

Thank you,

D. Logan, K. Henry & J. Thompson



Helping Hands

We are going to be learning about **people who help us**. We will learn about the roles of a teacher, the school cook, a fire fighter, a doctor and nurse and the police. We will have some visitors in the classroom and we will act out the various roles at playtime.

Maybe you could point out some people who help in the community when you're out and about with your child? Talk about where they work e.g. fire station and if they wear a special uniform.



How about learning this song?

Miss Polly had a dolly, Who was sick, sick, sick, She called for the doctor,



To come quick, quick, quick. The doctor came with his bag and his hat, And he knocked at the door with a

And he knocked at the door with a rat-a-tat-tat.

He looked at the dolly and he shook his head,

And he said "Miss Polly, put her straight to bed!"

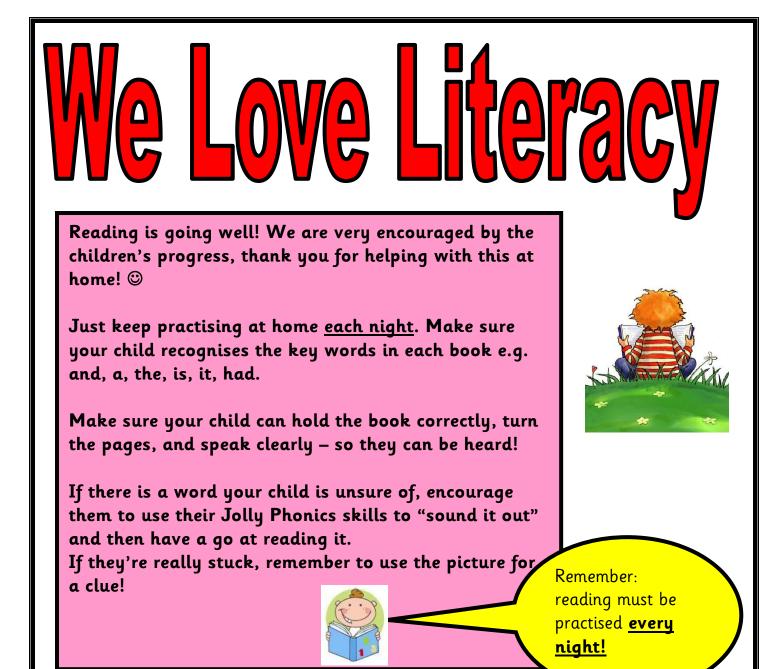
He wrote on a paper for a pill, pill, pill,

I'll be back in the morning with my bill, bill, bill.

<u>**We would appreciate it if you could send in any of the</u> <u>following items</u>:**

- Any toys / vehicles e.g. fire engine, doctor sets
- Dressing up costumes e.g. nurse, fireman
- Books about people who help us





Jolly Phonics

Jolly Phonics is well on its way!

Continue to practise the sounds and handwriting. <u>The correct formation of</u> <u>each letter must be continually reinforced</u> – don't let them get into bad habits as this is harder to correct as time goes on!

Why not call out some sounds and see if your child can write the letter.

They might even be able to read and spell some simple 3-letter words e.g. cat, hat, rat. You'll be surprised at what they can achieve!! \textcircled



Mad about Maths

We will be learning how to write the numbers 6 – 10. Again, we use the little rhymes to help the children remember the correct formation. Keep practising these at home – we always say that practice makes perfect!

- **6** down we go and make a loop, number 6 makes a hoop.
- 7 across the sky and down from heaven, that's the way we make a 7
- **8** make a 's' and do not wait, that's the way we make an 8
- $\mathbf{9}$ make a loop and then a line, that's the way we make a $\mathbf{9}$
- **10** first a one, then a zero, number 10 is our hero!



Why not see if your child can name "the number after" ? For example, what number comes after 4.

This will help them when we start to add on one in the summer term

Measure your child's height – ask them to find things that are <u>taller</u> than them, and things that are <u>shorter</u> than them

Dates for the Diary

3rd January – Cinema Trip 3rd - 7th February – Parent Interviews 10th – 14th February – school closed for mid term break 17th February – school reopens