

Thomas Eaton Primary Academy

Part of The Diamond Learning Partnership Trust

Established in the Queen's Jubilee Year 2012

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Pankhurst Class: Autumn 2, 2018

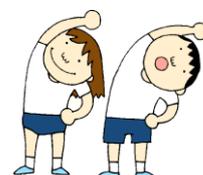
Dear parents and carers

Welcome to the new term. The children have been hugely enthused by our 'Active Planet' and we will continue to learn more about this during the coming term.

P.E. is on **Wednesday** and **Thursday**.

However, sometimes we need to change the day. Please ensure your child has his or her P.E. kit in school all week.

Shorts and t-shirt for indoor PE and indoor plimsolls are required for our indoor sessions. We may go outside sometimes, in which case, children can wear shorts or tracksuit bottoms. A warm fleecy top is also recommended to keep warm when we are outdoors but this should be in school uniform colours please. Please check the uniform policy and thank you for your support.



PE is an important part of our curriculum and children should all take part in all sessions. If your child cannot take part for medical reasons, please speak to the class teacher to make them aware.

Home Learning:

Our expectations are that, all children should:

Read every day at home for a sustained period of time (20 minutes minimum per night)

45 minutes of Maths Whizz per week

Please note that children who do not complete this learning will complete it in their break or lunch times at school unless other arrangements are in place after consultation.



From time to time, we may also ask children to:

Practise any spellings that are sent home

Practise specific times tables that are sent home

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Home Learning : menu of topic based and creative tasks

Children must complete one task from the menu below. They can do more, but one is the minimum. You may present your home learning however you wish – please encourage your child to be as creative as they can be. Make powerpoints, newspapers, models, paintings, pictures... whatever you wish.

Home Learning tasks can be brought in as soon as they are ready but all children must have completed one task **by Tuesday 27th November**

<p>Activity 1: Write a witness report Imagine that you witnessed an earthquake, volcano or hurricane. What do you see? What does it look like? How did you feel? Create an imaginative witness report. Remember to use: • paragraphs for each new event • time connectives to order events in the day • adjectives and adverbs to describe everything you see and do</p>	<p>Activity 2: Create a poster Design and create a poster using pictures and/or clippings from newspapers and the internet of our active planet. It could include: earthquakes, volcanoes, hurricanes, tsunamis or even the recent flooding here in the UK.</p>
<p>Activity 3: Write an adventure story Write an exciting adventure story using inspiration from our active planet. Are you on holiday when a volcano erupts? Maybe you are playing a game when a tornado grabs you and takes you somewhere else. What happens next? How will you get back home? Remember to use: • Varied openers and connectives. • Exciting vocabulary</p>	<p>Activity 4: What is a geyser? Find out what makes them hot! What else can you find out about them? How will you present your facts? Make it as interesting and visual as you can.</p>
<p>Activity 5: Find out what the word tsunami means Which different things can cause one? Where do they happen? What happens during a tsunami? What happens after a tsunami?</p>	<p>Activity 6: Make a map Name and label some of the world’s biggest volcanoes and their locations. Find out the names of the main tectonic plates and what they are. Show on a world map where the plates are. Do they have names? Label them.</p>

Reading:

Being able to read is not only a life skill, but it helps children access their learning with more independence. Thank you in advance for your continued support in hearing your child read at home.

Reading, out loud, to an adult, for 20 minutes each night is needed to help your child make maximum progress. Your comments in the reading records are really valuable – we are able to see how your child is getting on at home with their reading. Please comment or at least sign each time your child reads. In the front of the reading record, there is a list of High Frequency words. Please help your child to read these words too. From time to time, children may also be given some sounds to learn.

Lots of the children can now read well and it is important that they now **develop their comprehension and understanding of their reading**. Please spend a little time talking to your child about their book and ask them questions to check their understanding. Some words may also need to be explained to the children. Some questions that you may wish to ask your child will be in the reading records.

Each day, your child can change their own book but if they want to re-read or continue reading longer books, they can keep them. Books should still be sent in even if they haven't finished them. Some children will choose a book they have already read which is fine. Books will be checked daily.

If you have any questions, please send us a note or talk to the teachers (the end of the day is always best). We will do our best to help. If you would like to see us to discuss anything in more depth, we will try to arrange an appropriate time.

Equipment for school

Our policy is that we do not allow children to wear jewellery to school. However, we will allow them to wear watches and encourage the wearing of analogue watches (with hands, not digital numbers) to help them learn how to tell the time. **Please remember to send your child to school with a water bottle everyday.** Your child should bring in plain water and not flavoured thank you. Earrings must only be studs and should be removed on PE days please. At playtimes, children should bring in a healthy snack – fruit is ideal. Sweets and crisps are not allowed. **Please label all your child's clothes, lunchboxes, water bottles and book bags.** If your child loses their jumpers or other kit, **please check regularly** in lost property. Please can we ask all parents to check their child's jumpers – they sometimes bring home one that doesn't belong to them by mistake! Thank you in advance for your help with this.



School times



Please make sure that your child arrives at school so that they can take part in our morning challenge. The doors open at 8.45am and children should arrive then to give them time to settle into the day.

Thank you for your continued support. The Pankhurst team.

Useful Websites



www.geography4kids.com/files/earth_volcano.html

Geography4kids.com explains how volcanoes are formed.

www.geology.sdsu.edu/how_volcanoes_work/Krakatau.html

Geology SDSU website has information about how volcanoes work, with a case study of the Krakatau eruption of 1883

www.dropcoverholdon.org

Drop Cover Hold On organisation has information on how to protect yourself in an earthquake

www.sciencekids.co.nz/videos/earth/whatisanearthquake.html

Science Kids has an informative educational video about plate tectonics and earthquakes with photographs of earthquake damage done to buildings and roads

www.kidsgeo.com/geology-for-kids/0043-plate-tectonics.php

Kids Geo website has a 'Geology for Kids' section with information, diagrams and maps on the geology that explains plate tectonics

www.eyewitnesstohistory.com/pompeii.htm

Eyewitness to History 'The Destruction of Pompeii, 79AD' is an edited diary account by Pliny the Younger of the eruption of Mount Vesuvius

<http://www.jacksonpollock.org>

JacksonPollock.org allows you to create your own internet art in the style of Jackson Pollock

<https://www.awesomestories.com/asset/view/Pompeii>

Awesome Stories website has this account of the devastating eruption of Vesuvius in 79AD, together with maps, animations, CGI images and photographs of excavations

Useful Books

Volcanoes Around the World, Geography Now series, by Jean Green, Wayland 2008

Natural Disasters, Eyewitness Guides, by Kathryn Senior, Book House 2005

Pompeii, Usborne Young Reading series, by Anna Claybourne and Katie Daynes, Usborne Publishing Ltd, 2006

Earthquake, Go Facts Natural Disasters series, by Ian Rohr, A & C Black, 2006

