

# Bumblebee Newsletter

10.1.20

Dear Parents/Carers,

Welcome back to the new year. We hope that you had a fantastic break. The children certainly came back full of energy and were keen to share their holiday experiences.

There will be more expectations and challenges for your children this term, so be prepared for some tiredness at the end of the first couple of weeks. We have extended our handwriting to writing very short sentences, which the children have enjoyed. We focus on a family of letters and write sentences that reinforce some of these letters and the sound we have learnt that day.

## **Adult helpers**

I have a timetable in the classroom for adult helpers. If you are able to come in regularly or have particular days where you can come in occasionally, please pop in after school next week and we can fit you onto the timetable. It will be great to have helpers for reading, changing reading books, changing library books regularly. It is essential that you hold a current DBS for our school to be able to come in and help out regularly. If you would like to be DBS checked please see Mrs Burr in the school office and she will explain the process to you.

## **Reminders**

- Please can water bottles and hats be named.

## **YEAR R LEARNING**



### **Phonics**

This week we have introduced the graphemes ch, sh, th and ng. we have looked for these graphemes in words and decoded words containing these graphemes. We have written short sentences that contain words with these sounds.

We have introduced the tricky words she, my and you

**Vocabulary** –digraph, sentence, full stop.



### **Number**

This week we have focused on number 7. We have split the number in different ways and compared it to the numbers we have looked at so far. We have also talked about number 7 being a lucky number in some cultures.

We have started counting in 2's to 20 and 10's to 100.

**Vocabulary** – tens, ones, more, less, equal, same, different.

	<p style="text-align: center;"><b><u>Handwriting and sentences.</u></b></p> <p><i>We have practiced the caterpillar c family. All these letters start with a c shape. When we write these letters we always use the letter names not the sounds the represent.</i></p> <p><i>We wrote senetnces starting I can...</i></p> <p><i>I can shop. I can chop. I can think. I can sing.</i></p>
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<p><b><u>Child Initiated play</u></b></p>	<p><b><u>Vocabulary</u></b></p>
<p><b>The main focus of learning last week was:</b> comparing sizes and capacity.</p> <p><u>Goldilocks and the 3 bears.</u> We read different versions of the story and talked about how traditional tales are retold over time and how versions can vary. We took part in role play activities involving Goldilocks.</p> <p>Some children took up the challenge of the week to make a new chair for baby bear. We had Lego chairs, large chairs made of bricks and chairs made from junk modelling. Each chair was tested and adapted where necessary. Some children worked as a team to make the chair; communicating well together.</p> <p>Some children explore oats and water. We used adjectives such as lumpy, squelchy, watery and thick / thicker to describe the oat mixtures they made. We also used different sized bowls and investigated different capacities. We described the bowls as empty, full and half full. Some children found the concept of full challenging. To be full the contents need to be to the top of the container, not just contain something.</p> <p><u>Water tray investigation</u> Some children explored the different measuring containers that were provided. We talked about the biggest / smallest, shortest, tallest, widest containers. We also reinforced full, empty and half full.</p> <p><u>Frozen</u> Many children have seen Frozen 2 recently and we had daily role-play of this film. We also had some lovely singing renditions of the songs. Some children made their own Elsa capes.</p>	<p><b>New</b></p> <ul style="list-style-type: none"> <li>• Tall, taller, tallest, short, shorter, shortest, Long, longest, longer</li> <li>• Big, large, giant, huge</li> <li>• Medium, middle sized</li> <li>• Small, tiny, minute, little</li> <li>• Narrow, wide</li> <li>• Empty, emptier, emptiest, full, half full</li> </ul> <p><b>Reinforced</b></p> <ul style="list-style-type: none"> <li>• Bigger, smaller</li> </ul>

*Headteacher Miss S Vittle*

**HOME LEARNING**

Over the next week, please take the opportunity to:

- Go through your child's Phonics folder and reinforce the sounds. Particularly focus on all the digraphs.
- Share your child's reading books.
- Play a game with your tagged words. Pick 3 words. Have magnetic letters for the letters in each word. Can they sort out the letters to make the 3 words.
- Share books with your child. Ask how do we know that ... is happy / sad / cross? I asked the children how I knew baby bear was sad. In the story it said he was crying. The children found this very challenging and told me it was because the chair was broken. That is what made him sad but how do I know he is sad.
- Reinforce the vocabulary introduced this week. Particularly focus on the concept of full.
- Practice what is one less than. I have 5 oranges. I need one less, how many is that? What is one less than? Play BINGO with numbers up to 10. You have to match the number that is one less.
- Practice the c family letters using chalk, in mud using sticks or in shaving foam. You can search google for more fun handwriting activities

**CAN YOU HELP?**

To lend

- Not this week

To donate

- Not this week.

Many thanks, Mrs Mitchell and Miss Hickley (The Year R Team)