

Dear Parents,

This week in English we've been working on some non-fiction writing skills by creating technical descriptions based on the 'Ruin' universe we wrote about last week. The children thought about the different technology used in the short film and then created their own gadget, vehicle or item which would be useful in the story - ranging from vehicles to animated animals. We then picked apart some example descriptions and discussed the technical language and formal sentence style used, while adding to our magpie zone. The children then took some very basic descriptions of the drones from the film and improved them by using this more formal sentence style and specific technical vocabulary. We began using these skills to write descriptions of the features of the children's own gadgetry, which we will be continuing and then redrafting next week.

In maths, we've been working on division skills. The children recapped their short (or 'bus stop') division skills with Mrs Robson on Tuesday as pure calculation, before applying these skills to a range of different word problems on Wednesday. These word problems required the use of short division, long multiplication and place value multiplication by powers of ten - the three methods we have covered throughout the past unit.

The children also worked on the book 'If the world was a village' with Mrs Robson on Tuesday, which is a way of exploring global statistics such as population, access to clean drinking water and literacy levels in a simplified way - represented as parts of 100 in a small village. As well as promoting lots of discussion about global issues, it's a useful stimulus for exploring statistics, fractions and percentages and different ways of presenting and analysing data.

As part of 'Mathvember', we explored some 'zooming in' problems - problems that start with a rule that provides a broad set of numbers ('multiples of 3') before 'zooming in' by providing a more specific rule each time ('it is a cube/square number, if you add or subtract 2 from it you will get a prime number, if you multiply the digits, the product is a multiple of 5'), which hopefully leaves only one possible number at the end of the problem. We solved a couple of examples before the children created their own in partners. It was a great way of exploring the properties of numbers and recapping a lot of the topics we've covered so far. It could be as challenging or as supported as

possible, and the children all enjoyed sharing their examples with class, who played along to hopefully all reach exactly the same number by the end.

The children took part in a SOLE session on Monday afternoon, on the topic of 'What evidence do we have that dinosaurs existed?'. As always, the different groups found different paths during their research, and all ended up undertaking very varied, but valuable, learning. This promoted lots of great discussion about the planet, the environment, fossil fuels and the fossil record.

We've continued practice for 'Panto Pandemonium' (not long now!) and have also been finishing our recycling DT projects.

Thank you to those of you who supported FOAS through either the Santa Bop or the Grotto after school.

Have a great weekend,

Tim Easton