



Week beginning: Monday 4th February 2019



Tuesday is "Safer Internet" day at school. Please look out for a parent mail this week when I will invite the children to share what they can do using technology at home.

A reminder that if you have filled out a plastic waste audit, to please return it this week. Thank you.

Children's Interests

- Writing and hiding clues for Pirate Pat who has been writing to the class this week
- Making their own "guess how many" in a pot
- Investigations with ice - tipping water into different shape pots to see how it will freeze

This week's focus for phonics

- Phonemes **ow, ar, ur** and **ue**
- High Frequency words **day, play, away** and **went**
- At home, encourage your child to practise writing a few tricky words eg "was" or "they"

Prime Areas

Physical Development	Communication and Language	Personal, Social and Emotional Development
<ul style="list-style-type: none"> • Use tweezers to pick up small objects to put in pots • Use staplers or paper clips properly to attach paper • Act out our assembly story of "The Unforgiving Servant" • Understand that some things can be mended with glue or tape and suggest ways to mend for example a broken friendship ie by saying sorry or showing forgiveness • Thinking ways of making Elizabeth, our new child, welcome in Ash Class! 		

Specific Areas

Literacy	Numeracy	Understanding the World	Expressive Art and Design
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- Writing a simple description of an animal for a "guess who?"
- Build models or play with 3d solids and try to name a few, describing them using mathematical terms "edges" and "points"
- Continue force investigations and find what is the best material for a ball to bounce
- Discuss what to do to stay safe when using a computer program on the internet
- Mix media to make an igloo picture

How you can help at home

To support their understanding of 3d solids, ask your child to go on a shape hunt around the house. It is good for children to make the link that shapes are all around us. Encourage them to describe what they find; as well as name the shape together, can they see 2d shapes in the 3d solid? When describing solids use every day language first eg a cone might be "pointy" or look like an ice cream cone, then introduce the proper terms to describe them - "edges," "points" and "faces."