

### Morris Room with Miss Lane

**English** - We will continue to follow the Year 2 curriculum with this term's theme of 'Sunflowers' and next term's theme of 'Walking with Dinosaurs', including the Year 2 trip to Port Lympne in Term 6 to see some in person!

**Reading** - Comprehension and inference can be challenging, so we will be working on this and helping the children to start finding information which may not be obviously stated (for example, if it is a hot day and Dad is asking Peter to remember his towel and flip-flops, we could infer that they may be going to the beach or swimming pool, even though it doesn't mention beach or pool in the text).

**Maths** - We will be following the Year 3 curriculum in Morris classroom, including: Comparing and ordering numbers to at least 500; Recognising the place value of each digit in a three-digit number; Identifying, estimating numbers; Finding 1, 10 or 100 more or less than a given number; Adding and subtracting two or more numbers (2-digit or 3-digits) crossing the tens and/or hundred boundaries; Using inverse to check the answers to calculations.

### Moore Room with Mrs Birkett

Our theme in Moore this term is 'Minibeasts' and we have already had a lot of fun, including a Minibeast Safari and a Bug Roadshow! Over the course of the rest of the term we will use our theme to inspire the children, including:

**Understanding the world** - talking about ourselves and others, the environment and habitats of animals.

**Communication** – learning to take turns, waiting and listening while someone speaks, being able to express ourselves when we speak, being able to ask relevant, appropriate questions on a topic of interest.

**English** – learning Word Class and embedding Language Through Colour (LTC), as well as looking at writing from letter formation, word formation and sentence writing, through to improving our sentences and responding to feedback.

For example, Mini-beasts, including spiders, ladybirds and bees, are nouns, which are orange. We would prompt children by asking: What thing?

Describing words for the Mini-beasts might be: wriggly, shiny, tiny, black, all adjectives which are green. We would encourage the children to extend their verbal or written sentences by telling us more, and ask the children: What like?

**Phonics** – continuing daily phonics sessions, looking at the sounds letters make on their own as pure sounds, or in combination as digraphs (eg 'oo', 'ir', 'oa') or trigraphs (e.g. 'igh') to support the children's reading and encourage them to think about their writing and the sounds they need to make up their words and sentences.

**Reading** – continuing to practise reading their levelled books at school, as well as allowing children access to a variety of fiction and non-fiction texts to explore as part of our Mini-beasts theme.

The importance of daily reading cannot be over-stressed, and it will be a huge advantage to your children if you can read with them at home as well!

When reading, it is good to encourage children to look at the starting sound, sound out and then blend the word, as well as checking they understand what they're reading, and that it makes sense to them.

**Maths** – In Maths we will be exploring symmetry and 3-D shapes; finding one more and one less than a number; adding and subtracting 2 numbers; doubling, halving and sharing; and describing and comparing time, money, distance and objects using every-day and mathematical language.



# Joy Lane Primary School Oysters Newsletter

Special Resourced Provision  
Terms 5 & 6

Please remember that staff are available to speak to at the end of the day, in person, by telephone, or you can always write a message in your child's contact book. We also have the School website which details the School calendar and current events.



Miss Lane



Miss Ford



Mr Hackett

If you come and visit us in Oysters these days, you may notice some changes! As well as our new Learning Support Assistants, Miss Ford and Mr Hackett, we have welcomed our newest member of the team, Miss Lane, who will be based in Morris Room, with Mrs Birkett now based in Moore Room. Miss Lane has come from St Anthony's and has over ten years of experience. We warmly welcome her to the team.



Mrs Dowling



Mrs Birkett

## Oysters Learning Themes

You may also notice some new visual cues and symbols on display...

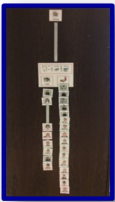
### Emotions Check-In



This system encourages children to stop and think about how they are feeling – literally checking in with their emotions and feelings. Without even speaking, a child can independently communicate that they are feeling stressed or need some time to calm, before they are overwhelmed or on the verge of a melt-down.



It is then clearly visible to adults if a child needs help and would benefit from being taken away from the situation. We can then offer a quiet place to calm, let off steam and talk it through.



### Who is here today?

In addition, we now also have visual check-ins for 'Who is here today' and 'Who is at home today' for both children and adults, as well as 'Who is having packed lunch' 'School Dinners' or 'Lunch at home.' This means the children know which adults and which children they will be with throughout the day, helping to manage their expectations of the day and minimise anxiety.



### Home Communication Booklets

We hope you like the new home-contact books! We know you want to hear all about your child's day at school, and we wanted to let you know in as much detail as we can all the activities your child has participated in.

### Class Dojo/Class Story

We also hope that those of you who have signed up are enjoying seeing Oysters' 'Best Bits' online via Class Story on Class Dojo.

We update this as often as we can so you can stay in touch with Oysters wherever you are, and are enjoying your 'likes' and comments!

If you have not yet joined and would like to, you can still sign up. We just need a signed permission slip for this closed group, and can assure you that no pictures of your child will be shared or accessible outside the group. Please see the letter attached.



## Oysters Learning Themes

### Interventions

This term we have introduced lots of new interventions and we are seeing these pay off, including:

- Clever Fingers, Sensory/ Messy play
- Lego Therapy, Social Skills Groups
- Life Skills Groups, Gross Motor Groups
- Gardening Group, Sensory Circuits
- TACPAC
- Reading Dog (Every Wednesday morning!)



Mrs Owen & Sooty

### Curriculum

#### VPG (Vocabulary, Punctuation and Grammar)

Throughout Oysters we will be focusing on reinforcing the children's understanding of grammar rules, spelling and punctuation, using *Language Through Colour* (developed by local Speech and Language Professionals-see photo above) and the School's own system: *Sentence World*.



These systems are easily differentiated to suit the children's abilities and learning styles, and are very popular with adults and children alike, perhaps because of the chance to write on colour-coded post-it notes!



In addition to this, we have updated our Rainbow Spellings to support the new curriculum and will be sending these home for children to practise with you!

### Mackintosh Room with Mrs Dowling

**English** - Lessons will follow a Rainforests topic and allow children to explore and write in a range of different genres, including Information Writing, and Descriptive Writing inspired by *The Great Kapok Tree*. Children will be given the opportunity to write creatively, in their favourite genre, and produce a small book for others to read.

Children will revise key aspects of the KS 2 SPAG curriculum – playing games completing quizzes and revision posters.

**Reading** - Children will have the opportunities to study and develop their comprehension of a range of texts; both fiction and non-fiction. They will also practice reading in timed conditions and then applying their understanding of the text to questions

**Maths** - We will be revising and reinforcing in Terms 5 and 6, covering the following skills: Place Value, ordering, reading and writing numbers up to one million and down to 3 decimal places; properties of number; the 4 operations (and applying these to word problems); rapid recall of times tables; fractions, decimals and percentages. Children will be given different mathematical challenges every day. They will work in teams to decide how best to solve them and try to be the team with the most logical or correct answer. This will reinforce their collaborative learning and reasoning skills as well as their ability to work systematically.