



Year group: Kindergarten

Date: Friday 4th October 2019

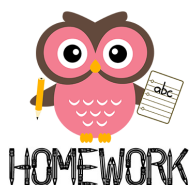
Topic



This week we have listened to the story of The Little Red Hen and learnt about how the Hen made bread from flour. In class, we have pretended to be the Little Red Hen and made our own bread rolls, which we enjoyed at snack time. We have taken part in phonics and played a listening game. In our game we had to listen to the descriptions of the animals and guess what animal it was and where it was in the farm.



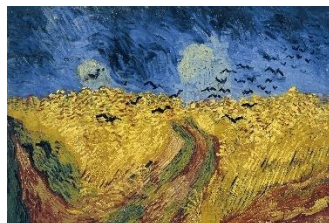
Homework



Well done to the children that have completed their homework this week. The children enjoyed sharing their apple maths with their friends. We counted apples on the interactive board and practised recognising numbers 0-10.



What's happening next week?



This week we have been looking at the painting 'Crows in a Wheatfield' by Van Gogh. The children explored the paint and painted their own versions of the painting.

Next week we will continue to be looking at the story of The Little Red Hen and the Harvest. We will be exploring salt dough in the messy area, describing what it feels like and how we can change it with our hands. We will continue to practise 2D shapes, learning their names and counting the number of sides each shape has. We will also begin to look at the harvest in more detail.



Word of the week

Scarecrow – As part of our artist study this week, we have learned about scarecrows. We looked closely at Van Gogh's painting and discussed the crows in the picture. We showed the children photos of crows in the farmer's fields and discussed how the farmer scares the crows away using a scarecrow.

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

- Encouraging your child to put their coats on independently.
- Encourage independent toileting and remembering to wash hands after.

Extra information:

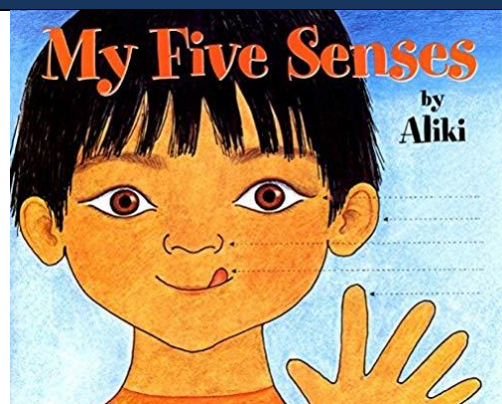
School Coats – Please could all children have a navy blue school coat. These can be purchased from the school uniform shop.

Nail polish – Could nail polish please be taken off.



Year group: Reception

Date: Friday 4th October 2019



Literacy and Communication and Language

This week we have been learning about our five senses. We read an information book about our five senses and have been thinking about what we use our senses for. In the book it told us that sometimes we use more than one sense at a time. We have used our sense of smell to paint with smelly paint. We have used our sense of touch and smell to make cakes with chocolate playdough. We have used our sense of smell, touch and hearing to go on a senses walk around the field, drawing and writing about some of the things we saw, heard and felt. We have used our sense of smell, touch and taste to try some new fruits and vegetables. 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. Next week, we will continue our topic 'All About Me' and explore positional language by reading 'Rosie's Walk'



Maths

In our maths lessons we have been making repeating patterns. We have encouraged the children to make patterns from the multilink, compare bears, when painting, on the computer, with Lego and many more. The children have been making simple patterns like red, yellow, red, yellow, red, yellow. Some children have challenged themselves to create more complex patterns like red, green, green, red, green, green. Next week we will continue to recognise numbers to 10 and look at positional language (behind, in front, next to etc.).

<https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns>

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

Begin to talk about where objects are and where objects need to be placed using positional language. 'Can you put your plate in the sink?', 'Can you put your toy on the table?', 'Can you sit in the middle?', 'Where is your teddy?' 'Where's the monkey?' is a great song to introduce some positional language to your children. Look around when you are out and about for letters and numbers. Can your child recognise numbers on a bus? Letters and numbers on a Number plate? etc.

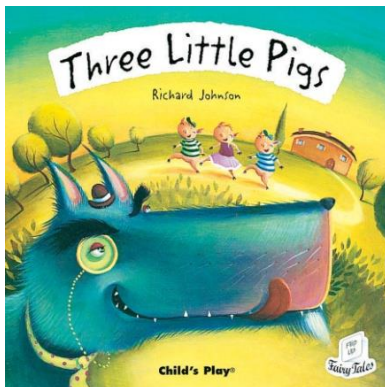
Extra information:

Thank you to all the parents that came to Stay and Play today, the children really enjoyed showing you their classrooms and playing with you. 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.



Year group: Year 1

Date: Friday 4th October 2019



English

Throughout this week, we have continued to complete the following writing activities:

- Creating a story map and then writing our own version of 'The Three...'
- Correcting the missing or misused capital letters and full stops in sentences.
- Using conjunctions (such as 'and', 'but', 'because') to extend our sentences.
- Identifying what a verb is and exploring examples of these.

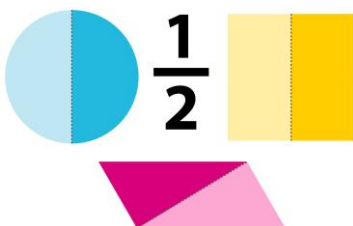
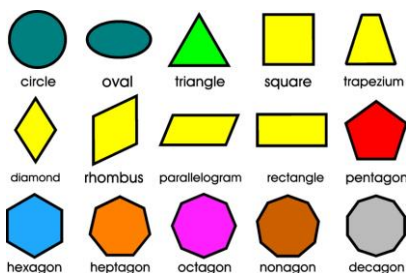
Next week, we will be completing poetry-based activities with a reading focus. Over the course of the week, we will be covering the following skills:

- 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.
- Identifying rhyming words within poems about 'autumn'.

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

Please talk to your child about their favourite rhymes. Are there any poems they like? Begin to discuss the different styles of poems. Remind your children that not all poems contain rhyming words.

Maths



This week, we have developed our knowledge and understanding of 2D shapes and fractions. We covered the following learning objectives this week:

- Finding half of a quantity less than 10 using concrete objects (mental maths).
- Recognising and naming 2D shapes.
- Describing the properties of 2D shapes.
- Recognising, finding and naming a half as one of two equal parts of a shape.
- Solving one-step problems involving 2D shapes and fractions

Next week, we will be focusing on measurement. Over the course of the week, we will be comparing, describing and solving practical problems for:

- 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.

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

Look for objects in your everyday environment that have the face of a 2D shape on them. Quiz your child on the properties of 2D shapes. How many sides does the shape have? Are they straight or curved sides? How many corners does the shape have?

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

Thank you to those parents who have recorded their child's extra-curricular clubs and going home arrangements for the week. We have now amalgamated a list of these arrangements for future use.

As a reminder, please ensure your child has a PE fleece and pair of tracksuit bottoms to wear during lessons, especially over the Autumn/Winter seasons.



English

Throughout this week, we have completed the following activities:

- Giving their opinion and explaining their answer.
- Writing their own ideas for the story opening.
- Using inverted commas to write speech.
- Writing expanded noun phrases for description.

To end the week, the children wrote their opening of the story. All week the children have been building their skills to complete this task. It was a pleasure to read their descriptive openings.

Next week, we will be completing comprehension-based activities:

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

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

When reading with you child please encourage them to share their thoughts about the story. Encourage them to share their thoughts but also listen as you share you own ideas.

Can they begin to respond to some of your ideas about the story?



Maths

Next week, we will be focusing on addition. Throughout the week we will be using a range of strategies to complete addition calculations. Towards the end of the week we will be solving addition problems with using concrete objects and pictures.

Over the course of the week, we will be covering the following skills:

- Can I recall and use addition and subtraction facts to 10?
- Can I add numbers using a range of strategies?
- Can I solve problems with addition using concrete objects and pictures?

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)

Just a reminder that children must have white socks or rugby socks for outdoor PE lessons.

Homework and Reading books: Monday – Mathletics (Due Wednesday) and Friday – English (Due Wednesday). From next week, we will change reading books on Monday and Wednesday.



Year group: Year 3



Date: Friday 4th October 2019



English

This week, we have written our own poems with onomatopoeic language. We had to work hard in our choices of vocabulary and descriptive language to allow our audience to imagine our world.

Next week we will begin our focus on narrative writing. We will be reading a selection of stories which will allow us to place ourselves within the story. We will be imagining ourselves within the story line as we read stories which could take place in real life!

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

Over the coming weeks we will be reading and writing many stories with familiar settings. This weekend, enjoy exploring the stories your child reads with you. What character would they like to be? Why? Would they like to live/ explore this setting?



Maths

This week we have worked hard to tell the time from an analogue clock to the nearest minute and shared facts about time.

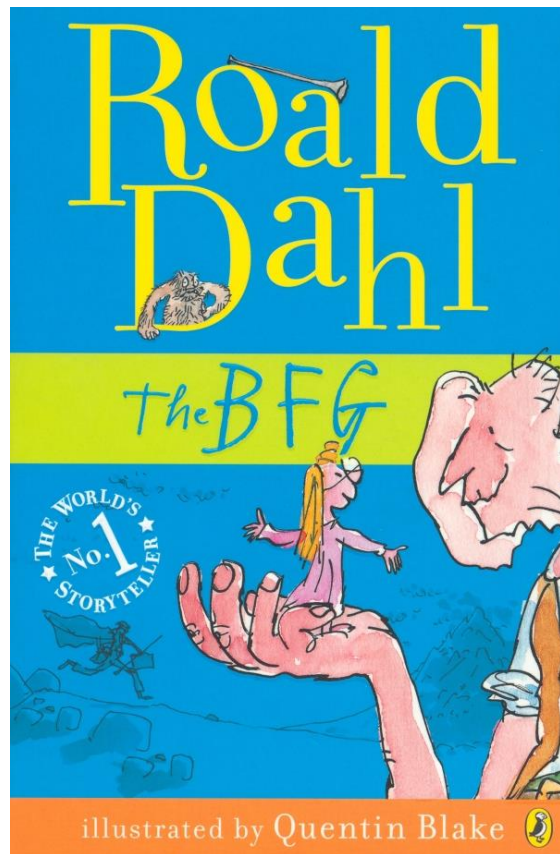
Next week we will continue our time topic. We will be looking closely at reading the time from a digital clock. By the end of the week we will be solving problems involving time as we become more confident in reading all clock types.

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

If your child has an analogue watch (plain black or navy strap) which you are happy for them to wear to school over the next fortnight please do so as the more they see the physical time, the easier they will find this often complex topic.

Extra information:

We are looking forward to our school trip next Friday. Please ensure your child has a school coat as they will not be allowed to wear any other style of coat during the trip and we know how unpredictable the British weather can be!



English

This week in English we have been looking at instructions and working towards writing our own set of instructions related to the BFG. We have been identifying key features of instructional writing and using these features in our own writing. We have also been looking at the impact and effectiveness of language techniques in sentences. We have been improving sentences using these techniques and evaluating our own and others work.

Next week is reading week, we will be focusing on quotations and taking quotes from the BFG. We will be identifying speech and the punctuation used.

We will be focusing on the following learning objectives:

- Can I punctuate direct speech correctly?
- Can I gain, monitor and maintain my audience's attention?
- Can I use pronouns and nouns to aid understanding and clarity?
- Can I read aloud with pace, fluency and expression, taking punctuation and author's intent into account?
- Can I quote directly from the text to answer questions?

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

Reading is still a very important skill in year 4. Please ensure all children read regularly at home and record this in their homework diaries.



Maths

This week, we have been learning about shape and direction. We covered the following learning objectives:

- Can I solve missing number problems involving addition and subtraction, which include balancing equations numbers up to 100, explaining reasoning?
- Can I name the common triangles and identify lines of symmetry?
- Can I name the common quadrilaterals and identify lines of symmetry?
- Can I use all terms relating to compass directions?
- Can I compare and classify different types of quadrilaterals?
- How many different quadrilaterals can be created on a 9 dot grid?

	Next week, we will be focusing on addition. We will be using the column method to add two- and three-digit numbers. We will be looking at mental methods we could use to help us solve calculations involving addition. Finally, we will be applying all of the skills learnt throughout the week to answer 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)

Our school trip to the Science museum is next week. A letter has been sent with all of the information. Any more questions or queries please let me know.

Thank you for your continued support.

With kind regards,

Miss Shepherd



Year group: Year 5



Date: Friday 4TH October 2019



PE

In PE we have been enjoying HIIT (High intensity interval training) which helps to improve strength, stamina and overall fitness. We persevered and were determined to complete it successfully. The boys attended trials for the football team on Thursday and were able to practice their skills. The girls will have their trials on Thursday 10th October at lunchtime. Please remember to bring shin pads.

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

Reading is still a very important skill in year 5. Please ensure all children read regularly at home and are able to summarise what they have read – thank you.



English

In English we have been looking at the features of instructional texts and analysing the language. We have looked at the following features:

- Imperative verbs
- Modal verbs
- Subordinating Conjunctions
- Evaluating instructions and writing our own sentence openers.

We even managed to write our own set of instructions manual on how to use the 'Stormbreaker' computer.

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

Please ensure the children are able to recall their times tables quickly and confidently, being able to use linked facts to divide.

Additionally, we will be starting our fractions unit, comparing, ordering and working out fraction calculations.

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

Please see homework diaries for the weekly homework timetable. Mathletics is now being set as a year group and is related to topics learnt throughout the week. Topic homework will be set during holidays.

Could all children bring in an old t-shirt for art and design activities, which will be kept in school. With the current weather conditions could all children please ensure they are arriving to school with full school uniform including; jumpers, cardigans and school outdoor coats.

Thank you for your continued support.

With kind regards,
Year 5 Staff.



Year group: Year 6

Date: Friday 4th October 2019



A story of
greed, ambition and power.

English

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

- Writing similes, metaphors, contrasting language
- Identifying language in Shakespearean text
- Writing descriptions of the three witches

Next week: reading week

Year 6 will be reading a selection of recounts (diaries) and identifying features and style

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, Year 6 children were successfully subtracting fractions by writing common denominators and multiplying decimals taking care when replacing the decimal point.

They also explored square numbers and square roots and learned how this knowledge could be useful.

Next week: Y6 will be calculating Z and F angles (in parallel lines) and identifying alternate and corresponding angles.

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. Ask your child to explain BODMAS and why it is important in maths.

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

Thank you for all your support for Global Be Well Day last week – it was a great success!

6W – Remember Thursday mornings are forest school. The children need suitable clothes and footwear to be outside in all weathers.

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