

Class 1 Newsletter week ending Friday 29th May



Dear Families,

As we approach the end of our half term holiday, I wanted to take the opportunity to thank you all for your ongoing support and understanding through the Coronavirus lockdown period. We have been lucky with the amazing weather this week, allowing us to spend time outside as much as we could. I have attached a few Home Learning ideas below in preparation for the start of Summer Term 2 2020.

What's been happening this week?

Below you can see what has been going on in my home this week. Last half term, I really enjoyed seeing the variety of activities the children had been doing at home. Please continue to send and upload work to Tapestry so that we can see all of your wonderful examples.



A special delivery arrived for me this week!

After completing a Bike ride on Bank Holiday Monday, we returned home to make a delicious treat 'Fruity Flapjack'.



Week commencing Monday 1st June

From Monday 1st June, we will be starting our new curriculum topic...
'Beachcombers'.



Oh, I do like to be beside the seaside. Do you?

*That is good, because you are about to become an expert **beachcomber**. Head to your nearest beach (I appreciate this will be hard to do during these unprecedented times) to look for interesting and unusual objects, using your senses to spot, sniff and seek them out.*

*Have you seen the rock pools yet? We can take a peek into the cool water to learn about the weird and wonderful animals and plants in their microhabitats. Maybe we can sit back in a deckchair and do a little reading. What is your favourite book about the seashore? Let us invent an amazing rock pool resident. What features will it need to survive happily in its watery habitat? Make a 3-D model of your plant or creature. Got your shorts and sunglasses on? Bucket and spade at the ready? Let us get **beachcombing**.*

Beach Visit

I would like us to start our topic with a research project based on the **Beach**. I would like us to create an **Informative Poster** based on the **Beach**.

Try and include information about...

1. Sights, sounds and smells of the seashore.
2. Beach zones, including foreshore, backshore, splash zone and dunes.
3. Living and non-living things, interesting and unusual objects.
4. Rock pools - identify rock pool creatures.
5. Coastal birds, listening for their calls, watching their behaviour and identifying their special features.
6. Seaside safety code. Stress the need for water safety, the importance of handling animals with care, returning animals to where they were found and making sure that only empty shells are taken from the beach.

Ensure that children know the dangers of picking up sharp or hazardous items such as broken glass or jellyfish.

What are Beach Zones?

Research and produce a **Fact File** based on rocks, rock pools, sand dunes and other zones of the beach for evidence of living things. Find out what constitutes a habitat and a microhabitat and ask questions to clarify their understanding. Make comparisons between living and non-living things found in the different zones. The information sheets provided will support this activity.

Grouping and Sorting beach items

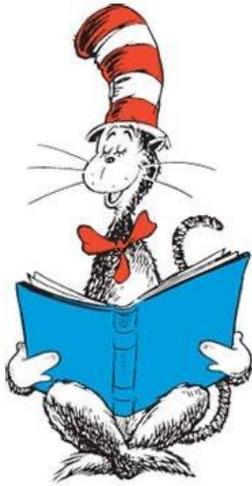
Think about some items you may find when visiting the beach, such as pebbles, shells, seaweed, driftwood, old rope, samples of plants, crabs' legs and mermaids' purses, sort them into groups according to their own and given criteria. Can you create a Venn diagram for sorting a selection of your objects? Can you explain how and why you have sorted things as you have and answer questions about this? You might like to suggest different ways of categorising your chosen materials. For example, according to type of material or whether they are dead, alive or have never been alive. Investigate collections using all their senses. The information sheet 'dead or alive, never been alive' will support this activity.

Coastline Features

Identify and name coastline's physical features by studying maps, plans, diagrams, photographs, and models. You could make 3-D models or draw pictures to show its features, using sand, shingle, mud, rocks, gravel, and other natural materials. Make a simple sketch map of your model and label the features with a simple key. Coastal features could include beach, stack, arch, cove, cave, cliff and island. You should also introduce the term 'tide', along with specialist vocabulary, such as flow (rising or high tide) and ebb (falling or low tide).

A useful link:

<https://www.dkfindout.com/uk/earth/coasts/cliffs-caves-arches-and-stacks/>



Reading

**“The more that you read, the more things you will know.
The more that you learn, the more places you’ll go”.**

Dr Seuss

Read and share the **Fun Facts and the Knowledge Organiser for Beachcombers** provided to support your home learning this week.

Home Learning packs will also be provided for next half term including the White Rose Maths activities to support the online learning opportunities. Details of collection days and times will follow.

Please continue to access Times Tables Rock Stars and Spelling Shed if you can. Weekly spellings will continue to be uploaded.

I have included English opportunities through our topic which I hope you will enjoy.

Take care, stay safe and have a wonderful weekend.

Very Best Wishes,
Mrs Cawthra

