



Friday 27th April 2018

Five caterpillars joined our class, so we have focused on caterpillars this week. We will be watching them closely to see how they grow and change over the coming weeks, as well as continuing to observe the tadpoles and our germinating beans. We have shared some super stories including *The hungry caterpillar*, *The crunching, munching caterpillar*, *The caterpillar that roared*, *The case of the missing caterpillar*, and many more. We have shared non-fiction books about butterflies and introduced the words; chrysalis and symmetrical to talk about them. We have used the time words first, next, then, finally to explain the changes in order.

There have been lots of opportunities to create junk model caterpillars, caterpillar chains and butterflies.

During maths sessions, we have explored **halving**; simple sharing into **two equal groups** and briefly looked at symmetry. In our groups we have investigated whether we can half all numbers/amounts? We have used a "one for you, one for me" approach and then counted each group to make sure they were the same. Some children spotted the pattern and created the rule that we can half even numbers!

Working on phase 4 in our funky phonic sessions, we have practised reading and spelling words with letter blends "clusters" at the start of a word **st tr dr gr cr br fr bl fl gl pl cl sl sp tw sm pr sc sk sn**. These are **not** new sounds, but single sounds that are blended closely together. Clusters are easier to read, but more challenging to write because we need to listen carefully when robot talking. New Tricky words: **when what out**. New common decodable high frequency words: **it's children from went just help**

Home learning challenge: To practise reading the next set of tricky words that we have attached to your child's reading book. Remember that we call these words "tricky" because we cannot sound them out! For those children who can recognise these words quickly, challenge them to write these using look, say, cover, write, check method. Make it fun - these words can be written with any mark making tools; brushes and water on the patio, with fingers in flour etc

Please take the time to share your child's reading book with them each day. The progress of those children who do read their books at home daily is greatly increased and they are becoming more confident and independent as readers.

A big thank you for encouraging your child to come into school so independently in the mornings. We are extremely proud of them and know that you are too.

The EYFS Ducklings' Team

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We value our parents as partners. Please leave a comment on any aspect of your child's learning. Things they are enjoying, new learning that they may have shared with you or things that they may be finding tricky.

My child's name:

Date: