



The Warbler- Wrens and Robins Newsletter

(part of our Bellbird Early Years offer)

Summer 1- Weeks 3-4

Phonics and Reading:

Phase 4: We have been continuing to learn words with Phase 4 consonant blends. We have been learning words with the following endings:

-ing: snapping, twisting, bumping, squelching.

-ed making the /t/ sound: bumped, jumped, blinked, smashed.

-ed making the /id/ sound: grunted, trusted, melted.

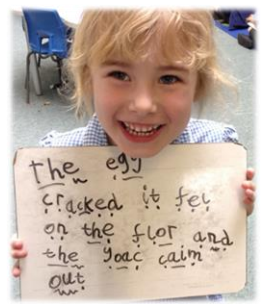
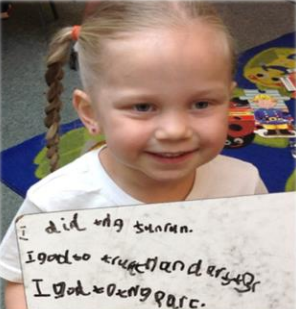
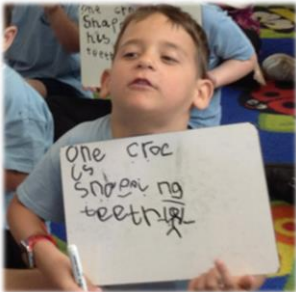
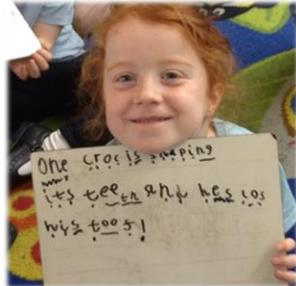
-est: softest, freshest, swiftest, strongest.

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

- We are swimming in the pool.
- The frog hunted for food in the pond.

Spelling: We have been learning to spell words such as snapping, swimming, trusted and strongest. We have also continued to write sentences such as 'We are cool and fresh.'

Tricky words: We have learnt the last of the Phase 4 tricky words: out, today. We will keep revising all the Phase 2-4 tricky words every day.



Fossils galore!

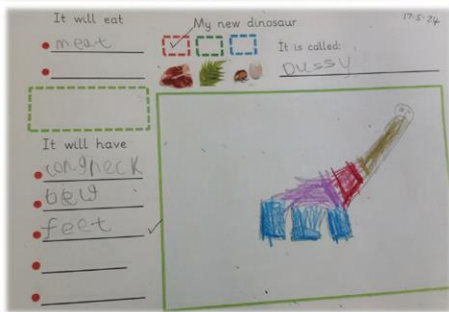
Wrens and Robins have absolutely loved learning about dinosaur fossils! Having already made some mould fossils, we now learnt about replacement fossils and how they were made over millions of years. We also discovered how whole-body fossils were formed when creatures were preserved in something like ice or amber. The children also had a good giggle learning about coprolite- fossilised dinosaur poo!

Though we couldn't wait the millions of years needed to make a fossil, the children managed to create their own replacement fossils using plasticine and plaster of Paris. Their own excavations in the woodland area are still ongoing, with many treasures being found and examined!



Dino dinner

The children learnt all about what dinosaurs liked to eat and they considered which dinosaurs were **carnivores**, **herbivores** and **omnivores**. Some delicious dinosaur feasts were cooked up for the herbivores in the messy kitchen! The children were also careful to keep the herbivores away from the carnivores when they were creating their own Jurassic Parks. Our learners identified and selected the dinosaurs to go in different locations in the park to ensure that none got munched for dinner!



New species of dinosaur found at the Bellbird!

We looked closely at different species of dinosaurs and the children identified the features dinosaurs had to help them attack other dinosaurs and defend themselves. They were fascinated by frills, humungous horns and sharp teeth the length of rulers. They were also intrigued by trumpets, bony tails and the T-Rex's very bad breath! With these features in mind, our littlest learners were challenged to create a new species of dinosaur. Their dinosaurs were amazing and combined imagination with their learning. Here are just a few examples:

'Water Rex': A carnivorous, colossal squid eating, marine dinosaur with teeth, bolder tail and spikes

'Spighcee' (Spiky): a herbivorous dinosaur, who eats trees and flowers and has a horn, spikes and big steps

'Raiscarsaurus' (Race-car-saurus): with a bony tail, lots of poop and who is as fast as a motorbike.

'Personasaurus': a roaring carnivorous, sausage eating dinosaur with big poos and bad breath.

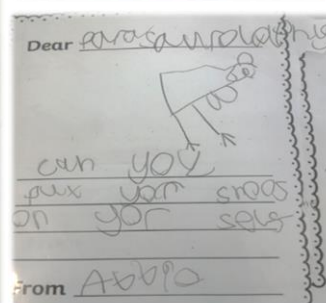
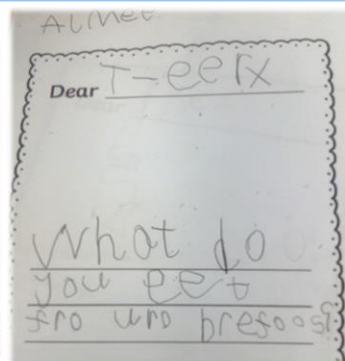
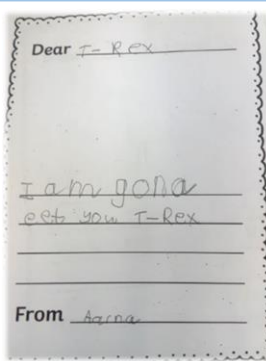
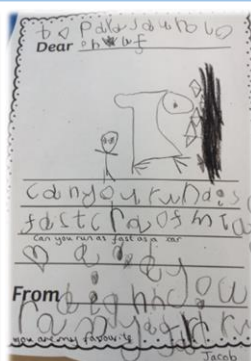
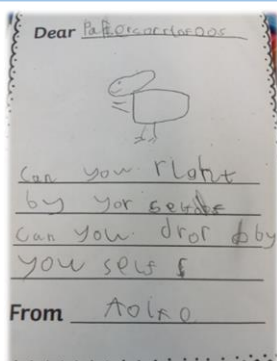
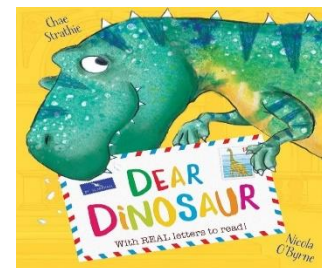
Well done on such creative ideas Wrens and Robins!

When they had completed their design, the children then made their new species of dinosaur out of clay. They learnt how to attach features to their clay and shape it to represent their design.

The children then drew pictures of their favourite dinosaur using oil pastels, constructed dinosaurs out of loose parts, painted dinosaurs (imagining all the colours they might have been), rescued dinosaurs stuck in volcanoes, made their own junk modelling dinosaurs and sang dino songs. All in a day's work for Reception at the Bellbird!



Dear Dinosaur... We read the book 'Dear Dinosaur' by Chae Strathie about a boy who decides to write letters to a T-Rex in a museum. The children decided to write to our dinosaurs to ask them questions and see if they got any replies. Children asked such questions as 'Can you run as fast as a car?', 'What do you eat for breakfast?', 'What do you sound like?' 'Can you write and draw by yourself?', 'Can you be my pet?' and 'Can you put your shoes on yourself?'. Amazingly, the dinosaurs replied to our budding writers! They were thrilled to find letters waiting for them from the dinosaurs when they arrived in the morning. For the last two weeks there has been a flurry of letter writing and excited anticipation to receive a reply from Triceratops, T-Rex, Parasaurolophus and Stegosaurus. T-Rex wrote back to the children saying he was hungry and asked if he could eat them! One brave learner wrote back and said 'I'm gonna eat you T-Rex'. Quick thinking!



Goodbye Dinosaurs

We rounded off the half-term by learning about dinosaurs of the sea and pterosaurs of the skies. Children showed perseverance and determination when trying to make waterproof plesiosaurs and teamwork when making pterodactyls that actually flew across the room! Eventually it was time to say goodbye to the dinosaurs. The children made them one final time machine to see them back to the Mesozoic Era, complete with gifts to take home with them.

We asked the children to tell us one thing they had learned about the dinosaurs during our topic. They wowed us with their vocabulary and understanding of dinosaurs. Here are some of their thoughts:

- The biggest dinosaur was the Patagotitan. Their bones are millions of years old- Teddy D
- Triceratops was a plant eater- Rory
- T-Rex was a carnivore meat eater and could fight other dinosaurs- Milo
- There is a dinosaur called Ankylosaurus- Manha
- Before, I didn't know that dinosaurs like Pterodactyl could fly- Freya
- I now know that Gigantoraptors were alive- Peter
- A meteor crashed into earth and they were extinct and people found their bones- Leonie
- A meteor made them extinct- Jacob
- T-Rex can bite other dinosaurs and stomp on them- John-Henry
- Dinosaurs eat other dinosaurs- Albie
- Some dinosaurs have a trumpet horn on the back of their head that makes a noise when they breathe- Aoife
- Dinosaurs were born before us- Sofia
- Some dinosaurs fly, some don't. Some go fast, some don't- Freddie
- Velociraptors ran very fast- Eli
- Dinosaurs were faster when they ran on two legs- Aimee



Hello Tortoises

While we would have loved to have met a real-life dinosaur, we were lucky enough to introduce the Wrens and Robins to another ancient creature that has been around for millions of years... a tortoise! Mr Foster and Miss Foster were kind enough to bring in their tortoises for us to look at and the children were fascinated by them. They were amazed at just how speedy they can be too. The children asked some great questions as well. What a treat!

Zones of Regulation

Each day, our children do a feelings 'check-in' to tell us how they are feeling and they have become familiar with emotions such as happy, calm, loving, worried, sad and angry. We have now introduced them to our whole school Zones of Regulation. The four Zones of Regulation categorise emotions (and the physical manifestations of those feelings) into four coloured zones with which the children can easily identify. Children learn strategies to help move within the zones and learn how to self-regulate their emotions and behaviour.

The four zones are:

Blue- When we have low levels of energy and down feelings

Green- When we feel calm energy and in control of our feelings

Orange- When our energy starts to get higher and our feelings get a little bigger

Red- When we have extremely high energy and big intense feelings or feel out of control

Children learn to recognise how the feelings they experience in each zone have a physical manifestation in their body. These are called **body clues**. For example: in the blue zone you might want to hide away or be hunched over; in the green you might be smiling and have open body language; in the orange zone you might be fidgety and in the red zone you might have a fast heartbeat, rapid breathing, a tense jaw and clenched fists. It is important that children can recognise these body clues in others as well as themselves.

We help children to understand that we all experience all of the zones at different times. There are **no good or bad zones**, however our success in regulating our emotions depends on us recognising our emotions, understanding them and putting strategies in place to move to the **most appropriate zone for the task we are doing**.



The Bellbird Zones of Regulation: Reception

Running slow- rest zone	Good to go	Caution- be aware	Stop
<ul style="list-style-type: none"> • Sad / Tearful • Worried /anxious • Tired • Ill / in pain 	<ul style="list-style-type: none"> • Calm • Happy • Loving 	<ul style="list-style-type: none"> • Scared • Silly • Annoyed 	<ul style="list-style-type: none"> • Angry • Out of control

In Reception, we use the following feelings words to help the children understand the zone they are in. We have learnt the Makaton for these words to help the children express how they are feeling. The children will learn new and more complex vocabulary to describe their emotions as they move through the school.

Maths

In Maths, we have been learning how to subtract by counting back. We start by putting the amount into our heads and then counting back using our fingers to take away the amount we want. We played lots of games involving dinosaurs eating all their dinner at the 'Dino Diner' to practice our subtraction.

We then moved on to looking at 2D shapes and how, when you split them in two, they can make new shapes- a square can become two rectangles or two triangles for instance. We then explored how we can rotate and put two 2D shapes together to make new shapes - two triangles can make a square or a rectangle. We read the book 'Grandpa's Quilt' by Betsy Franco and made quilts for Dino Gran to keep her warm, using our new understanding of shapes.



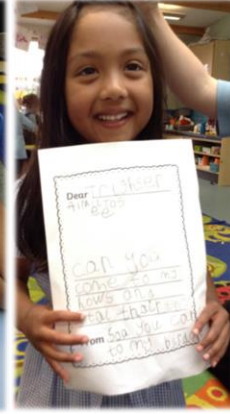
Sedgwick Museum
of Earth Sciences

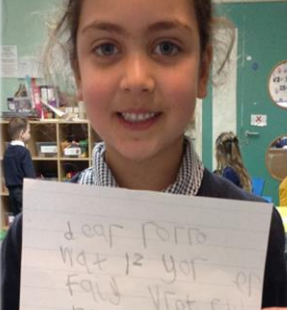
Things to try at home

- **Kim's Game**- This is a game of memory and subtraction. Put 10 of your child's favourite toys on a tray. Let them study the tray to remember the items for 2 minutes. Then cover the items up. Secretly remove some of the toys. Show the children the tray. How many toys are left? Can they work out how many toys you took? They should use their number bonds to 10 or count back from 10. Can they tell you what items you took away?
- **Sedgwick Dinosaur Adventure!** If you fancy taking your child on their very own dinosaur adventure, why not visit Cambridge University's Sedgwick Museum of Earth Sciences in the town centre. It will take you on a 4.5-billion-year journey through time, from the meteoritic building blocks of planets, to the thousands of fossils of animals and plants that illustrate the evolution of life in the oceans, on land and in the air. Highlights include:
 - **Iguanodon** - a complete replica dinosaur skeleton gifted to the Museum by the King of Belgium in 1896.
 - **Tyrannosaurus Rex Skull** - A replica of the skull of 'Stan' found in South Dakota, USA.
 - **Megaloceros** - A giant prehistoric deer skeleton from Ireland purchased by Adam Sedgwick.

[Sedgwick Museum of Earth Sciences | University of Cambridge Museums](#)







Sports Day: The children really enjoyed their first Sports Day. We were so proud of their enthusiasm and resilience. Bravo Wrens and Robins!



Premier Speed Kick Challenge: The children also enjoyed taking part in the charity speed kick challenge. They cheered on their friends and tried their best. Well done!

