



Year group: Kindergarten

Date: Friday 10th May 2019



**Topic – Wonderful mother nature – Flower shop**

Inspired by our topic we have created a honey and flower shop in our classroom. The children have really enjoyed playing together. The teachers modelled playing in the shop to the children and it has been a great success. In the shopping baskets the children can choose different size pots of honey and a range of different flowers. The role play corner has encouraged lots of talking and we have explored lots of new vocabulary. It is always wonderful to see the children talking and sharing their ideas.

**Communication and language 30-50 Speaking**

- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'

**Communication and language 40-60 Speaking**

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play

**Phonics**

Red Words Set 1				
I	the	my	you	said
your	are	be	of	no

We are so impressed with the children and their phonics knowledge. Each week we are adding new sounds to our long list and this enables the children to blend and read a lot of new words. In the next few weeks we will start to read short sentences with the children, in order to do so the children need to learn red words. Red words are words that you must learn from sight, you cannot use your sounds as they will confuse the children. The children will have to remember them, we will practise them in school and it would be greatly appreciated if you could also practise at home.

The sentences will be very simple – 'I am hot' 'My cat is fat' 'The big dog'

**Literacy 40-60 Reading**

- Hears and says the initial sound in words
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.



**Extra information:**

**Important dates for your diary:**

Friday 17<sup>th</sup> May (9am) Kindergarten coffee morning

Friday 14<sup>th</sup> June (10 am) Sports day

Friday 12<sup>th</sup> July (2pm) Early Years Graduation

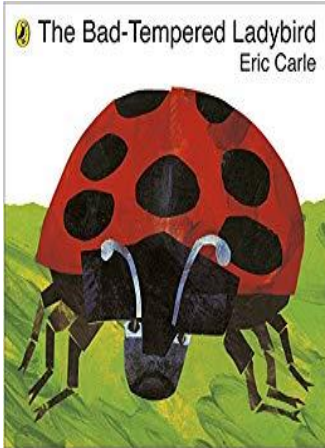


Year group: Reception

Date: Friday 10th May 2019

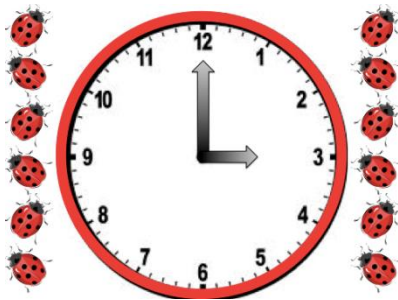


### Literacy and Communication and Language



This week we have looked at non-fiction mini-beast books, reading facts and descriptions of various bugs and creepy crawlies! We then played a guessing game 'What am I?' listening to clues and descriptions and then taking turns to guess the bug. We then chose a mini-beast to write a description or several clues for our class friends to then guess the mini-beast. The children enjoyed reading their clues to their friends and choosing someone to guess the bug they were describing. It was a great activity for children to practise their reading skills and for them to read back their own work for sense and for them to self-edit if needed. We also read 'The Bad Tempered Ladybird, using the text for our English and Maths lessons. The children discussed the story, thinking about what bad tempered means and considered the actions of the angry ladybird. We talked about behaviour, how we talk to our friends and what makes us feel angry or bad tempered. Together we decided to make a friendship poster and write what makes a good friend and how we can be kind to those around us, at school and outside of school. Phonics lessons have continued into phase 4, practising reading and writing blends. Next week we will be reading 'The Very Hungry Caterpillar' and re-writing the story using our own mini-beast character.

### Maths



In our Maths lessons, we used 'The Bad Tempered Ladybird' to help us tell the time. As we read the story, we made the different o'clock times on our class clocks and then went on to make half past and quarter past times. We talked about how we can say the times differently when we use minutes (eg. 5.15 or 6.45) The children were then asked about the times of the day and when we do different activities such as eat breakfast, have lunch, return home from school and bed time. The children could order different events using pictures of these different activities and were then encouraged to talk about these times and events in their day. Next week we will revisit days of the week and months of the year linking our learning to the book of the week 'The Very Hungry Caterpillar.

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

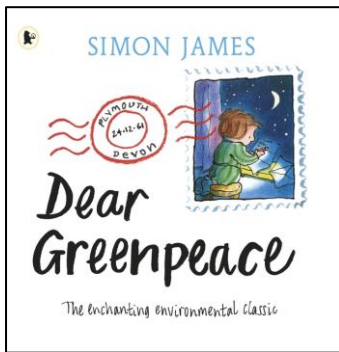
Talk about times of the day and refer to a clock or watch, allowing your child to read the o'clock times. Question the children as to what day is it today? What day is it tomorrow? Yesterday? Continue to practise reading and focus on comprehension. As the children become more skilled at reading, it is as equally important for them to understand and recall what they have read.

Our school trip is on Friday 17<sup>th</sup> May and we will weather watch very closely! We will decide early next week on suitable clothes but the children usually visit the nature reserve in their school tracksuits, trainers and waterproof school coat ( We will send the PE bags/tracksuits home after Thursday's PE lesson) Previous years the sun has shone so fingers crossed and all will be well for an exciting bug hunt!



Year group: Year 1

Date: Friday 10<sup>th</sup> May 2019



### English

Throughout this week, we have completed the following writing activities based on the story 'Dear Greenpeace' by Simon James:

- Correcting the missing or misused punctuation in sentences.
- Writing expanded noun phrases to describe whales.
- Planning and writing a letter to Emily about whales.

Next week, we will be completing reading activities based on Florence Nightingale's diary. Over the course of the week, we will be covering the following skills:

- Giving a well-structured description of the poor working conditions Florence Nightingale experienced during the Crimean war.
- Finding information in a diary recount about the poor working conditions Florence Nightingale experienced.
- Contributing to a discussion, expressing their opinions about the poor working conditions Florence Nightingale experienced.
- Predicting what Florence Nightingale changed about the poor working conditions she experienced.
- Answering questions in response to direct questions about the poor working conditions Florence Nightingale experienced.

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

In preparation for next week's learning, research information about the early life of Florence Nightingale.

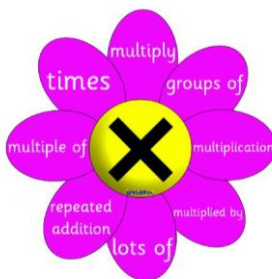
### Maths


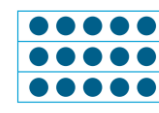
This week, we have developed our knowledge and understanding of multiplication. We covered the following learning objectives this week:

- Grouping objects into 2, 5 or 10 to aid counting.
- Solving one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

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

- Adding three single digit numbers (mental maths).
- Solving one-step problems involving division by calculating the answer using concrete objects and pictorial representations with the support of the teacher.



<p><b>Equal Groups</b></p> <p>Use the same number of ones in each group.</p>  <p><math>3 \times 5 = 15</math></p>	<p><b>Array</b></p> <p>Rows and columns with an equal amount in each.</p>  <p><math>3 \times 5 = 15</math></p>
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Suggestions of ways you can support your child's Maths:

Practise solving division problems such as 'what is 6 shared between 2?' using the sharing method.

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

As a reminder:

Tuesday 14<sup>th</sup> May – class photos

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.

**PE kit reminder:**

Please ensure your child brings a pair of white socks with them to PE lessons.

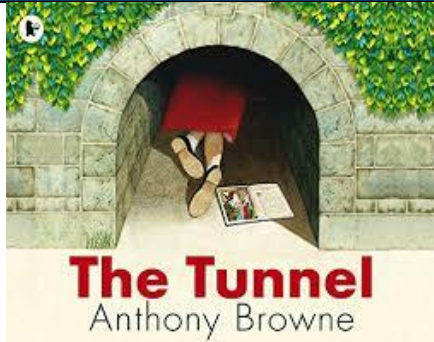
Uniform reminder:

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



Year group: Year 2

Date: Friday 10<sup>th</sup> May 2019



### English

This week, Year 2 continued their topic of stories with familiar settings. We read and discussed 'The Tunnel'.

We covered the following skills:

- Using commas for lists
- Using expanded noun phrases to describe
- Proof-reading work for punctuation and spelling errors

Next week, we will continue with our topic of stories that have familiar settings like home. We will read and study 'I'll Take You To Mrs Cole'. We will look at reading skills such as:

- Considering different viewpoints
- Making predictions about the story

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 looked at subtraction, both mental and written. We covered learning objectives such as:

- Can I use the column method to subtract?
- Can I subtract mentally?
- Can I reason about addition and subtraction?

Next week, we will continue using the four operations, particularly multiplication. We will be able to:

- Recall X facts and their inverse
- Solve problems involving multiplication.

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.

Don't forget to practise real life maths with your child – weighing and measuring, position and direction and telling the time. It all helps!

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

Please remember that the English homework is due in on Wednesday. The Maths homework should be completed on the Mathletics website.

Topic homework for this half term has now been given. The children can choose between growing a plant and recording its growth; writing a story or drawing a map. The project is due in on Wednesday 22<sup>nd</sup> May. I look forward to seeing their work.

Year 2 are still doing 'Forest School' on Thursday mornings. They need warm, waterproof and appropriate clothing as they will be outside all morning in all weathers!

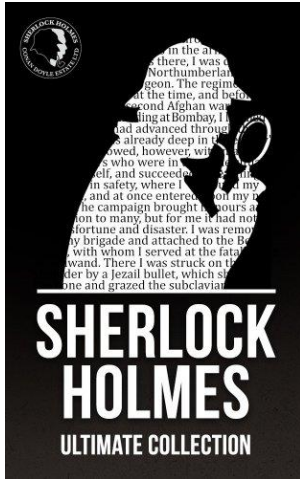
The children will be swimming twice next week as they missed the session this week. They will be swimming on Tuesday morning as well as Friday afternoon.

Well done Year 2, the attendance for last week was an amazing 98.9%. Keep up the fantastic work!



Year group: Year 3

Date: 10th May 2019



### English

This week we have started to learn about persuasive devices. How to use language to persuade your audience and also draft/create a leaflet.

- Can I use appropriate registers for effective communication?
- Can I proof read for errors?
- Can I attempt to engage the reader through detail or word choices?
- Can I use sentences with different forms-statements, questions, exclamations and commands.

Next week we will be learning:

- Summarise and explain the main points from a text, referring back to the text to support this.
- Beginning to distinguish between fact and opinion in texts. Can use knowledge of the alphabet to locate words in a dictionary using first 2 or 3 letters.
- Understand the job of different punctuation marks (.,?!, ' " ")

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.

3MV – Thursday



### Maths

This week, we have been learning how to identify, represent and estimate different numbers using different representations including measures up to a 1000

- Can I compare and order numbers beyond 1000, using < and > and =?
- Can I confidently read and write numbers beyond 1000 in numerals and words?
- Can I read Roman numerals up to 20?

Next week we are learning:

- ■add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction up to 999
- ■count forwards or backwards in steps of powers of 10 for any given number up to 10 000 (NC Yr4/11+)
- ■confidently count on in multiples of 2, 3, 4, 5, 8, 10 50 and 100 (from any given starting number) (NC Yr4/11+)

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)

**This Term's Topics**

**History** – Local History Romford Market

**Geography** – Map work and direction

**ICT** – Excel

**Science** – Light and shadow

**RE** – Who should inspire us?

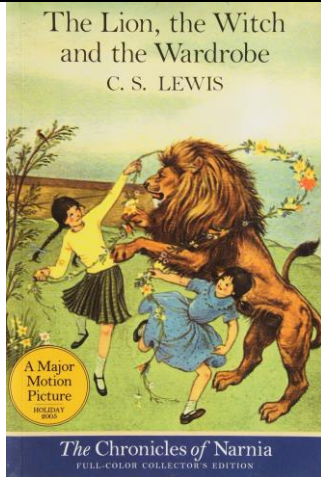




Year group: Year 4



Date: Friday 10<sup>th</sup> May 2019



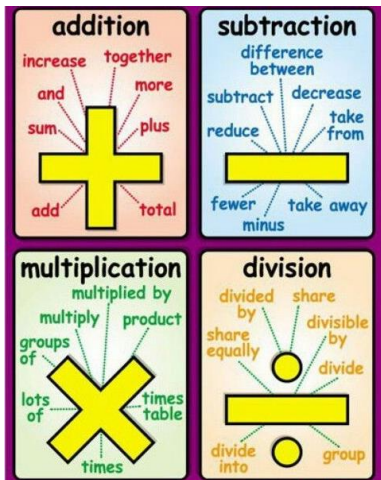
**English**

This week we continued our work on the use of paragraphs. We had to ensure our paragraphs had clear topics just as we have observed through our reading last week.

Next week we are moving on to look at persuasive texts. We will study the use of persuasive language techniques before we consider how Lucy can persuade her siblings to join her in exploring the wardrobe!

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

A reminder: Our spellings tests this term will be given in a slightly different way. During the test, your child will be given a sentence with a missing word, they need to place the correct word from their given list in the gap. Therefore, it is really important that the children understand the words they are learning.



**Maths**

This week we have been planning our Maths Pals activities. We will be connecting to another Cognita school in the comings week to share our maths work. The children have planned and created some problem solving questions for another Year 4 class somewhere else in the world.

Next week the children will be looking at addition and subtraction focusing on estimating and using inverse operations to check answers to a calculation with appropriate numbers, explaining reasoning and beginning to ensure solutions make sense in the context of a problem.

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

Please continue to look at the times tables with your children. The children will be completing a Year 4 test between the 10<sup>th</sup> and 28<sup>th</sup> June.

Extra information:

We look forward to seeing you on Wednesday for our Year 4 coffee morning.



Year group: Year 5

Date: Friday 10<sup>th</sup> May



### English

This week we have continued our study of The Lady of Shalott. We have covered the following objectives:

- S&L - Can I give well-structured descriptions, explanations and narratives for different purposes?
- TL – Can I participate in discussions?
- L - Can I begin to experiment with language?
- WOW - Can I use stanzas to group related ideas?

Next week, we will be continuing to study this poem and we will look at these objectives:

- S&L - Can I make predictions based on details stated in the text?
- TL – Can I make predictions based on details implied in the text?
- L – Can I comment on how language is used to contribute to meaning?
- RS – Can I make comments supported by relevant quotation?

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:

- Can I multiply and divide whole numbers and those involving decimals (up to 3dp) by 10, 100 and 1000?
- Can I find term to term rules in words?
- Can I complete calculations using my knowledge of BIDMAS?

Next week we will be looking at:

- Can I know and use the vocabulary of prime numbers, prime factors and composite numbers?
- Can I recognise and use square numbers and cube numbers, and the notation for squared and cubed?
- Can I divide a quantity into two or more parts in a given ratio?
- Can I solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates?

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Can I solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts?</li></ul> |
|--|---|

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)

We hope that you all had a wonderful Easter holiday and we look forward to sharing this final term together with you and the children.

**Class Photos**

Class photos are taking place on Tuesday 14<sup>th</sup> May. Please ensure that your child comes into school wearing the correct uniform.

**Bushcraft Information Evening**

Thank you for your attendance to the Bushcraft residential information evening. We hope that all of your questions were answered. Please do not hesitate to contact your class teacher if any other questions arise.

**ESB**

Over the next few weeks, we will be continuing to use early morning and late afternoon time to support the children with their ESB examinations (where time allows). Please ensure that your children are coming into school with the necessary materials.

**Year 5 Attendance**

5MB – 98.3%

5UN – 91.8%

Many thanks,  
Year 5 Team



Year group: Year 6  
Date: Friday 10<sup>th</sup> May 2019



### English

This week:

Reading further chapters of Carrie's War. Planning for a short story titled 'Late for School Again' using flashbacks.

Next week: Continuing with the novel about evacuation and writing to create a short story with flashbacks.

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:

Properties of circles including learning the features of circles, how to find the circumference using Pi.

Next week:

Formulate and solve linear equations with whole number coefficients.

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 – 93.8%

Well done to all children for the tours they gave on Thursday at the Open morning. Several prospective parents mentioned to me how helpful they had been and how enthusiastically they had talked about the school. Top job, everyone!

Ensure you have white socks for P.E. for the Summer term.

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

