

## Barn Owls - January 2025



Dear Parents and Carers,

Welcome to the spring term and we hope that you had a wonderful and well rested Christmas holiday with your family. The children were very excited to tell us about their break and all the exciting family time they had.

Miss Croft wanted to thank you for your generous cards and gifts. It was a pleasure to read your messages and see the many pictures the children drew in their Christmas cards.

In this letter you will find an overview of the work that your child will be completing during this term.

### **Little Wandle Phonics**

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

The children have really embraced phonics and we will continue our teaching throughout the spring term.

Each Tuesday, your child will be provided with a home learning sheet to keep you informed of the sounds we are focusing on during our sessions. Please do support your child from home to develop their confidence with saying and reading the sounds. These will be sent home in book bags. Magnetic letters or scrabble letters are a great resource to build and sound out the words together. We would love to see examples of Reception children's learning at home on Tapestry or for Year one pupils via email to the school office.

### **Literacy**

We will be reading lots of stories based on different cultures linking to history. We will also be reading stories about kindness linked to our Curzon values and looking at non-fiction books based around plants/animals linked to science.

The children will be:

<b>Year R</b>	<b>Year 1</b>
Practising correct letter formation using our little Wandle mnemonics and how to say these sounds.	Handwriting with a focus on correct letter formation and begin to form full simple sentences to include a capital letter and full stop with the challenge to use describing words independently.
Verbally compose a simple sentence. Begin to spell words by breaking down the sounds in them using a phonics mat to write. <i>Example, I can see the rainbow fish. The word can is broken into three sounds c a n can. Say it, find sounds on the mat, write the word.</i>	Using a phonics mat independently when writing to help identify the sounds needed to form words. Say the word, break it into sounds, find the sound and write it. How many sounds does a word contain. <i>Example in the story The Rainbow Fish, Fish is broken into three sounds f i sh fish.</i>
Developing the use of story language focusing on new vocabulary and understanding that print has meaning. <i>Example, the words guava or ostrich in the story Handa's Surprise. Using the story, The Squirrels who Squabbled, discuss the surroundings of the landscape alongside characters feeling and emotions.</i>	Understand and use adjectives in writing to develop story language.  <i>Example, Handa put seven <u>delicious or yummy</u> fruits in her basket.</i>  Begin to use simple imperatives to give an instruction. For example, shut the door please or sit down now.
Explore a range of ways to mark make within continuous provision to include big, small and challenges set when staff enhance provision. Investigate a range of fine motor activities such as, tweezers to pick up items, threading, poring, fastening, cutting and creating on large and small scales.	Identify features of fiction and non-fiction texts. Write s series of non- fiction factual sentences. Plurals. Diaries and fact files. Write with increasing independence and pleasure.

### Reading books

It is important to continue reading daily with your child and to discuss the book with them. Your child will come home with 2 decodable phonics books linked to the phase they are learning. These books are to be read 3 x each until the child can sound talk, blend and decode the words for themselves. It's important for your child to feel they can read independently to build their confidence and fulfil a sense of achievement. Although the books may seem easy to adults, they are written to allow your child to begin to read them independently. You can provide extra challenges for your child by discussing the pictures, making predictions and explaining the meaning of new words they read. The colour coded books are to practise the phonics sounds and your child will also bring home a longer story book (from either the library or our story box) for you to read to them. This longer picture book is ideal to snuggle up and enjoy this time discussing pictures and developing their language skills. Please sign your child's reading diary to let us know how it is going as this is a useful way to communicate your child's progress with us. Books and reading records will be collected in on Mondays, changed and sent home every Tuesday. The video link here can help you to support your child reading and blending with the decodable book your child is sent home with.

[How we teach blending \(youtube.com\)](https://www.youtube.com/watch?v=...)

**Please hear your child read every night. Once they have read their decodable book, please hear them read it again and again so that they can develop fluency and expression. Aim to read each decodable book 3 times until your child can read most of it all on their own.**

However, for those children who are reluctant to read try the following:

- Read a phonics-based book only every other night so they do not feel overwhelmed. Five minutes maximum is enough to keep them interested and feel like they have achieved something, followed by lots of praise.
- You **do not** have to read the **whole** book in one go. Read only two pages if necessary but work hard to break down the letters and sound them out.
- Tell your child they are going to be the teacher; you sound out a word and get them to correct you.
- If a child is finding it tricky, sound out the word for them, get them to repeat it and say it together.

***Please also read to your child as this is a lovely activity which children enjoy and helps foster a love of reading and books.***

### **Maths**

The children will be covering a lot of different areas of Maths this term through adult led activities and their continuous provision. These include:

<b>Year R</b>	<b>Year 1</b>
Alive in 5 Concept of 0 Subitising 0 – 5 Composition of 5 One more/less	Place value within 20 Addition and subtraction within 20 Count within 20 1 more/less within 20 Using a number line Comparing numbers within 20 Doubles Related facts with 20 Reasoning and problem solving
Growing 6,7,8 Simple addition Making pairs Combining two groups of numbers Odds evens and doubles	Place value within 50 Making groups of tens and ones Partitioning into tens and ones Number lines to 50 One more/less
Length and Height	Length and Height
Length, height, time, patterns and spatial awareness. Mass and capacity	Weight and Volume

### **The rest of the curriculum at a glance:**

RE	What is the good news Jesus brings? Why does Easter matter to Christians?
Computing	We are photographers We are researchers

Science	Materials – brilliant builders Plants – Growing things
History	Florence Nightingale (first half of term)
Geography	Weather (second half of term)
Music	Round and Round Friendship Song
Art/DT	Materials (first half term) Recycling and environmental art (second half term) Forest school (second half term) Cookery day
PE	Multi-skills Parachute games
PSHE	Dreams and goals Healthy Me

## PE

PE will take place on Wednesdays this term. Please ensure that your child has their correct PE kit in school and that **everything is labelled!** Many items of PE kit remained unnamed last term - this takes up valuable learning time looking for items. Just their name on the label in biro is a huge help to us.

We will have some more PE lessons outside once the weather improves so please provide your child with some trainers to wear. Our apologies for those items that get into others' PE bags. The staff and children are working very hard to rectify this - it is work in progress and the children are doing well. The children leave their PE kits at school and bring them home at half term. Also, do encourage your child to dress and undress themselves. Some are very reluctant to do this in school and it is a valuable life skill. They feel a real sense of achievement when they can change independently.

## Home learning

### Maths and Literacy home learning Year 1 pupils

Reading records and spellings will be marked on **Mondays** and returned home **Tuesdays**.

Please ensure your child comes to school each Monday with these in their bag.

Maths and literacy will be set on a Tuesday to be completed by the following Tuesday.

Mathletics will be set weekly. Please see notes below regarding spellings and Reading Eggs.

For Year 1 Barn Owls, spellings will go home in a purple spelling book where children **must 'look, cover, write and check' 3 times** to practise each word throughout the week. This term the focus will be on tricky words. Year 1 children are encouraged to write their spellings into sentences each week. This really does help them develop into independent writers ready for the jump into Year 2. We love a silly sentence, so go for it! Spellings will be tested each Monday and new ones sent home the same day alongside reading books and records, so **please ensure your child has their purple spelling book in school each Monday.**

Additionally, we would ask all Year 1 Barn Owls to complete one Reading Eggs per week. We will not set specific assignments but ask that you choose one with your child as the

app sets the appropriate level. Occasionally, we will set a paper task that will be sent home in your child's bookbag in place of reading eggs so please do check. If no paper task is in there on a Tuesday, then assume it's a Reading Eggs week 😊

### **Reception Barn Owls home learning update**

Reception Barn Owls will be set one Maths activity on Mathletics to complete each week. Some Barn Owl Reception children may have already completed Mathletics but it is always beneficial to repeat activities so please do so if these are set. When you log on, the home page will ask you to complete an assignment set by your teacher. Mathletics link:

<http://uk.mathletics.com/signin/>

All logins were sent home last term attached to your child's reading record. Please do come and ask if you cannot find them.

### **Water Bottles**

Please ensure that your child brings a **named** and filled water bottle into school with them each day so that they can drink regularly throughout the day. Children are actively encouraged to have a drink whenever they choose and at lunch. They also gained independence last term by refilling their bottle when it was empty and were thrilled to do so. Bottles will be sent home at the end of each day so that they can be washed and returned to school again the following morning. We request that these drink bottles contain water only, which is not only better for children's teeth, but can cause limited damaged to other items if the contents get spilt. Some children are finding screw top bottles challenging to open so do consider what is best for them.

### **Labelling**

Please ensure that all belongings (uniform, coats, lunch boxes, book bags, snack boxes, water bottles etc) are clearly labelled with your child's name. This not only helps your child to recognise their name and locate their own belongings, but also enables misplaced items to be easily identified and returned!

### **Speaking and listening**

This term, in place of show and tell, we will be completing a range of speaking and listening games to develop the skills to listen to each other and follow simple instructions. There will be no show and tell as this will form part of our speaking and listening games within the school day.

### **Stationery**

We would be delighted to receive any kind donations of stationery for use in Barn Owls. We really appreciate any donations of extra glue sticks, whiteboard pens, pencils, children's scissors or rubbers, as they keep our forever-dwindling stocks topped up. If you happen to see any going cheap in the supermarkets or have any spare at home, then please send them in. The children are constantly mark making both indoors and out which is wonderful to see. We would be most grateful to top up our resources to benefit your child's learning!

### **Helper update**

Thank you to all the parents who helped with reading last term.

We would value parent helpers to listen to our children read regularly. This is of such benefit to young children and a wonderful way to see what happens within the class. If you are DBS checked and could volunteer 15 – 30 minutes of your time once a week, we would love to see you. Preferred times are 9 -9.15/30 am or 2.45 – 3.05 p.m. Please let the office know if you can volunteer. If you are not DBS checked, it is a quick and easy process so do ask at the Office to have one completed.

Mrs Hyndman will continue to teach the class on Wednesday mornings during the spring term. Mrs Payne will be teaching the class on Wednesday afternoons.

**We look forward to seeing parents and carers at Parents' Evening on the 5<sup>th</sup> and 6<sup>th</sup> March.**

Future Events:

Thursday 13<sup>th</sup> February- cookery day

Friday 28<sup>th</sup> March Barn Owls Multi-skills festival

Finally, we would like to thank you all for your support with settling the children this term. This term has started busy and exciting with a real buzz throughout Barn Owls. The children are engaged and thriving.

If you have any questions, do email the office [office@czn.odbst.org](mailto:office@czn.odbst.org) or speak to us on the playground at the end of the school day.

***We thank you for all your support. We look forward to seeing the children's progress during the spring term and continuing to work in partnership with you.***

Mrs Beaumont, Mrs Barker and Mrs Youngman