

Weekly Newsletter

W.B. 19.1.26

PLEASE ENSURE YOUR CHILD HAS THEIR FULL PE KIT IN SCHOOL.

Children must have the following in their PE bag: t-shirt, shorts, tracksuit bottoms, jacket, pumps or trainers and earrings removed or tapped on their PE day (this cannot be done by a member of staff).

This week:

As part of **English** this week we have continued their second cycle of story writing. We have focused on writing different types of sentences including questions and exclamation sentences. A question is when we want a response or an answer from someone and we always end it with a question mark '?' We came up with a range of question words we can use to start a question when we are writing including; who, what, where, why, when, how, do, which, can, is, are, were. Whenever we are writing an exclamation sentence it must include strong feeling or emotion and end with an exclamation mark '!' For example, "You look horrendous!" screamed Tom.

We have also focused on suffixes and looked at adding the suffix 's' and 'es' which changes a root word to either plural or a present tense verb.

Spelling rules for s and es

When we add 's' or 'es' it makes the word plural - this means there is more than one.

It can also make words third person verbs - this means someone else or something else is doing something.

If a word ends in s, ss, sh, ch, x or z, zz, you add - es.

*For example, bush = bushes
wash = washes*

For all other words, just add 's'.

*For example, cat = cats
mend = mends*

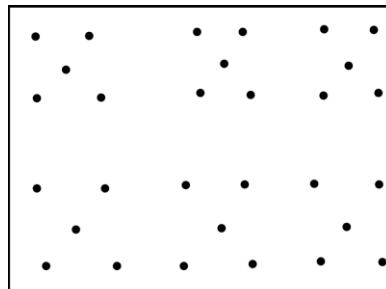
Can your child tell you what the suffix 's' and 'es' does to a root word?

What is the spelling rule for adding the suffix 'es'?

In **Maths** the children have started to look at number bonds from 10 to 15. The children learned different ways of showing number bonds, for example - with a ten frame, numicon, a shaker tray and part, part, whole. The children worked out what the number bonds were and then wrote the calculations down. For e.g.-

$$\begin{aligned}4+6 &= 10 \\6+4 &= 10 \\10-4 &= 6 \\10-6 &= 4\end{aligned}$$

This week we have also learned how to subitise in maths. Subitising is when we can link an image or visual representation to a number. We were shown an image of dots (like the example below) quickly and then it was covered back up, we had to predict how many dots we thought were in the box using our subitising skills.



In **Topic** this week the children have continued their topic called Rio De Vida. This week we have been exploring our science topic, looking at habitats. The children have looked at a range of animals and have had to match them to the correct habitat/micro-habitat, thinking carefully about why they think they are correct. We then moved our learning on to look at pets. Children were asked to consider how they may look after a pet at home, thinking about its food, exercise, basic needs such as sleep and any extra information they could think of based around looking after a pet. The children loved this and really enjoyed sharing their ideas and their own experiences of owning a pet.

Can your child tell you where certain animals live?

Can they tell you what a micro-habitat is?

Can they tell you how to care for a pet?

Attendance for KS1:

Class 7 - 99%

Class 8 - 97.7%

Class 9 - 96.7%

Reminders:

PE

Class 7 PE day is Thursday.

Class 8 PE day is Thursday.

Class 9 PE day is Thursday.

Children must have the following in their PE bag: t-shirt, shorts, tracksuit bottoms, jacket, pumps or trainers and earrings removed or tapped on their PE day (this cannot be done by a member of staff).

Their kit must stay in school for the week in the event that the PE day needs to change and / or a child has an accident so that we can change them into their own clothing so that they feel comfortable.

Class 8 and class 9 Year 2s will be swimming every Thursday from Thursday 20th November until the Thursday 29th January.

Homework

Homework will mainly be handed out on a **Tuesday**. On the odd occasion it may be on a different day due to timetable changes. Please return homework on a **Monday**. Handing it on a Monday gives you the opportunity before the weekend to ask the teacher any questions so that you are clear of how to support your child if unsure. There is a tray in each class where the homework needs to be returned. Please ask the teacher where this tray is if unsure.

Spellings

Spellings are handed out in phonics lessons every **Thursday** and your child will be tested on these spellings the following **Thursday**. Children will receive a list of spellings to practise each week. In addition to the spellings, children will be tested on a sentence containing the words. However, the sentence will not be sent home. This is to see if they can apply the spelling currently within their writing. Can you get your child to practise applying the words by creating their very own sentences?

Reading Diaries

Children in KS1 have all been provided with a **Home Reading Diary**. Please fill this in daily based on your child reading a couple of pages of a book or a whole book. Please return the **Reading Diary** to school each day and leave it in the designated classroom tray. There are books situated in the classroom for your child to take home when they have finished the book they are reading. Reading is extremely important to your child's development so we really encourage your child to read a book or pages of a book daily. If you are unsure of your child's reading book colour then please ask your teacher.

Online Safety

The below has been taken from GOV.UK and is guidance based on "Support for parents and carers to keep children safe online".

While there are huge benefits to being online to stay connected to family and friends, the government recognises many parents feel concerned about the activities and content their children are accessing. This guidance outlines resources to help keep children safe from different risks online and where to go to get support and advice.

Keep your child safe online

It is important to have regular conversations about staying safe online and to encourage children to speak to you if they come across something worrying online.

Talk to your child about the importance of creating a safe online environment, including keeping any log-in details and passwords safe.

The below resource is designed to support you to talk to your child about a range of online safety issues, set up home filtering in a child-friendly way and set up age-appropriate parental controls on digital devices:

The Children's Commissioner has published advice for parents on talking to your child about online sexual harassment specifically, based on input from children themselves <https://www.childrenscommissioner.gov.uk/resource/talking-to-your-child-about-online-sexual-harassment-a-guide-for-parents/>

Thank you

Miss Aldam, Miss Howes & Miss Payne