

TWYFORD ST MARY'S C of E PRIMARY SCHOOL

Beech Class Weekly Newsletter

Week beginning:
Our topic is: Wild things

Dear Parents/Carers,

We have had a wonderful first week back in school and the children have shown us that they are ready and eager to learn. We will be sending the mid year reports home with the children on Friday.

Miss Matcham and Mrs Cardinal

Our Curriculum this week:

Year 1 Core Subjects

In English, we are continuing to look at the book 'Interview with a Tiger' and will be creating our own questions and answers as an animal.

In maths, we will be learning multiples of 5 and counting in 5s and well as solving problems.

In reading, we will be understanding the difference between fiction and non-fiction.

In phonics, we will be recapping sounds and learning to spell the days of the week.

Book of the week

All gone!

Year 2 Core Subjects

In English, we will be writing our about fantastical creatures using prepositional phrases

In maths, we will be learning about fractions of shapes and numbers

In reading, we will be practising our inference and prediction skills

In phonics, we will be learning about homophones

Book of the week:

Flint the inventor

Foundation Subjects

PSHE—wellbeing

Science—plants

Geography—directions

Spellings:



Year 1 Spellings of the week:

Practise reading real and alien words on page below. Can you add sound buttons?

Practise Phase 3 and 5 sounds.

Year 2 Spellings of the week:

which
witch
their
they're
there
saw
sore
to
too
two
most
fast



How you can help at home..

How you can help at home..

- Read our phonics-linked book of the week on Bug Club.
- Play some phonics games—you could use www.phonicsplay.co.uk
- Log into Numbots to practice mental maths skills.
- Year 1: Practice reading the high frequency words in your reading diaries. When you feel you can read them fluently, bring them in to be changed for new words.
- Year 1: Practise reading some alien and real words (added below) - Can you add the sound buttons?






























Year 1 -Pseudo / real words to practise reading

| | | |
|---|---|-------|
| desh  | stin  | chip |
| chab  | proom  | jazz |
| poil  | sarps  | farm |
| queep  | thend  | thorn |

































Phase 3

Sound Mat

| | | | | | | | | |
|--|--|--|--|--|---|---|--|---|
| j  | v  | w  | x  | y  | z  | zz  | qu  | ch  |
| sh  | th  | ng  | ai  | ee  | igh  | oa  | oo  | oo  |
| ar  | or  | ur  | er  | ow  | oi  | ear  | air  | ure  |

Phase 5: Units 13-21

Sound Mat

| | | | | | | | | |
|--|---|--|---|--|--|---|--|---|
| wh  | ph  | ay  | a-e  | eigh  | ey  | ei  | | |
| ea  | e-e  | ie  | ey  | y  | ie  | i-e  | y  | i  |
| ow  | o-e  | o  | oe  | ew  | ue  | u-e  | u  | oul  |
| aw  | au  | al  | ir  | ear  | ou  | oy  | | |

Home Learning—Wild things




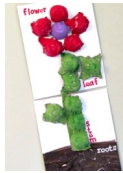
For home learning the children have been given a tic-tac-toe grid.

They should try and complete **at least 2 tasks over the next half term.**

The children can share each piece of home learning in class or via Tapestry as they complete it.

Thank you for your support.

We will be sharing this home learning in class on a weekly basis.

| | | |
|---|--|---|
| <p style="text-align: center;">Art</p> <p style="text-align: center;">Can you sketch a plant or flower and observe its structure closely?</p>  | <p style="text-align: center;">Science / English</p> <p style="text-align: center;">Get an adult to help you research about a wild flower or plant? Can you create a fact file?</p> | <p style="text-align: center;">Art / Geography</p> <p style="text-align: center;">Can you create a collage of a wild place like the rainforest or the desert? What type of animals might live there?</p>  |
| <p style="text-align: center;">Topic / English</p> <p style="text-align: center;">Get an adult to help you research some facts about your favourite wild animal. Can you make a fact file about it?</p> <p style="text-align: center;">Can you find out if it is a carnivore, herbivore or omnivore?</p> | <p style="text-align: center;">English</p> <p style="text-align: center;">Read 'We are going on a bear hunt'. Can you change the animal in the story and then change some other parts of the story to match your new animal?</p> <p style="text-align: center;">https://www.youtube.com/watch?v=2O17fe766nk (link to Michael Rosen reading the story)</p>  | <p style="text-align: center;">Science—Plants</p> <p style="text-align: center;">Can you use recycled products to make a model of a plant with labels?</p>  <p style="text-align: center;">Challenge: Plant some flowers of your own and observe their growth—you could keep a diary over the term.</p> |
| <p style="text-align: center;">Topic / Science</p> <p style="text-align: center;">Wild animals live in different places. Can you go on a walk and notice any habitats in your local area?</p> <p style="text-align: center;">Or</p> <p style="text-align: center;">Go on a nature walk and see how many different plants / flowers you can spot.</p> | <p style="text-align: center;">Maths</p> <p style="text-align: center;">Log on to Numbots and practise your mental maths skills</p> <p style="text-align: center;">-Practise recognising and using coins -You could try 'coin games' on Top Marks</p> | <p style="text-align: center;">Maths</p> <p style="text-align: center;">How many legs do different animals and insects have. Can you record this?</p> <p style="text-align: center;">Can you write a number sentence using the information?</p> <p style="text-align: center;">e.g. 2 cats have 8 legs altogether. $2 \times 4 = 8$ or $4 + 4 = 8$ A spider and a dog have 12 legs altogether. $8 + 4 = 12$</p> |