



The Warbler- Wrens and Robins Newsletter

(part of our Bellbird Early Years offer)

Spring 2- Weeks 2-3

Phonics and Reading:

Words with two or more digraphs: We have now started to read words with two or more digraphs in them such as *march*, *sheet*, *cheep* and *torch*. We have also read some words with three digraphs in like *thinker*.

Longer words: We have also continued to read longer words with more than one syllable. The children continue to 'chunk up' these words to read them. They were very proud to be able to read the longer word, *fantastic*.

Words ending with -ing: The children have started to read words with -ing at the end such as *cooking*, *morning*, *farming* and *chatting*.

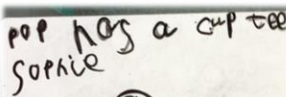
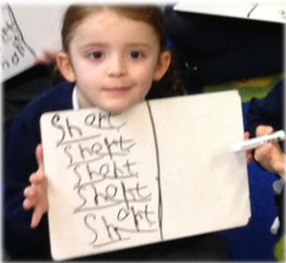
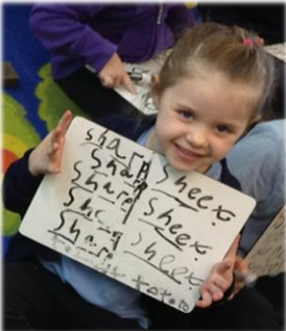
Compound words: We also revisited compound words, which are words that are made up of two words put together like *rooftop*, *popcorn*, *farmyard* and *carpark*.

Sentence reading: See if your child can read these sentences:

- We are up at night looking at the moon.
- It is fun chatting and singing in the rooftop garden.

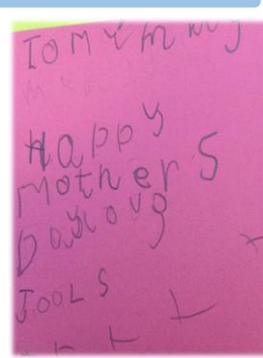
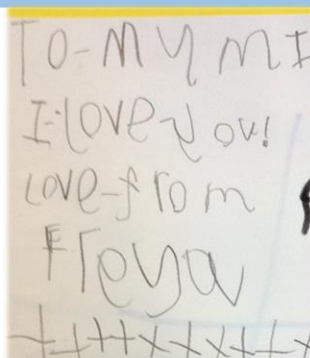
Spelling: We have been learning to spell words such as *towel*, *shorter*, *fantastic*, *zooming* and *singing*. We have also started to write short sentences on a Friday such as 'The goat was born this morning.'

Tricky words: We are continuing to revise the Phase 2 and 3 tricky words.



Mother's Day:

Two weeks ago, we had a great week celebrating all our Mothers and significant female others. We read 'My Mum is Fantastic' by Nick Butterworth and the children wrote and talked about why their Mums were fantastic. We had Mums who are fantastic huggers, Mums who make their children smile, Mums who play great games and even one Mum who makes the best blueberry pancakes! We loved hearing about why you Mums are so special to your children. The children drew some delightful pictures of their Mums and themselves too.



Mother's Day Gifts

The children were invited to make peppermint creams to take home for their Mummy. They enjoyed sniffing the peppermint and they worked co-operatively in groups to make the peppermint mixture. They learnt how to roll and cut out their peppermint creams and decorated a box to take them home in. Of course, the children had to sample the peppermint creams to ensure all was well before they proudly took them home!

The children also had a go at doing an observational drawing of some real daffodils, from Mrs Wheeler's allotment, using oil pastels. They looked carefully at the colours that they would need and what the shape the leaves and petals were before making their masterpieces.



World Book Day: Wrens and Robins classes absolutely love books! The children often talk about books they have enjoyed and read at home and they couldn't wait to bring in their favourite book to share with the rest of the class on World Book Day. We had fun reading and enjoying each other's books and the children spoke about what they liked best about the book.

To celebrate World Book Day even more, our littlest learners completed book scavenger hunts, made bookmarks and practised their threading to make book worm buddies. The teachers and TAs also shared their favourite books with the children, which they thoroughly enjoyed!



PSHE- Keeping Safe:

In PSHE, we have been talking to the children about how to keep safe and spot risks when at home and out and about. We have learnt what a 'risk' is and how our 'safety eyes and safety ears' are helpful in spotting risks around us. We practised spotting risks and hazards around the house, when crossing a road and when in the sun. We also spoke to the children about what to do to keep safe if they become lost. The children have had such brilliant and thoughtful suggestions in our discussions. Well done Wrens and Robins.



PE:

The children have been making fun gymnastic shapes, such as standing straight, a tuck, a star shape, a pike and a straddle. The children have been learning to hold their muscles tight to make their shapes and they have just started to make routines with a partner involving putting two or three gym shapes together.



Can We Make a Squashy Egg?

Wrens and Robins have been very curious when being egg investigators! We looked carefully at an egg and thought about what eggs were like and what one felt like. We discussed about how the shell was hard and fragile and likely to crack if we dropped it. When we asked the children whether we could make an egg squashy and bouncy, there was a big resounding 'no!'. Liking a challenge, we gave the children a mystery liquid to smell that might be able to make our egg squashy. Using their sense of smell, the children identified that the liquid was vinegar. We immersed our eggs in vinegar and they were under close scrutiny in the 'Curiosity Cuboid'. The children looked closely as the shell started to turn to a 'white powder' and then disappear completely. The children were fascinated to watch and talk about the changes they noticed, as the egg became more transparent and they could see the yolk inside, only surrounded by a thin membrane.

With poking fingers at the ready, the children had a good feel of the egg to check that their mission to make a squashy egg was complete! It was! Eventually, the eggs popped, much to everyone's delight! The brave ones amongst them felt the membrane and the egg yolk which had turned hard in the vinegar. Fascinating!

Peas Please!

We read the book 'The Runaway Pea' by Kjartan Poskitt and the children drew similarities between the pea running away and the Big Pancake rolling away. The children were invited to make their own runaway pea and hide it. They then drew and wrote postcards to a friend with a clue as to where it was hiding. This was a good opportunity to use our positional language as the peas were hiding in places like under the carpet, behind the water bottles and in between the books. Children also practised their positional language and spatial awareness with runaway beebots. These friendly little bees can be programmed by the children to move in different directions to reach a destination of their choice. The children had great fun trying out their navigational skills and working as a team to do it.

We then read the traditional tale of 'The Princess and the Pea' and lots of children found the idea of a pea under the mattress to be really funny. We invited the children to have a go at sussing out whether the class dollies were princesses or not by making tall beds for them and hiding peas underneath. Our engineers set about making castles out of 3D shapes and then made beds with multiple mattresses to put in the castles. Hilariously, many of the children were entirely unconvinced by the princesses, outing them as fakes! They combined the beds with traps to trap the dodgy princesses after their night's sleep! So funny!

The children made puppets out of lolly sticks to retell the story of the princess and the pea. We got the puppet theatre out and the children had a brilliant time making and using more puppets to tell stories of their own. They made tickets and even served refreshments for the audience. Bravo Wrens and Robins!





More peas...

We asked the children whether they knew where peas come from. Many said the supermarket, so we thought we would delve more. We asked the children to predict what was inside a sugar snap pea and then they dissected one themselves, finding the juicy peas inside. We watched time lapses of peas growing from seed to pod and then the children planted a pea seed themselves, writing a label independently- 'It is a pea seed'. The children have been watching and waiting for their pea seeds to germinate and grow roots and shoots while keeping them well watered. Watch this space...!

Maths:

Time vocabulary- We have been learning to use different time vocabulary accurately such as yesterday, today, tomorrow, before, after and next. In our morning meetings every day, we talk about what day of the week it is and look at our very own calendar to see what month it is and count down to birthdays and special events. We thought carefully about how many months the children had been at school for and how many years since they were born. We thought about how they had grown and changed since they were babies and we also looked at events from their time at school and put them in chronological order. The highlight of the week was looking at everyone's baby photos. We had a fabulous time guessing which baby was who- some were definitely easier than others- and we had a good giggle too! Thank you for sending the photos in for us.

Number 10- We remembered what number 9 looked like and how to recognise it in a ten frame and on a number line. We then looked at the number 10 and how we can tell it is ten without even needing to count by seeing a full ten frame. The children printed their hands in paint and numbered their fingers from one to ten. We then practised putting the numbers 1-10 in order.

Comparing numbers within 10- We want children to have a deep understanding of the numbers 1-10 and to be able to know why one number is greater or less than another. We played button grab where children grabbed a hand full of buttons, estimated who would have the most buttons and then counted them using 10 frames and number lines to see who had the most buttons. We also compared who had the most letters in their name.



ZooLab

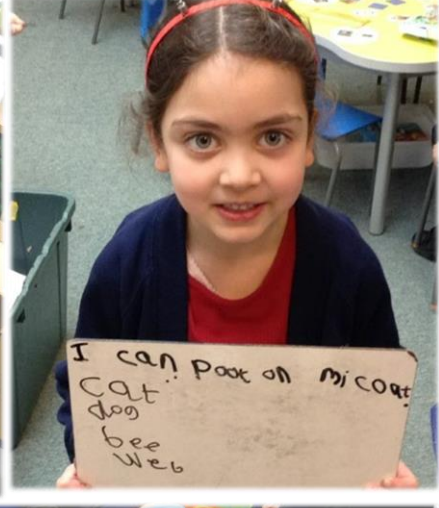
To support the children's Understanding of the World, we had a visit from the team at ZooLab. The children got to see a tarantula, a cockroach, a gecko and an albino snake called Casper. We learnt all about each animal with some fascinating facts such as how the tarantula was mainly blind despite having 8 eyes. We got to see the albino snake slithering across the hall and the children were amazed to see the gecko clinging onto the wall without falling off. While the children couldn't hold the tarantula, they were offered the chance to hold or touch the snake, the cockroach and the gecko. Many of our littlest learners were keen to handle the animals from the start, but particularly special were those moments that saw children being brave enough to handle the animals despite initial reservations. They were so proud of themselves and we were proud of them too! Thank you to ZooLab for a great afternoon.

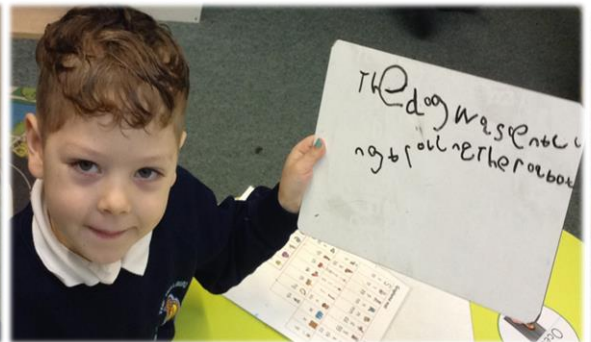
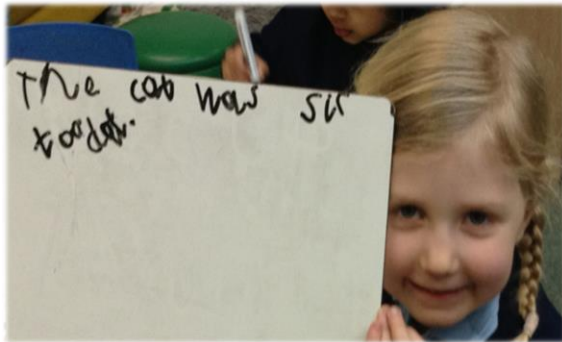
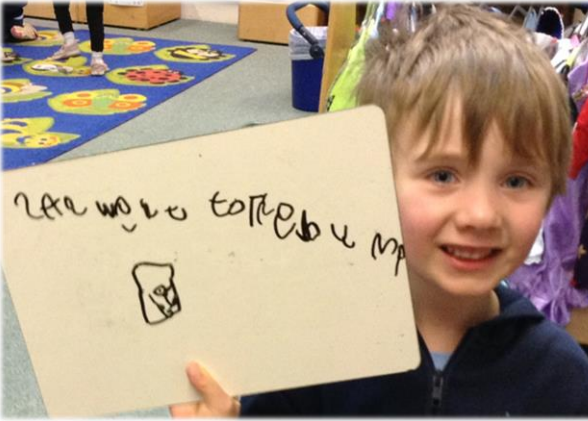


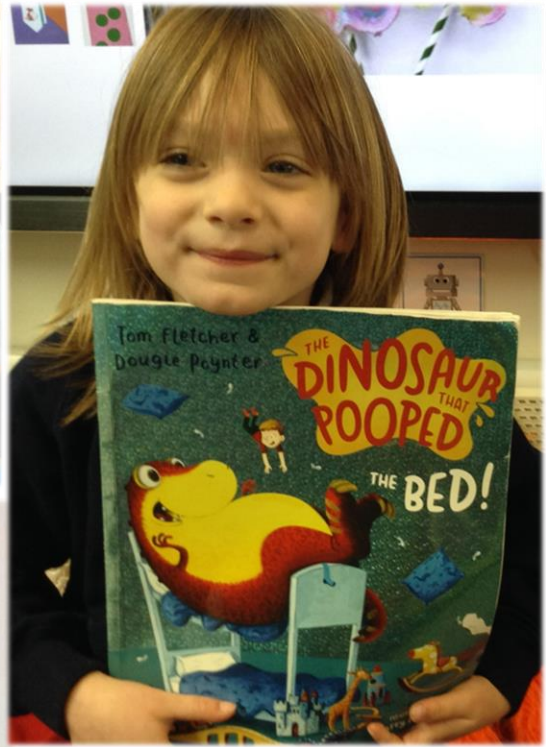
Things to try at home:

- **Today, tomorrow, yesterday** – As you sit down over dinner, see if you can get the children to tell you what they did today, what they did yesterday and get them to think about what they will do tomorrow. Can they tell you what day it is and what month of the year it is?
- **Egg-speriment**- Can you make your own bouncy egg? All you need is an egg and some clear, spirit vinegar. Cover the egg with the vinegar and watch as the shell reacts with the acid and then dissolves completely, leaving just the membrane behind. It is fascinating! See if you can pick your egg up and hold it in your hand. Watch out in case it pops! Can your child describe what has changed about the egg?
- **Get growing home learning project**- The children have loved growing their own peas. We have encouraged them to use their new scientific language when looking for signs of germination and root and shoot growth. Why not have a go at growing at home with your child? We thought the children might like an Easter growing project and so next week, we will be providing the children with a little pack to take home to make their own cress heads. All you need is an old yogurt pot or half an egg shell from your boiled egg. Your child would put the cotton wool into the pot or shell, moisten it with water and sprinkle the cress seeds onto the cotton wool. They could even decorate the pot or shell with a face. Can the children keep them watered and spot the changes as they grow? We would love to see some photographs of their cress head. Once it has grown, they could try the home-made cress that they have grown from seed. Happy growing 😊









To Mum
I Love you
so much
so so much





