



# Parents in Partnership

## Thank you.

Thank you to all the parents who have supported their child in helping them develop their independence. The children continue to work hard on doing things for themselves including putting on and doing up their coats. We are delighted with their efforts.

## Secrets to success

This week's secret to success was  
'Improve.'  
Next week we will be working on  
'Understanding others.'

## Parent in Partnership Tasks : Spring Week 2

### Topic News

We learned about places to visit in Weymouth and Portland this week. The children spoke to their working partners about places they like to go and some of the children chose to make maps and draw pictures as well as write about where we live.

Next week, we will be moving slightly further away as we learn about London with the children. We will talk about places to visit in the capital city and share any information that the children have about family visits to the capital. If any of the children have photos of trips to London 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 continued our work on subtraction using fingers and objects and some of the children have been continuing to count back using a number track and 100 square.

Please continue to work with your child on practical taking away activities .

### Extension

Please go to this game-'Simple Take Away' on the Topmarks website.

<https://www.topmarks.co.uk/Flash.aspx?f=TakeAway>

It allows the children to work on simple number problems with numbers between 1-5, or 1-10 .

### 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 my town.'**

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 |    |    |    |    |

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>    |               |
| quiz | quick | chip  | chat  | <i>was</i>   |               |
| ship | hush  | this  | path  | <i>you</i>   |               |
| sing | bang  | aim   | ail   | <i>they</i>  |               |
| see  | bee   | for   | fork  | <i>all</i>   |               |
| goat | boat  | night | light | <i>are</i>   |               |
|      |       |       |       | <i>my</i>    |               |
|      |       |       |       | <i>her</i>   |               |
|      |       |       |       | <i>said</i>  |               |
|      |       |       |       | <i>have</i>  |               |

