

English

This week the children have absolutely loved working collaboratively in small groups to create imaginative adverts to persuade people to buy their recently made soups. To inspire their ideas we watched some existing adverts where the children identified a range of persuasive techniques such as snappy slogans, appealing adjectives, exaggerated language, a promise etc. This prepared them for the planning of their own adverts which they successfully performed in groups. The children developed their oracy skills; their performing skills and showed many of Kilmore's qualities such as collaboration and innovation. So I suspect from now on you will be bombarded with this information when watching TV!

Maths

This week the learning has been focussed on subtraction and word problems. The children's focus was to calculate one and two step word problems involving 3- and 2-digit numbers and representing equations using bar models (part, part, whole).

E.g. I had 346 lego cards. I gave my friend 62. How many did I have left?

$$346 - 62 =$$

100	10	1

$$346 - 62 =$$

346	
62	264

Foundation

In Geography this week, the children have began learning about volcanoes and earthquakes. They started by watching a clip of an erupting volcano, learned and defined relative vocabulary and labelled the different parts of a volcano. They carried out their own research and found out some really interesting facts. We started out plants unit in science this week where the children were asked to define what a plant is. Then they investigated this question: why are plants important? They worked with their learning partner to rank a list of 10 statements in order of which is the most important and which is the least. An example of one of the statements involved: plants are important because they can be used for medicines and natural remedies. The children used magnifying glasses to look closely at plants to identify the different parts especially the roots and what their function is. The children learnt that roots anchor a plant, absorb water and nutrients and store nutrients too.

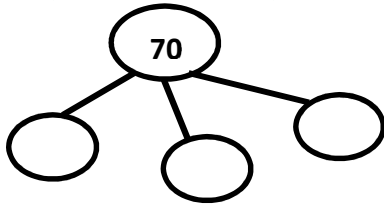


Home Learning

Maths

Continue learning the 2, 3, 4, 5, 8 and 10 times tables in sequence and randomly.

How many different ways can you complete this part whole model?



150		
50	75	
65	42	35

Complete the bar models

PARENT/CARER HELPERS REQUIRED
 The next trip to the Hornimn Museum is imminent on 27th November. Please let us know if you can come along to help. Thank you.

Write and calculate your own 2-step word problems that include 3- and 1-digit numbers.

Spellings

Remember to keep practising your beautiful handwriting.

- Bubble Letters**
Write your spelling words using bubble lettering and then colour them in.
s p e l l
- Order! Order!**
Write your spelling words out in alphabetical order.
- Word Scramble**
Ask a friend or grown-up to scramble all of the letters in each of your spellings.
Can you work out each anagram?
- Spelling Story**
Can you write a passage of text that contains all ten of your spelling words? It's not as easy as you think!

- Add 'Em Up!**
Give each of your spelling words a score: 2 points for a consonant and 5 points for a vowel. Which word wins?
- Speed Write**
How many times can you write each of your spelling words in 30 seconds?
- Dictionary Definitions**
Look up each of your words in a dictionary (or an online dictionary). Do you understand what each word means?
- Spelling Hangman**
Use your words to play hangman with a partner or grown-up. Can they guess all the letters before it's too late?

Week 1	Week 2	Week 3
kindly	happily	gently
quickly	angrily	simply
safely	lazily	humbly
rudely	easily	nobly
sweetly	busily	horribly
strongly	greedily	terribly
bravely	messily	possibly
secretly	wearily	incredibly
finally	cheekily	comfortably
usually	clumsily	probably
Week 4	Week 5	Week 6
basically	truly	believe
frantically	duly	appear
dramatically	wholly	often
magically	fully	group
tragically	daily	breath
comically	publicly	continue
actually	dryly	arrive
accidentally	slyly	women
occasionally	shyly	describe
eventually	coyly	height