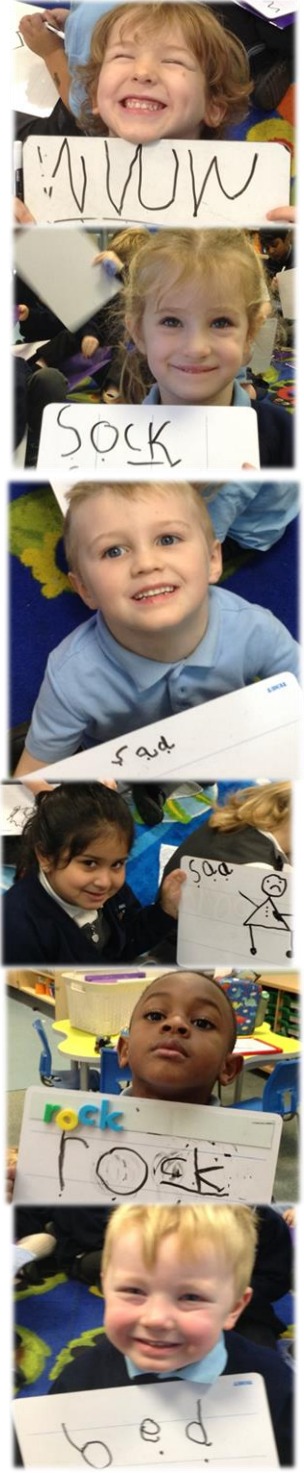




The Warbler- Wrens and Robins Newsletter

(part of our Bellbird Early Years offer)

Autumn 1 Week 8 - Autumn 2 Week 1



Phonics and Reading: New phonemes / graphemes: This past fortnight, the children have learnt the following new sounds (phonemes) and the graphemes (letters) and digraphs (two letters that make one sound) that represent them:

<p>Down the flamingo to its foot and across its wings.</p>	<p>Down the lollipop stick.</p>	<p>Down the snake from its head to its tail.</p>	<p>j jellyfish</p> <p>Down the jellyfish and dot its head.</p>
<p>v volcano</p> <p>Down to the bottom of the volcano and back up to the top.</p>	<p>y yo-yo</p> <p>Down and round the yo-yo, then curl round the string.</p>	<p>w wave</p> <p>Down and up and down and up the waves.</p>	<p>x box</p> <p>From the top, across the box to the bottom. From the top again across the box to the bottom.</p>

Blending: See if your child can sound talk and then blend the sounds to read these words: sock, pet, peck, mud, red, hug, log, big, rub, fit, fan.

We have also started to **read phrases** such as 'a sad cat on a bed' and 'a big dog at the vet'.

Spelling: The children have been learning to **segment** words into the individual phonemes (sounds) that make them up. They build the word on their segmenting fingers, putting one finger up for each sound that is in the word e.g. three fingers for c-a-t. They count the sounds and then blend the sounds to check they make the word they are trying to spell. We then teach them to write the sounds they have identified in order and check they have written the correct number of sounds. We have been learning to spell words such as **ten, cat, bed, sad, hug and rock.**

Tricky words: put, pull, full, as, and, has, his, her

Phonics Fun! This past fortnight we have had more fun learning and exploring our new sounds.

We started the week by looking at digraphs with double letters. **On the day we learnt /ff/** our woodland area was visited by the Big Bad Wolf, who had huffed and puffed all our equipment all over the place! The children practised their huffing and puffing of fluff so that they could huff him away if he returned. We also sniffed samples of smells found in the woodland area to see if we could sniff out Mr Wolf. The Bog

Babies told us he smelt of lemons! The children had to sniff and identify different smells such as lavender, peppermint, chocolate, vanilla, oranges and lemon to find the one that smelt of Mr Wolf. They loved being super sniffers and describing all the different smells. The children's imaginations were sparked as they went on to make all sorts of gadgets to tell us if the Big Bad Wolf was near.

When we learnt /ll/, the role play area was transformed into a dolly hospital for ill dolls. Our super readers read what was wrong with the dolls such as whether they were 'hot', 'sick' or 'sad' and they made lollies to make them feel better. For /ss/ we revisited hissing snakes and the children practised their careful cutting by making snake mobiles. The progress in their cutting skills has been amazing! The sound /j/ led to lots of fun making jiggling jellyfish and messy play with jelly and ice cream!

We read 'Mog and the V-E-T' by Judith Kerr when we learnt the phoneme /v/ and the children enjoyed being vets giving the animals their vaccinations. Wrens and Robins created some fantastic vehicles out of construction and junk modelling to get the pets to the vets, with some going by land and some by air! We enjoyed investigating into volcanoes. We watched volcanoes erupt and the children were fascinated! They used some brilliant language to describe the 'lava' flowing out of the top.



We had fun with a yoyo playing yeti called Yan when we learnt the sound /y/. The children had a good giggle when trying to learn how to yo-yo themselves. Our littlest learners showed so much determination and perseverance, particularly with all the winding up and untwisting to fix their yo-yos! We were so proud!

We explored the sound /w/ by reading 'Room on the Broom' by Julia Donaldson and becoming witches and wizards for the day. The children made wands in different ways and played 'wet the witch' with water squirters for target practice. We also watched how spiders spin their webs and searched for webs in the woodland area. Our littlest learners had a go at chalking their own spider web too.

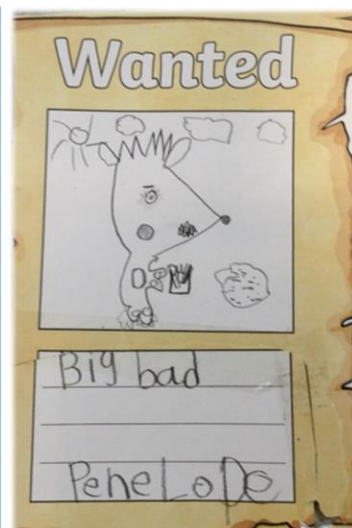
By the end of the week, the phoneme /x/ led us to read 'Box of Tricks' by Kate Cleminson. The Tricky Fox set them a box challenge to take a simple box and turn it into something amazing. We were wowed by the imagination and creativity of our Bellbirds who turned their boxes into everything from fish tanks and homes for pets, to cars, TVs, houses, bird feeders and much, much more! The children also played pin the tail on the Tricky Fox by writing a /x/ on the end of his tail to mark the spot!



Purposeful Writing

The children have been taking part in more exciting writing challenges this past fortnight. The children wrote wanted posters to try to catch the Big Bad Wolf and stop him coming back to our playground. They hung them up on the fence in the woodland area to warn the parents that the wolf might be near. We hope you managed to read them!

While being doctors at the dolly hospital the children wrote prescriptions for the ill dolls by writing the initial letter sound of what they were prescribing, for example a /p/ for plaster or a /m/ for medicine. The children also had their first go at writing speech bubbles. They fed Yan the Yeti some yellow



food and then wrote what they thought he would say about their meal- perhaps yes, yum, yep or maybe even yuk!

The Wrens and Robins love being part of a club and so, naturally, they all wanted to join witch or wizard club. They made themselves badges with a /w/ on it and then wrote a /g/ if they were going to be a good witch / wizard or a /n/ if they were going to be a naughty witch / wizard. Our naughty witches and wizards had a go at writing 'is wet' to make a raincloud appear over Mrs Lovewell and Miss Meechan's head! We were definitely soaked by the afternoon!

Friday Play Projects:

Week 1's play project was about the Big Bad Wolf. The Bog Babies wrote to us to tell us that they thought that maybe the Big Bad Wolf wasn't so bad after all and that he needed our help to stop him being so huffy and puffy. We read 'The Big Bad Wolf is Good' by Simon Puttock and discovered that Mr Wolf just wanted to be our friend! The Wrens and Robins leapt into action! They were challenged to build a warning device to help us know when he comes into the playground. Some devices had lasers, some had warning lights, some had dials and arrows. So much imagination! The children invented a new brand of perfume that we could give to Mr Wolf so we could smell him better. They made their perfume in the messy play area. The children enjoyed making pinwheel windmills for him to huff and puff and they drew food for his tea in a 1,2,3, 4 step pattern to link into our Maths. Mr Wolf thanked them for everything that they had done to make him feel better!

At the end of Week 2 we had an arty Friday and our littlest learners had a go at being real artists for the day. We learnt about Remembrance Day in our Topic session and the children made poppy pictures using potato prints and pointillism inspired painting. As they completed their art work, there was lots of talk about what we were remembering and children even talked about people that were special to them that they wanted to remember while making their poppies. To link into our Maths about 2D shapes, we also learnt about the artist Wasily Kandinsky who has painted many pictures exploring circles. The children had a go at creating their own Kandinsky inspired art using circles. We had a wonderful day full of creativity and meaningful conversation.



Topic- Festivals and Celebrations: We have started our new Topic for this half term- Festivals and Celebrations. We started by looking at how people celebrate Halloween. We talked about where it originated from and how people celebrate it in the UK. We also talked about how not all people celebrate Halloween and how some people like Christians might have a Light Party instead. The children shared their experiences of Halloween in circle time. We then talked about Bonfire Night and what we remember on the 5th November. We looked at how people celebrate Bonfire Night and the children talked to us about how they celebrated. We also made our own firework pictures with chalk pastels and paint. Finally, we talked

about Remembrance Day and what people remember on 11th November. The children were introduced to this act of remembrance in an age appropriate way and we talked about how people in Sawston mark this special day. We thought about why poppies are used to remember people who have died in wars and we reflected on how we might like to remember in our own way.



Science and Understanding the World: We read the book 'Pumpkin Soup' by Helen Cooper and talked all about how and why people grow pumpkins and we looked at the lifecycle of a pumpkin. The children examined a variety of different pumpkins and talked about the similarities and differences in size, shape and colour. The children made predictions as to what might be inside the pumpkin. Answers varied from nuts, seeds, gooey stuff and stringy bits to even predictions that there might be sweets inside! We dissected the pumpkin with the children and we looked closely at what was inside- sadly no candy! The children carried on their dissections in the messy play area and we talked about how we could replant the seeds to grow more pumpkins.

We then read 'Pumpkin Jack' by Will Hubbell, about a boy who watched his Jack O' Lantern rot in the ground and then tended the seeds that germinated to grow them into new pumpkins for Jack O' Lanterns the following year. We sealed a small and a large Jack 'O Lantern into our 'Curiosity Cuboid' and the children predicted what would happen to them. We talked about what rotting might look like and they predicted which one would rot first. The children have been fascinated by the changes that have been observing in our pumpkins as they have watched the 'mould like white shaving foam' appear on the smaller pumpkin and the larger pumpkin become 'saggy', 'squishy', 'squashy' and 'juicy'!

Maths: In Maths, Wrens and Robins have been recalling the numbers 1-4. We have been exploring the composition of those numbers and have been comparing quantities. We have also been learning about 2D shapes.

Composition of 1, 2, 3 and 4- We have been thinking about the different ways that numbers are made up or composed. For example, four can be $1 + 1 + 1 + 1$ or $3 + 1$ or $2 + 2$.

Representing numbers using our fingers- we have been continuing to practise representing numbers on our fingers and thinking of the different ways we can do this. We have also reflected on what is the quickest way to represent numbers using one hand.

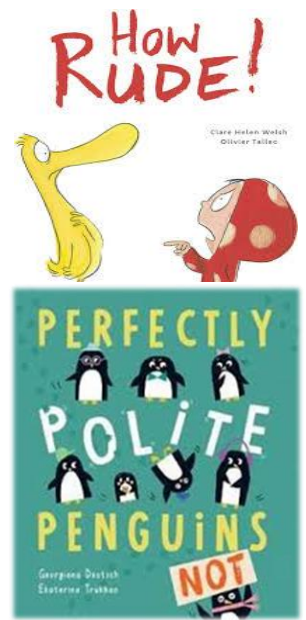
More or fewer- We have been thinking about comparing quantities and have been deciding who has more and who has fewer. We have played card games where children are comparing different representations of the numbers 1-4 to see who has more or fewer. We also played skittles to see whether there were more skittles knocked down or standing up.

2D shapes- We have been learning to recognise and talk about the properties of circles and triangles. We went on circle and triangle hunts around the classroom and our littlest learners were super shape hunters. Some children challenged themselves to have a go at recording how many shapes they found using a tally system. They also made triangle foxes to link into learning the sound /x/.



PSHE:

We read the books 'How Rude!' by Clare Welsh and 'Perfectly Polite Penguins-NOT!' by Georgiana Deutsch and explored what it means to be rude and what it means if you are polite. We started our journey to become 'perfectly polite penguins' by talking about when we might say please and why we might say thank you. We practised our best please and thank yous in the dinner hall! We also discussed what polite table manners look like and we spotted Wrens and Robins being 'polite penguins' while eating their lunches. We have been working really hard to learn how to cut food up with a knife and fork and the children are very proud of themselves for giving it a go with our support. We have also been thinking about polite ways to greet people and how our greetings might be different depending on whether we are greeting a stranger, a friend, our teacher or our Mums and Dads.



Things to try at home:

Circle and Triangle Hunters- Can they go on a circle or triangle hunt at home? How many circles / triangles can they spot in the house or the garden. Can you get them to have a go at using a tally to record how many they have spotted?

Dinner time one more / one less- Can you get your child to think about one more / one less at dinner time? For example, can they count how many fishfingers / sausages are on their plate? How many are there if you add one more? As they eat each one, get them to re-count and notice how many are now left.

Knives and forks- Watch this video together about how to use your knife and fork effectively. We teach the children to use their 'Peter Pointer' finger to keep their knife and fork stable for stabbing and sawing. Get them to keep practising at home. <https://tinyurl.com/4fu2naav>



