

This week the children were very keen to step back into our story on the island. Having previously thought that we were the first human beings to step foot on the island, we trekked to the furthest part of the island where we came across a strange discovery...



This is where Java Class' great imaginations were demonstrated, as we wondered what it was and how it got there! Many of the children (who like a bit of drama!) thought that it might be booby-trapped, or there might be other dangers lurking through the dark doorway. The children made the link between them co-creating our story on the island and the work we have been doing on suspense narratives; they are very keen to find out what the team are going to do next. The story has paused for the moment, as the team have had a debate about whether we should go in or not. Niall suggested that although there could be dangers inside it may be 'inspiring' to discover what is inside. At the moment the team are doing a reconnaissance for any further clues about this intriguing place, before we decide the next steps. We have learnt lots of new vocabulary as a result of the drama which will help with our comprehension skills. I have added the narrative, so that you can see how we like to expose the children to an ambitious text, which is above their reading age - the drama helps us to unpick the meaning of new words.

There was still one part of the island that had not been researched. The team had been travelling together for hours, fighting their way through the jungle to reach it. They had exhausted themselves wrestling with vines and branches, drenched in sweat as the heat attacked them. All around them the air was heavy; each breath was a gasp. The jungle climate was oppressive, and they were in need of rest. As the group hacked their way through the dense foliage with their machetes, they glimpsed an unexpected sight...

There was a sense of growing trepidation, would their curiosity and desperation get the better of them... We then talked about the emotions we were feeling, and their emotional literacy is developing further all the time, as they came up with:

Nervous, petrified, scared, confused, frightened, terrified, excited, freaked out, horrified, anxious, brave.

We then had a go at turning these into an effective sentence based on the following model:

Nervous and shaking, I stepped through the doorway, preparing myself for the worst.

Niall came up with: *Anxious and trembling, I tiptoed through the door, ready for the worst.*

Leo suggested: *Excited and nervous, I took one tiny step through the doorway, preparing myself for the best or worst...*

Thank you for your super World Book Day costumes! We've had a great day making our own version of *The Three Ninja Pigs*, designing book spines based on our costumes, being read to by Year 5 children in da Gama class, taking part in a competition to find out which book the quotes on the teachers' t-shirts were from and finding out what other children have been doing in assembly.

New Vocabulary: See highlighted words above!

Talk about: Talk to your child about how they might feel about stepping through that doorway. Can you help them to come with a sentence which we can share with the class next week? By the way, although lots of children like to think about the possible dangerous adventures the team might encounter, we have planted the seed that there could also be the possibility of something amazing and wonderful behind the door, which will be a positive discovery for those who are a bit more hesitant.

Spelling Patterns:

1. Words with the suffix 'ment' on the end. Eg. enjoyment, treatment
2. Words with the suffix 'ness' on the end. E.g. sadness, kindness

Maths: Next week we will be looking at fractions. We had a go this week, cutting a sandwich we made as part of our instructions work into halves and quarters. We realised that a quarter meant cutting the whole into 4 equal pieces but the children were surprised that there was more than one way to do this. Can you find a way to talk about fractions when preparing food at home? Perhaps you could bake a cake and cut it in different ways – make sure the parts are equal! Or maybe you could have pizza for tea. What happens if there are five or you? What would the fraction be then? Or, you could make your own sandwich and experiment with cutting it in halves, quarters and thirds.

Parent's Comments: