|  |  |  |
| --- | --- | --- |
| **WB: 13.10.25** | **Value: Reflect** | **Behaviour Expectation: Do be honest** |
| **`** | | |

|  |  |  |  |
| --- | --- | --- | --- |
| The Dragon Who Went To School – Carly Hart (New Beginnings)  •Elmer – David McKee (Belonging)  •Flight School –Lita Judge (Perseverance)  •Tilda Tries Again- Tom Percival (Perseverance)  •Magical Yet- Angela DiTerlizzi (Perseverance)  •How The Crayons Saved The Rainbow- Monica Sweeny (Collaboration)  •Dogger – Shirley Hughes (Good Manners)  •Baby Elephant- Susan Hellard (Respect)  •Only One You- Linda Kranz (Independence) | **Review Grandma’s Fantastic Words**  lonely/ accepted  **lonely** empty isolated  **accepted** welcomed  brave/ scared  **brave** courageous  **scared** petrified  happy/ sad  happy **cheerful** delighted  sad **unhappy** miserable  anxious/ confident  worried **anxious**  fretful **confident** positive  angry/ calm  cross  **angry** annoyed  **calm** peaceful  proud/ ashamed  pleased  **proud** delighted  sorry **ashamed** | **Squiggle While You Wiggle:**  We are introducing Squiggle Dance 6 Keep Moving . We will learn the big movement  C:\Users\stephparkinson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B8F44BCB.tmp | **Poetry Basket**  We will be learning – Five Little Pumpkins |
| **Curious Conversations:**  What have you enjoyed most about being in Honeybees/ Ladybirds/ Caterpillars? | Drawing and fine liners: Austin’s Butterfly  C:\Users\stephparkinson\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\DEFCBD36.tmp  <https://www.youtube.com/watch?v=E_6PskE3zfQ> |
| **Phonics**  We will continue to hear syllables in words.  We will be learning the spellings for the sounds: **h b f l**  We will be learning to read the tricky words **has** and **his** and the high frequency words **had, him, back, but, big, if.** Please see Parents Phonics Newsletter for further details. | Our value this week is -  **Reflect**  Think Clip Art at Clker.com - vector clip art online, royalty free & public  domain  To think deeply or carefully about something  The children will demonstrate in a variety of ways different levels of reflection throughout their learning this week including:   * Talking about previous learning and celebrating our learning since joining JHSW * Reflecting on our favourite songs, poems, activities that we have participated in | | **Tales Toolkit**  We will be using all of the Tales Toolkit symbols to tell a story. Here is an example of the structure we will use:   |  | | --- | | Once there was a lonely boy who felt isolated and empty in his small village. One day, he bravely decided to join a group of children who were playing nearby, though he was scared they wouldn’t accept him. But when one of the children gave him an annoyed look, he felt petrified and started to back away. So, the kindest child stepped forward, smiled warmly, and welcomed him into the group, making him feel calm and happy. In the end, the boy felt proud of his courage and delighted to finally feel accepted and at peace. | |

|  |  |  |
| --- | --- | --- |
| To answer the questions of the week **What parts of the body are important for exploring our sense of taste?**  **We will be using these words:**  taste  salty  sweet  sour  spicy  fruity  bland | In Maths we will learn to compare.  The activities this week focus on developing this innate skill as children are encouraged to look carefully and use the language of comparison to describe sets of objects that they can see. Language is a key focus and adults will model the language of ‘more than’ and ‘fewer than’ to describe how many objects there are in each set. ‘Fewer than’ is used rather than ‘less than’ because the focus is on countable things.  A key point this week is to think carefully about the objects used, considering what is the same and what is different. By varying attributes such as colour and size one at a time, we draw attention to the numerosity as the attribute of the set that we want the children to compare. | Please share Library Book Club book |
| We will recap on all of the joining techniques that we have learnt so far - using glue sticks, sellotape, masking tape, treasury tags and split pins with a hole punch and a stapler. | | |
| **http://www.artifolk.co.uk/images/products/21410x300.jpg   http://ecx.images-amazon.com/images/I/615gys3UMKL._SL1500_.jpg**   **https://upload.wikimedia.org/wikipedia/commons/2/2d/Swingline-stapler.jpg**  http://ecx.images-amazon.com/images/I/31dOWDLixYL._SY300_.jpg | | |