



Date: January 2010

This half term our main topic is the story of *Where The Wild Things Are*

This half term our focus text will be *Where The Wild Things Are* by Maurice Sendak. Tiger, Penguin and Flamingo class teachers will be planning together.

In literacy we will be exploring *Where The Wild Things Are* and other stories relating to journeys and/or monsters. We will be retelling (both orally and written) the story of *Where The Wild Things Are* and exploring other forms of writing such as letters, postcards and descriptions.

In poetry we will be exploring the work of Michael Rosen.

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

What can you do to help?

- Continue to listen to your child read.
- Discuss the book with your child and read related stories such as *In the Night Kitchen*, *Not Now Bernard*, *The Two Monsters*, *Mr Gumpy's Outing*, *We're Going on a Bear Hunt* etc.
- Choose a character and think of words to describe him/her/it.
- Build a boat that floats for Max and bring it into school.
- Make finger puppets to re-enact the story.
- Write a letter to a family member or friend.
- 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 - we will be focusing on journeys. We will be making real and imaginary maps.
- * DT - making a moving picture using lever mechanisms and hinges.
- * Art - we will be doing lots of 'monster' art. We will be exploring techniques such as collage and mask-making.
- * PSHE - we will be using our story to explore feelings and scenarios such as being lonely, being in trouble and saying sorry.
- * ICT- we will be making 'Wild Things' calendars.

Other areas

- In science we will be investigating how forces can make things speed up, slow down or change direction.

What can you do to help?

Explore a range of toys/equipment around the home that can be pushed and pulled.

Investigate how toy cars move on a flat surface. Do lorries travel faster than trucks? Do large cars travel faster than slow cars?

Explore how toy cars move on ramps/a sloped surface. What makes a difference to how fast the car travels to the bottom? e.g. height of ramp, how far up the ramp it starts, surface of ramp, amount of push.

Use junk modelling materials to design and make a toy that needs a force to make it work e.g. vehicle, see-saw, catapult.

- We will be thinking about celebrations and learning about Chinese new Year

- In apparatus we will be exploring the theme of balance. Our main PE day is Wednesday. Your child may bring shorts and a T-shirt for P.E. (please make sure that all items are named). Otherwise they will wear pants and vests/T-shirts with bare feet.

Diary dates

Wednesday 3rd February - trip to Windsor Castle.

Thursday 4th February - class assembly

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.

Counting

Give your child a pile of small objects e.g. Lego bricks, dried beans or pasta. How many do you think there are? Now count them carefully. Are there more or fewer than you thought? How do you know you have counted every object just once?

Give your child the opportunity to count a range of interesting objects (coins, pasta shapes, buttons etc.). Can you estimate how many there are? Can you group the objects in twos, fives or tens? Which way was best? Why?

Give your child the opportunity to count forwards and backwards in steps of 10 and 100 from a range of starting points e.g. 125, 135, 145... or 125, 225, 325... Which digit changes as you count? Why?

Place value

Show your child four numbers below 20 e.g. 8 3 12 19

Which of the numbers is largest? Are any of the numbers larger than 10? Which number is smallest? Put the numbers in order, starting with the smallest. How can you check the order? Repeat with other numbers.

Show your child two numbers e.g. 19 and 91 Which of these numbers is nineteen? How do you know? What does the other one say? How are they the same/different? How many tens/units are there in 19/91? Repeat with other numbers.

Show your child two numbers e.g. 196 and 691 Which of these numbers is 691? How do you know? What does the other one say? How are they the same/different? How many hundreds/tens/units are there in 196/691? Repeat with other numbers.

Calculating

Use addition and subtraction to solve problems such as:

1. Jane has six pencils. Tom has two pencils. How many pencils do Jane and Tom have altogether? How many more pencils has Jane than Tom? 2. Half of the ten apples in a bag have been eaten. How many apples are left in the bag? Ask your child to describe how they solved the problems and **explain their reasoning**.

1. There are 29 children. 5 Children are painting. How many children are not painting? 2. Anna's mum hides some chocolate eggs. Sara finds 10, Carl finds 13, Lee finds 12, Anna finds 11. How many eggs do they find altogether. ? Ask your child to describe/show how they solved the problems and **explain their reasoning**.

1. Jack wants to buy a bike that costs 107 pounds. He saves 10 pounds each Saturday. How many Saturday's will it take him to save enough to buy the bike? 2. Kemi is looking at a number on a card. She doubles the number then adds 3. Her answer is 15. What number is she looking at?

Securing number facts

We will be focusing on subtraction. Please help your child by completing the activities on the maths homework sheet. Remember to bring it back to school!

Understanding shape

Picture a triangle in your head. Start at the top and walk around the sides of the triangle. How many sides do you walk around? How many corners does the triangle have? Repeat for other shapes e.g. circle, square, rectangle, pentagon, hexagon, octagon.

Describe a 2-D shape to your child What might it be? Why? How do you know this shape is a ...? How do you know this shape isn't a ...?

Class teacher

Head teacher