



Date: April 2010 This half term our main topic is An Island Home Penguin Class

We will begin by finishing our work on *Anthony Browne*

Following this, our focus text will be *Katie Morag and the Two Grandmothers* by Mairi Hedderwick. Tiger, Penguin and Flamingo class teachers will be planning together.

In literacy we will be exploring *Katie Morag and the Two Grandmothers* and other stories in the same series. We will be exploring forms of writing such as, postcards, maps, descriptions, posters, leaflets and letters. If you have any Katie Morag stories that we could borrow please send them in.

Phonics and handwriting will form part of our daily literacy work.

What can you do to help?

- Continue to listen to your child read.
- There are lots of Katie Morag stories read as many as you can.
- Compare life on the island with life in Richmond.
- Re-enact some of the stories using paper puppets.
- Research the Scottish Islands or Scotland and bring in your findings to share.
- Complete one activity each week from the 'Helping Your Child With Literacy' homework sheet.

Our story focus also links with other areas of the curriculum:

Geography - the children will be developing their understanding of geographical features and ideas. They will be using the Katie Morag stories to gain an insight into life in a contrasting locality.

Art - we will be exploring the patterns in tartan. We will be designing our own tartan and will be weaving using a variety of materials

Drama - we will be exploring changes in the environment and how the environment can be sustained or improved.

ICT - we will be learning to program a floor/screen turtle to follow directions.

Music/dance- we will be learning some traditional Celtic dances.

Other areas

- In science we will be investigating living things. The children will become more aware of the animals and plants in their immediate environment and how differences between places result in a different range of animals and plants being found there. They will be learning that, although individual living things are different, there are similarities which can help sort them into groups. We will be growing vegetables and observing the life cycle of a butterfly. The caterpillars will be arriving within the next couple of weeks.

What can you do to help?

- Observe living things in your local environment.
- Make a habitat using a shoe box and junk modelling materials. Make an animal that could live in your habitat.
- Plant some seeds at home and see how they grow. If they are tall plants you could measure them and keep a record of their growth.

We will be developing the planters in the infant playground. On Tuesday 4th May we need some volunteers to help the children transfer soil from the front entrance to the infant playground. Please see your child's class teacher if you are able to help. If you have a small wheelbarrow or other useful containers please send them in.

- In DT we will be sewing butterflies. If you have any time please come and help us.

- We will be thinking about the religious symbols in churches and their significance.

- Our main PE day is Friday. We will be doing outdoor games. The children will need to bring suitable footwear. They will not be allowed to join in if they are not appropriate.

Diary dates

Tuesday 27th April - maths curriculum open morning.

Wednesday 28th April - visit from a storyteller

Maths

We will be covering the following areas in our maths work this half term. Below are suggested activities relating to these areas. In year 2 most children will be working on the second level questions/activities. If your child is confident at one level, try the next set of questions/activities. The teachers in years 1 and 2 will plan work together to ensure there is continuity and progression between the classes.

Place value and comparing and ordering numbers

1) Give me a number between 15 and 21. Is it closer to 15 or 21? Show me why on a blank number line. What number is half-way between 15 and 21? How did you work it out? **Try with different numbers up to 100;** Look at these number cards:



Pick up 21. How do you know it is 21? How do you tell the difference between 12 and 21? Try with different numbers.

2) If you count in tens from 32, which digit changes? Why doesn't the ones digit change? If you start with 84 and count back in tens, what would be the smallest number you reach on a 100-square? Would 13 be one of the numbers you say? How do you know? What is different about this number sentence? $\square + \square < 20$. How would you choose numbers to make it correct? Can you choose numbers to make this correct? $30 > \square - \square$. Try with different combinations of numbers.

3) If you count in tens/hundreds from 132, which digit changes? Why doesn't the ones digit change? If you count backwards from 784 would 13 be one of the numbers you say? How do you know? What is different about this number sentence? $\square + \square < 120$. How would you choose numbers to make it correct? Can you choose numbers to make this correct? $530 > \square - \square$. Try with different combinations of numbers.

Calculating

1) Look at these sums:

$$5 + 6 + 2 = 13 \quad 5 + 2 + 6 = \square$$

Will the answer to the second sum be smaller, the same as or bigger than the answer to the first? How do you know? How could you show someone who does not know? Try with different combinations of numbers and/or subtraction.

2) Look at this number sentence: $74 - 13 = 61$ Write three more number sentences using these numbers. How do you know, without calculating, that they are correct? $14 + \square = 35$. What is the missing number? How do you know? What subtraction could you do to find the answer? Choose three numbers for the square boxes and use + or - in the circles to make this number sentence correct.

$$\square \circ \square \square \square = 11$$

3) Show me how you use counting up on an empty number line to work out $236 + 75$ and $236 - 75$. Which number did you start with? What are the important landmark numbers to use? [multiples of 10 or 100] What are the sizes of the steps? Can you show me another way you could do this on the number line? What is the missing number in this statement: $\square \times 5 = 35$? How do you know? Look at this statement: $\square \times \square = 35$. What could the missing numbers be? I know that $4 \times 7 = 28$, so what is $28 \div 4$? Can you tell me some numbers that will divide exactly by 2? By 5? By 10? How do you know?

Securing number facts

1) How many different pairs of numbers can you remember that have a total of 10? How can you be sure you have got them all? Look at this addition: $2 + 3 = 5$ Can you make a subtraction sentence using those numbers? Try with different pairs of numbers. If you choose a number between 1 and 10 and double it, what is your answer? Can you double other numbers? Try these: 10 20 30 40 50 I doubled a number and got 18. What number did I double?

2) Can you tell me all the pairs of numbers that make 20? How can you be sure you have got them all? What is the missing number in this statement: $\square + 7 = 20$. I'm thinking of a number. I've halved it and the answer is 15. What number was I thinking of? Explain how you know. Sita worked out the correct answer to 9×5 . Her answer was 45. Show how she could have worked out her answer.

Harry worked out the correct answer to $20 \div 5$. His answer was 4. Show how he could have worked out his answer.

3) Half of 38 is 19. Use the word "double" to make a sentence with the same numbers. Find which two of these calculations are wrong: A Half of 34 is 18, B $35 - 19 = 16$, C $35 \div 5 = 12$. I doubled a number and added 3 my answer was 21. What number did I double? Try with different combinations of numbers. Two numbers multiply to make 20/35/18 etc. What could they be? Count in threes from zero, and back again. Draw jumps of 3 on a number line. How would you use this to find 8×3 , $18 \div 3$?

Time

We will be focusing on telling the time using digital and analogue clocks. Please help your child by completing the activities on the maths homework sheet. Remember to bring it back to school!

Class teacher Claire Marchant

Head teacher