

New Topic: Deep Sea Detectives

Week Beginning: Monday 22nd June 2020

R/KS1

Mathematics-

- ✓ We began looking at Fractions. Look for everyday fractions e.g. cutting an apple in half, cutting a chocolate roll into quarters. Fractions are parts of a whole. Ch. could eat parts and then write the fraction to show how much they've eaten. e.g. $\frac{1}{2}$ $\frac{1}{4}$ etc.
- ✓ We have been working on halves of quantities e.g. $\frac{1}{2}$ of 6, $\frac{1}{2}$ of 8, $\frac{1}{2}$ of 12 and making the link between sharing by 2 (dividing). Sharing bananas between two monkeys, then sharing bananas between 4 monkeys- how can we do this? E.g. 12 divided by 4. We were writing number sentences to show this.
- ✓ We also have been working on counting in 2's and 3's up to 30.

Literacy

We watched the video about the Barrel Jellyfish and wrote facts about what we had found out. Today we wrote our own newspaper articles.

Link below:

https://www.bbc.co.uk/news/av/uk-england-norfolk-49022092/cornwall-barrel-jellyfish-essex-diver-has-unbelievable-experience?intlink_from_url=https%3A%2F%2Fwww.bbc.co.uk%2Fnews%2Ftopics%2Fcx650vl3n7t%2Fjellyfish&link_location=live-reporting-map

We thought carefully about a headline and discussed the purpose of this feature, our challenge was to see if we could include alliteration e.g.

Diver Dan's discovery

Britain's biggest Jellyfish

Science

We looked at food chains and created our own food chains. We discussed the terms 'producer' 'consumer' 'prey' and 'predator'. Can you create your own food chain?

See additional resources on REC/KS1 page: Jacques Cousteau

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In Phonics again this week we have recapped the digraphs: aw, au, sh, th, ph, ar, oo, oo, ee, wh, qu to ensure children are secure with these.

Trigraphs: ure, air, ear.

Actions for air- punch the air, ear- point to your ear (but also makes the 'air' phoneme in words such as: 'bear' 'tear').

Focusing on: Split digraph- a_e

We recapped ay, ai and then looked at a_e (same phoneme (sound) different grapheme (letters))

We looked at the text 'The Snail and the Whale' by Julia Donaldson and wrote a letter from the Snail to the Whale. We discussed what the letter could say and the format of the letter.

Then, the following day we wrote a reply from the Whale to the Snail.

We discussed adding p.s at the end of our letter to add extra information.

Some language explored this week-

Tiny- which character is tiny? What does tiny mean?

Gazed- what does this verb mean?

Flock- what is a flock?

Hitch a lift- what does this imply?

Immensely long- what does immensely mean? Immensely hungry?

Vast- what does this adjective mean?

Why did the snail feel so small?

Helpless- why did the snail feel helpless what does this word mean?

Towering- what does this adjective mean?

We also looked at the rhyming words in the text.

Look for the ai, ay a_e graphemes in the text e.g. pale, tail, snail, bay, hooray!

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Spellings this week:

snail

whale

cake

make

take

snake

rake

ate

tale

tail

Homophones*

See:

<https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/zc84cwx#>

<https://www.youtube.com/watch?v=3ekjpbRZSIM>

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Design Technology/ Art and Design



Creating silhouettes using black paper- we discussed the features of the sea creatures and how they can be identified.

We also created mosaics. We explored how the shapes could be arranged- vertically, horizontally and in a curved arrangement. We looked closely at the shapes- squares, triangles and took our time and care to arrange our shapes to create our own Under the Sea Mosaics.



Keep sending me your great work! 😊

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Chat

rgregory@wigley.derbyshire.sch.uk