



Year group: Reception

Date: Friday 13 October 2017



Literacy and Communication and Language

This week we have been reading the story of 'The Little Hen'. We have taken on the roles of the different characters and looked closely at the process of making bread, starting right from the harvesting of the wheat. We have continued revisiting the sounds we already know and have been practising writing our new sounds - h, sh, r, j.

We are continuing to use the sounds we know to write simple words using 'Fred Fingers' to count how many sounds there are before we write them down. Children are actively encouraged to use the sounds they know to write independently when playing and learning in the classroom.

Next week we will be reading the story of Rama and Sita, as part of our Diwali week. We will continue to learn and practise our sounds, using them to write simple words and captions.



Maths

This week in maths we have been learning how to combine two groups, and find the total. We were able to help the farmer to calculate how many chickens he has altogether living in his two separate hen houses! We have been introduced to the vocabulary involved in addition, including the words add, plus, altogether, equal and total. We are becoming more familiar with the + and = symbols, and have looked at how to record our simple addition problems in a number sentence.

Next week we will be learning to recognise, continue and create repeating patterns.

Suggestions of ways you can support your reception child with the EYFS curriculum:

- Continue to practise recognising and writing sounds and letters.
- Use small objects/toys to create and solve simple addition problems.
- Encourage children to tidy up their own toys whenever they are finished playing – tidy up time is a big part of our day, and another way in which we are trying to promoting independence!

Extra information:

We have a number of cardigans that are unnamed in class, please do come and claim them if you suspect they might be your child's. Please could you make every effort to name cardigans and jumpers.



Year group: Year 1

Date: Friday 13th October 2017



English

We have had a fantastic week of Poetry reading and writing in English – the children have been relishing some real rhyming fun! Look at everything that we have been doing...WOW!

Main texts: Nursery Rhymes and Funny Poems

w/c- 9/10/17:(*The Apple and the Worm, Nobody Likes Me, Peter and the Worm*)

w/c- 16.9.17: (*Love it or Hate it!*)

Comprehension: We have been reading and enjoying poems, and understanding the story within a poem. Next week we will be brainstorming ideas about the poems we have been reading, as well as discuss where the rhyming words are. We will be talking about why rhyme may sometimes make it harder to write poetry.

Grammar: We have been making sure we leave spaces between words and form our letters correctly. We have also been re-reading our own writing to check it makes sense. Next week will be making sure we are writing in clear sentences, using capital letters and full stops.

Composition: We have been using neat handwriting to write a poem. We have also had fun writing an extra line of our own onto poems that we have been reading. Next week we will be writing an extra verse for a poem, focusing on how words rhyme and repeat in patterns.

Spoken language: We have been learning a poem by heart, and performing using appropriate spoken clear English. We also say a line out loud before writing it. Next week we will be performing our own poems to others, making sure we speak in a clear voice using appropriate register and tone.

Word reading and transcription: We have been using our phonic and other clues such as rhyme to help read unfamiliar words. As well as this we have been reading a text independently and as part of a small group. Next week we will be segmenting spoken words into phonemes, spelling correctly and applying simple spelling rules and guidelines.

Websites for Poetry:

<http://www.thinkingfountain.org/w/worms/worms/song.html> - selection of poems

<http://www.musingsbylizzytish.com/cn/silly-verse-for-kids.htm> - **Worm** by Spike Milligan

Suggestions of ways you can support your child's English: Reading through a variety of funny poetry books suitable for children, laughing and engaging with the rhyming content of the poem within. Discussing words that go together to make a rhyme, and inventing your own funny rhymes about everyday ideas.



Maths

Like English, year 1 have had a busy learning week in Maths. We have been learning lots of new number skills. These included:

Addition and Subtraction

- Understanding subtraction as 'take away'.
- Counting what's left and record the related subtraction sentences.
- Begin to count back on a number line to subtract.
- Seeing how subtraction 'undoes' addition.
- Adding and subtracting numbers up to 10 and 20.
- Adding and subtracting 1 more or 1 less.

- Reading the signs + and –
- Deciding whether to add or subtract to solve a word problem.
- Representing objects in a word problem with cubes or fingers.

Next week we will be focusing on:

Number and Place Value

- Counting to 100 in ones and tens from zero.
- Counting on/back starting from any number up to 20.
- Ordering numbers to 20 on a track, then a beaded line.
- Marking on numbers just before and after 5, 10, 15, and 20.
- Comparing two numbers less than 20: say which is more or less.
- Recognising fractions of shapes $\frac{1}{2}$ and $\frac{1}{4}$.

Suggestions of ways you can support your child's Maths: Counting small objects such as teddies and taking some away- then asking how many now? Ask your child to create pictorial sums and on paper and then writing down the number sentence underneath.

We practise and recite the 2, and 5 and 10 times tables every day in class, if you can continue this at home this would really boost their skills. Thank You.

Extra information: My Maths

- My Maths passwords have now been allocated for each child in Year 1. This is a fantastic website to help your child with their numeracy work and will consolidate what they have been learning in class. Homework tasks will be set on here for the half term holidays. In case of any site access problems or internet issues, Maths homework worksheets will be provided.
- <https://www.mymaths.co.uk/>



Year group: Year 2

Date: Friday 13th October 2017



English

This week in English we have read and performed the poem 'The Owl and the Pussy Cat' by Edward Lear and 'The Jumblies'. The children have also planned and written a fable of their own, choosing their own animals and setting.

In English we will start to read 'The Owl who was afraid of the Dark' by Jill Tomlison as our introduction to stories with a familiar setting. The children will be using this book as a stimulus to write compound sentences, use a range of punctuation and work on the spelling of some common exception words. In addition we will continue to work on developing our joined handwriting.

Suggestions of ways you can support your child's English:

- Practise the letter names when spelling words.
- Practise reading aloud and performing poetry.



Maths

This week in Maths we have created our own tally charts and collected a range of data, developed our understanding of multiples and solved problems and we have carried out a 'Smartie' investigation to estimate, count in 2's and create a bar chart.

Next week in Maths we will be learning about fractions of shapes and we will begin by finding halves and quarters.

Suggestions of ways you can support your child's Maths:

- Count in halves from 0 e.g. 0, 1/2, 1, 1 1/2, 2, 2 1/2
- Practise quick recall of the x2 and x5 times tables and related division facts

Extra information:

- Carry out a mini-beast survey in your garden. Create a tally chart and see if you can answer questions about the data you have collected.
- Collect a range of leaves – carry out some research and see which of the leaves you can identify.



Year group: Year 3

Date: Friday 13th October 2017



English

- This week Year 3 have enjoyed learning lines of a poem to perform as a class. They paid close attention to the pronunciation of the words and added some actions to add interest for the listener. A performance has been filmed and we will use it next week to evaluate our performance.
- At the end of the week we wrote our own stanzas for a poem based on cats. We used adjectives and powerful verbs to create images.
- Next week poetry – continuing with poetry we will be using more descriptive language to compose our own poems and also to analyse poems we have read.

Suggestions of ways you can support your child's English:

Listen to children's poems and ask them to identify the different word types – nouns, adjectives and verbs.



Maths

- The theme for this week was 2D and 3D shapes. The children learned the names and properties of a variety of shapes. They have also identified right angles within shapes.
- Next week – position and direction – using the terms clockwise and anti-clockwise to describe position, direction and movement

Suggestions of ways you can support your child's Maths:

Practice examples of any questions that were answered incorrectly in the weekly mental maths quiz. As the children become more confident with times tables recall ask them the related division facts. For example if they can answer 6×4 quickly, can they tell you what $24 \div 6$ is.

Extra information:

We still have some incomplete PE kits. All children should have long sleeve tops and long socks for the Autumn term. We also have unnamed items. Please check your child's PE kit.



Year group: Year 4

Date: Friday 13th October 2017



English

- We have now finished reading 'Street Child' and will now be exploring the choices the author made throughout the book to allow us to empathise with the main character and imagine life in London during the Victorian era.
- This week we enjoyed predicting how the story would end and all considered fantastic possible options based on what we had previously read.
- In our SPaG lesson we have understood how to organise our text into paragraphs and recognised their effectiveness.

Next week, we will enjoy looking at 'Street Child' in detail. We will be identifying how similes, adjectives and adverbs create images for the reader. We will attempt to use the skills that the author used to create our own descriptive text.

Suggestions of ways you can support your child's English:

When hearing your child read aloud, ask them how they can describe what has taken place in their story? Where is the action taking place? How can they describe the scene?



Maths

This week, we have been using standard written methods to multiply.

- We have used a cross method to multiply two 2-digit numbers together.
- We now know a mental method to multiply a single digit number by a multiple of 10, 100 or even 1000
- We have used a standard method to multiply up to 4-digit numbers (column method)
- We can multiply any given numbers using our preferred written methods.

Next week, we will be focusing on time and using decimal notation with money.

- We will revise how to read and write analogue time.
- We will learn how to read and write digital time, as well as converting this to analogue time and vice versa.
- We will use decimal notation and rounding when studying money.
- Importantly, we will be focusing on how to apply our learning from the week into multi-step word problems, using techniques such as RUCSAC.

Suggestions of ways you can support your child's Maths:

Please continue to practise times tables with your child as often as you can, even on the car journey to school each morning! This will really aid them in every area of Mathematics. Also, ask them to 'teach' you how they would solve an addition/subtraction sum using the column method, explaining at each stage what they are doing and why.

Extra information:

On Tuesday 17th October, we have the marvellous Mr. Victrix joining us to give us a wonderful insight into the lives of the Victorians, remember your Victorian costumes! We look forward to seeing you all during our Parents Evening sessions. Please return your 'Parents' Feed Forward Form' to ensure you get the most from your 15 minute allocated slot.



Year group: Year 5

Date: Friday 13th October 2017



English

Holes – Exploring the text with the children.

We are continuing to learn how to answer questions on a text giving evidence for our answers.

We have finished our newspaper articles about the 'Lady of Shalott', and used some of the features of this type of text. We hope to get some of these up on the wall for display.

Next week we are going to look at direct and indirect speech and the layout of dialogue.

Reading, reading and more reading! Have a chat about what your child is reading and what they are enjoying about their book.



Maths

In Maths this week, we have been learning how to round numbers to the nearest 10, 100 and beyond. We have revisited the formal written methods for + and - (column) to solve multi-step and word problems.

This week we are continuing to solve multi-step problems using the formal written methods. We will also be using our rounding knowledge to check answers to calculations. A recap of Roman Numerals will be taking place too!

Continue to revise multiplication tables and ensure homework is completed to the best of your child's ability. Quiz them on square numbers, cube numbers and prime numbers!

Other Subjects.

In science next week we will identify changes in materials and look at reversible and irreversible changes.



Year group: Year 6

Date: Friday 13th October 2017



English

- This week in English, we have watched Roman Polanski's version of the opening scene of 'Macbeth' and the children have utilised their dramatic skills and staged an atmospheric opening to the play.

- In addition, we have been relating the portrayal of witches to their social, cultural and historical traditions. The children have learnt about how 'witches' were persecuted during the Elizabethan/Jacobean period in order to compose a series of instructions entitled: 'A Witch Hunter's Guide to Spotting a Sorceress'.

- This week's spellings contain prefix words that contain hyphens (such as 'co-ordinate' and 'co-own'.)

Next week, we will be annotating the 'Steps to Success' for instruction writing by sequencing and annotating a set of instructions delineating 'How to Ex-ecute a Treasonable Tudor Noble'. We will then be formulating our notes on witches to create clear, concise instructions.

Suggestions of ways you can support your child's English:

- encourage them to read and write for pleasure; model how to refine and redraft work through using a thesaurus;
- research the sudden surge of interest in witches in the Elizabethan/Jacobean era on the internet or in a 'Horrible History' text;
- boss your child around, using a range of imperative verbs;
- support their comprehension of what they read through helping them to infer information from a range of texts and justify their viewpoint with substantiating evidence;
- encourage your child to carry out instructions, e.g. through cooking, assembling something or simply following orders!



Maths

In Math this week, Year 6 has been using their times table knowledge to their advantage! They have been:

- finding unknown angles in triangles and quadrilaterals;
- investigating how to calculate the interior angles of polygons through primarily calculating the shapes' external angles;
- finding the lowest common multiple of two/three numbers;
- identifying common factors and prime numbers;
- using factor trees to work out the HCF (highest common factor) of two numbers.

Next week, we will be continuing our work on multiples, factors, primes and fractions. Specifically, we will be:

- finding equivalent fractions;
- simplifying fractions using multiples and factors;
- comparing and ordering fractions with unrelated denominators;
- finding fractions of amounts.

Suggestions of ways you can support your child's Maths:

- ask them to demonstrate how they can create factor trees to find the prime factors of a number;
- quiz them on multiples and factors of numbers;
- support them with their homework on calculating the circumference of a circle through using the formula $c = \pi d$. They should demonstrate their calculations, step-by-step.