



Year group: Kindergarten

Date: Friday 29th March 2019



**Mother's day**

We have had a wonderful week in Kindergarten talking to the children about Mother's day. As part of the children's early learning goal it is important they have an interest in other people's lives. We love to hear about special family events from them and they were all very excited to tell us about their plans for Mother's Day. We all agreed on Sunday we will have extra cuddles and kisses for our lovely mummies. Please share with us on Tapestry any family events or special times you have as a family. During group discussions we always remind the children about listening to others and we are encouraging the children to have discussions with each other. We are practising responding to ideas expressed by others.

**Understanding the world (30-50 People and communities)**

- Shows interest in the lives of people who are familiar to them.
  - Remembers and talks about significant events in their own experience.
  - Recognises and describes special times or events for family or friends.




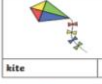
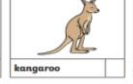











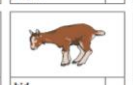




**Understanding the world (40-60 People and communities)**

- Enjoys joining in with family customs and routines.

**Phonics**

Our new sounds this week are c and k. When we are teaching the children we explain that both sounds make the same sound. In order to differentiate between the two sounds we refer to them as curly c and kicking k. The children have impressed us again with their recall of our 2 new sounds.



 collar	 cap	 can	 kite	 kangaroo	 key
 car	 cogs	 cot	 kick	 kayak	 ketchup
 cup	 cake	 coat	 koala	 kid	 king
			 kitten	 kettle	 kiwi

Listed above are words with the initial sounds c and k. We have practised saying these words and we have discussed their initial sounds. To reinforce the children's learning it would be wonderful for you to practise over the weekend. Our sounds next week are e and u.

**Extra information:**

We had a wonderful Stay and Play on Wednesday, thank you to everyone who attended a session this term the children had a great time. We are very excited for Easter, some of the children have been talking to us about their Easter Bonnet hats (Well done grown -ups!) The parade will be a great opportunity for you all to see the children proudly parade their hats. A little reminder that after the parade we will have light refreshments for everyone to enjoy. We look forward to seeing you all from 2pm on Tuesday 9<sup>th</sup> April.

We all hope you have a wonderful weekend celebrating Mother's day and we can't wait to hear from the children on Monday.



Year group: Reception

Date: Friday 29<sup>nd</sup> March 2019



### Literacy and Communication and Language

Our traditional tale this week was the story of 'Little Red Riding Hood'. The children enjoyed listening to the story and talking about staying safe and not talking to strangers. The children created their own story map to recall events from the story. Phonics lessons are continuing and the phase three sounds are being used in sentence writing along with tricky words. The children have really enjoyed writing personal messages to their mums for Mother's Day and creating cards and gifts. The children also enjoyed discussing healthy and unhealthy food choices and sticking healthy food in a basket for Granny to help her get better. Next week we will read books from the 'Mog' series and 'The tiger who came to tea' as we will be learning about these stories on our trip on Wednesday.



### Maths

In our Maths lessons, we have made repeating patterns to decorate cards and gifts for our mummy. The children have also enjoyed using clocks to begin to show o'clock and half past times. The children really enjoyed playing 'what's the time Mr Wolf' in the garden this week. Next week we will be learning 1 more and 1 less than numbers to 20 and doubling numbers to 10.

Suggestions of ways you can support your reception child with the EYFS curriculum:

Please continue to practise all of the sounds your child has learnt, with a particular focus on digraphs and tri-graphs when reading. Search for 'tricky words' and **practise writing them**. Look at watches and clocks at home and discuss what you do at different times of the day. Ask your child to find one more or one less than numbers to ten using objects to support them.

Thank you to all the parents that attended the stay and play session today, we hope you enjoyed taking part in different activities with your child.

The children are really enjoying using the creative areas in the classroom, if you have any old birthday cards or recyclable materials please send them in for the children to get creative!

Have a restful Mother's Day weekend (even with the clocks going back!).



Year group: Year 1

Date: Friday 29<sup>th</sup> March 2019



**English**

Throughout this week, we have completed the following reading activities based on Samuel Pepys' diary recount of The Great Fire of London:

- Finding information in a diary recount about The Great Fire of London.
- Recognising the characteristics of a diary recount.
- Showing an understanding of word meanings, including adjectives used within a diary recount of The Great Fire of London.
- Asking relevant questions to extend their knowledge and understanding of The Great Fire of London.
- Answering questions in response to direct questions about the historical event.

Next week, we will be completing writing activities based on Samuel Pepys' diary recount of The Great Fire of London. Over the course of the week, we will be covering the following skills:

- Giving a well-structured description of The Great Fire of London.
- Correcting the missing or misused punctuation in sentences included in Samuel Pepys' diary recount.
- Recording expanded noun phrases to describe a painting of The Great Fire of London.
- Planning and recording a diary recount of The Great Fire of London.

Suggestions of ways you can support your child's English:

In preparation for next week's learning, look up paintings of The Great Fire of London and use expanded noun phrases to describe what you might see, hear, smell and feel if you were at the event.

**Maths**

This week, we have developed our knowledge and understanding of addition. We covered the following learning objectives this week:

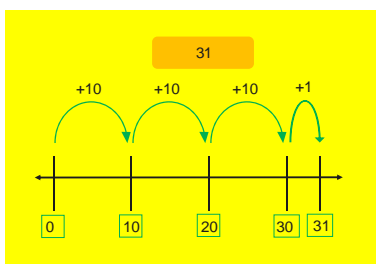
- Knowing bonds of all numbers to 10 (mental maths).
- Representing numbers using pictorial representations (jumps on a number line).
- Solving addition number sentences (using jumps on a number line).
- Solving addition number problems (using jumps on a number line).

Next week, we will be focusing on addition. Over the course of the week, we will be covering the following skills:

- Recognising odd and even numbers (mental maths).
- Solving subtraction number sentences (using jumps on a number line).
- Solving subtraction number problems (using jumps on a number line).

**Number bonds to 10**

- 0 + 10 = 10
- 1 + 9 = 10
- 2 + 8 = 10
- 3 + 7 = 10
- 4 + 6 = 10
- 5 + 5 = 10
- 6 + 4 = 10
- 7 + 3 = 10
- 8 + 2 = 10
- 9 + 1 = 10
- 10 + 0 = 10



Suggestions of ways you can support your child's Maths:

Recap what odd and even numbers end in. Share examples of odd and even numbers up to 100.

Extra information: (This could include: trips, notices to parents, school initiatives, class events)

Thursday 4<sup>th</sup> April is Transition Day.

Year 1's weekly attendance for the previous week: 95%

Please be aware that your child's school attendance is monitored on a regular basis. Unauthorised absences are seen as non-adherence to our school policy.

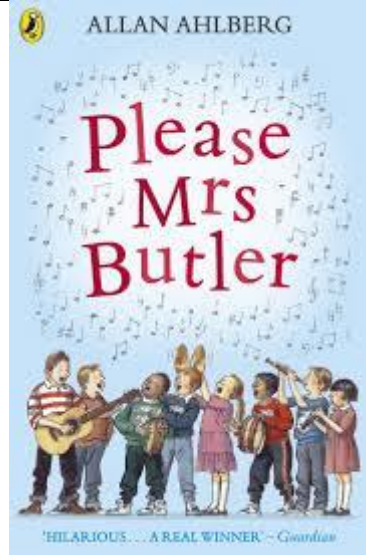
Reminders:

We request that your child attends school wearing their full school uniform, including their hat.



Year group: Year 2

Date: Friday 29<sup>th</sup> March 2019



### English

This week, Year 2 continued our topic of poetry, focussing on humorous poems. We read a variety of poems by Allan Ahlberg from the poetry book 'Please Mrs Butler'. The skills we have covered include:

- Comparing the similarities and differences between poems
- Regarding reading as a pleasurable activity

Next week, we continue with our topic of poetry, particularly writing our own humorous poems. We will be covering the following skills:

- Recognising and using simple recurring language in poetry
- Evaluating their writing for effective word choice

Suggestions of ways you can support your child's English:

Reading is a very important skill in year 2. Try to read a variety of text types – particularly non-fiction and poetry books. Ask them questions about their reading to check their understanding. Please ensure all children read regularly at home – thank you.



### Maths

This week, we have looked at number and place value. We have covered learning objectives such as:

- Can I partition numbers in different ways?
- Can I understand the place value of 3 digit numbers?
- Can I estimate numbers on an empty number line?

Next week, we will continue with number and place value. We will be able to:

- Compare and order numbers beyond 100
- Round numbers to the nearest 10

Suggestions of ways you can support your child's Maths:

Children should practise their times tables, 2, 5 and 10x particularly. They should also practise doubling and halving up to 20 and number bonds to 10 and 20.

It would also be helpful if you could practise telling the time with your children. They should be able to use o'clock, half past, quarter past and quarter to. You could then move onto to telling the time accurately to the nearest 5 minutes.

Extra information: (This could include: trips, notices to parents, school initiatives, class events)

Please remember that English homework is due in each week in their orange homework books; Maths homework is completed on the Mathletics website.

The children now have their new topic homework project to complete. They can make something from a recycled plastic bottle, write a story or research a flying machine. It is due in on 3<sup>rd</sup> April. I look forward to seeing them!

Don't forget that for the next few weeks, Year 2 will be doing 'Forest School' every Thursday morning. They need warm, waterproof and appropriate clothing as they will be outside all morning in all weathers!

We achieved an attendance percentage of 90.6% last week. Let's try to improve that by attending school regularly!

Well done to Y2 for a great performance at the Infant Music Festival at Hacton Primary School. We had great fun performing with and to other schools in the Borough.

Please note the next school trip. We will be going to RHS Hyde Hall on the 29<sup>th</sup> April 2019. As this is the first day back after the Easter break, we need all the permission (and lunch information) slips back before we go on holiday. Thank you for your cooperation.



Year group: Year 3

Date: 29<sup>th</sup> March 2019



### English

Last Week we have been learning about Arachne and Minerva. We learnt

- Compare texts with others by the same author
- Making inferences of what has been read
- Can I recognise what character the author wants the reader to like or dislike and the techniques used to achieve this.
- Can read independently using a range of strategies appropriate, including decoding to establish meaning.

This week we will be learning

Can I gain, maintain and monitor the interest of the listener?

Can I plan to create settings, characters and plots?

Can I use conjunctions, adverbs and prepositions to express time, place and cause?

Can I use sentences with different forms-statements, questions, exclamations and commands?

Suggestions of ways you can support your child's English:

Continue to encourage your children to read as much as they can to develop their vocabulary and to generate new ideas.

### Maths

This week we covered

- Can I identify horizontal and vertical lines
- Can I recognise angles as a property of shape or a description of a turn
- Can I identify right angle, recognise that two right angles make half a turn, three make three quarters or a turn and four a complete turn

Next week we will be covering

- Can I interpret and present data using bar charts, pictograms and tables
- Can I set out/create a bar chart or pictogram.
- Can I solve one-step questions using information presented in scaled bar charts and pictograms and tables (example How many more? And How many fewer?)

Suggestions of ways you can support your child's Maths:



There is going to be a larger emphasis on problem solving this term and this is a skill that the children will need continued support on! Please help them in any way that you can!

Extra information: (This could include: trips, notices to parents, school initiatives, class events)

As you may be aware, we have launched Mathletics at school and so far the children are thoroughly enjoying it. This will be the main platform that is used to set homework for Maths so please encourage your children to use it as much as possible!

Children have their own individual logins. If they misplace this, please contact your class teacher to get a reminder.

[www.mathletics.co.uk](http://www.mathletics.co.uk)





Year group: Year 4



Date: Friday 29<sup>th</sup> March 2019

### English



This week the children have looked at *The Jabborwocky* by Lewis Carroll. We have been detectives trying to decode the language. The children have:

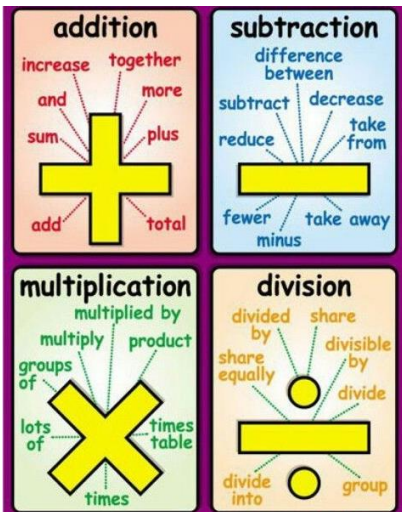
- looked at different types of poetry
- read *The Jabborwocky* and discussed the poem
- marked their stories from last week
- created a class book.

Next week, we will be using the style of Lewis Carroll and writing our own *Jabborwocky* poems.

Suggestions of ways you can support your child's English:

As the children will be using descriptive language next week to write a poem, please look around the house for items that you can describe. When they use an adjective try to improve this by using a thesaurus.

### Maths



This week we have all become more confident in reading and understanding times presented on an analogue and digital clock. We know that the best way to learn to read the time is to wear a watch and look for ourselves. Practise makes perfect!

Next week we will be revising the various mental and written methods we need to use to solve problems involving all four operations. We will be ensuring that we do not use a written method when it is not needed in order to speed up our work.

Suggestions of ways you can support your child's Maths:

We have recognised over the last few weeks that it is vitally important that our multiplication facts are ready to be used in a variety of mathematical areas. Please continue testing your child on their multiplication facts to 12 x 12. We looked this week at factor pairs. Can they tell you all the factors for a given total? E.g.  $24 = 1, 2, 3, 4, 6, 8, 12, 24$

### Extra information:

We have enjoyed exploring poetry this week. If your child has bought a poem book into school already – thank you, it's lovely to hear them share. If your child has a poetry book at home they would like to share please feel free to send it in. Just a reminder that the books are the child's responsibility and need to be kept in their desks



Year group: Year 5

Date: Friday 29<sup>th</sup> March



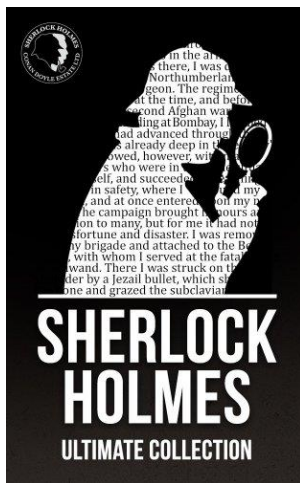
### English

This week we have been looking at The Adventures of Sherlock Holmes. We have been looking at biographies this week and what their features are. We covered the following objectives:

- S&L – Can I evaluate the relationships between characters?
- RS - Can I identify themes and conventions within a text?
- L - Can I ask questions to enhance my understanding of a text?
- TL – Can I compare the structure of different stories and discover how they differ?

Next week, we will be continuing with Sherlock Holmes and we will be looking at writing our own biographies. We will be covering the following objectives:

- S&L – Can I speak audibly and fluently with an increasing command of Standard English?
- G - Can I use pronouns and nouns to aid cohesion and clarity?
- L - Can I use relevant strategies to build my vocabulary?
- TL - Can I use the drafting process to plan a biography?



Suggestions of ways you can support your child's English:

Please ensure that your children are practising their weekly spellings and that they are prepared for their spelling tests.

5MB – Monday

5UN – Tuesday

### Maths

This week we have been covering the following objectives:

- draw elevations and plans for 3d shapes
- calculate the mean, mode, median and range of a set of data (11+/EE/KS3)

Next week, we will be covering:

- understand and use the probability scale from 0 to 1(11+/EE/KS3)
- know and use the vocabulary of prime numbers

We will also begin to recap our learning from the Spring term in preparation for the Summer term.



Suggestions of ways you can support your child's Maths:

There is going to be a larger emphasis on problem solving this term and this is a skill that the children will need continued support on! Please help them in any way that you can!

Extra information: (This could include: trips, notices to parents, school initiatives, class events)

Year 5 Attendance

5MB – 98.8%

5UN – 96.9%

### **Rugby Tournament**

Members of year 5 and 6 went to the ISA Tag Rugby tournament and 6<sup>th</sup> place – AMAZING! Well done to Harry Horton, Freddie Edobor and Rhiannon Dwomoh for representing year 5 with excellence!



### **Library Visit**

5MB visited Upminster Library on Tuesday in celebration of World Book Day. We developed our understanding of how the library is divided into sections and we were taught how to use the Dewey Decimal system for looking up non-fiction books.



### **ISA Essay Competition**

As the deadline for the competition was this week, we will be announcing the successful candidates (one boy and one girl) whose entries will be entered on behalf of Oakfields School. Watch this space!

### **Debate – Should children at Oakfields be restricted to fruit and vegetables for break snack?**

In 5MB, we have been building up to writing a balanced argument about whether children should be restricted to fruit and vegetables for break snack. We held discussions, we came up with arguments for and against and we then typed them up, read them to our groups and voted on the arguments that we thought were most effective. The winners were Freddie Edobor, whose entry you see in the newsletter this week, and Rhiannon Dwomoh, whose entry you will see below!

### **Should Children at Oakfields Be Restricted To Fruit and Vegetables for Break Snack?**

By Rhiannon Dwomoh

At Oakfields, students from a range of year groups have the privilege of bringing in a snack to be consumed at break time. The importance of bringing in a snack is to stay awake and give us a boost of energy up until lunch. This is a very important aspect of our day: the lack of food could build up to students feeling sick; pupils not working up to their best abilities/standards; children feeling dizzy and quite possibly passing out! There are separate arguments for and against being restricted to fruit and vegetables for a break snack. This balanced argument will go into further detail for both sides.

The first side of the argument that I will be considering is that children should be restricted to fruit and vegetables for break snack. One point is that we should encourage children to make healthy choices as this could impact their health as they grow up into responsible adults. Developing from my previous point, consuming the wrong foods (especially if they have too much sugar) could lead up to hyperactivity which carries on until your energy drops to a concerning level. It is vital to remember that the percentage of people that have allergies is quite high, therefore you could bring in a chocolate bar with nuts hidden within and one of your peers could do as little as breathe and go into anaphylactic shock which is extremely dangerous and could even be fatal!

Moving on to the opposing side, some children would argue that they have P.E. to balance out how much sugar they eat and how much exercise they do. Once learners have eaten their break snack, they could complain that they are still hungry which means they would not work to the standards they have been working to previously. As well as this, there are alternative options such as crackers, raisins and plain rice cakes; they might they might not be as healthy as fruit but they are not as sugary as sweets, chocolate, biscuits and candy.

Having considered both sides of the argument, there are many reasons as to why children should and should not be allowed to bring in a variety of snack. Following on, the potential negative impact on children's education and allergies are known to significantly overtake the joy of having something delicious to snack on but the wisest answer to the debate is yes - children should be restricted to fruit and vegetables for their school snack.

Many thanks,  
Year 5 Team



Year group: Year 6

Date: Friday 29th March 2019



### English

This week:

Top 10 moments in Alice in Wonderland. Y6 justified their choice for top moment in AiW.

Next week:

Discover the UK parliament. Some activities ahead of Y6 visit to the Houses of Parliament including:

Who works at the HoP and what do they do?

The role of the MP in constituency.

Making a Law.

Suggestions of ways you can support your child's English:

Reading is still a very important skill in year 6. Please ensure all children read regularly at home – thank you. Partner reading is recommended.



### Maths

This week:

Calculating with decimals included all four operations with a focus on dividing decimals. Y6 also used reasoning and problem solving skills when answering questions involving decimals.

Next week:

Rotational symmetry and reflection of shapes

Suggestions of ways you can support your child's Maths:

Continue to stretch your child's mental maths recall including adding and multiplying mentally increasingly larger numbers. When shopping, work out percentages of amounts in the sales.

Extra information: (This could include: trips, notices to parents, school initiatives, class events)

Year 6 attendance for last week – 93.3%

Next week: Thursday – Class trip to the Houses of Parliament.

Please be at Upminster Bridge Station **no later than 09:15**.

Full uniform including school shoes.

Please remember that snacks for playtime should be fruit or vegetables only.