



Parents in Partnership

Topic
Newsletter

Topic Tasks: Spring Week 11 (5)

Get Set Grow



Reminders

The office staff have requested that we remind you about your hearing screening forms. If you have not yet opted out and intend to, please return the forms as soon as you are able.

Thank you.

We thank you for responding the Parentmail message regarding parent meetings next Tuesday 2nd April. If you have not yet responded, please could you book a time between 1pm and 5.50pm in order to discuss your child's progress and to celebrate all their hard work that you will see in their Learning Journeys and RE books. At this meeting we will also be giving you next steps to work on with your child in order to help them make further progress.

Thank you.

Maths

This week we have revisited doubling numbers.

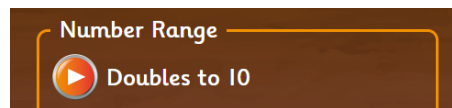
The children have looked for patterns in nature and have focussed on symmetry.

They have looked at butterfly wings and have used this as a way to helping them develop their concept of doubling numbers.

Through practical work the children have learned to match amounts and count the totals and have also developed their recording skills.

We have used this online game which were introduced to the children earlier this year.

<https://www.topmarks.co.uk/maths-games/hit-the-button>



Next week we will be moving on to teaching the children about halving.

Through practical sharing, we will help the children develop their understanding of mathematical vocabulary.

The vocabulary we will focus on will be

sharing	same	equal	fair
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To prepare your child for this work, you may like to have a fair share tea. Perhaps you could role play a tea party where all the guests (teddies etc...) have the same amount of food.

Perhaps you could share apple slices, or fairy cakes fairly and ask your child to count the total number of food items before they share them fairly.

To extend your child, you could ask them to draw their practical work and write the number of food items that each teddy had.

Handwriting

This week we have started to work on the 'zig zag monster letters' and have introduced the children to 'v.'

When working on 'u,' please use the following vocabulary,

'Up the hill, down the valley, up the valley, flick.'

By using this language, you will reinforce our work at school and help your child form their letters.

Please continue to support your child with forming these letters and if they find using pencils difficult, please use other implements such as paintbrushes with water or paint etc... and when working with different tools, continue to encourage the children to form their letters correctly. Thank you.



Tricky Words

As we explained before half term, we have finished teaching the children their Reception tricky words. We will continue to send these home every week and ask you to continue to help your child learn these words by sight. We will continue with regular tricky word activities at school.

Parents in Partnership Letters on our website

Just to let you know, if you ever misplace a Parents in Partnership newsletter, they are all available on the school website. Just go to

<http://www.staugustines.dorset.sch.uk/website/reception/303>

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the	to	I
no	go	into
he	she	we
me	be	was
you	they	all
are	my	her
said	have	like
so	do	some
come	little	one
were	there	what
when	out	oh
Mrs	people	their
Mr	looked	called

Thank you

Thank you for your ongoing support. We appreciate all the efforts you make to support the children with their learning.

Phonics and Word blending

Please note that we have now finished our Jolly Phonics programme and are working on Phase 4 sounds of the Letters and Sounds programme, starting with consonant blends. Every week, a sheet will be attached to the homework to help your child read the words we have been teaching that week in class. Please find 'sn' and 'sk/sc' words attached. If your child is really confident in reading the words, perhaps you could extend them by helping them practise spelling these words.

s	a	t	p	i	n	m
d	g	o	c	k	e	u
f	r	h	b	l	j	v
w	x	y	z	q	ch	sh
th	ng	ai	ee	or	igh/ie	oa
oo/oo	ar	ou/ow	er/ir/ur	oi/oy	ear	air
ure	Phase 4 Phonics	st	sp	sl	sm	sn
sk/sc						

My child's response to the tasks.