation for each rule. This should be a fun day for everyone 😊

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.

School 'tuck shop' continues on Friday after school facilitated by the PTA.

Play matters in Elm class, this week the children have been...

Arthur – Interested in making up a wormery brought from home into school. Working alongside interested children outside we set about learning how to layer up materials to create layers for the worms to move through. Arthur had also brought into school compostable waste to put as the last layer on the top for the worms to eat. We look forward to observing the worms in the tank.

Jake, Taylan and Harry – Interested in helping Ms Lilley to weed the raised beds on Friday afternoon during our Understanding of the world session. Jake handled the wheelbarrow in a careful and considerate way, taking the weeds to the compost bin. Harry and Taylan worked hard to dig out many weeds using the trowels.

Literacy – Unit 11

Reception

For the children to

*To revise Unit 1, 2, 3, 4, 5, 6, 7, 8 9, 10 & 11

*To be introduced to initial code Unit 12 consonant digraph 'ch'

* To revise HFTW - is, a, the, I, for, of, are, was, all, come, some, to

*To be introduced to HFTW - no new word

- *To begin/continue the Sounds-Write reading journey with Ms Lilley for developmentally ready children.
- *To encourage writing opportunities through play.
- *To participate in weekly guided writing

Year 1

Year 1

For the children to:

- * 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.
- *To encourage simple sentence /independent writing through provision
- *To participate in weekly guided writing
- *To continue their Lexia journey

Mathematics -

Reception

Reception (Continued and extended from last week)

For the children to develop an understanding that all numbers are made up of smaller numbers.

For the children to explore and notice the different compositions to 5

For the children to be encouraged to subitise

For the children to notice how numbers can be made up of 2 parts or more than 2 parts.

Year 1

Spring - Block 1 Addition and Subtraction week 4

National Curriculum links:

- *For the children to represent and use number bonds and related subtraction facts within 20.
- *For the children to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- *For the children to add and subtract one-digit and two-digit numbers to 20, including zero.
- *For the children to solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Warmest regards,

Ms Lilley