

**Reception -**

This week we have started our new topic of Penguins and Antarctica. Each class had a special delivery of a Penguin that arrived to meet our children. We have explored where they live and shared what we already know about Penguins.

In Numeracy we have been continuing to explore number bonds to 10, measuring, estimating and have been using addition bungalows.

The children have been practising really hard for their nativity, if your child has lines could you please continue to practise them with them in a big voice to help build their confidence.

Now the weather is getting colder could parents please make sure their children are sent in with appropriate clothing i.e. coats, hats and scarves and practise doing their coats up with them at home.

**HOMEWORK**

Reading: at least 4 times a week and reading diary signed and dated.

Please practise sounds and words. Practise pencil grip and name writing.

**Year 1 -**

This week in Year 1 in Maths the children have been continuing to learn about halving amounts and have practised sharing fairly. They have also learnt about symmetry and what it means for something to be symmetrical. The children were able to think of a range of different things around the classrooms that were symmetrical such as a square window or the number 8.

On Thursday morning the children experienced their very own Victorian Classroom in both Oak and Chestnut. The tables were set out in rows and they had to use chalk and slate instead of the usual whiteboards and pens or pencils and paper. They had the chance to wear a pretend dunce's hat and saw a replica wooden cane which they agreed shouldn't be brought back to schools now! The children were extremely confused as to why boys and girls did not learn the exact same things in school back in the Victorian times. The children were very sensible throughout the role play and enjoyed experiencing life in a Victorian classroom themselves. In the afternoon, when the classroom was back to normal, the children had to write about what they had learnt and they remembered lots and lots from their morning. It was important that they remembered to write in full sentences and use the correct vocabulary for the various objects that they learnt about throughout the morning e.g. abacus, dunces hat and cane.

On Friday the children had 2 visitors arrive in their classrooms...2 cheeky Christmas elves sent directly from Father Christmas to watch them during the festive period leading up to Christmas Day. Father Christmas himself sent a letter to each class and explained that the elf would be here to watch them until Christmas and that they will be reporting back to Father Christmas each night in the North Pole. The second job the children had to do after reading the important letter was to write about themselves so both elves knew a little bit more about them. They had to record their full name, their age, favourite colour, favourite food, class name and how many brothers and sisters they have.

**HOMEWORK**

Reading: at least 4 times a week and reading diary signed and dated.

## Year 2 -

This week in Maths we have started to find the inverse (opposite) of number sentences, and have discovered that if we know one number sentence, then we also know three other number sentences without doing any calculations

$$\underline{17+3=20} \quad 3+17=20 \quad 20-3=17 \quad 20-17=3$$

We have also used our knowledge of the inverse (opposite) calculation to help us answer missing number problems i.e. To work out  $17 + ? = 20$ , we can use the inverse number sentence  $20 - 17 = 3$  to tell us the missing number.

If we know our number bonds to 20 we can also work out the missing number by recalling  $17 + 3 = 20$ .

**Please can the children practise adding number bonds mentally at home. It would help them greatly at school.** e.g.  $0 + 10 = 10$ ,  $1 + 9 = 10$        $0 + 20 = 20$ ,  $1 + 19 = 20$  etc.

In English, as part of our grammar work, we have been learning about the conjunctions 'and', 'but' and 'or' and how these can link two sentences together.

We have learned that we use 'and' to link expected sentences together e.g. 'The thunder was loud and I could not sleep'.

We use 'but' when the second sentence is not expected: e.g. 'I am not a good runner but I won the race.

We use 'or' when we want to show a choice: e.g. 'We might go the cinema or the park.

The rehearsals for our Christmas concert are going well. Thank you for helping the children to learn their words. Many of them now know them really well.

Please continue to practise at home so that they can recite them loudly and clearly.

### **Homework**

Reading is homework and the children should be reading to an adult at least 4 times a week, and reading diaries signed and dated. Please make sure that your child is doing this as it makes a considerable difference to their progress in reading, particularly if they talk and answer questions about what they have read.

**Spellings:** as explained in the letter stapled into book diaries, written below are the phoneme/graphemes that the children will be practising next week. Please practise these at home too.

### **Sycamore:**

Cheetahs (Team 1) suffix al - e.g. metal, pedal, signal

Lions (Team 2) oi e.g. join, point, coin

Tigers (Team 3) wh e.g. whip, when, wham

### **Willow:**

Cheetahs - prefix be - e.g. below, begin, belong

Giraffes - ew e.g. new, grew, stew

Elephants - ch e.g. chips, crunch, rich