

HERE IS WHAT WE HAVE EXPERIENCED THIS WEEK AT SCHOOL

SUMMARY OVERVIEW FOR PARENTS – (building artistic foundations)

<p>The book we read... One is a Snail Ten is a Crab</p> <p>The non-fiction learning included... Vincent Van Gogh</p>	<p>The songs we learned...</p> <p><i>We have continued to listen to a range of relaxing music this week, promoting calm and well-being.</i></p>	<p>The words we talked about... Explore, effective/effects, technique, control, tone, texture, colour, shade, enhance.</p>
<p>The questions we have thought about:</p> <ul style="list-style-type: none"> • How can creatures help us count? • Who was Vincent Van Gogh? <p>The learning we are trying to remember:</p> <ul style="list-style-type: none"> • I know who Van Gogh was and can show my growing artistic skills to create my own seascape based on this artist. 	<p>Examples of some of our learning opportunities this week...</p> <p>EXPLORING DEEPER MATHS CONCEPTS Used this week's book and small world creatures to count their legs / feet. Introduced and used sustained shared thinking as the children explore more about numbers and counting, e.g. if a dog has 4 legs, how many legs do 2 dogs have? Written addition sums to record.</p> <p>VINCENT VAN GOGH'S SEASCAPES Learned about Vincent Van Gogh. Looked at the paintings and talked about what we noticed. Extended our painting skills to create lighter or darker tones. Looked at how Van Gogh made the waves look realistic by adding tips to the crests of the waves and explored this technique.</p> <p>BOAT DESIGNS Once the paintings were dry - used what we knew about different materials and what is effective to then collage a boat to complete the painted pieces. (continued next week too)</p>	
<p>The mathematical ideas we have shared...</p> <ul style="list-style-type: none"> • Money - 1p, 2p, 5p and 10p. • Written addition sums in books. 	<p>Phonics and writing skills...</p> <ul style="list-style-type: none"> • Writing sentences together and developing independence and stamina when writing in our books. • 'Precision' in our letter formations, looking specifically at heights of letters as well as where each sits in relation to the line. • Written about gardens and described them, creating further independence with writing. • Continuing to use letter names and their corresponding sounds - upper and lower case graphemes. • Beginning Phase 4 phonics, words containing five/six graphemes and five/six phonemes and hearing each of these as we blend to read the words. • Learning new tricky words - were, here, little, says. 	