



The Warbler- Wrens and Robins Newsletter

(part of our Bellbird Early Years offer)

Summer 1- Weeks 1-2

Phonics and Reading:

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

CVCC words with short vowel sounds: We have been reading CVCC words which are words with **consonant, vowel, consonant, consonant** e.g. **band** We have been focusing on words with short vowel sounds only. The children have been reading words like tent, jump, soft, belt, gift, nest, lost, munch, chest and thump.

CCVC words with short vowel sounds: We have also been reading CCVC words which are words with **consonant, consonant, vowel, consonant** e.g. **frog** We have been focusing on words with short vowel sounds only. The children have been reading words like smell, swim, crack, shrink, dress, truck, drink, bring and smash.

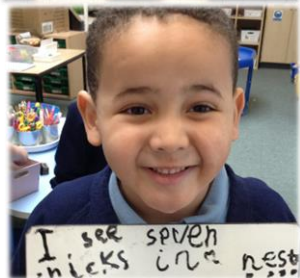
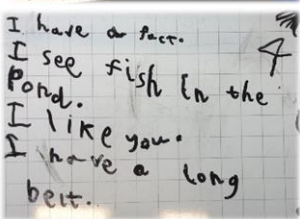
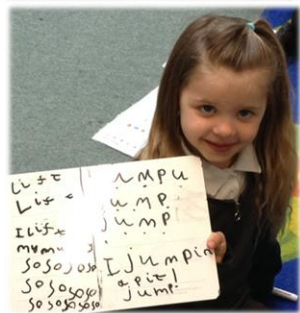
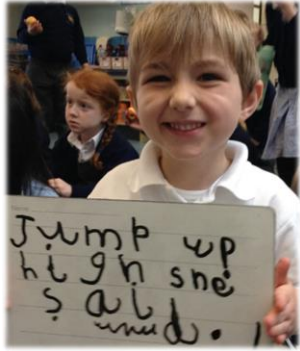
Sentence reading: See if your child can read these sentences:

- The best gift is in the big box.
- I have lost my belt by the pond.

Spelling: We have been learning to spell words such as fact, best, jump and went. We have also continued to write sentences such as 'I see seven chicks in a nest.'

Tricky words: We have started to learn the Phase 4 tricky words. These are the new tricky words we have learnt this past fortnight:

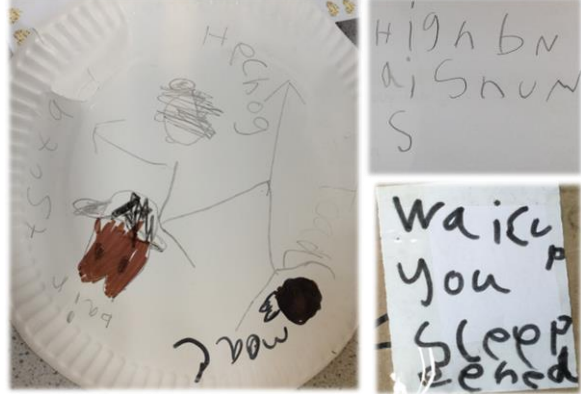
said, so, have, like, some, come, love, do



Spring has sprung!

Wrens and Robins have been investigating all the signs of Spring. The children talked about all the signs of Spring that they had seen over Easter. The children spoke about the blossom, tulips and daffodils they had seen and told us about trips to see little lambs during farm visits. The children made pictures of blossom trees with real blossom and used oil pastels to make observational drawings of Spring flowers. The children have also been watching our class peas grow and they have been talking about the changes they are seeing as they get taller and taller!





Wake up sleepy heads!

We talked about how hibernation has been coming to an end for lots of animals and the children were challenged to make something to wake up the sleepy creatures from their winter slumber. The animals were unceremoniously woken up by an array of alarm clocks, loud instruments, poking devices and messages saying things like 'wake up sleepy heads!'

Mama built a little nest:

Wrens and Robins have been learning all about how Spring is a time for baby birds and chicks to be born. They had fun matching different types of eggs to the bird they belonged to. We read the book 'Mama Built a Little Nest' by Jennifer Ward and discovered the different ways birds make their nests. The children were particularly fascinated by birds using spider webs and bird spit to make their nests! Inspired by the different types of nests, the children used different materials to make their own nest for a bird. We also discussed what materials were soft enough to make a bird's nest out of. The children then made their own bird to perch in their nest. Our littlest learners wrote labels for their nests and invitations for the birds to encourage them to lay their eggs. The children also had fun making bird feeders to take home and hang in their own gardens. Everyone particularly enjoyed peeping into real bird nests using 'nest cams' and spying on an owl and her sleepy owlets. This inspired conversation about why they were asleep during the day, with the children remembering that owls are nocturnal. Great scientific vocabulary Wrens and Robins!



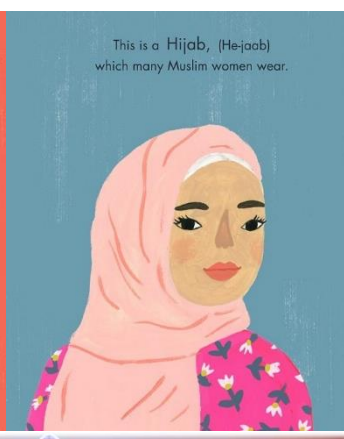
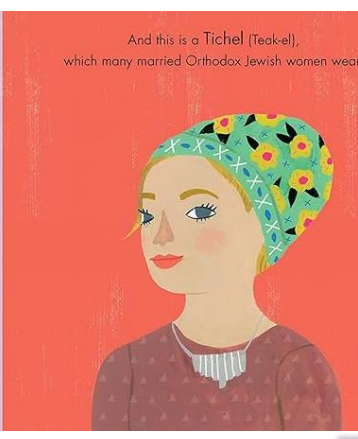
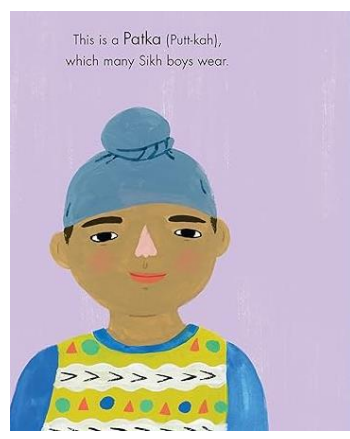
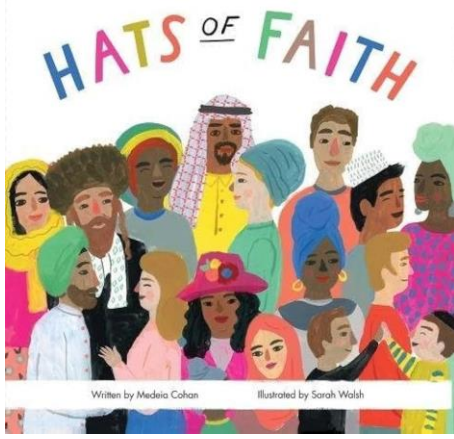
Eid Mubarak!

Wrens and Robins enjoyed learning all about the celebrations of Eid that brought the month of Ramadan to a close. They had so many thoughtful and interesting questions which we explored together. A very big Eid Mubarak to all of our children who celebrated Eid over Easter.



What's On My Head?: Last week, we started a new topic called 'What's on My Head?'. We thought about what sorts of things people wear on their heads and why people wear them. The children came up with some great ideas like helmets to keep us safe; woolly hats to keep us warm; sunhats to protect us from the sun; police hats so people know who the police are and fancy hats to look good for special occasions like weddings. We also thought about how some people have 'hats of faith' or head coverings to show their respect for, and love of, God. The children started by designing and making their own hats for a purpose, playing in the hat shop and trying out the different types of hats from top hats and chef's hats to builder's helmets and berets!





Hats of Faith: During the week, we read the book 'Hats of Faith' by Medeia Cohan and the children learnt all about people who cover their heads to show respect for and love for God. The children looked at and asked questions about different types of religious head coverings such as the Sikh Chunni, Turban and Patka, the Muslim Hijab, and Topi, the Jewish Kippa and Tiches and a Christian Bishop's Mitre. We heard from people who wear head coverings and we heard them speak about why wearing one was special to them.

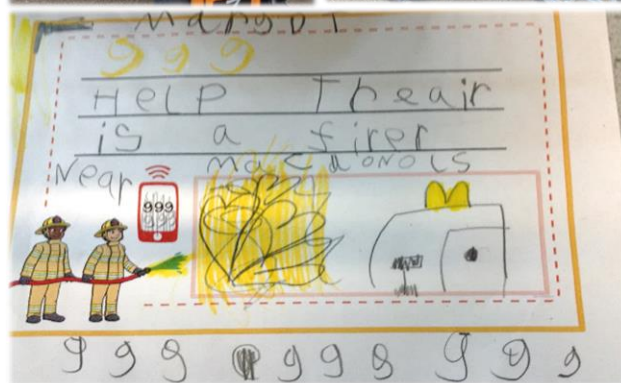


Helping Hats

Throughout the week, we also looked at people who wear hats to help them for their jobs or special activities. The children tried out hard hats to help them be builders. They became Bellbird architects designing something that they wanted to build and thought about the materials they would need. They also wrote orders for what they wanted to be built to give to the other builders, for example 'I need a big swimming pool'. Our budding engineers and builders then got to work constructing their designs. One budding builder even made his own spirit level to check that his creations were level. Super work! Outside the children also made their own sand 'cement' mixture to practise building their own walls.

Next, we talked about how racing drivers and cyclists wear helmets to protect themselves. With excellent timing, our new cycle helmets arrived and the children have been able to try out our new range of balance bikes, police bikes, trikes and taxis. Much fun has been had by all while developing strength, balance, co-ordination and teamwork. The children set about designing and making their own extraordinary cars, roads for the cars to drive on and garages for the cars to park in.

Finally, we talked about why firefighters need helmets and what role they play in our communities. The children became firefighters for the day and made badges and their own fire-engines and fiery buildings to put out. We learnt about what an 'emergency' is and how we would need to ring 999 in an emergency situation. The children had great fun coming up with their own emergency notes to give to the firefighters!



Our Bellbird Big Build: Our topic concluded with our Bellbird Big Build! All week, we had been exploring people's roles in our community and we thought we ought to build a city to house all of our cars, roads and buildings. We talked about what a city was and the children suggested things that they would find in a city. We then challenged our littlest learners to design or build their very own imaginative city using all of their skills. The children were so excited and teamed up in groups to create the different elements of their city. We had everything from Rainbow City and Sparkle City to cities where cars flew and cities made just for animals. The children created buildings, rivers, parks, cinemas, shops, jails and zoos. They found different ways of connecting their cities together such as by building roads, using super long railway tracks and by making rivers or bridges. Labels were written and signs created. Self-appointed building inspectors made sure the building work was on schedule and we even had policemen making sure the streets were safe. The children blew us away with their imagination, creativity, resourcefulness and teamwork. Their concentration, communication and deep engagement was clear to see. They really used all the skills that they have learnt to come together to create some amazing projects. Bravo!



Maths: Repeating patterns- In Maths, the children started off by revisiting repeating patterns. They recapped ABAB patterns before moving onto new patterns such as ABB, AAB and AABB patterns. The children explored how to make these patterns with different loose parts and spotted mistakes in each other's patterns.



The numbers 11-20- We have now moved on to learning about the numbers 11-20. We are learning to count to 20 and to count forwards and backwards from any given number. We have learnt what each of the digits stand for: e.g. 15 is one lot of 10 and 5 more. We built these numbers with numicon and ten frames so children have a deep understanding of the numbers and what smaller numbers they are composed of e.g. 15 can be $10 + 5$ or $5 + 5 + 5$. We have also been practising ordering these numbers in sequence.

Things to try at home

- **Keep an eye on a nesting bird-** we have been following the progress of an owl and her owlets Bliss, Bailey and Bayer and in a nesting box. It might be fun to have a look with your child. What questions have they got? We like Wildlife Kate's 'Nestenders' <https://www.wildlifekate.co.uk/livecameras>
- **Keep on counting-** Keep practicing those careful counting skills by counting to 20 and back again.
- **Perfect patterns-** Can the children make some repeating patterns with objects around the house? Maybe it could be a food pattern on their plate, carrot, carrot, pea / carrot, carrot, pea for example. Can you make a repeating pattern and get them to continue it?



