

Culworth C.E. Primary Academy

The Burrow Newsletter

Summer 2015



Dear Parents

Welcome to the summer term and to our exciting new topic. We look forward to a happy and successful time and, as always, thank you for your support.

Please continue to help your child with their word kite or elephant spelling sheet. The children will also have a grapheme grid to revise and consolidate the learning of letter sounds. There will be some nonsense words on these grids for your child to read and it is important that they practise these too.

Our **topic** this term is called "Our Watery World".

As always, Mrs Taylor has been working hard to create a fantastic environment in the outdoor area. If you should have any snorkels, flippers, toy boats, toy fish or sea creatures and beach towels which you are happy for us to use in the outdoor area, they would be most gratefully received!

We thought it would be nice to have a dinghy in the reading corner in which children could sit and read, so again, if anyone has one which we could loan we would be delighted!

The children have already been surprised to learn that there is more sea than land. The topic started with a **Geography** focus. We have established that the United Kingdom is surrounded by water, and consists of several islands, which is why we are also called the British Isles. We have learnt the names of the seas which surround our

island and will also learn the names of the main oceans of the world. Please encourage your child to locate any places you may visit on a map.

In **Literacy** we will be developing vocabulary and encouraging the children to use descriptive words orally and in writing. They will be encouraged to think about what they can see, hear, smell, taste and feel when in the water and on the beach. We will revise and extend our work on non-fiction texts as we research and then write about sea creatures. The children will learn how to make notes as they watch a film about Jacques Cousteau. We will be reading sea stories and then writing our own. We will be drifting off to a desert island, discovering mermaids and training to be pirates. We will also be listening to poetry and having a go at writing our own too.

Reading and spelling skills will continue to be reinforced in smaller working groups, following the Read Write Inc. programme.

Suggested home activities:

Continue to read with, and to, your child whenever possible, discussing the content at various points and making predictions about what might happen next.

Remember to alternate reading from your child's reading book with reading the word kite and/or the grapheme grid.

Please encourage your child to read additional books from the library or titles you have at home too.

Practise reciting the alphabet and make sure your child can tell you the name of each letter as well as the sound.

Please continue to focus on handwriting, making sure that all single letters and numerals are written correctly.

Make sure that your child is positioning **f, g, j, p, q,** and **y** sitting on the line and **b, d, h, k, l, t** standing on the line.

Continue to nurture a love of language, by using more unusual words and encouraging your child to be descriptive.

Look at a children's dictionary and practise finding words in it.

Look at a children's encyclopaedia and discuss how to find information in it.

Numeracy

Here is a list of objectives to be covered this term. As in all classes, there is a wide ability range, so please remember that a range of numbers shown is to cater for all abilities. Obviously, your child needs to be secure in their understanding using the lower numbers before progressing to the next.

This term's maths work will include the following:

Number and Place Value

- Count, read and write numbers to 100/1000 and beyond in numerals and words
- Count in multiples of 2s, 5s and 10s/ and then in 3s

- Be able to explain that 10s numbers always end in a zero, 5 numbers with a five or a zero and 2s numbers always end in two, four, six, eight or zero
- Understand and use the words: equal to, more than, less than, fewer, most, least/ compare numbers using < and > signs
- Recognise the place value of each numeral (tens, ones and eventually hundreds, thousands)

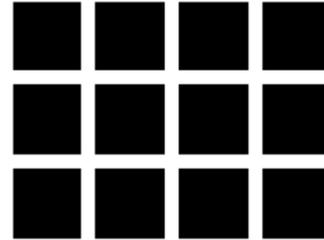
Addition and Subtraction

- Solve + and - problems to 20/50/100 and beyond (Children may still need to use concrete objects or a number line or a 100 square)
- Know by heart all the pairs of numbers which total 10/20/ and multiples of 10/100 which make 100/1000 and beyond
- Know that addition can be done in any order.
- Add several small numbers together.

Multiplication and Division

- Solve word problems using concrete objects or pictures
- Understand the sign \times (lots of/groups of/times/multiplied by)
- Understand the sign \div (shared between/divided into equal groups of)

- Arrange groups as an array like this:



- Begin to see that 3×4 is the same as 4×3

Fractions:

- Find halves of different amounts
E.g. What is half of 12?

Money:

- Make amounts in different ways
- Buy two things and total the amount
- Give change from 10p, 20p, 50p, £1, £5 and beyond

Shape:

- Look for 2D and 3D shapes in the environment and describe their properties
- Use words describing position - next to, on top, below, left, right

Measures:

- Measure accurately in metres and cms.
- Measure weight in grams
- Measure liquids in millilitres and litres
- Read the scale on a simple thermometer

Time:

- Know by heart the days of the week, months of the year
- Tell the time; analogue and digital time to the hour/half past/quarter past/quarter to and be able to draw hands on a clock to show these times
Once this achieved, tell and write the time to five minutes/know the number of minutes in an hour and the number of hours in a day
- Work out the time in 1/2/3/ hour's time or ago

Data handling:

- Interpret and construct simple pictograms, tally charts/block graphs and simple tables
- Begin to read pictograms and block graphs where the scale goes up in twos.

Suggested home activities:

- Play shops, taking turns to be the shopkeeper/customer
- Play matching games - numbers written numerals/words
- Know by heart pairs of numbers which make 10/20 (addition and subtraction)
- Count out objects to 20, 30, 50, 100 and group them in 10s and 1s Practising writing numbers and number names to 20, 50, and 100 or over (at your child's level)
- Counting aloud forwards and backwards from any number in 1s, 10s, then 2s and 5s
- Learn the days of the week and months of the year
- Continue to practise telling the time

- Look at food and drink products to see how much they weigh/contain
- Look for 2D and 3D shapes in the environment and describe their properties

As before, please talk to your child about the methods we use in school. If the method has been understood, your child will be able to explain and demonstrate it to you! Should there be any difficulties, please talk to us. Mrs Parmiter's teaching focus is predominantly on the understanding of the number system, place value, addition, subtraction, multiplication and division. Mrs Carpenter's teaching focus is mainly on measures, including time, shape, position and movement, fractions and money. Obviously these areas overlap more and more as the children's skills develop.

Please also ask if you would like advice on which range of numbers your child is working within. The objectives listed in this newsletter are to cater for all levels of abilities in our group. It is vital in mathematics that your child has a secure and solid understanding of the fundamental concepts. When the foundations are secure, a child can build upon these as they progress through school.

In Science the class will be looking at the anatomy of a fish, identifying scales, gills, fins and tail. The children will be drawing a diagram of a fish and labelling the important features. They will then be asked to compare these features with those of a shellfish. Water animals will be sorted into categories of mammals, fish, birds and

amphibians and food chains of sea creatures will be considered.

The children will continue to learn more about seasonal change. This term we will be considering how animals, birds, plants and people adapt to spring. We will be keeping an eye on the temperature and the changing landscape.

In **Music** the focus will be on composing music. The children will work in groups, selecting appropriate percussion instruments to represent different seaside sounds and working as a team to compose a short piece of music. The children will learn some seaside songs. Mrs Limb will be leading these sessions on Tuesday mornings.

This term's **R.E.** focuses on some of the stories about Jesus which took place by the sea or a lake. These will include the parting of the Red Sea, calming of the storm, turning water into wine, walking on the water and calling the disciples. We are very happy to have Mrs Reeves lead these lessons. The children look forward to seeing Mrs Reeves dress up and the stories are always retold in a memorable way.

There will certainly be lots of opportunities for artwork. The children have made collage fish for our underwater area and tropical flowers for our desert island reading corner. They have made observational drawings of the many beautiful shells we have in school and have also used oil pastilles to colour these, taking care to delicately blend the shades together. We will be looking at the work of Maggie Hamblin and using acrylic paints to create waves. We will

also look at other artists' interpretations of seaside landscapes and attempt to work in the same style. There will be opportunities for 3-dimensional work using clay, and other materials, to create sea creatures.

In our **Computer Science** lessons we will be using the Internet to research facts about sea life and will continue to develop their skills in adding pictures to text. We will be using the Beebots, which are small programmable devices, to write simple control programs. The children will continue to use Mathletics to consolidate maths concepts and skills.

Please continue to access Mathletics from home, informing us of any problems which you may encounter, and letting us know if the work needs to be tweaked to better suit your child. Please ask if you need a reminder of your child's log-in details. The bank of laptops will be available to our class on Mondays. During the rest of the week, we now have three laptops in the classroom which children can use to support their learning.

The Burrow's **Games** and **P.E.** lessons are on Tuesday mornings and alternate Monday and Friday afternoons. Please ensure your child has their PE kit, with all items named. As before the children need to be changed for PE straightaway on Tuesday mornings. This term the children need to have their kit in school at all times so that we can practise Maypole dancing in additional sessions during the week.

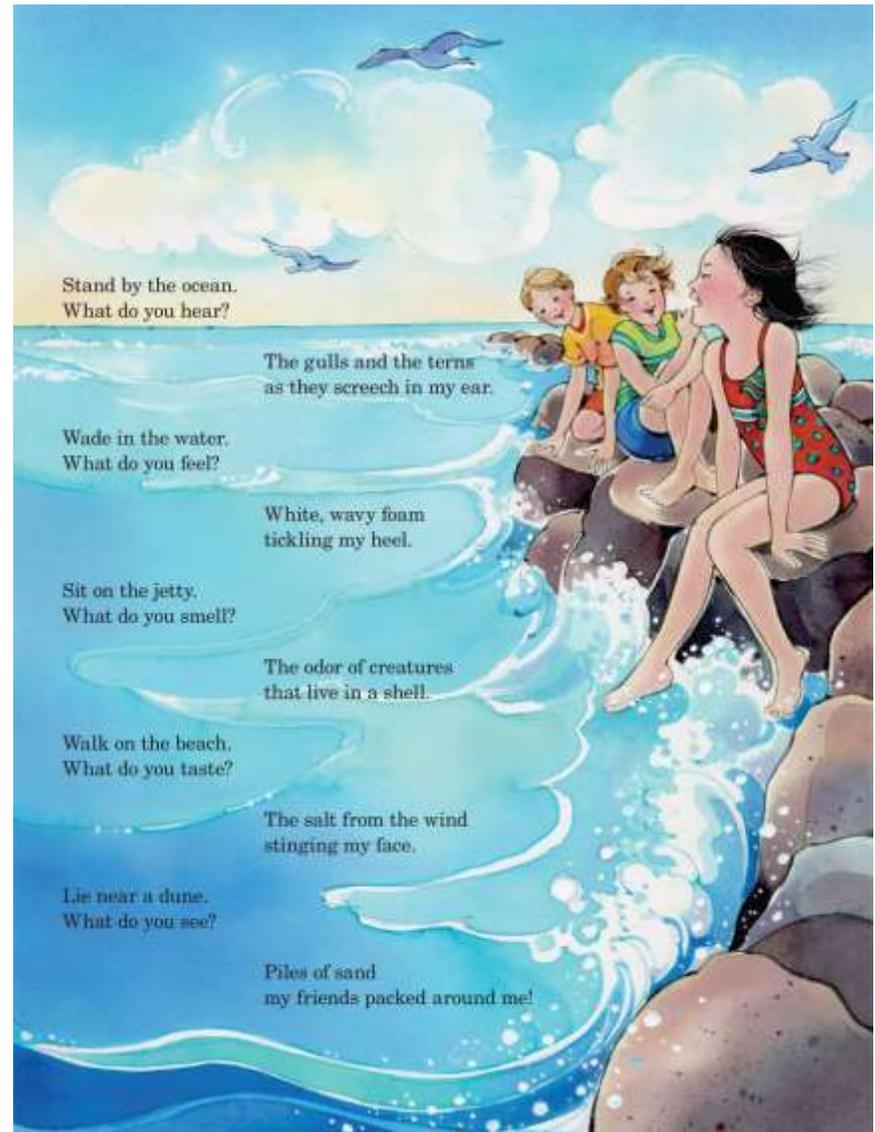
From time to time, we ask all the class to find out about a certain topic or to bring in something to help our learning.

The Year 2s will continue to have a set piece of homework each week to complete in their Learning Log. This will be explained to them on a Friday and will need to be returned to school by the following Wednesday. Wherever possible your child should try to complete this work on their own. Should they need your support, we would very much appreciate a brief comment indicating the particular difficulty and the nature of the support given. As our Year 2 children will be in Key Stage 2 after the summer, please make sure that homework is completed and handed in on time.

Please contact us should you have any concerns at any time. First thing in the morning is not really convenient, but one of us will be available after school most days. Please send a note or phone school to arrange if necessary.

Mrs K. Parmiter
Mrs J Carpenter

Wanted: Our role play area has a seaside feel.
snorkels,
flippers,
toy boats,
toy fish or sea creatures,
beach towels
dinghy for the reading corner



Stand by the ocean.
What do you hear?

The gulls and the terns
as they screech in my ear.

Wade in the water.
What do you feel?

White, wavy foam
tickling my heel.

Sit on the jetty.
What do you smell?

The odor of creatures
that live in a shell.

Walk on the beach.
What do you taste?

The salt from the wind
stinging my face.

Lie near a dune.
What do you see?

Piles of sand
my friends packed around me!

Can you learn this poem?