



Year group: Kindergarten

Date: Friday 11th October 2019



Tapestry and Communication

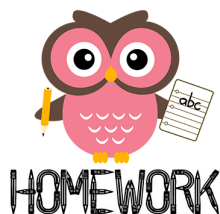


Thank you to all the parents that are accessing Tapestry. When we interact with the children, we usually will have an iPad near by to capture the wow moments. The children love to have their photos taken and will often ask “Are you going to show that to my mummy and daddy?”

Tapestry is a great tool for communication between school and parents. The photographs and observations give you an insight into your child’s day in Kindergarten and it is also there for you to upload photos from home if you wish to share with us.

Please remember to check Tapestry regularly as we use this to communicate information with parents. If you are having any problems with your log in, please talk to a member of the Early Years Staff who will be happy to assist.

Homework



We were so pleased with the amount of bread baking homework photos that were shared with us from home. When we shared these with the children in class, they were so excited to tell us all about the task.



What’s happening next week?



To end our topic on ‘The Farm’ and ‘Harvest Time’, next week the children will have a hands-on experience with real farm animals as we welcome Wellgate Community Farm into the Kindergarten garden. The children will be able to stroke and feed the different animals and learn more information about the farm animals. We are all looking forward to this event on Wednesday 16th October.



Words of the week

Ram and Ewe – As part of the Wellgate Community Farm visit, they will be bringing along sheep for the children to stroke and feed. We will be teaching the children the correct names for male and female sheep.

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

- Encourage your child to wash and dry their hands independently, especially after they have used the toilet.
- Continue to encourage your child to use a knife and fork independently.
- Practise taking off and putting shoes on, including welly boots.
- Reminding your child to use their manners (Please and thank you)

Extra information and Important Dates:

Your child should be wearing the navy blue school coat which can be purchased from the school uniform shop on a Friday.

After the half-term the weather will continue to get colder and wetter so please provide your child with a named pair of welly boots. You are welcome to bring these in before the half-term holiday.

Please ensure that your child has a named water bottle in school.

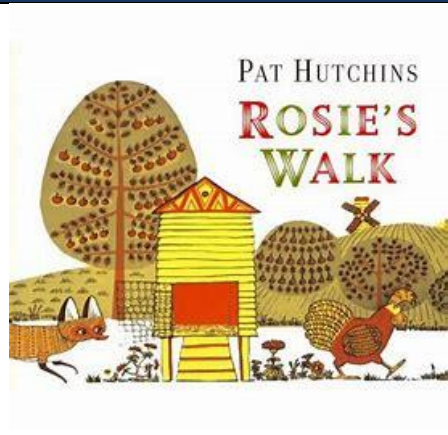
The children will return to school after the half-term holiday in their winter uniform. These will consist of their navy blue school tracksuits, pale blue polo top, grey or white socks and their black school shoes.

The last day of term is Friday 18th October. The children will return to school on Monday 4th November.



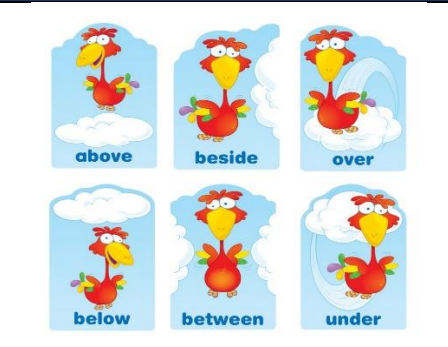
Year group: Reception

Date: Friday 11th October 2019



Literacy and Communication and Language

This week we have read the story 'Rosie's Walk' the children have recognised the positional language used in the story. They have taken a picture of a friend using an iPad and either labelled or written a sentence about the picture. We have acted out the story using different props and sequenced the story by cutting out pictures and sticking them in the correct order. We have continued to revisit and apply our sounds in our phonics lessons and some of us are blending the sounds together to read simple words and sentences. We have started to learn to read the tricky words: I, the, no, go, and, to. Next week, we will continue our topic 'All About Me' and explore the story 'The Scarecrow's Hat' thinking about how to share with our friends and the festival Harvest.



Maths

In our maths lessons we have been learning to use positional language to describe where something is. The children have used the story 'Rosie's walk' to support this by retelling the story, acting out the story, hiding Rosie and the fox in different places in the classroom and describing where they are. Next week we will be continuing to recognise numerals 1-10 and begin to count on from any number, introducing the words 1 more and 1 less.

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

Ask your child to count objects to 10 or even 20. Count together from any number, when you stop can your child tell you what is 1 more or 1 less than that number?

Ask you child to write some labels for you using the sounds they know. They could label some of their toys or toy boxes, label items in the kitchen cupboards. These may not be spelt correctly but can be read phonetically.

Please share what you have been learning by bringing it in for show and tell on a Monday or putting an observation on Tapestry.

Extra information:

We are still finding items of uniform in our classrooms that are not labelled and it proves difficult to ensure it goes home with the right child! There is a box in the classroom with unnamed property, if you think you are missing something please let us know and we will try to find it in there for you.

As the weather is beginning to get wetter and colder please ensure your child has welly boots and a raincoat in school as we do play outside in all weathers.

Next week we will have a visit from Wellgate farm and be dressing up as Scarecrows to end our topic 'All about me'



Year group: Year 1

Date: Friday 11th October 2019



English

Throughout this week, we have completed the following poetry-based reading activities:

- Exploring poems about 'autumn' and identifying the signs of autumn in each poem.
- Learning simple poems about 'autumn' and participating in group recitals of these.
- Reading and counting the number of syllables in words linked to autumn.
- Identifying rhyming words within poems about 'autumn'.

Next week, we will be completing poetry-based activities with a writing focus. Over the course of the week, we will be covering the following skills to help us write a poem about the changes that occur in autumn:

- Going on an autumn walk and recording key words/ideas about the natural changes that have occurred.
- Writing expanded noun phrases to describe aspects of autumn.
- Recording questions about autumn which include a question mark.
- Writing from memory sentences about autumn, dictated by the teacher.
- Writing a poem about the changes that occur in autumn.



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

Consolidate your child's knowledge and understanding of syllables. Remind your child that syllables are chunks or beats of sound. Clap the number of syllables for the names of your family members or for objects from around the house. Remember that for every vowel sound, there is a syllable.

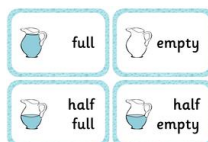
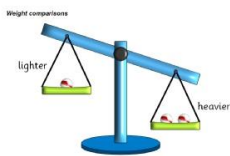
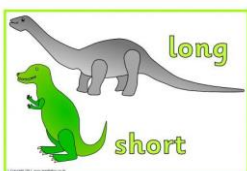
Maths

This week, we have developed our knowledge and understanding of measurement. We compared, described and ordered objects based on their:

- Length and height, e.g. which is shorter? Which is taller?
- Mass and weight, e.g. which is lighter? Which is heavier?
- Capacity and volume, e.g. full, empty, quarter full, half full, etc.

Next week, we will continue to learn more about measurement. Over the course of the week, the children will use non-standard units (e.g. cubes, teddy bears, cups and sand) to measure and begin to record:

- Length and height
- Mass and weight
- Capacity and volume



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

Next week we will measure using non-standard units. Begin to discuss with your child the types of standard measuring tools and units we use for length (e.g. ruler, cm), height, weight and capacity.

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

Next Tuesday 15th October and Thursday 17th October 2019 is Parents' Evening. We look forward to discussing the well-being and academic achievements of your child, including their proposed learning targets.



Year group: Year 2

Date: Friday 11th October 2018



THE TRUTH

English

This week, we have completed comprehension-based activities:

- Demonstrating an understanding of what is read **independently** by drawing on own knowledge, and information and vocabulary provided.
- Maintaining attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Making inferences based on what has been read.

This week, we will be completing poetry-based activities with a writing focus. Over the course of the week, we will be covering a range of skills to help us write a poem.

As a school we are entering the National Poetry Day competition.

The theme for this year is **'Truth'**

As a class we will be planning our poems throughout the week. Then on Friday the children will write their poem.

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

We will be writing truths about ourselves. You could work with the children to think of some truths that they would like to write about. They could choose a focus for example, truths about their personality or their appearance. If the children have notes they can bring them into class on Monday.

Maths

Next week, we will continue to focus on addition. Throughout the week we will be covering the following objectives.

- Can I add three 1-digit numbers?
- Can I mentally add a multiple of ten to any two-digit numbers?
- Can I add two two-digit numbers?
- Can I solve addition word problems?

If you had 12 jelly beans and 4 lollipops, how many would you have in total?



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

Please discuss the vocabulary associated with the '+' symbols with your child. Practise answering addition and word problems containing the vocabulary linked to each symbol.

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

Next Tuesday 15th October and Thursday 17th October 2019 is Parents' Evening. I look forward to seeing you all there.



Year group: Year 3

Date: Friday 11th October 2019



English

This week, we have read *What A Mess!* This has allowed us to recognise how an author uses a familiar setting to inform us of where the action is taking place without having to spend too much time describing the setting. We all enjoyed imagining ourselves within the story line as we answered questions from our friends as we pretended to be the characters!

Next week we will be using these skills to begin writing our own narrative. We will be considering where our story will take place and which characters will be most suited to a story for the younger children in our school.

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

As you read with your child, continue to ask them how they think a character is feeling or what might happen next. This important skill of predicting the coming events will show you how well they are understanding the developing narrative.



Maths

This week we have all become more confident in writing the time in a variety of ways. We are now able to answer questions focusing on the duration of events and can correct clock faces based on our knowledge of how to write the time correctly.

Next week we will spend time looking at the vocabulary used to give clear directions. We will use north, south, east and west to give and follow directions.

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

Feel free to introduce your child to the use of north, south, east and west this weekend. If the weather is nice, send them for a walk around the garden giving them instructions such as 3 steps north, 5 steps west, turn east, take 2 steps north.

Extra information:

I hope you enjoy hearing all about our trip on Friday over this weekend. We had a wonderful day being thrown back into the past!

I am looking forward to meeting as many of you as possible next week for our Parent Teacher Interviews. If you have not asked for a particular time, please return your slips as soon as possible.

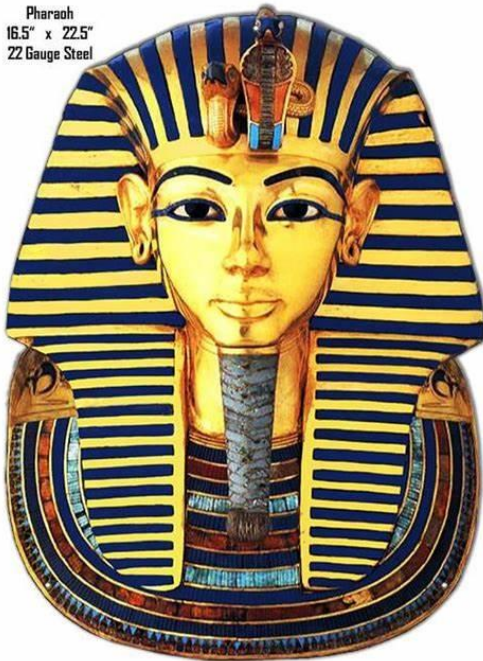


Year group: Year 4

Date: 11/10/19



Pharaoh
16.5" x 22.5"
22 Gauge Steel



History

In history this term we have been studying Ancient Egypt. So far, we have identified where Egypt is on the map, we have learnt about the River Nile and discussed the significance of this to the Ancient Egyptians. We have learnt about the lifestyle of the Ancient Egyptians and compared these to modern life. This week we have learnt about the mummification process and we wrote instructions about each stage of the process but before this activity we had a go at mummifying each other:



The next lesson will involve observing and analysing artefacts and other different sources to build a picture of events.



Maths

This week, we have been focusing on addition and using mental and written methods to help us solve calculations. Our learning objectives this week have been:

- Can I use column addition to add two and three digits?
- Can I begin to use a range of mental calculation strategies to add numbers?
- Can I use a range of mental calculation strategies?

- Can I solve problems, using number facts and addition?

Next week we will be moving onto subtraction, finding and practising different methods to solve calculations involving subtraction. We will then apply these skills to solve word problems.

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

Children should now know their times tables and related division facts up to 8×12 . Can you continue to ensure your child can recall these quickly and correctly. The children are working hard on this.

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

Even though we had a last-minute change, we had a fantastic day at Colchester Zoo on Tuesday! Everyone thoroughly enjoyed the trip.

Thank you for your continued support.

Kind regards,

Miss Shepherd.

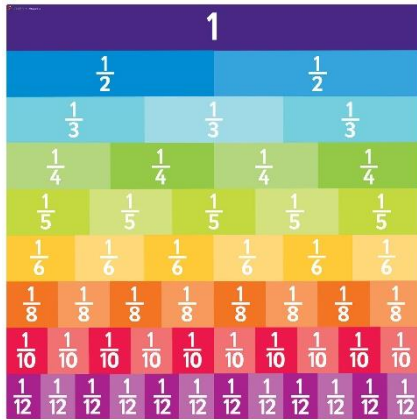


Year group: Year 5

Date: Friday 11th October 2019



Maths



This week, we recapped over our knowledge of fractions. We covered the following learning objectives:

- Can I compare fractions with denominators of the same multiple?
- Can I add fractions?
- Can I add and subtract fractions?
- Can I order fractions?
- Can I apply my knowledge of adding and subtracting fractions to solve problems?

Next week, we will be looking at reading, writing, comparing and ordering decimals up to 2 decimal places.

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

Ensure you continue practising times tables to improve your speed. Please encourage children to use and apply maths in real-life situations.



Science

In Science we have been testing to see the effect of friction on different surfaces. We tested how fast an object travelled on different surfaces including; bubble wrap, wood, carpet, foam, sponge, sandpaper and plastic. To find out how the investigation went, ask the children to explain their findings and whether their predictions were correct.

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

Research shows that the most important thing you can do to help your child achieve at school is read with them. Little and often is the key! At Oakfields Montessori the expectation is that reading needs to be completed at least 4 times a week. Reading with your child should be enjoyable. The more fun you have, the more likely you are to instill a love of reading. Encourage discussion with your child when reading with them. They will probably ask you some interesting questions, so don't be afraid to stop reading and explore these further.

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

Could all Parent Teacher Meeting slips be returned by Monday 14th October so meeting times can be confirmed. Preferable date and times can be written into the children's homework diaries.

Thank you for your continued support.

With kind regards,
Year 5 Staff.



Year group: Year 6

Date: Friday 11th October 2019



A story of
greed, ambition and power.

English

Over the course of the week, Year 6 have covered the following skills:

- Identifying the features of diary entries
- Use clues from a text to identify the subject's personality
- Editing and improving their diary entries

Next week: writing week

Year 6 will be writing a diary entry as one of the characters from Macbeth.

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

- read/watch the news and discuss;
- encourage your child to use a range of ambitious conjunctions to link ideas/paragraphs in their writing;
- support their comprehension of what they read through helping them to infer information from a range of texts and justify their viewpoint with substantiating evidence.



Maths

This week: Y6 identified and calculated missing angles (in parallel lines) using knowledge of alternate and corresponding angles and angles in a triangle.

Next week: Reflect shapes in oblique (45°) mirror lines where the shape either does not touch the mirror line or where the shape crosses the mirror line

Reflect shapes not presented on grids by measuring perpendicular distances to or from the mirror

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

Counting on and back in 25s from a given number can be a fun way of passing time on a car journey and recognising Roman numerals on old buildings. Quiz them relentlessly on their times tables! A useful website is: <https://www.topmarks.co.uk/maths-games/7-11-years/times-tables> , where the children can play a range of games to improve their times table knowledge.

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

Please return your parent's evening time requests asap to avoid disappointment with your choice of time.

Next week: Wednesday - The Globe trip. Children will be dropped by parents at Upminster Bridge Station at 9.00am. Full school uniform must be worn. Be aware of weather conditions – if raining ensure your child has a coat. We will be walking from Mansion House station to the theatre and back.

Just a reminder that snacks at break time should be healthy: fruit, vegetables, yogurts, healthy cereal bars.