

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.
Matthew 5:16



Hedgehog Class Newsletter

November 2024



Reception Year 1

Thank you to everyone who came along to our Story and Song session. It was a fabulous way to finish the first topic of the year and I'm sure you will all agree that the children were amazing. I hope you have all had a great half term holiday and have recovered from all the coughs and colds that were around before the break. It was an extremely long first half term and this term isn't much shorter, but it's certainly actioned packed especially as we get near to Christmas. Hopefully we can all continue to work together to ensure that your child has another productive and enjoyable term. Please ask if there is anything that you are not sure about or if you would like further information or clarification or if you would just like to pass on a positive comment.



We are excited to launch a new topic for this term from called:

What is it like here?

This project has an Understanding of the World focus for Reception and a geographical emphasis for Year 1. We will be looking at the school on aerial photographs, locating features within our classroom, school and local environment, investigating and drawing maps as well as thinking about what we like in our environment and some changes that we would like to see.

Read, Talk and Play Together

Each Monday activities to support learning at home are posted on Tapestry. These are designed to get you playing and engaging with your child in activities that support the learning taking place in school.

Read together: sharing a text, book, song or rhyme together

Talk together: a focus question or topic to talk about with a grown up

Play together: an activity to share and explore together.



Tuesday 17th December -
The Hedgehogs and Owls will be performing their version of the Christmas Nativity

Y1 PE sessions will take place on Wednesday afternoons with Fitt4Kids.



Water Bottles

Please send your child with a **plastic water bottle with their name on**. Only fill with water, **No juice**. Thank you.



Dates for your diary



Friday 8th November - Open afternoon and Poppy Trail

Tuesday 12th November - Odd Sock Day

Friday 15th November Dog Safety workshop

Friday 22nd November - Forest School

Friday 6th December - Rock Steady Concert

Tuesday 10th December - Christmas dinner at The Bell

Monday 16th December - Magic Alley Visit

Tuesday 17th December - Christmas Nativity

Wednesday 18th December - Carol Service at Church 9am



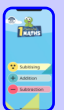
Look out for the school weekly newsletter every

Friday.



White
Rose
Maths

Please download the **White Rose 1-minute app** (it's free) and encourage your child to try a few tasks regularly. As the name suggests the app is designed to be used in regular short sessions. It is now available on a desk top.



Please make sure you have registered for and can still access Class Dojo so that you can keep up to date with class reminders and individual messages.



Further information can also be found on the school website:

<https://www.shotterystandrewsprimary.org.uk/>

Reception

The following information is designed to give you an understanding of some of the areas of the EYFS curriculum we are working on this half term, it is not everything! Please continue to support your child at home. If you have any questions or would like any further information please let me know. Thank you Miss Howlett.



Prime Area: Personal, Social and Emotional Development: Self Regulation

- * Identify a wide range of emotions: cross, worried, calm, relaxed etc.
- * Say what has made them feel that way.
- * Identify when someone is doing something that makes them uncomfortable and is beginning to communicate this.
- * Beginning to recognise when and how they need to respond to a friend, showing sensitivity when needed.
- * Explain what they are good at and what they need to get better at.
- * Begins to follow a longer list of instructions.



Prime Area: Physical Development: Fine motor skills

- * Use scissors to make snips and cut lines, holding scissors in one hand.
- * Copy some recognisable letter shapes.
- * Holds pencil in fingers rather than a whole hand grasp.
- * Shows a preference for a dominant hand.
- * Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).

Specific Area: Literacy Phonics and Word Reading

Blending, reading and manipulating CVC words including known phonemes (sounds) and graphemes (letters).



Sounds-Write
FIRST RATE PHONICS

A copy of the parent presentation can be found in the Phonics and Reading section of our school website. Further information for parents is also available from the Sounds-write website.

<https://sounds-write.co.uk/support-for-parents-and-carers/>



Letter-join Handwriting Home login

Tablet log-in

User name: qr9971

Swipe code: A capital 'L' shape starting at top left.



PC log-in

User name: qr9971

Swipe code: home



Specific Area: Expressive Arts and Design Craft and Design: Creating with Materials

- * Independent choices about the resources Talk about creations.
- * Use different textures in creations and combine media. Develop scissor and threading skills
- * Learn about the different ways in which we can join materials together and to practise these techniques.
- * Learn how to fold, curl and cut paper to achieve a desired effect.

Specific Area: Mathematics—Number and Number pattern

- * Finding, representing and subitising within 5.
- * Finding 1 more within 5.
- * Finding 1 less within 5.
- * Investigating the composition of numbers within 5.



Specific Area: Mathematics—Shape

- * Recognising and naming circles, triangles and shapes with 4 side.
- * Understanding and using positional language e.g. in, on, under, over, beside, between, in front of, around, through and behind.

Prime Area: Communication and Language: Speaking

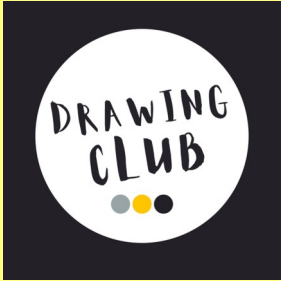
- * Communicate confidently with peers and adults.
- * Use talk to communicate needs, news, feelings and ideas.
- * Use new vocabulary.



Specific Area: Understanding the World

- * Talking about the world around and the people and places that are familiar.
- * Identifying some features on a pirate map.
- * Building a model of a familiar place.
- * Exploring a range of maps.



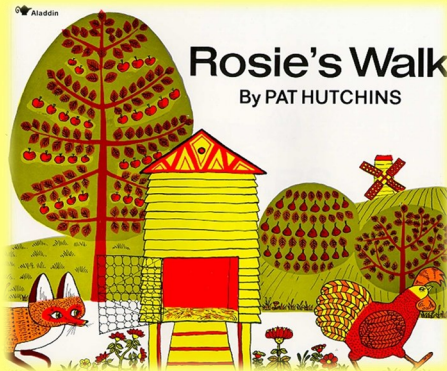
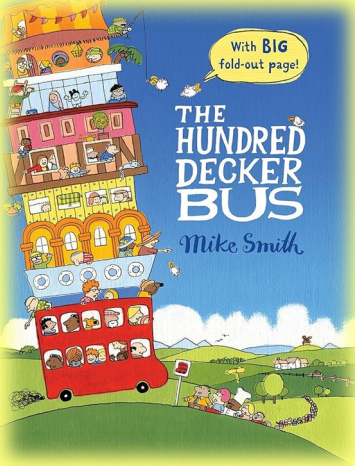


The first half term of Drawing Club has been a major hit with the children and has seen their engagement in stories and imagination grow. They are certainly never short of ideas. They are also getting to grips with the idea of adding a code which will lead on to writing letters, words, sentences and stories.

This half term we will continue developing our love of stories through a mixture of traditional tales, classic stories and newer books.

We're Going on a Bear Hunt

Michael Rosen Helen Oxenbury



Dear Santa



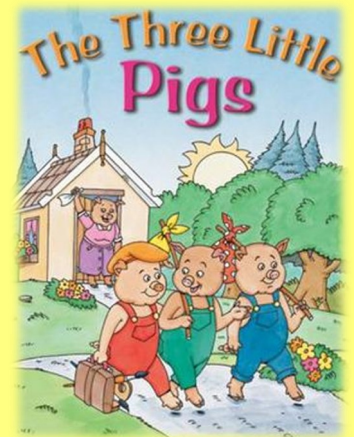
Rod Campbell

The Three BILLY GOATS GRUFF

Much more than a story!



If your child has a favourite story that they would like to share at Storytime they are welcome to bring it in. Please ensure their name is in the book so we can return it safely.



Year 1

Year One children all have a Numbots log in. Please ask if you can't find it. Ideally they should be completing at least two short sessions a week. As they progress through the challenges and levels the content adjusts to suit their stage of development and successes. Certificates are presented each month in celebration assembly to recognise significant achievements.

Year 1

Please find some more detailed information relating to the Year 1 Curriculum on the next couple of pages. Please continue to support your child at home. If you have any questions or would like any further information please let me know. Thank you Miss Howlett.

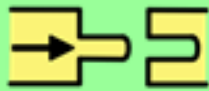
Writing to inform:

My dreams and hopes

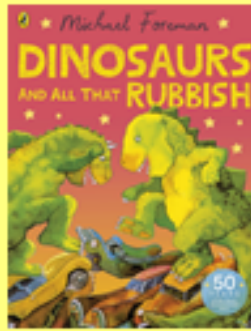


Conjunctions:

and

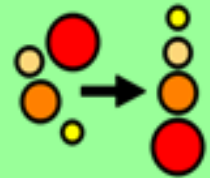


because



Writing to entertain:

Sequencing events in a story



Linking sentences into a short story.



Writing to inform:

Commands

Instruction sentences that tell us what to do.



Writing to inform:

Speech Bubbles

Speech bubbles tell us what somebody said.



Writing to entertain:

Retelling a story



Tell the main events in the order they happened.

Writing to inform:

Letters

To write a simple letter with a greeting, message and sign off.



Please ensure you listen to your child read regularly and continue to share lots of books and stories together.





Part-whole model

Where is the whole?

Where are the parts?

Is the whole greater than the part? Is the whole always greater?

Can zero be a part?

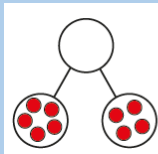
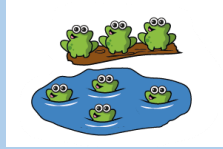
Can the parts be swapped around?

Have you still got ___?

What do you notice about the whole and the parts?

What happens when you put the parts back together?

How many different ways can you split the whole into two parts?



Fact families - addition facts

L.I. To recognise that discover that addition is commutative.

Which numbers are the parts / whole?

What is the same/different about the four addition sentences?

What happens when the parts are the same?

Can the parts change place? Can the whole change place? Why/why not?

Number bonds within 10

L.I. To explore number bonds within 10

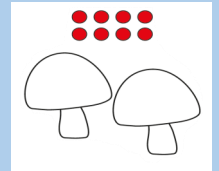
What is the whole / parts?

Does the whole always stay the same?

How can you partition the whole?

Do the parts stay the same or change?

If ___ is the whole, what could the parts be?



Addition - add together

How many are there in total?

What are the parts?

What is the whole?

What is the addition sentence?

What is plus ?

First there were ___. Then ___ more were added.



Find a part

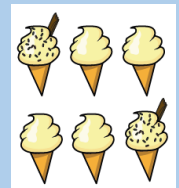
L.I. To use number bonds to find a missing part.

What is the whole? What is one of the parts? What is the other part?

How do you know?

How can you use number bonds to help you?

What is the addition sentence?



Subtraction - take away/cross out (How many left?)

L.I. To develop the concept of subtraction as taking away.

How many are there? How many were taken away? How many are left?

How many were there at first? Then what happened? How many are there now?

How can you show this in a part-whole model?

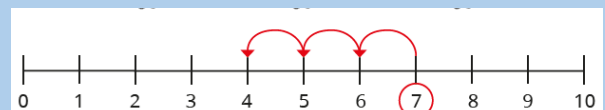


Subtraction on a number line

L.I. To develop the concept of subtraction as counting back.

What number do you need to start from? How many jumps back do you need? What number do you land on? What does that tell you?

Why do you not say the number that you are starting on when you count?





Recognise and name 3-D shapes

cubes, cuboids, cylinders, pyramids, cones and spheres.

What makes a shape 3-D?

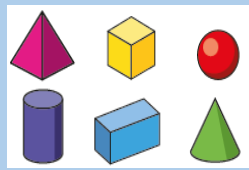
What 3-D shapes can you see in the classroom or at home?

What is the name of this 3-D shape?

Do all cubes look the same?

Does the shape change when you turn it around?

Can you think of any everyday objects that are cones/cubes/cylinders?



Recognise and name 2-D shapes

triangles, squares, rectangles and circles.

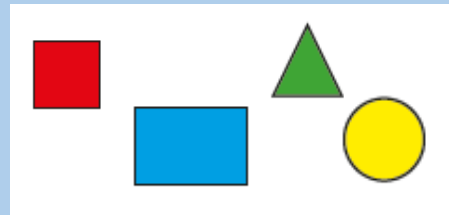
What is the difference between a 2-D shape and a 3-D shape?

Can you see any 2-D shapes on the faces of this 3-D shape?

Describe the difference between a square and a cube.

Describe the difference between a circle and a sphere.

Where can you see 2-D shapes around the classroom or at home?



Sort 2-D shapes

To sort and group 2-D shapes according to simple properties (type, size and colour).

What is the name of this shape?

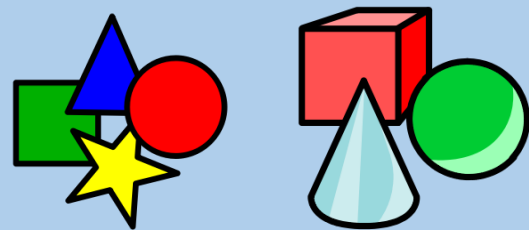
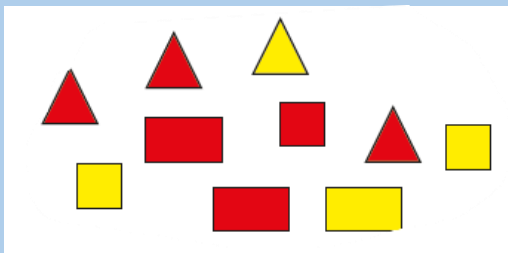
Can you describe the shape?

Compare your shape to a different shape. What is the same and what is different?

Compare your shape to other shapes with the same name. What is the same and what is different?

How have the shapes been sorted?

Could the shapes have been sorted in a different way?



Patterns with 2-D and 3-D shapes

To create patterns with 2d and 3D shapes.

Can you describe the pattern?

What will the next shape be?

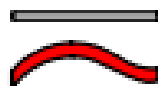
How many different shapes are in the pattern?

Can you say the names of the shapes out loud as you describe the pattern?

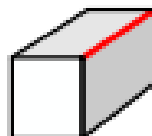
What is the same and what is different about the patterns?



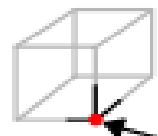
straight



curved



edge



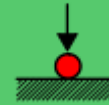
vertices



side

Vocabulary is an important part of learning and an understanding of key words can really facilitate progress and success. Please spend a few minutes going through the following words and what they mean.

Year 1



What is it like here?



aerial photograph



country



globe



atlas



map



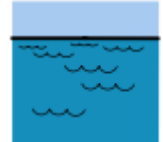
symbol



location



land



sea



village



town



city



locate



coast



left



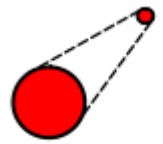
north



right



near



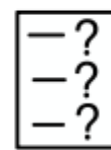
far



direction



compass



questionnaire