

Friday 21st January 2017

Dear Parent/Carers,

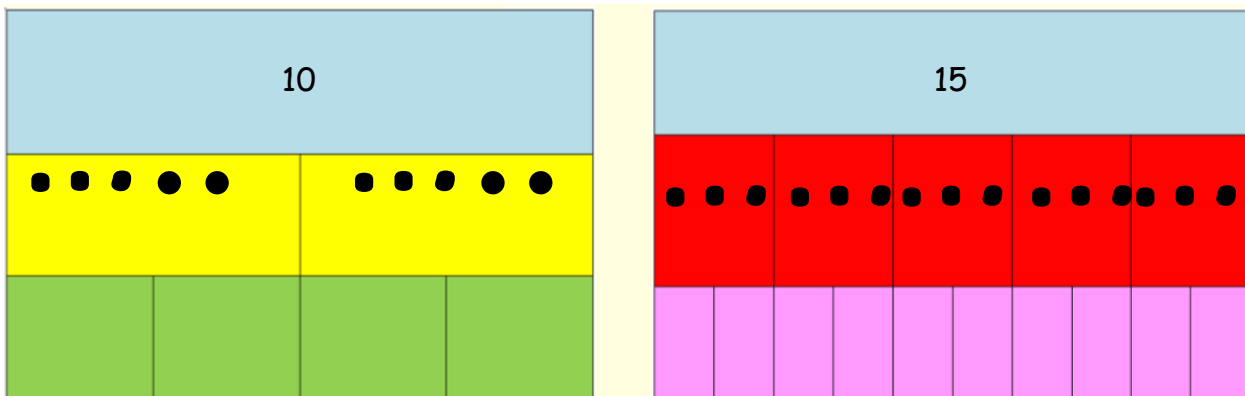
In Literacy, we have planned and written the start of a class ‘Traction Man’ story. We focused on using appropriate conjunctions and using verbs with the –ing suffix. E.g. hopping, bouncing, crawling. The children learnt rhymes to help them remember that if the vowel sound is short (hop) then we have to double the consonant (hopping) before adding –ing. If the vowel sound is long or there are two vowels together (fight, wear or look) then we just add –ing. If the root word ends in an ‘e’ then we have to “take off the e” and then add –ing. We have been doing a lot of singing to help us remember!

“Short vowel – double the consonant and add I N G ” “Take off the ‘e’ and add I N G !”

In Numeracy, we have introduced the children to division methods – first by sharing and then by grouping. The children have used the ‘Bar Method’ to share an amount, for example:

$$10 \div 2 = 5$$

$$15 \div 5 = 3$$



The children were challenged to use their knowledge of division to solve problems, such as:

Traction man has 14m of rope to tie up 2 villains. How much rope will he use for each villain?

Traction Man and Scrubbing Brush share out 10 supersonic blasters. How many do they get each to help them on their adventures, if they share them equally?

We have started to move onto division by grouping which we have done practically using counters:

$$10 \div 2 =$$

We make groups of 2 whilst counting in 2s up to 10



10 divided into groups of 2, how many groups are there? 5

$$\text{So } 10 \div 2 = 5$$

It is useful for the children to use concrete tools such as counters to help them group the number before moving onto a more formal written strategy. This will be the main focus next week. Try solving some division problems at home. Tough Cookie: Can they find the link to multiplication? (e.g. $10 \div 2 = 5$ so $5 \times 2 = 10$)

Many thanks for your support

Miss Fiddler, Mrs Hardwick, Mrs Caine and Mrs Midgley