



Rye Community Primary School

"A Gateway to learning"



Welcome back to Term 4 in Sea Turtles!

Dear Parents and Carers,

We can't believe that we're half way through the year already! This term our topic is "Towers, Tunnels and Turrets". Our cross-curricular learning stems from history and geography and will promote writing and maths across all subjects.

English

This term our class texts are "The Paperbag Princess" by Robert Munsch and a range of non-fiction books. It will provide the basis for our writing, which will include fairy tales, adventures and non-chronological reports.



We are continuing to use VIPERS to support reading comprehension.

Please take the time to read the attached information as it gives an outline of how you can use this approach to support reading at home by asking meaningful questions about the text. The questions are not limited to reading times; they can also be used when you watch television or a film, as well as everyday discussion.

How You Can Help

- ✓ Read with your child every day and talk to them about what they are reading. Ask them questions about the story, characters and plot.
- ✓ Non-fiction texts are available in many formats. Can you find different examples of non-fiction and see the different ways that they can be presented?
- ✓ Our focus this term is on punctuation and grammar and how we can use it in our writing.

Maths

In Maths this term we are continuing to learn about multiplication and division, including money problems. We are also learning about time, statistics and the properties of shape through practical contexts across the curriculum.

All the children should now have their log-ins for Times-Table Rockstars. Please support your child in learning their 10x, 5x, 2x and 3x tables fluently with rapid recall.



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How You Can Help

- ✓ Use everyday opportunities to talk about and use maths.
- ✓ Encourage your child to become more fluent in addition and subtraction using numbers up to and across the 100 threshold.
- ✓ Begin learning the 10x, 5x, 2x and 3x tables off by heart.
- ✓ Telling the time. Make sure that your child can read the o'clock, half past, quarter to and quarter past times on an analogue clock.
- ✓ Help your child to learn to tell the time to the nearest 5 minutes, on analogue clock faces.

PE

Sea Turtles' PE times are on Thursdays and Fridays. Please also make sure that your child has a PE bag in school every day. All PE kit and uniform should be named (especially coats and jumpers) so they can be returned easily when they get found.

Homework

Homework is set every Friday; the yellow homework books must be returned every Wednesday. Please support your child to complete their homework. A huge well done and thank you to everyone who completed last term's topic homework. We all enjoyed your creations and presentations!

Please find attached home-learning ideas for this term's topic. This is optional, but the children really enjoy being able to show and tell us about what they have made at home.

Water bottles and snacks

A hydrated brain is essential to learning! Please ensure that your child brings in a named water bottle. A named water bottle is also preferred as it helps prevent the spread of germs. All key-stage one children are offered a healthy snack each day.

As always, please do not hesitate to contact us if you have any questions or queries. Thank you for your continued support.

Mrs Leigh

Sea Turtles' Teacher and KSI Phase Leader



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Dates For Your Diary **Key Stage One – Term 4 – 2020**

<u>Date</u>	<u>Year One</u>	<u>Year Two</u>
Thursday 5 th March	World Book Day 2020	
Friday 20 st March		Lobsters' Class Assembly Reading Café 8.55am – 10.00am
Friday 27 th March	Sea Horses Class Assembly Reading Café 8.55am – 10.00am	
Week beginning 24 th March		Visit to Ypres Tower, Rye Letter to follow
Tuesday 31 st March	Sea Horses and Clownfish Learning Celebration 2.15 – 2.45pm	
Thursday 2 nd March		Lobsters and Sea Turtles Learning Celebration 1.30 – 2.45pm

Towers, Tunnels and Turrets



Climbing the battlements or tunnelling in the ground, there's a whole world of adventure and fun to be found!

This term, we will visit a real castle to explore the towers, battlements and maybe a secret tunnel or two! We'll learn all about the different parts of a castle and describe how they have changed over time. Using a wide range of materials, we'll build models of castles and test the strength of our structures. We'll learn the stories of *Rapunzel*, *The Three Little Pigs* and *The Three Billy Goats Gruff* and create models inspired by them. Maps and photographs will help us learn about the tallest buildings and the longest tunnels in the world. We'll find out about the amazing Victorian engineer, Isambard Kingdom Brunel, and improve our PE skills by playing attacking and defending games.

At the end of our project, we'll have so much to share! We'll display our amazing structures and share our knowledge in a special question and answer session.

ILP focus	D&T
English	Recounts, reported speech, stories, letters, posters
D&T	Making models of towers, bridges and tunnels
Art & design	Sculpture using natural materials
Computing	Create castles using drawing software
Geography	Amazing structures around the world, towers and bridges in the local area
History	Castles and castle life, significant individuals – Isambard Kingdom Brunel
Mathematics	Measures (height)
PE	Defending and attacking games, balance and co-ordination
PSHE	Dilemmas
Science	Living things and their habitats, use of everyday materials

Help your child prepare for their project

Towers, tunnels and turrets are everywhere! Why not visit a skyscraper, big wheel or tower? Look at the materials the structure is made of to decide why the materials were chosen. You could also use blocks or stones to create tall towers. How high can you go? Alternatively, play Jenga together and see if you can work out how to make the tower stay strong, even when you have removed some of the blocks!

What will you choose to do?

- Find out about famous engineers. Search the web and use non-fiction books to find out about their life and work. Draw a picture to show one of their most famous achievements and think about why their work was so important.
- Play a tumbling tower game such as Jenga, with your family. What are the best ways of keeping the tower upright? See if you can take some action shots or videos of the tower falling!
- Go on a bridge hunt with your grown ups around the local area, taking photographs to show your class. What types of bridge did you see? Choose the most interesting bridge and see what you can discover about it online or at the local library?
- Make a detailed diagram of a castle, labelling interesting features which might be found inside, or out. Perhaps you could find out about murder holes, garderobes or loopholes?
- Make an information book about castles, bridges or tunnels. Include downloaded images, as well as drawings and diagrams. What fascinating facts can you find out to amaze your family, friends and teacher?
- Design and create a model of a famous structure from around the world, using junk materials found at home. Will you choose London Bridge, the Leaning Tower of Pisa or perhaps the Statue of Liberty? Find a photograph of your chosen landmark to use as inspiration.
- Find, on a world map or globe, all the famous landmarks you would like to visit. Which continents are they in? How would you get there? Talk to your grown ups and explain your choices. Make a digital display showing images of your favourite places and giving information about each country or city.
- Design a fantastic new landmark for your local area! What materials would you use and what special features would it have? Think about how to make it stand out from other landmarks in the world. Plot your landmark on a map of your local area. Present your ideas to your class and perhaps take a vote for the winning design.
- Look at websites telling the story of *The Three Little Pigs*. Draw a storyboard with six or eight sections. Add captions and images which could be used to help you create a short stop motion animation. Make the animation if you have time.





arch

A curved structure that goes over an opening and supports the weight of the bridge, wall or roof above it.

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archer

A person who shoots with a bow and arrows.

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arrow

A thin, straight stick with a sharp point at one end and feathers at the other that is shot from a bow.

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bailey

The courtyard inside the outer wall of a castle.

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battlements

A wall around the top of a castle with square spaces in it that the people in the castle can shoot through.

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burrow

A hole in the ground that has been dug by an animal such as a rabbit, often to live in.

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castle

A large, strong building that was built in the past by an important person to protect the people inside from attack.

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drawbridge

A bridge that can be raised or lowered to protect a castle from attack.

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fortress

A large, strong building or group of buildings that is designed to keep the people inside safe by protecting them from enemies.

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keep

The strong, central tower of a castle.



lord

A nobleman who has a lot of power over the area close to his home.

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medieval

Relating to the Middle Ages.

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moat

A deep, wide ditch that is dug around a castle, fort or town and usually filled with water, to make it more difficult for enemies to attack.

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motte

A small hill in the middle of a castle on which a fort or keep is built.

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passage

A covered path that connects places, or a long, narrow part of a building with rooms on one or both sides.

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portcullis

A strong gate that hangs above the entrance to a castle and can be lowered to protect those inside from enemies.

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rampart

A large mound of earth or a large wall with a walkway built around it, which protects a town, city or castle it from invaders.

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Saxon

Relating to people who left Germany to come and live in Britain in the fifth and sixth centuries.

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tower

A tall narrow building that either stands alone or forms part of a building such as a church or a castle.

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tunnel

A long passage that is made underground.



turret

A small, circular tower that is built on top of a wall or other tower.

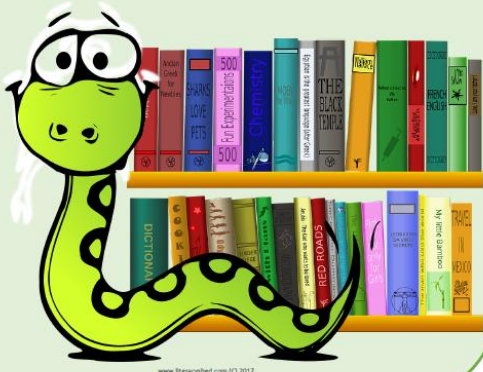
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viaduct

A long, high bridge, usually held up by many arches, that carries a railway, waterway or a road over a valley, river or land that is difficult to cross.

KS1 Reading Vipers

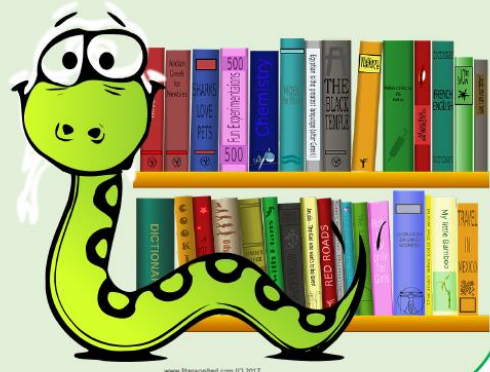
Improving key reading skills



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Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence



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KS1 Reading Vipers

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

Example questions

- What does the word mean in this sentence?
- Find and copy a word which means
- What does this word or phrase tell you about
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?



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Infer

Make inferences from the text.

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?



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KS1 Reading Vipers

Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?



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KS1 Reading Vipers

Sequence

Sequence the key events in the story.

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



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KS1 Reading Vipers

Predict

Predict what you think will happen based on the information that you have been given.

Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



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KS1 Reading Vipers

Explain

Explain your preferences, thoughts and opinions about the text.

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



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