

What we are learning about:

This week we are reading "The Day the Crayons Quit" by Oliver Jeffers.

We will continue to explore our own feelings and look at how these relate to the different crayons. Each day, the children will be receiving 'real' letters from the different crayons. We will be looking for clues in the letters and we will explore colour names and what the colours make us feel/think about. We will get involved in lots of crafty activities, making collages, rainbows, crayon pictures and rubbings!

We will explore colour mixing with paints, and learning the rules and routines around using the paints safely and effectively. The children will look at how colours can be 'changed' and look at depth of colours including how to make them lighter and darker.

Construction and fine motor activities will all link to the colours explored that day and will allow the children to make further links in their learning.

We will be cementing our routines and thinking about all the things we learnt last week.

We will make pictograms and compare, sort and match objects and amounts.

Sparrows & Wrens

Week Beginning 14/9/2026

Maths

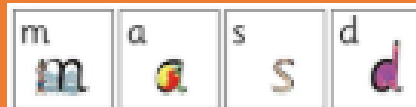
Children will continue with their grouping and sorting skills, grouping into colours (linking in with our story); sorting and organising colours to create rainbows and making coloured repeating patterns and non-repeating patterns.

We will also look at comparing the sorted amounts and discussing our findings!



RWI

This week we start phonics!
Our sounds of the week are:



Look out in book bags for letter formation sheets to help us practice!

Ideas for at home:

Talk with children about how they are feeling and discuss the positives as well as any worries! If you know the stories, make links to the crayons or last week's Colour Monster!

Watch *The singing walrus' Feelings Song* on YouTube. We will be watching this as we continue to talk about our feelings too!

Can children remember any of the story? What crayons can they remember? Ask children what colour their emotions are.

Ask children who their new friends are or play a game to see how many of their friends names they can remember. You could set them a challenge to tell you one new person's name that they have learnt each day.

Talk about colours that mix together, and maybe create a painting at home if you have some paints!

Help children to practice writing their first name (with only a capital letter at the start) to help them label their work in school.

In books can they recognise any of the sounds from RWI that week? Can they see the sounds in the environment?

