

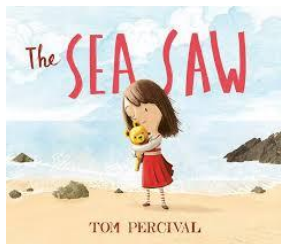
Forest School is on Friday mornings for Squirrel Class.

Please ensure clothing covers legs and arms, and that sunhats, waterproofs and boots are in school every week.

PE is now on THURSDAY, wear school outdoor PE kit including a jumper and trainers

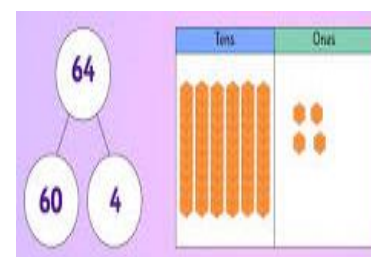
Language and Literacy

We have begun reading *The Sea Saw* by Tom Percival. This is the story of a girl who loses her much-loved teddy at a beach. We began with considering the words of the title and learning about past/present verbs and also homophone words (sound the same but different spelling). We thought about how we feel about our own favourite toys and then imagined how the bear felt to belong to the girl, Sofia. Then we created our own Lost posters including details of what bear looked like, where he was left and who to contact with information.



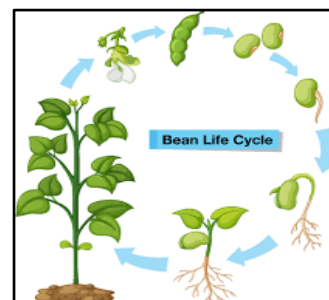
Maths

Year 2 have been learning how to read the time on analogue clocks (those with hands and faces); they have worked hard to understand read and make o'clock, half past and quarter to/past times and also begun learning about times with minutes to and past the hour (it's tricky!). Year 1 have been finding out what the different part of a two-digit number mean in 10s and 1s; finding the numbers that are 1 more or 1 less than numbers to 100.



Science

We returned briefly to the topic of plants inspired by the results of our bean growing investigation. Two of our House Groups have plants that have grown well with strong stems and several leaves that seem to be taller every day. Another group's plant is shorter with smaller leaves, while the fourth has not grown at all. In order to understand this further, we revised our work on plant life cycles and what helps to keep plants healthy.



PHSE

We learnt about the role of medicines in keeping ourselves fit and healthy. We all have a good awareness of how to avoid spreading germs by using tissues correctly and washing our hands regularly. The children talked about their own experiences of being ill and who can help them at these times; sometimes parents or carers, other times school staff or if things get worse/more serious, doctors, nurses or paramedics. Given different scenarios, the children could explain what they could do and who should help. They were able to sort pictures of medicines and household substances to show what is safe to put on their skins / into their bodies.



RE	Music	PE / Dance
<p>We have begun a topic on places of worship by identifying a range of different buildings used by the community and saying who might use them and why.</p> <p>We then sorted and named the ones that are used by people of particular faiths for worship and community gatherings: Church / Mosque / Synagogue / Temple / Gurdwara</p>	<p>We are beginning to learn a song to a known tune, creating some of our own lyrics that can be shared with at our Father's Day celebration next week.</p>	<p>We have been working on our travelling and speed skills, useful not only for racing but also in games/sports where we have to move faster/with more agility than opponents.</p>

Our Learning for Week Beginning 10th June:

Literacy/Language	Word/Sentence Work from <i>The Sea Saw</i> by Tom Percival: conjunctions/opposites/prefixes
Phonics	Year 2: Spelling Patterns Words with the spelling 'ey' for the sound /ee/? Year 1: Phonics Screening Activities/Assessment Tasks
Maths	Year 1: Working with Numbers to 100 Year 2: Telling the Time – minutes to / from the hour, problems in days/weeks/months years
Art /Music	Design and Make Father's Day Cards / Song for Father's Day
Science	Animals: Identify, Describe and Classify
RE	What is a Synagogue?
PHSE	Making a Call to Emergency Services