

This week we have been busy working some more on our suspense narratives. This type of writing has really caught the children’s imagination and we have been so pleased with how many have been keen to continue the drama by having a go at writing at home. We did a “shared write” of the time when the researchers lost communication with base camp and then we began to wonder if anything else had ever gone wrong. We thought that it must have! We used the models of the islands we made some time ago and some mini people figures to orally tell the story of what happened that day. The children have been ‘magpieing’ the language patterns we have been working on beautifully and have really been thinking about how to make their story scary!

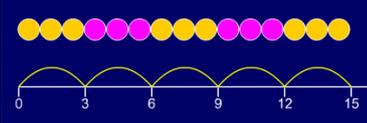
In maths, we started some work on division. For most children, this was a concept they knew little about so we all started this work using concrete resources to support our understanding. Initially, we talked about division as sharing. For example, sharing 15 into 3 equal groups with 5 in each group. Then we were able to move our understanding on by trying division by grouping instead. This means tackling a problem like $15 \div 3$ by making groups of 3 and counting the number of groups we had made. Here is a picture to show you what I mean!

Sharing
 $15 \div 3 = 5$



Grouping $15 \div 3 = 5$





$15 \div 3 = 5$ on a number line

We had a ‘grouping disco’ in which a large group of us danced; then, when the music stopped, Mrs. Spears called out the number that should be in each group. E.g. ‘3’ – then we counted how many groups we had and recorded this as a division sentence. $12 \div 3 = 4$. We had a go at this website which illustrated beautifully how grouping works. It would be a good idea to have another go at home. <https://www.topmarks.co.uk/Flash.aspx?f=grouping>
 Inspired by the work we did last week on birds, we tried sketching our favourite British birds and then used pencil crayons to shade them appropriately. We had another go using pastels to put on display.

New Vocabulary: This week’s vocabulary is:
Blood-curdling,

Talk about: This week, we used our critical thinking skills (which we are focusing on in our Monday whole-school assemblies) to consider what would happen if school were permanently cancelled. What would be good about this? What would be the downside?

Spelling Patterns: Please continue to collect spelling patterns at home – the children have really enjoyed sharing their findings and are starting to become much more aware of the different spellings there are!
 This week’s spelling patterns are: **wr** that make a ‘r’ sound, as in **write**, **wrong**
le at the end of the word, making an ‘l’ sound, as in **middle**,

Maths: Looking ahead to our next unit, we will be working on telling the time. By the end of Year 2 children need to be able to tell the time to the nearest 5 minutes on an analogue (rather than digital) clock. Many children find this very difficult so we would really appreciate the support from home as it’s a skill that needs practice little and often. This is a good game <http://www.ictgames.com/hickory4.html> to begin to remember what they will hopefully have learnt about time before, but the best thing to do is to talk often about what time it is. E.g. We need to go out at 10 o’clock. Where will the big hand be then? Where will the little hand be then? Is it time yet? Let us know how your child is getting on with this.

Handwriting:

Parent’s Comments: