

Parents in Partnership

Parent in Partnership Tasks : Spring Week 4

Thank you.

Thank you to those of you who gave their children photos of trips to London to share with the class. We discussed these and the children were delighted to share their experiences with the class.

Secrets to success

This week's secret to success was

'Understanding others.'

Next week we will be working on
'Don't give up.'

Topic News

We learned about places to visit in London this week. The children have spoken to their working partners about places they have visited in the capital or seen on the television. To link in with our work on time, we have talked about Big Ben and the children were interested in learning information about the clock tower.

Next week we will be learning about France with the children. We will talk about Paris and places to visit there and will talk about French culture and food. We will also learn to count to 10 in French with a song and will be turning our home corner into a French patisserie for the week. If any of the children have photos of trips to France we would like to share these to generate interesting discussions and then put them on our learning wall. They will be returned to you at the end of the week.

Number Work

In number work this week, we have been working on vocabulary related to time including morning, afternoon, evening and night and the children have also talked about activities they do at different times of the day. We have also worked on clock faces and the children have been introduced to 'o' clock times. In order to support your child you could do more practical work on telling 'o' clock times, stressing the position of the hour hand and minute hand as you do so.

Extension

We have also started to look at 'half past' times. If your child has firmly grasped the concept of telling 'o' clock times, you could ask them different 'half past' times again discussing the positions of the hands.

Sentence of the Week

Every week on a Monday, we launch our sentence of the week. This is a sentence that we encourage the children to read every day and also to attempt to write. This week our sentence was

'It is a clock.'

Please write this sentence on a piece of paper and ask your child to read it. They may even have a go at writing it too.

Every week we will continue to inform you of our sentence of the week.

Phonics and Word blending

Please note that this week we have added the sounds 'igh' and 'oa' to your child's phonics book. Please spend time looking at

| | | | | | | | | | |
|----|----|----|----|-----|----|----|----|----|----|
| s | a | t | p | i | n | m | d | g | o |
| c | k | ck | e | u | r | h | b | f | l |
| j | v | w | x | y | z | qu | ch | sh | th |
| ng | ai | ee | or | igh | oa | oo | | | |

The words on the back of this sheet are words that you could help your child decode using their 'robot' arms.'

Tricky Words

In our phonics lessons we teach the children 3 new 'tricky words' every week.

We explain that these are words that cannot be sounded out, but that you learn by 'sight.'

Please continue to look at these words with your child on the back of this sheet.

Thank you.

Please cut this slip off and return to school.

My child's response to the tasks.

| a | as | at | sat | Tricky Words | |
|------|-------|-------|-------|--------------|---------------|
| pat | is | it | pit | <i>the</i> | <i>like</i> |
| nap | man | in | mat | <i>to</i> | <i>so</i> |
| din | dim | dip | dig | <i>I</i> | <i>do</i> |
| cod | cot | cat | sack | <i>no</i> | <i>some</i> |
| rat | red | rod | run | <i>go</i> | <i>come</i> |
| pen | pet | nut | tuck | <i>into</i> | <i>little</i> |
| hat | hot | hen | bag | <i>he</i> | <i>one</i> |
| fog | huff | leg | fill | <i>she</i> | <i>were</i> |
| jug | jam | van | vet | <i>we</i> | <i>there</i> |
| wet | win | wax | box | <i>me</i> | <i>when</i> |
| yes | yet | zip | fizz | <i>be</i> | <i>out</i> |
| quiz | quick | chip | chat | <i>was</i> | <i>what</i> |
| ship | hush | this | path | <i>you</i> | <i>oh</i> |
| sing | bang | aim | ail | <i>they</i> | |
| see | bee | for | fork | <i>all</i> | |
| goat | boat | night | light | <i>are</i> | |
| book | look | moon | too | <i>my</i> | |
| | | | | <i>her</i> | |
| | | | | <i>said</i> | |
| | | | | <i>have</i> | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|