

THE EARLY YEARS ECHO

DISCOVERING OUR WORLD ONE DAY AT A TIME



“Learning together even when we’re apart.”

Welcome back everyone! We hope you all had a fantastic Christmas.

Well, what can we say... School is very different to say the least! We can't wait to get back to some normality and see everyone together again, but for the time being we just want to thank all of you who are participating in remote learning. It is wonderful to see all of your amazing efforts and enthusiasm in our live sessions and to see your impressive work being uploaded to Showbie. Keep up the brilliant work!

Cosmic Kids

Since the start of the New Year, the children have enjoyed participating in yoga classes daily. 'Cosmic Kids' supports children to develop their mental and physical strength and their confidence through the practice of yoga – we are becoming more flexible by the day! The children have created a peaceful, calming and relaxing space in their classroom, where they can participate in the yoga session.



When the world stayed apart, we stayed together.

The children, who are at school, have shown a keen interest in building dinosaur dens. A group of boys designed their new space by drawing plans of what they wanted and what resources they required.

“We need to have a roof so the dinosaurs don't get wet.” – Isaac
Isaac found a camouflage piece of tarpaulin that he wanted to use for the roof. Together the children discussed the structure of the den and what materials would be most suitable and which materials would not be. The children demonstrated their scientific enquiry by testing out different materials before coming to their conclusion.

“We need something strong because dinosaurs are really strong.” – Matthew

“Let's use this big crate so we can spy through the holes.” – Oscar



READ ALL ABOUT IT!

OUR FIRST FULL TERM

EMERGING INTERESTS

WHAT WE ARE LEARNING ABOUT

KEYWORDS

Powerful, curious, confident, resilient, competent

EYFS JANUARY 2021

A group of children have been very interested in construction this week, in particular, building for purpose such as shops, doctors and today, a vet surgery.

"Let's make a vets today." Olivia

"Yeah, so we can fix the poorly animals!" Eleanor

Children worked collaboratively to create the initial structure of the building, choosing a range of different size, shape and length blocks for purpose. When the initial structure had been created, Eleanor found a problem, there was no way to enter the building.

"How are people going to get in?" Maddie

"We need to build a door." Matthew

"It has to open." James

Children modified the front of the building to include a door frame and door which was able to pivot back and forth. The next big question was posed...

"How are people going to get here?" Olivia

"We need a road!" James

Children set to work on the next part of their construction, using a train track. Children mutually agreed that the track should circle the building so 'customers' could come in one way, drive round to the door, and out again. This part of the construction went smoothly until the final join.

"There's a gap in the track, we need to fix it." Matthew

The children tried a range of different pieces of track but they didn't fit. Some alterations were made to the back of the track, changing the shape on one side, from being curved to straight. When this was complete, children began to role play with the trains, pretending they were transporters for poorly animals.

After several minutes, the children encountered another problem.

"Where are we going to park? All places like this have a carpark!" Eleanor

The children set to work, creating their car park using paper so they were able to number the spaces. Two carparks were formed, one at the front and one at the back, both of which were labelled with correctly formed numerals which in sequence.

There, their work was complete, the transporters were able to drive to the vets, park their car and use the door to enter the building however, the interior of the building was empty.

"Where the animals going to go?" Olivia

"There's no rooms!" Maddie

"Or beds!" James

"We need something soft for the poorly animals to lie on." Eleanor

This was a problem! The children went off in search of soft material that would be suitable for a bed. They quickly returned with foam blocks.

They arranged them inside of the building to create separate spaces for the animals, so the animals could rest and sleep without being disturbed by one another. The children engaged in role play for a while, taking on the role of patients and vets when they encounter their final problem. It began to rain. The rain was pouring into their open topped building as there was no roof!

"Oh no, the storm is coming!" Matthew

"It's raining!" Maddie

"It coming in the roof!" James

"Quick, we need to build a roof!" Eleanor

The children rushed off as a matter of urgency to collect materials to build a roof. Some children returned with boards and others, with wooden planks. The children combined both sets of materials to build the roof and this worked quite well. The vet's surgery was complete. There were no more issues or problems to fix, just lots of poorly animals to help in the hours of role play which followed.



HANDA'S SURPRISE

THE TALE OF HANDA'S SURPRISE

As we were pondering on what book to choose from our story cycle, we came across 'Handa's Surprise.'

"I love that one, can we read it?" Fraser
Following the story, the children initiated a discussion about the different foods in the story.

"My Mam has avocado at home." Orla

"Do you know, monkeys love bananas." Isaac F

"What does mango taste like? I've never had that before." Ella

As a class, we decided to explore the different foods and buy them to taste. The children prepared a shopping list and decided they would host a breakfast morning with some of their favourite breakfast foods and some new foods to try from the story. This went down a treat...



"It's really juicy."

Anya



"I love melon."

Isaac



"It's salty."

Oscar

Phonics and Maths... what we have been up to!

ABCDEFGHIJKLMNOPQRSTUVWXYZ

12345678910

The children in Early Years have been very busy developing their literacy and maths skills!

Phonics Phase 1

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. If you have heard your children singing new songs, clapping out words or offering words that rhyme, they are showing you their emergent literacy skills! The children have enjoyed participating in 'Squiggle while you wiggle'. This is a kinaesthetic approach to stimulate early writing. Children use movement with music to develop their motor skills in preparation for writing.

Phase 2 Phonics

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

- Set 1: s, a, t, p
- Set 2: i, n, m, d
- Set 3: g, o, c, k
- Set 4: ck, e, u, r
- Set 5: h, b, f, ff, l, ll, ss

As soon as each set of letters is introduced, children are encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters. Please help your child to practice these skills by encouraging reading at home.

Tricky words

During Phase 2, the following tricky words (which can't yet be decoded) are introduced: I, the, no, go, to, into

Phase 3 Phonics

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Tricky words

During Phase 3, the following tricky words (which can't yet be decoded) are introduced:

he, she, we, me, be, was, you, they, all, are, my and her

Maths

This half term, the children have covered numbers 0-10 during daily maths meeting. The children have counted forwards and back within these numbers and have developed their understanding of 1 more and 1 less. Children have used resources, such as ten's frames and part part whole models, to add groups together to find totals and separate a given number into two groups. Children have been investigating the concept of equal and using language such as greater and fewer to describe this. From looking at this concept, the children have also began developing their understanding of odd and even numbers and patterns within number. Children have enjoyed recording their work using numerals. We have continued to look at 'maths in a picture'. This is to encourage the development of children's mathematical language, such as shape and position.

Remote Learning

We just want to say a huge thank you and well done to the children and parents who have shown great commitment to their online learning at home. We understand that it is a challenging time but as usual it has been fantastic to see children and parents going above and beyond to provide high quality work. Once again a huge well done and a massive thank you - hopefully we will be back to our normal school life soon. Keep it up everyone!



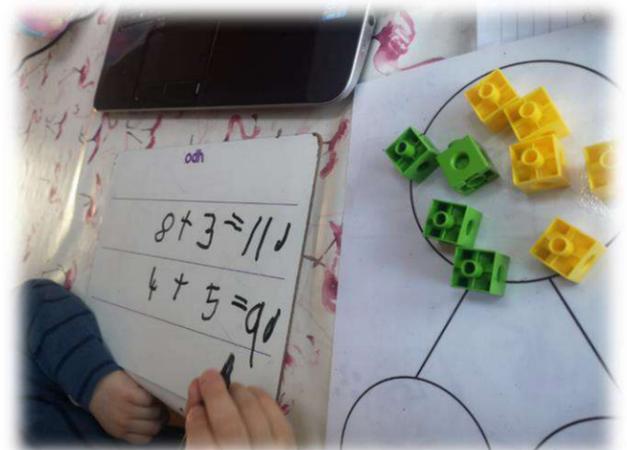
This term the children have been developing their fine motor skills and hand eye co-ordination through line drawings and for one of our weekly art projects Alicia drew a beautiful unicorn – well done Alicia!



The children at home have been joining in with daily live phonics lessons and applying their phonetic knowledge through their writing or drawings.



We have loved watching your videos of you following the Jack Hartman physical activities and we are sure the grown-ups are over the moon to have him playing in your house every week!



We have also been blown away by your amazing efforts in Maths, where it has been wonderful to see you all using familiar resources, such as part whole models and tens frames at home to support your learning.