



Rye Community Primary School

"Dream, Believe, Achieve!"



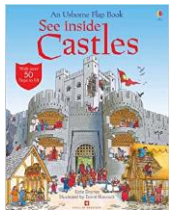
Welcome back to Term 4 in Key Stage 1!

Dear Parents and Carers,

We can't believe that we're half way through the year already! We have a great deal to look forward to!

The Key Stage 1 topic is "Towers, Tunnels and Turrets". Our cross-curricular learning stems from history and geography and will promote writing and maths across all subjects. We also have Book Week and Science Week to look forward to. There'll be a lot to squeeze in before Easter!

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 non-chronological reports, adventures and fairy tales.

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.



You can access additional books in the Reading Eggs library.

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.
- ✓ As part of their learning at home or at school, every child should be doing Reading Eggs for 20 minutes at least 5 times a week. There is also Fast Phonics which should be done in addition to the reading times.
- ✓ 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.
- ✓ Continue to support your child to learn their spellings and complete their weekly homework.



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Maths

In Maths this term, year 1 are learning about weight and measures, whilst year 2 are continuing to learn about multiplication and division, including money problems. We will progress on to the properties of shape through visual and practical contexts across the curriculum.

Please continue to support your child in learning to count in steps of 1, 2, 5 and 10. By the end of Key Stage 1, most children should have rapid recall of their 10x, 5x, 2x and 3x tables.

How You Can Help

- ✓ Use everyday opportunities to talk about and use maths.
- ✓ Practise number bond to 10 and 20, and then 100.
- ✓ 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 Wednesday afternoons.** As last term, children should wear their PE kits to school. As the weather becomes milder, all 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.

Spellings are set on a weekly basis, and there is a daily expectation for children to read aloud.

We have received positive feedback of the homework task sheet. We ask that you support your child to choose one maths and one other activity to complete weekly. Please date and tick the sheet to indicate they have been done. We love reading the children's home learning and share the photographs of their work. Even now that school has returned for all pupils, home learning can be shared on Class Dojo. There are further home-learning ideas for this term's topic attached to this letter. 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



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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, Miss Brewster and Miss Birkby
The Key Stage 1 Team.



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!



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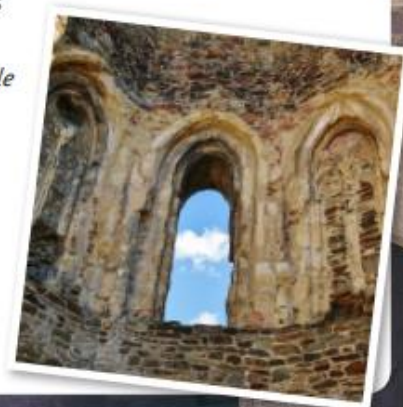
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These are additional, optional activities. They are also a useful alternative if your child finds the topic learning challenging.



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.

.....

archer

A person who shoots with a bow and arrows.

.....

arrow

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

.....

bailey

The courtyard inside the outer wall of a castle.

.....

battlements

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

.....

burrow

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

.....

castle

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

.....

drawbridge

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

.....

fortress

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

.....

keep

The strong, central tower of a castle.



lord

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

.....

medieval

Relating to the Middle Ages.

.....

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.

.....

motte

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

.....

passage

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

.....

portcullis

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

.....

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.

.....

Saxon

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

.....

tower

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

.....

tunnel

A long passage that is made underground.



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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.



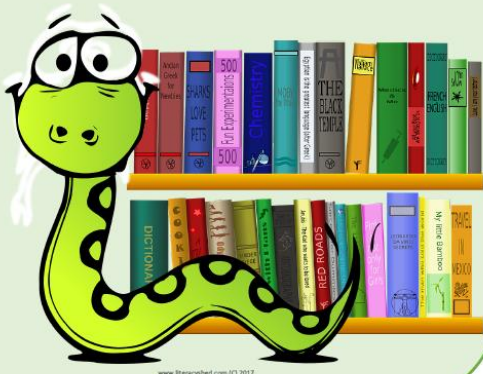
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These are useful question stems that support one-to-one reading time at home.

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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