

Home Learning - 25th January 2018

Dear Parents,

Thank you very much to anyone who was able to join us for our Maths lesson / workshop this week and learn alongside their child. It was great to see you all and we really hope that it was helpful. We will be planning another workshop after Easter so watch this space for further updates. This week we have been learning about past and present tenses in our English lessons and applying these to a piece of writing from the time of the Great Fire. The children have learned to apply the -ed rule and they have learnt that some words are rule breakers and change completely! In Maths this week we have been solving subtraction word problems, the children have chosen which of the methods they are most confident at using to solve these problems. The children had an exciting time at our Great Fire of London workshop on Monday and got to act out the events from 1666. They discovered so many fun facts which they have used in their learning.

Unfortunately our visit from the Painshill Red Watch Fire Brigade on Wednesday had to be cancelled as they had an emergency but we will hopefully get a chance to rebook before half term.



We will be holding an information afternoon for parents about the KS1 SATS on Thursday 22nd February 2pm. At the information session we will be going through the timetable of the SATs, our approach to them at West Byfleet Infant School, the papers that the children will be doing and answering any questions that you may have. Please come along if you can 😊

We would like to invite parents into school on Monday 5th February at 2:30pm to share our Great Fire of London topic learning with you all. There's no need to sign up just pop along on the day and come and see what we have been up to!

 Dragonfly Superstar Of The Week	 Ladybird Superstar Of The Week	 Glow Worm Superstar Of The Week
Thomas for amazing writing this week and trying so hard with his learning. Well done!	Jamie - for using noun phrases in lots of his writing. Well done!	Vinnie for trying really hard to improve his presentation. Well done!



Spelling Bee

Year 2



Mild	Hot	Spicy	Extra Spicy
were	house	where	burning
of	going	blazing	flickering
dusty	walked	have	destroyed
rigid	smoky	escape	material
smooth	really	very	shiny
king	bendy	waterproof	true

Home Learning:

Don't forget to check your child's yellow reading record book for the reading question for this week. The answer to the question needs to be recorded in your child's red home learning book. Thank you.

Home learning this week is to go on a 'materials hunt' around the house and to describe them using some of the words below. An extension of this activity could be for your child to start to think about what job these materials would be best suited to eg. Leather is good for a shoe because it is flexible and waterproof.



Have a wonderful weekend! Charlotte, Sophie and Leigh ☺

Assessment Focus Booklet

Each week your child will be taught strategies to help them to read. To support their comprehension skills, we would like you to encourage your child to answer one of the **coded questions** below, in their Home Learning Book. This list will also enable you to broaden the types of questions you ask your child about their school reading book.

Please always copy the question into your child's Home Learning Book so that we know which one you have focused on and help them to answer it in clear sentences.

Thank you.

Describe, select or retrieve information and use quotation and reference to the text.

- R1** – Where does the story take place?
- R2** – When did the story take place?
- R3** – What did the character look like?
- R4** – Who are the key characters in the book?
- R5** – What happened in the story?
- R6** – What kinds of people are in the story?

Describe, select, retrieve, deduce, infer, interpret and identify the structure of Non-Fiction Texts.

- B1** – What is the book about? What is the title of the book?
- B2** – Can you find examples of different features of non-fiction texts?
- B3** – Find something that interests you from the text. Explain why you chose that part.
- B4** – Where would you look to find out what a technical word means?
- B5** – Which parts of the book could help you find the information you need?
- B6** – When would you use the contents page in the book?
- B7** – When would you use the index page in the book?
- B8** – What are the subheadings for?
- B9** – Why have some words been written in bold?

Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

G1 – Were you surprised by the ending? Is it what you expected? Why/why not?

G2 – What is the main event of the story? What do you think this is?

G3 – How has the text been organised?

G4 – Why do you think authors use short sentences?

G5 – How did you think it would end/should end?

G6 – Has the author used an unusual layout in the text? If so, describe it and say why you think they did this.

G7 – Has the author put certain words in **bold** or *italic* ink? Why have they done this?

Deduce, infer or interpret information, events or ideas from texts.

P1 – If you were going to interview this character/author, which questions would you ask?

P2 – Which is your favourite part? Why?

P3 – What do you think would happen next if the story carried on past the ending of the book?

P4 – Who was the story teller? How do you know?

P5 – Predict what you think is going to happen next. Why do you think this?

P6 – Is this a place you could visit? Why/why not?

P7 – How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you?



Please fill in the challenge sheet indicating how much of a superstar your child has been and tuck it inside their Home Learning book. We will celebrate any successes as a class each week and your child will get to go onto the golden cloud for trying so hard with their learning at home.

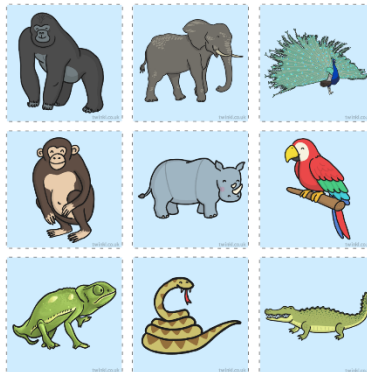
Good luck! ☺

Home Learning Challenge

This is to certify that

Completed their Home learning tasks by:

Learning Zoo



Go for it Gorilla – I will have a go

Exploring Elephant – I am an explorer

Proud Peacock – I am proud of what I do

Choosing Chimp – I can choose ways to do things

Persevering Parrot – I can persevere and not give up

I know Rhino – I play with what I know

Creative Chameleon – I have my own ideas

Slinky Linky Snake – I make links in my learning

Concentrating Crocodile – I join in and concentrate