

Help at home

Please may your child bring in their favourite toy on 26th February to show and tell.

On 4th March they will be looking at old toys, please may they bring in one of your toys from your childhood (or a grandparents) to show—if available!

25th March will be our class Malawi day—more information to follow

Individual Research project

BEAR BOOK

Please could your child investigate one of their teddies and make a book about it. Can they discover the origin of the 'teddy' name? Where was the teddy made? How old is it? Have they an older/ younger teddy? What is it made of? Why?



English support

Reading: It is crucial that you listen regularly to your child read, once a day or every other day ideally. At school we constantly listen to the children read in class and support their development. However, we are unable to give them the time, peace and attention they can receive from you at home. Together we can help their reading to excel.

If you are able to volunteer to hear children read we would love to hear from you.

Spelling

Practise your spellings, you could put them into sentences, make them with magnetic letters or just write them in a list. There are more ideas on the back of the spelling leaflet. Each Monday you will receive a 'Look, cover check sheet.'

Maths Support

Any maths the children complete at home is beneficial, for example simple addition and subtraction as part of everyday life problem solving.

Practise counting in 2,3,5 & 10

Look at the clock and practise on the hour and half past, quarter to and quarter past.

The Magic Toymaker

Amber Spring 2 2019



The Big Idea

Toys come in many shapes and sizes. They are made of different materials but all are designed for us to have fun with, to learn new skills and to exercise our bodies and our imagination.

Dear Parents,

Over the next 6 weeks those of us in Amber will be following a unit of work on a theme that focuses on 'Toys and games'.

During this unit we will be focusing on History, Science, Technology, and International.

In History, we'll be finding out:

- About toys and games from the past
- How to decide if a toy is new or old
- How we can learn about the past in different ways

In Science, we'll be finding out:

- How to sort toys based on what they are made out of
- Which materials can be bent, squashed, twisted or stretched
- What materials are best for making a bath toy
- About pushes and pulls, and how move

In Technology, we'll be finding out:

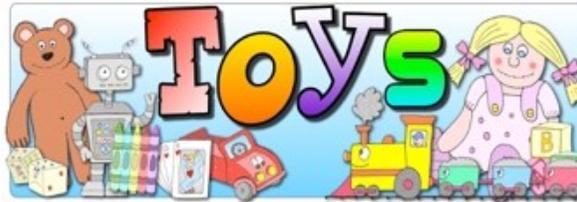
- About 'the design process'
- How to design and make our own cars and puppets
- How to evaluate our work

In International, we'll be finding out:

- About Malawi and learning a game from there and teaching others to play it

Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking to see how well your child has learned through particular activities and asking children to explain their work, perhaps to you.

We already know the interest you take in your child's work. If you can, please discuss with your child the work they have done as the term progresses and let them teach you.



Talk with your child about the toys and games that you used to play with when you were growing up. If you still have examples of these toys, then show them to your child and talk about how you played with them. Collect and look at old photographs that feature family members playing with toys. Help your child to understand how toys have changed over time.

When they are carrying out their research, please help them, but without actually doing the work. If you have the chance to further their interest in the ideas of this theme please take it, but your enthusiasm and interest is most important.

By the end of the unit, we hope your child has achieved all of the learning targets. We hope they have had an enjoyable time in the classroom. And we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments or questions about your child's learning, please get in touch.

Week	General overview (may change as required by children's learning and development)
Beginning	
25.2.19	<p>Knowledge harvest: make own toys</p> <p><u>History</u></p> <p>1.Show & tell their favourite toys</p> <p>2.Compile questions for grown ups on toys</p>
4.3.19	<p>3. Show & tell grown ups toys and information</p> <p>4. Art 'Toy shop Window'</p> <p>6. Old Games 'Bruegel's paintings'</p>
11.3.19	<p><u>Science</u></p> <p>1.2 Materials tests on toys</p> <p>3. Push and pull sorting & investigating</p> <p>4. Car races (forces and friction)</p>
18.3.19	<p><u>International Malawi Day</u></p> <p><u>Technology</u></p> <p>Problem solving and designing toy cars</p> <p>Making and evaluating</p>
25.3.19	<p>Problem solving and designing puppets</p> <p>Making and evaluating</p>
1.4.19	<p>Puppet shows</p> <p>Sponsored Run for 'Water Aid'</p>