

Bumblebee Newsletter

24.1.20

Dear Parents/Carers,

Teddy bear picnic

Next Thursday afternoon we are having a teddy bears picnic. Your child can bring in one of their teddy bears from home on this day.



Book changing

We do endeavour to change your children's books weekly, however it takes a long time to change the books out of class time and on most days this can be difficult to timetable. We are currently reviewing the system and are looking at different ways to make it more efficient and manageable.

Reminders

- Please can water bottles and hats be named.

YEAR R LEARNING

 <p>Phonics</p> <p>This week we have introduced the graphemes oo/oo (moon/book), ar, ow and oi. We have continued to play games to help us recognise the digraphs in words and are beginning to write words containing these digraphs.</p> <p>Vocabulary –digraph, grapheme, sentence, full stop.</p> <p>We write sentences starting with The...</p> <p>The moon is bright. The hook is long. The shark is hungry. The cow has milk.</p>	 <p>Number</p> <p>This week we have reviewed all numbers that we have investigated so far and used this knowledge in different games and contexts.</p> <p>We have also reinforced the concept of more and less, with games that involve finding out how many more/less.</p> <p>We have practised counting in 2's to 20 and 10's to 100 forwards and backwards.</p> <p>Vocabulary – tens, ones, more, less, equal, same, different.</p>
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Handwriting

We have started to learn the 'tall soldier family letters. These all start with a straight line down. We have practised l, t, h and b.

Child Initiated play

The main focus of learning last week was: using narrative language within their play and making up stories.

Bears

We started the week by packing a bag of items such as sandwiches, cakes, binoculars and a map and then going on a bear hunt. When we met the bear we thought he was scary so we ran away from him and made some hiding places and signs saying no bears.

On Tuesday we noticed paw prints in our outdoor area and some of our equipment had been thrown around. We decided that it was the bear we met on Monday and set up areas to keep watch. We measured the paw prints to see if we could find out what types of bear it was. We made a map of our area and wrote down all the places we spotted a bear. Some children made up stories about the bear. Some children wrote more signs saying no bears allowed and set traps. We had pretend honey in the trap saying 'for sale' to 'lure' the bear into the trap.

On Wednesday the bear had left us a note saying he was a friendly bear and that he felt very sad that the children were trying to trap him. All he wanted to do was to make some new friends. The children wrote sorry notes back to him and made some comfy dens to encourage him to return to us.

On Thursday we shared facts about different bears to find out which bear had been to visit. We found out that it is the sun bear that likes to eat honey and has a long tongue to get the honey from the nests.

Throughout the week many children wrote their own version of the 'Bear Hunt story in books that we had made.

Many children shared what they knew about Koala bears in Australia. We talked about the bush fires and the effect they had on the wildlife. All the children are keen to help them.

Vocabulary

New

- Hibernate / hibernation
- Black bear, Brown bear, Moon bear, Sun bear, Sloth bear, Panda bear, Polar bear.
- Environment
- Habitat
- Hind legs

Reinforced

- forest, mountains, desert, rainforest, meadows,
- Winter, spring summer, autumn,
- Carnivore
- Insects
- Mammals.
- Paws, claws

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. Perhaps have a go at spelling some words with magnetic letters such as, rain, sheep, shark, dark, soil, down, moon, cook, light, boat.
- Share your child's reading books. Can they tell you 2 things about the book.
- Play a game with your tagged words.
- Share books with your child. How many new words did you learn? What do they mean?
- Reinforce the vocabulary introduced this week.
- Continue to practise more than and less than by asking your child questions like the following.
 1. Have you got more than or less than 5 sweets?
 2. Can you find me more than 7 bricks?
 3. I have 5 bricks, I need 7, how many more do I need?
 4. (Using money) who has more coins? How many more do you have? How many less do you have?

CAN YOU HELP?

To lend

- Not this week

To donate

- Not this week.

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