



Rye Community Primary School

"A Gateway to learning"



Welcome back to Term 3 in Sea Turtles!

Dear Parents and Carers,

We hope that you had a lovely Christmas and New Year. It's 'all-systems-go' in Sea Turtles. We are delighted to welcome Miss Wood to our class. She is a student-teacher from Bromley Schools' Collegiate, but you may recognise her from her time teaching in Pugwash!

We are very excited about our topic this term which is called "Muck, Mess and Mixtures". Our cross-curricular learning stems from science, design technology and art and will promote writing and maths across all subjects.

English

This term our class text is a great favourite, "George's Marvellous Medicine" by Roald Dahl. It will also provide the basis for our writing, which will include instructions, character descriptions, recounts and narrative.

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



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.
- ✓ Instructions are available in many formats. Look at recipes and talk about how we make different things. Can you find different examples of

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.

Maths

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 and 2x tables off by heart.
- ✓ It would also be helpful to help your child practise the days of the week and

In Maths this term we are continuing to learn about addition, subtraction, multiplication and division, including money problems.



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PE

Sea Turtles' PE times are on Wednesdays and Thursdays. 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. 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 3 – 2019/20**

Date	Year One	Year 2
Thursday 16 th January	Key stage one phonics event – information for parents Year 2 SATS event See letter dated 8 th January for further in details and to confirm your attendance/interest.	
Thursday 23 rd January		East Sussex Fire and Rescue Talk
Tuesday 11 th February	2:15 – 2:45pm Learning Celebrations	
Thursday 13 th February		2:15 – 2:45pm Learning Celebrations
Friday 14 th February		Sea Turtles Sharing Assembly



Muck, Mess and Mixtures



We're warning you; this is going to get messy!

This half term, we'll have a messy morning to investigate mixtures, from paint and toothpaste to jelly and shaving foam. We'll enjoy the story of *George's Marvellous Medicine* and write recipes, leaflets, lists and stories of our own. We'll use our science skills to explore everyday materials, investigate soap products and understand why mixtures freeze and melt. We'll learn how to measure using scales, measuring jugs and cylinders accurately. We'll taste a wide variety of foods, learn about healthy eating and follow recipes to make some yummy treats including pizza and ice cream! Our artwork will also rely on our mixing skills. We'll use marbling inks to make unusual patterns, create masterpieces inspired by the artist Jackson Pollock, paint with ice cubes, model clay into exciting shapes and use a variety of materials to make mixed media collages.

At the end of our project, we'll turn our classroom into a gallery and invite you to view our exhibition. We'll arrange images from the project into a PowerPoint presentation and demonstrate our messy science investigations.

ILP focus	Art & design
English	Labels, lists and captions, recipes, poetry, stories, leaflets
Art & design	Printing, food landscapes, mixed media pictures and collages, colour mixing, using clay
Computing	Stop-motion animation, digital photography and presentations
D&T	Food tasting, origins of food, healthy meals, following recipes, designing an outdoor kitchen
Mathematics	Measurement (capacity and mass)
PSHE	Safety around medicines and household products
Science	Everyday materials

Help your child prepare for their project

Muck and mixtures can be messy and magical! Why not make a variety of fun recipes to reveal how mixtures can come together and change? Trifle, gooey cookies and bread would all be good to try. You could also invent a new soft drink. Mix, shake and stir a range of fruit juices, cordials and sparkling water together and taste each one. Pick the best and give it a groovy name. Alternatively, try making different bubble mixtures to see which make the biggest bubbles!

What will you choose to do?

- Cook something with a grown up and create a picture record of what you have done. Perhaps you could try one of Roald Dahl's revolting recipes?
- Take your grown up shopping and encourage them to buy a food they've never eaten before.
- In the bath, use a measuring jug to measure different amounts of water. Create a capacity problem and bring them into school for other children to solve.
- Create a piece of artwork, inspired by Carl Warner, using foods you have at home. Take photos of your creation and take it into school on photo paper or a digital storage device.
- Make a slush drink by freezing a cup of juice. How long does it take to freeze? How about making different coloured drinks by mixing different juices? Record your investigation in a scientific report.
- Set up a melting experiment. Take two or three glasses and fill them with the same number of ice cubes. Put them in different places and see which melts first. Do the ice cubes melt faster if you stir them? Present your investigation in a digital format.
- Compare how long it takes for sugar lumps to dissolve in warm and cold water. How can you record your findings?
- Work with an adult at home to create a clay tile, imprinted with different patterns and shapes, or decorated with clay slip.
- Create an original piece of artwork inspired by an artist you admire and bring it to school to show your class.
- Write a poem with the title 'Muck, mess and mixtures'. Include some exciting adjectives and read it aloud to the class.





absorbent

Able to soak up liquid through the surface, and hold it, like a sponge.

.....

capacity

The amount that a container can hold.

.....

concoction

A mixture of ingredients.

.....

consistency

How thick, thin, smooth or lumpy a substance is, especially a liquid.

.....

emulsion

A mixture of two liquids that do not normally mix.

.....

emulsifier

A substance that helps an emulsion to form. Egg yolk is a natural emulsifier.

.....

flexible

Able to bend without breaking.

.....

freeze

To cause a liquid to become solid, by cooling.

.....

hazard

Something that is a danger or risk.

.....

hygienic

Clean, especially to keep in good health and prevent disease.

.....

immiscible

When two liquids cannot be mixed. For example, oil and water.



ingredient

A substance that is part of a mixture. Different food ingredients are combined to make particular dishes.

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measure

To find out the size or amount of something.

.....

medicine

A substance or plant used to cure illnesses or relieve pain.

.....

melt

To turn a solid into a liquid, usually by heating.

.....

mixture

A substance made by combining different substances.

.....

morph

To change someone or something by using small, gradual steps. Computer animation involves morphing one image into another.

.....

opaque

Describes a material that you cannot see through.

.....

potion

A mixture that is not a medicine. Some people believe potions can cure illnesses or that they have a magical effect on those who drink them.

.....

prediction

A statement about what a person believes will happen.

.....

recipe

A set of instructions for preparing and cooking food using a variety of ingredients.



state

The condition of someone or something at a particular time.

.....

transparent

Describes a material that you can see through.

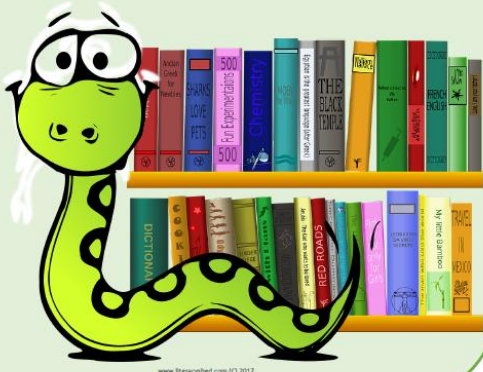
.....

waterproof

Describes a material that repels water.

KS1 Reading Vipers

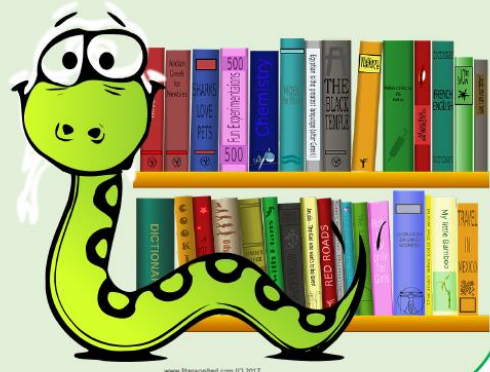
Improving key reading skills



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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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KS1 Reading Vipers

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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