

Week Ending: 24.01.20

Dear Everyone,

Thank you for having a go at our new home learning support approach suggested to us by a parent. We will feedback in the coming weeks on whether this made a difference to the children's learning...watch this space.

The truth of the matter is that children spend the vast majority of their waking hours at home. If we can support you to further support your child's development, then all the better for you, your child and the whole community.

With that in mind, I have recently started my debating club and have also started holding debates in classes. The most important lesson I am trying to share is the need for the children to avoid forming opinions until they have heard and understood all the evidence from both sides of the argument. In a sense forming an opinion (**judging**) before (**pre**) hearing the evidence is a clear form of **prejudice**. This marks the difference between an uninformed and informed judgement. If you can help share this message, that would greatly support me in leading the debates and, also, support your child in being more reasonable. As an example, we discussed whether babies should be allowed to be designed. Initially there were strong views both ways, but after a lot of work to put prejudice aside and listen to the arguments, the children felt this was neither a right or wrong alone and depended on a range of factors - was the design to avoid a terrible illness or for purely aesthetic purposes? So sometimes yes and sometimes no. Why not discuss this at home - ***Do you think we should design babies?***

Thank you in advance for this support again - I will let you know how these debates go in the coming weeks and you will be able to continue them at home.

Yours sincerely,
Duncan Roberts

	Maths focus	English Focus linked to reading
Year 3 pre-teach and re-teach opportunities	<p>This week we have been looking at different types of angles. Please support your child to practise finding acute, obtuse and right angles.</p>	<p>As you read with your child, please identify uses of speech and how it has been punctuated, including what punctuation goes inside the inverted commas.</p> <p>Inverted commas (Speech marks) are used around speech to show that a character is speaking in a story. "I am going to win the race!" shouted Hare.</p>

	Maths focus	English Focus linked to reading
<p>Year 4 pre-teach and re-teach opportunities</p>	<p>This week we have been looking at converting units. (hours to minutes, minutes to hours, minutes to seconds)</p> <p>e.g. 2 hours =120 minutes 3 minutes=180 seconds</p> <p>How many seconds or minutes?</p> <p>a 7 minutes = <input type="text"/> seconds</p> <p>c 360 seconds = <input type="text"/> minutes</p> <p>e 240 seconds = <input type="text"/> minutes</p>	<p>As you read with your child please identify uses of fronted adverbials and how it has been punctuated.</p> <p>Fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows. A comma is normally used after an adverbial.</p> <p><i>Before the sun came up, he ate his breakfast.</i> <i>All night long, she danced.</i></p>
<p>Year 5 pre-teach and re-teach opportunities</p>	<p>This week we have been looking at adding and subtracting fractions. Please support your child to practise finding a common denominator.</p> $\frac{1}{3} \times 5 = \frac{5}{15} \qquad \frac{1}{5} \times 3 = \frac{3}{15}$	<p>As you read with your child please identify uses of Parenthesis and how it has been punctuated.</p> <p>Parenthesis is used to add extra information to a sentence using brackets, commas or dashes.</p> <p><i>I miss seeing Amelia (my best friend from primary school) every day.</i> <i>I miss seeing Amelia, my best friend from primary school, every day.</i> <i>I miss seeing Amelia – my best friend from primary school – every day.</i></p>
<p>Year 6 pre-teach and re-teach opportunities</p>	<p>In maths this week, we will be learning fraction, decimal and percentage equivalents. Please memorise the following:</p> $\frac{1}{2} = 0.5 = 50\%$ $\frac{1}{4} = 0.25 = 25\%$ $\frac{3}{4} = 0.75 = 75\%$ $\frac{1}{8} = 0.125 = 12.5\%$ $\frac{1}{10} = 0.1 = 10\%$ $\frac{1}{5} = 0.2 = 20\%$	<p>As you read with your child, please help them to identify co-ordinating conjunctions in the text, and how they are used to join main clauses together.</p> <p>FANBOYS:</p> <p>For <u>The first stone went</u> And <u>wide</u> but <u>the second hit</u> Nor <u>an icicle.</u> But Or <i>Both clauses would work</i> Yet <i>independently.</i> So</p>

Year Group	Website Link
Whole School	<u>Making a difference, well done Neve</u>
Whole School	<u>Reading role model</u>
Whole School	<u>Parent planner Spring Term 2020</u>
Whole School	<u>The bottle debate</u>
Whole School	<u>Parish Council litter pick this Sunday</u>
Year 3	<u>Cress investigation</u>
Year 3	<u>RE- How do you calm your storm?</u>
Year 4	<u>Year 4 Computing designs</u>
Year 4	<u>Types of teeth</u>
Year	<u>Map making</u>
Year 5	<u>Tomb raiders</u>
Year 6	<u>Introduction to html</u>