



Elm Class Update - Week 2

Spring 2

Dear parents and carers,

It was lovely to see so many families supporting our youngest children's Stay and Play session as part of the wider schools Family Friday initiative last week. Many thanks. Its always such a lovely morning.

World book day - Monday 4th of March - Come in your favourite book related dress up with a wider theme of Harry Potter running alongside the day through out the wider school.

Cupcake Tuesday - Fund raising initiative run by schools PTA. If you would like your child to have a cupcake treat please include 50p inside a small sealed envelope with your child's name clearly labelled on the front 😊

Wheelie Wednesday continues. If you would like your child to participate then they are welcome to bring a scooter/ balance bike/ bike and a helmet with them on Wednesday morning and park their scooter/balance bike/ bike in the MUGA until lunchtime play unless the conditions are too icy and it is cancelled for safety reasons.

Tuck shop Friday - Run by schools PTA as a fund raising initiative. If you would like your child to have a little sweet treat after school on Friday then you're welcome to bring your pennies. Opens from 3.20.

Friday 8th - 3.30 will be Schools **Spring Coffee Afternoon** on the yard. School would be grateful for any donations of yummy cakes or savoury treats. Many thanks 😊

Play Matters in Elm Class. Last week the children have been busy learning though play in the Lego area and Writing area...

Willow Wood - Lego area

Keen to learning through play alongside her friend Jackson.

"I'm making a scary bed like the one in the book. I'm putting these ones on top so its higher. I'm putting a window on so you can see out when you wake up. I'm putting lego around it now. I'm doing a step to step it up to the bed. I need to make the bed higher. I'm going to build it up three more blocks." A budding Architect! Fabulous work 😊

Raynor Wilson - Whiteboards area

"I'm drawing all the characters from the stories. This is the gingerbread man. He runs away cos he doesn't want to get eaten up. The fox was chasing him. I need to draw the fox now. They go across the river. He hops on the foxes back. Then he jumps on His nose. Snap! Then he gets eaten. F -o-x, fox. Juh-i-g, m-n, man. That's a bunny. He's not in the story though. B-u-n, bun, ee." Raynor demonstrated that she can independently use a phoneme resource. "It's that one, it's in my name". She pointed to y and wrote it. "Thats the duck. Like our story. D-u-k, duck". A budding Author! Just Amazing 😊

Literacy

For the children to:

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

*To be introduced to initial code Unit 9 - CCVC - No new code knowledge

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

*To be introduced to HFTW - to

*To begin/continue the Sounds-Write reading journey for developmentally ready children.

*To encourage mark making opportunities through play.

*To introduce Drawing Club. A new fun and innovative Early Years Writing initiative using well know, tales, animations and picture texts.

Mathematics

White Rose Education

Spring 2 - Building 9 & 10

For the children to -

Find 9 and 10

In this small step, children explore different representations of 9 and 10

Compare numbers to 10

In this small step, children continue to make comparisons with the numbers and amounts to 10

Represent 9 and 10

In this small step, children further explore representations of 9 and 10 and represent them in different ways

Conceptual subitising to 10

In this small step, children develop their conceptual subitising skills and start to recognise the groups in numbers to 10

Warmest regards,

Ms Lilley