

THE EARLY YEARS ECHO

DISCOVERING OUR WORLD ONE DAY AT A TIME



“Thank you!”

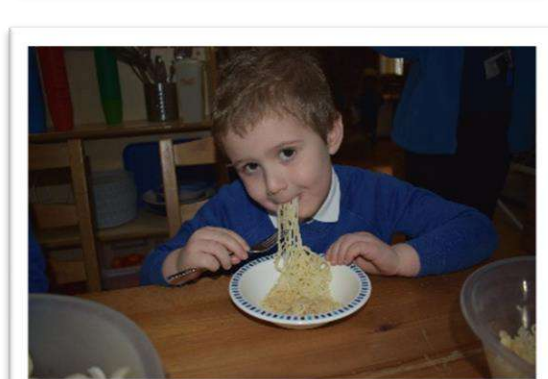
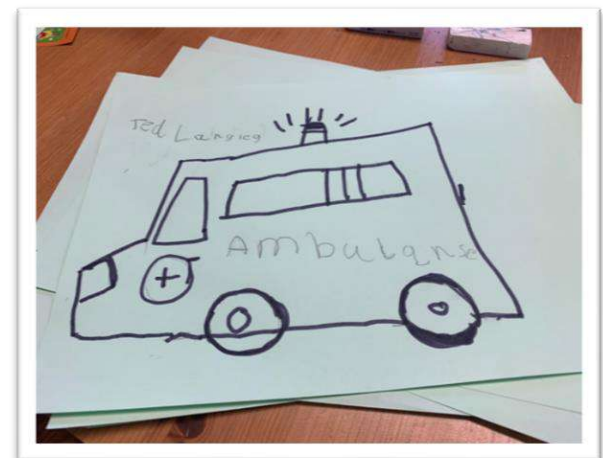
We would like to thank all of you who have participated in our remote learning. It has been wonderful to see all of your amazing efforts and enthusiasm in our live sessions and all of your impressive work being uploaded to Showbie. We can't wait to welcome you all back on Monday 8th March. We can't wait to see you all very soon!

Chinese New Year

This week, the children have loved learning all about Chinese New Year. They have watched videos to help gain a better understanding of what happens during Chinese New Year and how it is celebrated around the world. The children have also enjoyed tasting Chinese food, creating Chinese lanterns, and listening to traditional Chinese festival music.

“Lines are the most powerful device of drawing.”

The children, have shown a keen interest in developing their fine motor and hand eye co-ordination this term through line drawing, and have engaged in these activities at home and at school. Fine motor skills are essential for hand writing and drawing is a good way to develop this! Drawing plays a big role in our cognitive development. It can help us learn to write, think creatively, and develop hand eye co-ordination.



READ ALL ABOUT IT!

OUR FIRST FULL TERM

EMERGING INTERESTS

WHAT WE ARE LEARNING ABOUT

KEYWORDS

Powerful, curious, confident, resilient, competent

“A DAY FILLED WITH LAUGHTER IS A GOOD DAY.”

EYFS FEBRUARY 2021

The children were extremely excited when they arrived at school to find their garden thick with snow; they couldn't wait to get outside and explore in the snow and foster their curiosity. They were immediately drawn to the mud kitchen where they had noticed the water that had been in the pots, pans and buckets previously was now frozen and had turned to ice.

“Look at this bucket! It's full of ice. The water has all frozen in the snow.” Eleanor

“Let's see if we can melt it.” Olive

The children set about investigating and experimenting ways to melt the ice through their explorations, starting with their hands.

“If you hold it tight in your hands it melts, look.” Eleanor

“Ahh, it's turning to water again. Quick, stop!” Olive

They then began to explore using the utensils available to them in the mud kitchen to see if these would help to melt the ice in some way before Olive took the lead in developing some imaginative play as they explored.

“It's like a potion. We need to mix it all up.” Olive

“Yes, let's make a potion. We need to take it in the sun so it can melt.” Eleanor

“It can go near the shed because the shed is near where the sun is.” Olive

Olive noticed that due to the position of the sun in the sky there was very little shade behind the shed and therefore that was where there would be the most sunlight for them to create their “potion”.

“Here's the sun. Oh no I forgot I was blocking the sun.” Olive

Olive quickly observed that the position in which she was standing in was casting a shadow over the “potion” and so therefore the sun would not be able to get to it in order to melt it and so she moved to the other side of the bucket.

“You made a shadow and stopped the sun from melting the ice.” Eleanor

“It only works before midnight, before the sun goes down.” Eleanor.

“We are trying to get it melted before it's night-time because the sun will go down and we need the sun to melt it so it's easy. The sun's going down, so we need to finish this quick.” Olive

“What are you doing? Can I help?” Oscar

“We're making a potion. It's for the baddies.” Olive

“Erm it's for the superhero's actually.” Oscar

“Here's some water to melt it a little bit.” Eleanor

Eleanor returned from the mud kitchen carrying a ladle full water, which she then added to the bucket of ice.

“Yeah, the water will break it down easier.” Olive

“I'm adding more snow, so it melts quicker the ice. It's really hard [the ice] so we're trying to make it softer. The snow is all soft.” Eleanor

The children demonstrated extremely high levels of resilience and perseverance as they played, trekking backwards an



forwards between the mud kitchen and the shed at opposite sides of the garden to transport water and snow to “help the ice to melt”.

“The sun makes the ice melt.” Oscar

“Yeah, because the sun is hot and the ice is cold.” Eleanor

“You know the winter man? It makes winter come here, that makes the snow here.” Oscar

“Yeah and when it's summer the sun comes out and when it's winter that's when it snows.” Eleanor

Eleanor clearly demonstrated her understanding of the effects of changing seasons on the natural world around them in her response to Oscar.

“We're trying to make it smooth because all foods are smooth.” Olive

“We have to make it smooth, so the baddies don't know it's a potion.” Eleanor

The girls used the back of their spoons, that they had been using to scoop snow into the bucket, to smooth out the snow once the bucket was full.

They spent a long time doing this to ensure the snow in the bucket was completely level with the top of the bucket.

“Could you help me get this off please? Could you scrape it, Olive? Thank you.” Eleanor

It was clear to see that everyone had fun in the snow. We have loved looking at your photographs on Showbie, thank you for sharing them with us.

“THINK BEFORE YOU CLICK.”

Internet safety day 2021

The children in Early Years use the internet on a daily basis within their learning. The resource provides valuable information for research into their interests, photographs and videos for provocation, and acts as stimulus for independent, explorative play. Therefore, being safe online is always high priority with our children to ensure they have the knowledge and understanding of appropriateness and how to keep themselves safe in school and at home. The focus of Family Group discussions this week has been based around the adventures of “Smartie the penguin”. During this time, children have refreshed and recapped their knowledge around staying safe online, age-appropriate websites and games, why this is important and what to do if something goes wrong or happens.

You don't go on things that are bad for you, you're not allowed.” Harry

“When I watch videos on YouTube and something come up, I know I have to tell my mam.” Matthew

“when we go on YouTube, we are only allowed to watch awesome kids' not adult stuff.” Christopher.

My mammy watches my iPad with me so I stay safe.” 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

Phase 4 Phonics

When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.

Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Maths

This half term, the children have covered numbers 0-10 and 0-20 during daily maths meeting. 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 3D shapes, we have looked learned the names of the shapes and investigated their properties. We have also had fun exploring colour, shape and object patterns! We have continued to look at 'maths in a picture' - as always, this is to encourage the development of children's mathematical language which is crucial.

Your trash is our treasure! Please think of us before you chose the bin!

Things we are hoping to bring into our provision:

- Baking utensils
- Chef's hats/costumes/aprons
- Tins of food
- Loose parts i.e. Nuts/bolts/washer's/screw drivers
- Home décor i.e. Ornaments/candle holders/pictures
- A wooden till
- Old fashioned toys/phones
- Plant pots
- Restaurant/takeaway menus
- Candles for birthday cakes
- Baskets
- Plates/bowls/cutlery
- Tea sets/wooden sets
- Vintage real-life clothing; child/adult
- Junk modelling
- Binoculars
- Bird feeders
- Bird houses
- Seeds
- Cable reels
- Garden Furniture
- Camping equipment
- Dinosaurs

