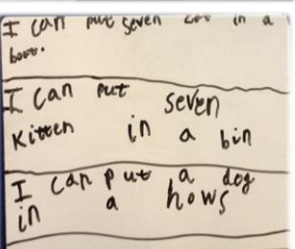




The Warbler- Wrens and Robins Newsletter

(part of our Bellbird Early Years offer)

Spring 2- Weeks 4-5



Phonics and Reading:

Longer words: We have continued to read longer words, particularly those containing -ing such as lightning, winking and marching. We have also been reading words with these endings:

-s /z/: In these words, the 's' makes a /z/ sound e.g. dogs, chairs and queens.

-s /s/: In these words, the 's' makes a /s/ sound e.g. coats, cheeps and boots.

-es /iz/: In these words, the 'es' makes a /iz/ sound e.g. fizzes, boxes and torches

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

- You need to put on coats and boots to go into the garden.
- The cooks pop the popcorn and pop it into the boxes.

Spelling: We have been learning to spell words such as visit, mammoth, wishes, fixes and boxes. We have also continued to write sentences on a Friday such as 'I can zoom down the hill.'

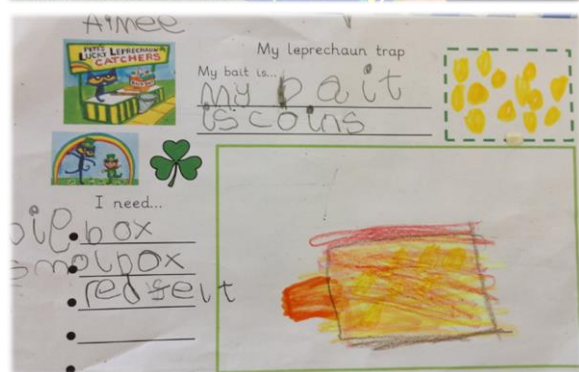
Tricky words: We are continuing to revise the Phase 2 and 3 tricky words.

Phase 4: This half term, we will be starting to read Phase 4 words with consonant blends. These are words where two consonants are found next to each other. While we would have read rain in the Spring term, the children will now read words such as **train**.

St Patrick's Day:

The children learnt all about what St Patrick's Day is and how Irish people celebrate it. The children enjoyed lots of creative activities inspired by shamrocks and they mixed their own green paint. We also watched some Irish dancing and the children had great fun trying to replicate the signature 'Riverdance' moves! We read the book 'Pete the Cat: The Great Leprechaun Chase' by James Dean and the children fell in love with the lucky but cheeky little imps who live at the end of the rainbow. The children also had fun making their own rainbows and pots of gold for the leprechauns.





How to Catch a Leprechaun

We then read 'How to catch a Leprechaun' by Adam Wallace. We talked about how we might need 'bait' to catch a leprechaun and the children came up with some brilliant suggestions as to what would lure a leprechaun into a trap, for example sweets, a rainbow, gold or a nice bed to sleep in. The children were challenged to design and build their very own leprechaun trap. They drew their trap and wrote a list of the materials they would need like a box, string or sticks. We were amazed by the creativity of our littlest learners and they were able to explain exactly how each part of their trap worked. One worked like a Hoover to suck up the leprechaun, another had a rainbow slide down into the trap and another used a stick and a pit to make the leprechaun fall into a giant pot of gold! Bravo Wrens and Robins, we love listening to your brilliant ideas.



How to Catch a Rainbow: We then read 'How to Catch a Rainbow' by Naomi Jones and Ana Gomez. Our children love rainbows, so making their own ones was a big hit. Children creatively made rainbows with different materials and in different ways: in the shaving foam using ink pipettes; by colour mixing and painting; by threading beads in rainbow colours; blending colours using filter paper; chalking outside; building rainbow towers and colour mixing in milk with food colouring. We were also very impressed at how many knew the order of the colours of the rainbow. Well done!



PSHE- Keeping Safe: In PSHE, we have been talking about medicines and things that might go into our body. We talked about the sorts of things that we might go on our bodies such as moisturiser, shower gel, mud, plasters and creams. We thought together about how comfortable we were with these things going on our bodies. We also talked about the different ways things can go into our bodies i.e. eating and drinking, breathing it in or injections. We talked about what medicines are and why some people need medicines and we talked about how to be safe around medicines. The children identified trusted people from their Network of Support who could help them take medicines and who it would be safe to take medicines from. As always, the children were really thoughtful in our discussions.



Why do Christians place a cross in a garden at Easter?

As Easter was fast approaching, we learnt about the Easter story and thought about why Christians place a cross in a garden at Easter. The children had lots of questions about the events of Easter which we answered in an age appropriate way. The children also thought about Easter in an assembly led by Reverend Kathryn. We talked about how Easter is a time to celebrate new life and we also made Easter lambs and bunnies. The children were thrilled at having a visit from the Easter Chick and the Easter Bunny in their classrooms too!

Who Dunnit?

Just as the children thought they were winding down for the Easter holidays, our littlest learners were shocked to discover a crime scene in our classroom. Thank goodness we had some ace detectives in school to help us figure out what was going on! After closely examining the evidence under the police tape, we were reliably informed that the empty bowl of porridge, the broken chair and the bed that had been slept in belonged to the Three Bears. Determined to find out what had happened, we interviewed Mummy Bear herself who told us that her house had been broken into! She gave us a list of suspects such as the Wicked Witch, Rapunzel, Sleeping Beauty, Elsa and Goldilocks who might have committed the crime.

To help us, we invited PC Lovewell (Mrs Lovewell's twin sister) and PC Marvin (Miss Meechan's twin sister) to spend the day with us. Our eager little detectives were tasked with proving 'who dunnit'. The children were invited to make their own police badge with their ID details and make a walkie talkie with the numbers 1-10 on it in the right order. They also sequenced the events that Mummy Bear had told us about to make a report for the police chief. They learnt about how everyone's fingerprints are unique and they showed tremendous concentration when taking their own fingerprints with graphite and Sellotape. They loved looking to see what type of fingerprint they had got (whorls, arches or loops). The children practised drawing accurately by drawing a wanted poster of who they thought had committed the crime. They also tried their hand at code breaking and read sentences to help them start eliminating the suspects- e.g. *I am not in a tower* or *I have not got sisters*. We also talked about what police do to help us in our communities.

Our little detectives reported back what they had found out to PC Lovewell and PC Marvin and they explained who they thought had committed the crime. Luckily, forensics had already processed the fingerprints found on baby bear's bowl and the children compared them to each of our suspects to finally conclude that Goldilocks was our criminal. We asked the children's thoughts as to what should happen to Goldilocks now. After some discussion, the children decided that she should say sorry and make baby bear a new chair. A fine conclusion!





Maths:

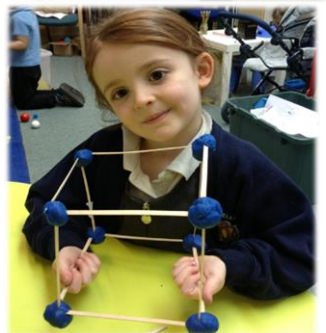
Number Bonds to 10- The children have been learning about number bonds to 10. These are two numbers that add together to make 10. The leprechauns had a key in the shape of a numicon 10. To make the key work they needed two numicons to join together that would make 10. The children investigated how many different ways they could do this e.g. $0 + 10$, $1 + 9$, $2 + 8$, $3 + 7$, $4 + 6$ and $5 + 5$. This led to the children completing more investigations with numicon. Some children even managed to make 450 out of numicon 10s. They wanted to get to 500 but had run out of 10s! So, they used their number bonds to make more 10s and eventually reached their 500 target. Super impressive and brilliant teamwork.

3D shapes- We recapped what 2D shapes we could remember (triangles, circles, rectangles and squares) and then learnt what a 3D shape was. We talked about their different dimensions and did the 'clap test' to see if we could tell which shapes were 2D and which were 3D.

We introduced the children to cubes, cuboids, cylinders, cones, spheres and pyramids. We looked at the different properties of these shapes, what 2D shapes we could see on their faces and looked for real-life examples of them. The children had fun hunting 3D shapes in the classrooms.

We invited the children to try and make different 3D shapes out of sticks, blu-tak and playdoh. They investigated which 3D shapes they could make out of the different materials. We were completely wowed with the determination and perseverance of some of our littlest learners who attempted, and succeeded, to make complete 3D shapes out of sticks and blu-tak. We were awestruck at the resilience of the children who did not give up even when their models fell down, some concentrating for 40 minutes to perfect their models. Amazing!

Sorting 3D shapes- Finally, we examined whether each of the 3D shapes could roll or stack one on top of each other. We sorted the shapes into different groups such as by colour, whether they had a curved surface or not and whether they could stack or roll.



Things to try at home:

- **3D shape hunt** - Can you go on a 3D shape hunt around your house? See what examples of 3D shapes you can spot. Here are a few to get you started: Cube- dice or ice cube; Cuboid- cereal box or toaster; Cylinder- Pritt stick or toilet roll; Cone- ice cream cone; Pyramid- play tent; Sphere- football or marble
- **Number bonds to 10**- Enjoy watching these videos with your child to help them learn their number bonds to 10.

Farmer Pete: [Farmer Pete song with animation by Sunshine Class \(pupils aged 5 years\) \(youtube.com\)](#)

Numberblocks- Blast Off: [BBC iPlayer - Numberblocks - Series 2: Blast Off](#)

- **Get growing home learning project**- We hope that you have enjoyed growing your cress heads and eating the delicious cress. We would love to see your pictures if you haven't sent them in already 😊



