

Dear Families,

Last week I introduced the children to the remote control bases for the Tech Machine, which they loved constructing with earlier in the year, and this week I asked them to make a licence for them. The challenge was to build a machine and then make a licence before making a short video report to share with the class. This will continue into next week and I will put them on Tapestry for you to see, as soon as I can.

We have started making bunting to decorate school next Thursday, when we celebrate VE Day. On the day the children can come in 1940 costumes or anything red, white, or blue (or combinations of these colours). Mr Ratcliffe has said no football kits please. We also began practising a poem to share in the family celebration on Thursday, which will be at 2.30pm, if you can join us. I thought it was important for the children to link the VE Day celebrations to Remembrance Day, which we learnt about in November, to help them understand the significance of the celebrations. The poem we are performing is the same one (just slightly amended) about poppies that Mr Ratcliffe said for us when we presented our poppy wreath in the village back in November for Remembrance Day. The School council will also be selling some VE Day stickers and Union Jack notebooks at playtime on Tuesday and Wednesday next week, the costs are: 10p for a sticker and 20p for a notepad.

In PE we have started concentrating on athletics and different activities to practise for Sports Day, which is probably going to be on the afternoon of Tuesday 10th June. Sports day is a great whole school event and I encourage you come along and join us if you can, I'm sure the date will be confirmed shortly. Last week we practised running in a straight line, looking where we're going and being aware of the people around us at the same time. It's harder than you might think to run in a group, or in a race, when you're only four or five years old. We also talked about running past the finish line before stopping to increase our speed (lots of them ran to the finish line, instead of across it). This week we continued to practise running but this time with a ball at our feet so we could work on our football skills. It was clear to see which children practise football out of school.

In RE this week we discussed what the word 'reflection' means (either to look at/see a reflection in a shiny surface or to think about something) We put up our Elephant mirror to remind the children that they can reflect about actions, thought and feelings anytime in a quiet place in the classroom. We also reflected on what we learned about Easter and put our clay caves and wooden crosses in the garden.

In PSHE we learned more about keeping ourselves healthy through good food choices. We shared the book 'Which Food Will You Choose?' By Claire Potter and Ailie Busby and will be following this up with 'Oliver's Vegetables' by Vivian French and Alison Bartlett next week. We also thought more about recognising feelings and expressing them appropriately.

We began Phase Four in phonics and have been learning about adjacent consonants. As well as the phonics content, I have taken the opportunity to teach the children about new vocabulary, i.e. the words 'adjacent' and 'consonant'. There was an explanation sheet in the homework books for you and examples for them to practise with some new style worksheets this week. All the children are good at reading words with adjacent consonants either at the beginning the middle or the end of words, but many are finding it tricky to correctly write them. This is because the consonants are not always clear when they say the words in preparation for segmenting to write. Please take time to repeat correct pronunciation of any word your child has mispronounced. I know it sounds cute sometimes when they get things a little bit wrong, but if they can't say words correctly they won't be able to write them, even when they're phonetic. Phase Four only lasts five weeks on paper but I always deliver each week over two so we can really focus on the work books and PP stories, (reading, letter formation & comprehension) in the first week and then use the second week to focus more on transcription and composition. This will sometimes be in their books and sometimes through their own ideas, games or some kind of provocation from me (like the Tech Machine writing). Consequently, last week you will have received the **reading** mini book called 'Felt and Wilf' and this week you have the same pictures in the **writing** mini book version - there are no words in this version! The children's job is to add some words to each page to say what is happening. Please don't try to make the children copy or write all the words from the reading version, something much simpler may be needed so they can have a go at the writing as independently as they are able (particularly the segmenting, so they practise this skill). Make sure they have read the mini reading book first before starting and then it is fine for you to discuss with them what they might write (or tell them what to write if they don't have any ideas). Then let them have a go – just a couple of words each page is fine if they're struggling and a short caption or sentence if they're able. I explained this to the children today and gave some examples e.g. on the first page they could write 'Grandad has a box', 'Grandad's gift' or 'a gift for Kit and Sam'. It would be good if some of the words contain adjacent consonants.

In maths we have been thinking about numbers up to and beyond twenty with lots of games and activities. We have been learning about 'teen' numbers and how eleven is ten and one more, twelve is ten and two more and fifteen is ten and five more etc. We have also been thinking about the number which comes after other numbers (using the terms, 'one more than' or 'add one more'); one less than a given number (taking one away) and counting on and back from different starting points in the number sequence. The children particularly enjoyed identified missing numbers in a number line represented by cube towers. The naughty kangaroo took them and it was very exciting.

Mrs Jarvis' has given me the following information about her music lessons over the last two weeks: *This half term we will be learning about the orchestra. We have started our journey with Tormod the troll, to discover more about the four families of the orchestra. The children talked about what makes up their family and we decided we could apply the same ideas to the musical instruments – whether they looked the same, we play them the same way, they are made from the same material. We played some games to*

see if we could work out the families some instruments were from. To finish, we listened and watched the beginning of our composition for this term, Benjamin Britten's 'Young Person's Guide to the Orchestra'.

This week we began by learning about our composer, Benjamin Britten and found out he was born in 1913 which wasn't as long ago as Vivaldi. We continued learning about the orchestra and have explored instruments from the woodwind family, the flute, clarinet, oboe and bassoon. We have been exploring the similarities and differences between them in terms of what they look like and how they are played. We looked and listened to the flute and clarinet in real life and listened to the other instruments on the CD with Tormod, our friendly troll. We played a game where we pretended to play the woodwind instruments and we watched these instruments in action in our composition 'A Young Person's Guide to the Orchestra' by Benjamin Britten.

This week all the children reached the Emerald City on our 'Going for Goals' display and got their sticker for reaching their writing targets.

Thank you for sending the children properly equipped with sun cream and sun hats, we do spend a lot of time outside and it's a shame if I have to ask them to keep out of the sun. It does appear that, as I feared, I have chased the sun away by making the request though, sorry!

Have a lovely long weekend and I will see you on Tuesday.

Kind regards from Mrs Watts.