



Parent/Carer notes - Term 3

Acorn Class



Our Term 3 topics are 'Starry Nights' with the companion topic of 'Winter Wonderland'.

Through a range of exciting and creative activities, we will be exploring, the differences between the world at night compared with daytime. We will be finding out about nocturnal animals and how they find food when it is dark. We will discuss bedtime routines and the importance of a good night's sleep, as well as exploring the night sky and finding out about the moon and the stars.

In the Winter Wonderland project, we will explore the seasonal changes that happen during winter, find out about the different weather associated with the winter season and explore changes that happen to water as it freezes. In addition, we will find out about what happens to plants and animals during cold weather and explore places in the world that are always cold and snowy, including the animals that live there.

Supporting your child at home

- Look at the night sky and see how many stars you can see each night.
- See how the moon changes shape each night.
- Go on a short walk after dark or go into the garden. Take a torch to light the way. Discuss how things look different in the dark.

- Go on a winter walk and talk about how the environment has changed since the summer months.
- Put bird food out in the garden or on a window ledge and observe the birds that visit.
- Leave water out in a shallow container overnight on a cold night and see if the water freezes.
- If it snows, build a snowman, and take a photo of it to share with the rest of the class.
- Share the 'Did you Know?' resources

Words to use and explore:

- Nocturnal, diurnal
- Night, night-time, day, daytime
- Moon, Sun, star
- Light, dark
- Sleep
- Health
- Winter
- Season
- Cold
- Snow, ice, frost
- Freeze
- Icicle, snowflake
- Arctic, Antarctic
- Camouflage

Homework:

Big Cat Letters and Sounds Revised reading practice books will be sent home/changed once a week (Wednesday). These books will have been read three times at school focussing on:-

Read 1: Decoding and Blending - teaching children the ability to apply their knowledge of letter-sound relationships to correctly pronounce written words.

Read 2: Prosody - teaching children to read with understanding and expression.

Read 3: Comprehension - teaching children to understand the text.

Reading practice books will have been carefully matched to your child's current reading/phonic knowledge. If your child is reading it with little help, please do not worry that it is too easy - your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise - celebrate their success! If they cannot read a word, read it to them. After they have finished, talk about the book together. **Please ensure these are returned on Mondays to enable the next group of children to read them.**

In addition, I am sending home a 'Sharing Book' - Dandelion Launcher and Dandelion Reader Phonics book, which will be changed on a Monday and Friday, if read at home. Again, these have been matched to your child's phonic/reading ability. These books may not have been read in school.

Phonics Books: The pink phonics books are updated each Thursday/Friday with the new sounds we have learned in school during the course of the week. Please encourage your child to say the sound; teach you the action and rhyme for writing the letter; find objects around the house that begin with the sound; trace over the letter; write the letter. I enjoy rainbow writing - write the letter in as many different colours as you have.

I am also including the decodable words, tricky words and sentences which we will have been focusing on reading and spelling during the course of the week. Please encourage your child to practise these 'Little and Often'.

Ed Shed and Numbots

I have issued all children with log-ins for Ed Shed and Numbots - these can be found in their reading diaries. Ed Shed and Phonics Shed will support the children with using the graphemes to spell.

We will continue to celebrate the success of those children who have played the most games in Friday's Praise Assembly alongside the rest of the school.

Mrs Philpott's Library

Library books will continue to go home on a Friday and are to be returned by the following Friday in order for the children to choose another book. Enjoy talking to your children about the book, the storyline, characters and settings. In class, the children are extremely good at recognising our tricky words and digraphs in sentences I am writing. Encourage your child to pick out the digraphs and tricky words we have learned so far.

Many of these books are my own so I request that they are handled with care please!

PE Kit:

Our PE session (when we change) is Wednesday afternoon. Our PE this term will be led by an outside agency CYCLEMe Tots. This will involve using balance bikes. To ensure that all children can fully participate in PE lessons, please ensure that they have their 'named' PE kits in school throughout the term, earrings are removed and hair tied back.

The correct PE kit includes:

House Colour T-Shirt, blue shorts and plimsolls - we may require jogging trousers if our sessions are to take place outside - I will confirm this when I have confirmation from CYCLEMe Tots.

Please refer to the Term 3 Medium Term Plan for more information about what your child will be learning this term.

As the weather will be getting considerably colder this term, please ensure your child has a warm coat, preferably with a hood, as we will be using the outside area in all weathers. Also, they will require a pair of wellies to be left in school so we can go splashing in puddles and/or play in the snow if we are lucky enough to have any this year.

If you have any queries or concerns, please do not hesitate to either speak to me at the end of the day, when I will be on the playground; leave a message with one of the Teaching Assistants or a member of the Senior Leadership Team who will be on the playground in the mornings; or message me on SeeSaw.

With kind regards,

Glenda Philpott

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