



Our Learning this week - 29.3.19

Year 1

English - This week we have been enjoying the gorgeous sunshine and have taken our own handmade bees out for an adventure in the sunshine! We have been thinking about words to describe the bee's journey including prepositions, verbs and adjectives.

Where did your bee go on its journey outside?

Maths - We have been trying really hard this week to grasp 'missing number problems'. We have used a range of resources to calculate the answers, including bead strings, cubes and number lines.

Can you have a go at these missing number calculations at home?

$$8 + ? = 10 \quad 13 + ? = 20 \quad 6 + ? = 20$$

Topic- In Science, we have been finishing our learning about animals this week, drawing together everything we have learned. We have linked this learning with our Computing and we have used Google to find an image of the animal we would like to write about.

Can you tell someone at home how to use Google to search for an animal picture?

Now that the weather is warming up, please can all children ensure they have a bottle of water in school to drink.

Year 3

English: This week has had a heavy grammar focus. The children have been reading The Paperbag Prince and have been looking for noun phrase in it. Some are more descriptive than others. A noun phrase begins with a determiner, like the, my, a, an, this and then has adjectives to describe a noun. They have also been looking at how to find a preposition, they have been

Year 2

In English this week, we have been continuing or sequence on Mixed Up Fairy Tales. The children have been learning the story of Little Red Riding Hood, designing their characters and we have been deciding, as a class, what changes we are going to make to the story. Grammatically, the children have been learning about adverbs and how they can be used to provide more information about what characters are doing.

What changes have we made to the Little Red Riding Hood story?

In Maths, we have started the first phase of our recap into Place Value. We have been creating 2-digit numbers and placing them on number lines. The children have also been deciding on the scale for their number lines - the challenge being to make the scale as 'relevant' as possible to the numbers generated. We have also been practising our problem solving skills.

I'm thinking of a number. It is between 20 and 30. It is odd. The digits in the number are not the same. What number could it be and why?

We are starting to finish off all of our projects this week starting with our Bug Hotels. The children have been out and collected their materials and started phase one of the construction. We have also been making Mother's Day Cards, practising our compass skills and creating 'pop art'.

What has been the most challenging part of making a but hotel?

Year 4

English- This week we have continued to develop our understanding of our focus text called Little Evie in the Wild Wood. At the end of last week we watched a film called 'The Girl and the Fox'. The children listened to the film first and used a 'tell me' grid to write down their ideas. We then watched the video and the children thought about whether their predictions were

looking for them in adverbials that tell the reader where. Eg, **high** in the tree top, **beneath** a pile of rubbish. (These also contain noun phrases!) Finally, they have been thinking about and finding 'wow' words. Words that sound good and they haven't used before in their own writing. They have retold the story in their own words.

Can you use prepositional phrase with a noun phrase in to describe something? Eg up in the dusty attic, or under the fluffy rug.

Maths: We focussed on investigative work this week using the vocabulary parallel, perpendicular, horizontal and vertical. During one challenge, the children were given a picture of a 3 d shape made from bricks. Their job was to describe how to build it. They found this tricky, especially when they were asked to prove it. Many found it funny how vague their descriptions were, so they had another go after actually building a 3 d shape out of bricks.

Can you describe a shape made from bricks without showing someone it? How do they remake it?

DT: Another sewing session, this week without the help of the lovely Mrs Bennett who gave up her afternoon to help last week... oh how we missed you. However, most of the little creations were finished. We have evaluated them and suggested improvements, but I think they are amazing for first attempts at sewing for so many.

correct. After reading the focus text, the children structured their ideas using a venn diagram to compare the two narratives. They considered what was the same and what was different to write a written comparison of both texts. We have also explored poetry by highlighting words/phrases that we liked. They then wrote a poem inspired by the phrases in a form of their choice.

Can you explain how are The Girl and the Fox & Little Evie in the Wild Wood different?

Maths- We have also continued our decimals learning this week by exploring what tenths are in a decimal form. The children used their fraction knowledge and place value grid to be able to extend their understanding of decimals. The children then continued their learning by learning how to count up in tenths. This allowed them to develop their counting fluency and apply their understanding of number lines and fractions.

What is $5/10 + 2/10$? Can you write your answer in decimal form?

PE: This week the children have been practicing their dribbling skills in basketball. They worked in teams in relay style activities to dribble around cones to be precise with their footwork. The children are looking forward for their final match next week to mark the end of our sequence and term.

Why should you hold up a 'guard' when dribbling a basketball?

Year 5

English: This week we began our short sequence on short spooky tales, based on the works of Kevin Crossley-Holland. We looked at how the author builds suspense and thought about the impact of choices on the reader's feelings. The children talked about how they could use these skills in their own writing. Together, we planned a spooky tale and wrote part of this, thinking about the use of description and vocabulary choice to build atmosphere.

What is a relative clause? Can you give an example?

Maths: Our sequence of learning based on percentages commenced this week and the children developed their reasoning, thinking about ways in

Year 6

English: Having finished their narratives the children worked hard at using a tension plot to help them to identify how JK Rowling builds mood and tension in her writing. One of the criteria for achieving 'greater depth' when writing is drawing independently on what they have read as models for their own writing. We have now begun revision on persuasive texts. We analysed *Hermione's Tips on Writing Great Adverts*:

- Be clear about what it is and why it is a brilliant product
- Speak to the audience
- Use adverbs of possibility (opinion as fact)
- Use wordplay
 - Alliteration
 - Adjectives (rule of 3)

which we can calculate different percentages of amounts. We discussed what else we knew, If we know 50% of a number, or 10% of a number. We then applied these skills to different problems in context.

How would I find 40% of 860? Explain your method.

Topic: In science this week, the children looked at the different parts of a flower, considering how plants reproduce and how seeds are formed. The children observed different plants closely, learning technical vocabulary to refer to each part accurately.

Have a look for different flowers around and about! Can you spot and name the different parts?

- Puns
- Repetition
- Simile/Metaphor
- Hyperbole

Questions: How did you build tension in your writing last week? How was it cohesive?

What makes good persuasive writing?

Maths: The children have revised multiplication of fractions and learned how to divide fractions by whole numbers. They then went on to learn long division and how to first divide three-digit numbers by two-digit numbers, then four-digit numbers and convert the remainders into fractions and decimals. Having a focus on times table this week has helped this process, thank you for your support.

Question: Explain each step of either of these long division calculations. How can you find a fraction rather than a remainder?

$$698 \div 16$$

$$6985 \div 16$$

Topic: In topic this week the children have been finding out about The Holocaust as part of their WW2 studies. This sombre and upsetting event from history was treated with sensitivity and the children showed great respect when discussing reasons why such a thing could happen and how to guard against such things happening again.

You may wish to ask your children what happened in The Holocaust and how such a thing could happen.