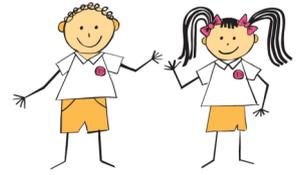




FS & KS1 School Year 1 Newsletter Week 3 ~ 23rd January 2020



Theme: *Light and Dark* **Science Topic:** *Seasonal Change*

Term 2.1 Learning Challenge: *Why do we think the dark is scary?*

Week 3 Learning Challenge Question: *Where does the sun go?*

CES Value Term 2.1 - Reflective

PSHE Theme Term 2.1: *Dreams and Goals*

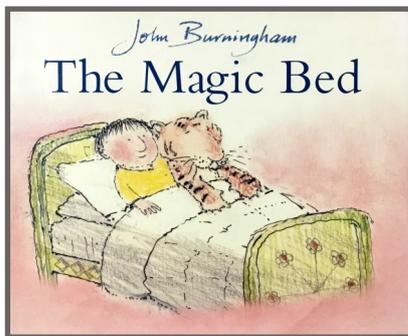


Where does the sun go?

We worked to answer our learning challenge question by closely observing what appears to happen in the sky from **sunrise to sunset**. When we observed shadows last week it seemed as though the sun was getting higher and lower in the sky. But, in fact we learned that day and night happen because the **earth spins on its axis** as it moves around the sun. The sun does not move! We modelled how day and night occur with big plastic models to represent the earth and the sun. Wow!

How you can help us with our Learning Challenge at home: We learnt a lot of facts about the sun this week. Can you tell someone at home what you know about the sun? **Homework:** *Sun Statements* sheet.

English ~ The Magic Bed!



We have begun reading *The Magic Bed* by John Burningham. It is a fantasy story full of adventures that Georgie takes each night on his magic bed. We described the fantasy settings he goes to and learned to re-tell the story, using similar story language.

Phonics ~ *long oo and ui words*

We practised reading and writing words with variations on the /oo/ sound. We see these different spellings in words such as *juice* and *fruit*. We also learned to read and spell the common words *back*, *from*, *children*, *him*.

Homework: Practice your spelling words and /igh/ phoneme spotter activity, to practise *night* words.

Maths - Measuring Length

We have been measuring and comparing length. We used objects in the classroom and unifix cubes to estimate and measure. Importantly, we are learning to use the language of measures accurately, using comparative adjectives: *taller than*, *shorter than*, *longest*, *almost as long as*, *nearly*, *exactly*.

Homework: *Language of Length* activity sheets

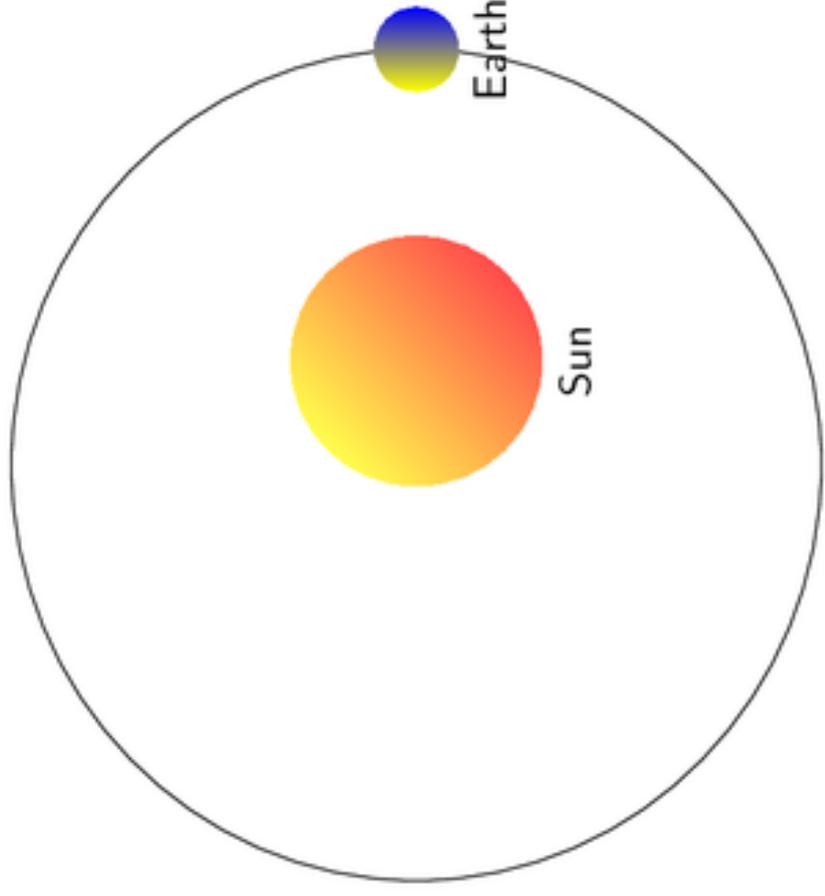
* A common mistake we hear from our young learners is to describe something as *tall* when the correct term is *long*. For example we often hear children say '*she has tall hair*'. Tall is only used to refer to height, not length. Height is only measured on objects that are 'standing up' such as cupboards, book cases, buildings, and people.



Sun Statements

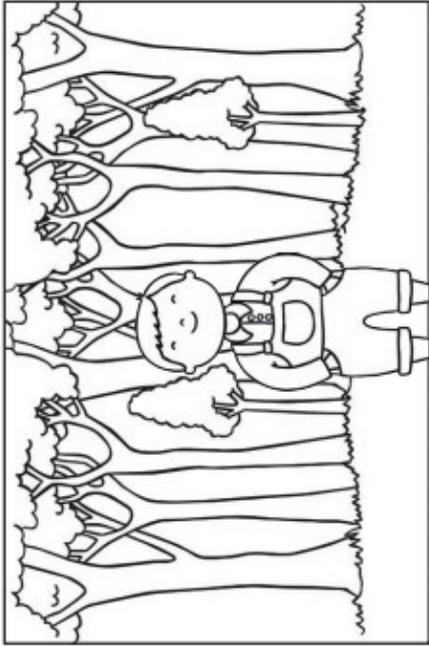
Fill the page with sentences telling your reader information about the sun.

The sun is



Read the text. Colour all the words you read that have the igh spelling of /ie/.

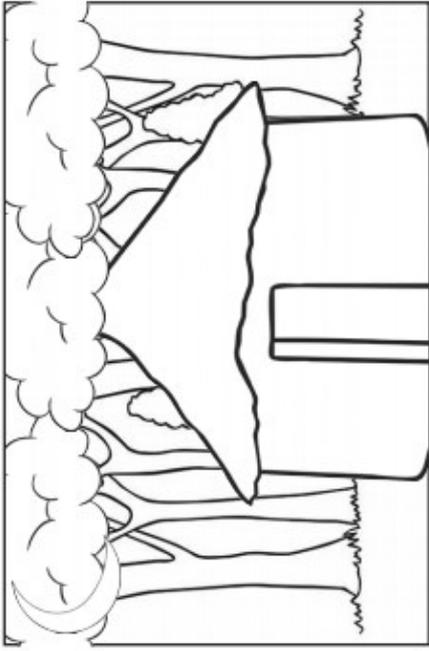
The Light in the Night



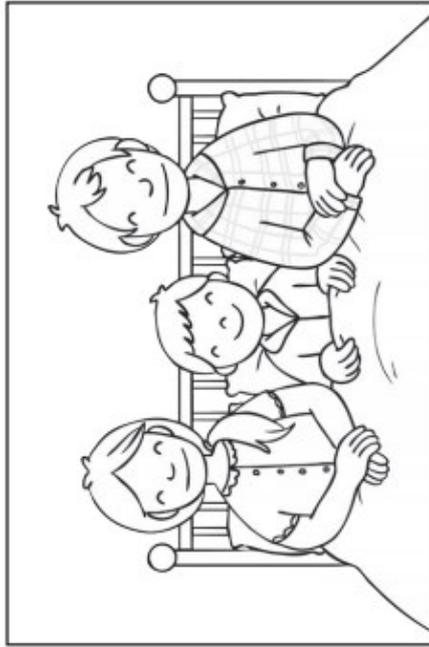
Dwight was in the woods. He often went to the woods with his mum and dad.



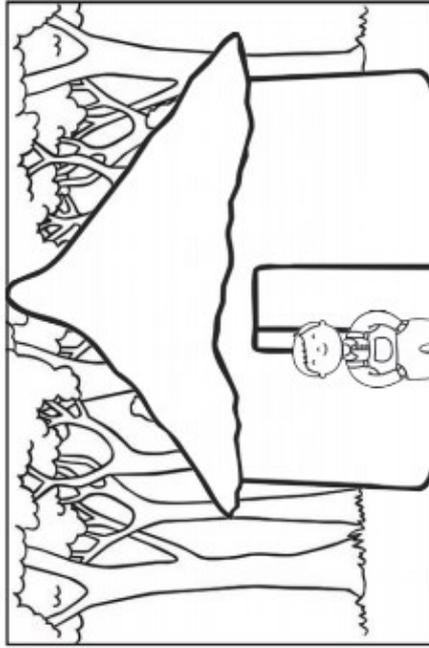
They had a hut that had beds in it. In the summer, they slept in the hut.



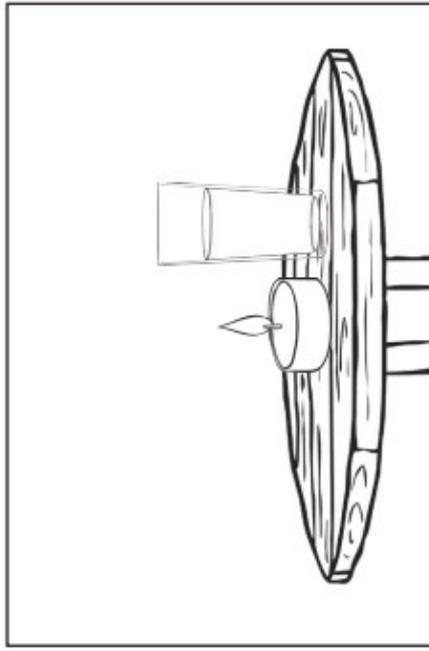
The wood was dark at night. The hut was dark too. It did not contain a light.



Dwight slept next to his mum and dad, as he often got a fright.



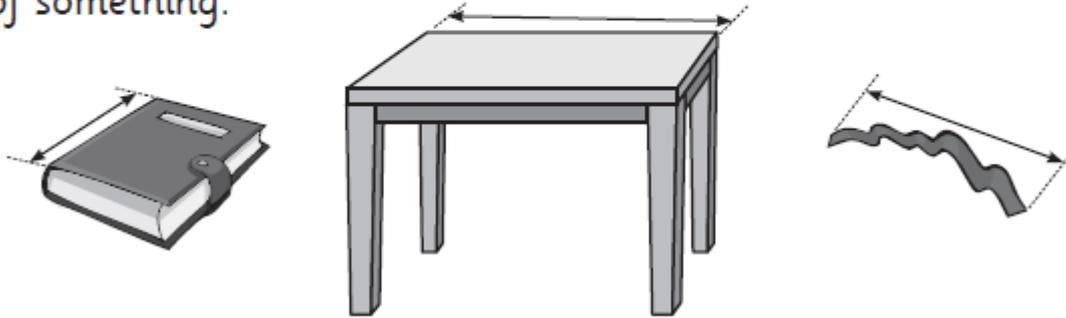
One night in winter, Dwight had to sleep in the hut, as his mum and dad went to hunt for food.



Then, he did see a bright light. His mum and dad had put it next to his bed. He did not need to feel afraid.

Length – language of length

Length is how far it is from one end to the other end of something.



We use lots of different words to talk about length.

- 1 Here are some words we use to talk about length. How many others can you think of? Brainstorm with a friend.

Read and trace the words to learn them.

long

tall

longer than

double

different

taller

a bit over

shorter

longest

exactly

short

half

**Don't worry
about the spelling.
Just have a go!**



I found this:



Easy



Challenging

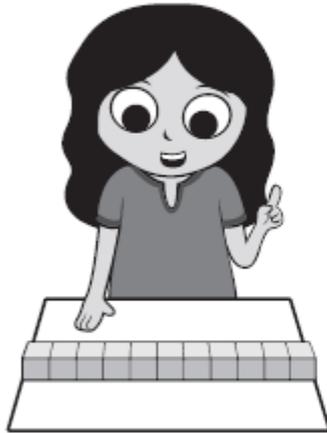


I needed help

Length – measure with common units

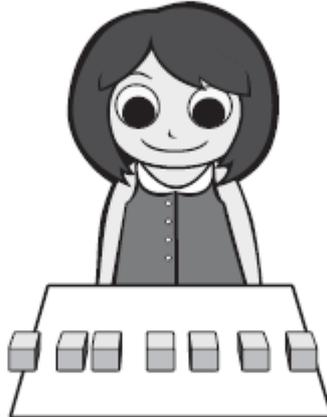
1 Amira, Millie and Jackson all measured the length of a table with blocks.

Amira



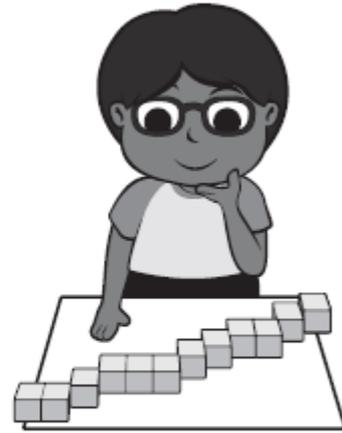
11 blocks

Millie



7 blocks

Jackson



12 blocks

- Who do you think has done it the best way? _____
- Explain to your friend or your teacher why.

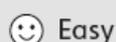
Sometimes when we measure, we have parts left over. We have to decide how to describe these parts.

1 Look at the picture. How would you describe the part hanging over the edge?

Write a sentence to say how long the table is:



I found this:



Easy



Challenging



I needed help