

The Downs Primary School and Nursery

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Mulberry and Holly Class Newsletter

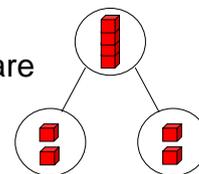
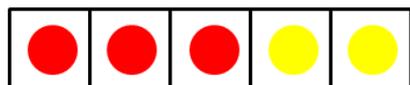


Dear Parents/Carers

This week we have....

In Maths

This week, we have continued to look at different ways of making five. We have been continuing to use whole, part, part models and fives frames. The children are becoming really confident at showing different ways of making five.



Try this challenge at home:

Using Lego or coloured building bricks encourage your child to build towers of five in different ways and talk about the combinations they have made.

Give your child playdough and five candles, as well as two toys each. Encourage them make a cake for each toy and share the candles between the two cakes. Find different ways to place the candles on the cakes.

Put five ducks or bath toys in the bath. Encourage your child to put the toys into two groups and say how many toys are in each group. Ask them if they can say the addition sentence, such as three and two makes five.

Draw a large part-whole model with chalk. Write five in the top circle. Provide your child with different objects for sorting to complete the part-whole model.

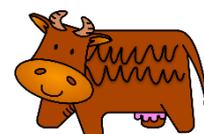
Regularly sing number songs and encourage children to recognise the link with number bonds to five, such as **Five Little Ducks**, **Five Little Speckled Frogs** and **Five Little Men in a Flying Saucer**.

Key Questions to ask your child:

How many ways can we make five? How do you know?

- Can you find a different combination?

- How do you know it is a number bond of five?
- What number can we add to ... to make five?
- Can you prove that four and one make five?
- What do you notice about the number bonds to five you have found?
- $4 + 1 = 5$. I wonder what would happen if I moved the numbers so that it says $1 + 4 = ?$ Would the answer still be the same?
- Can you find a way of making five? Does anyone have a different way?
- What do you notice about these number sentences?



Phonics

This week we have been learning the ur digraph (as in turn, church) and the ow digraph (as in cow, brown). We have been writing words and sentences with these sounds. We have also been recapping tricky words said, they and there.

At home -

Make sound flash cards and test your child on the sounds they know – can they think of words with that sound in?



Spot known tricky words in reading books

Take a picture of your child reading in an unusual place – in the car, outside, back to back with a sibling etc – bring the picture into school for us to make a display!

Make letters or words using objects – pencils, sticks, string, beads etc.

Also this week....

We have continued to look at China and carry on with various activities, exploring the Chinese culture and Chinese New Year. We have sampled Chinese food and read traditional Chinese stories.

It is really important that the children bring their book bags and books to school every day. This is so their reading books can be changed and pictures and items the children have made can be brought home. Could you please make sure that all school books are looked after, we have had a number of books returned having been drawn in or damaged - ripped pages, folded in half, water damaged from drinks bottles kept in bags. We cannot afford to replace these books, if books are returned damaged then we may have to charge you for these to be replaced.

Remember to post what you get up to over the weekend onto Tapestry.

Many Thanks

The Reception Team.