



Emerald Class Newsletter

Spring 1 2024

KENSINGTON AVENUE PRIMARY SCHOOL

Together Everyone Achieves More

Meet the Team:



Miss Coggins
Teacher

Ms Lesley
TA

Ms Steadford
HLTA

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TA

Ms Higgins
TA

If you have any queries please speak to your child's class teacher or contact the office:

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KAPS

KAPS Home Learning Expectations

Homework will be given to the children every Friday. Activities are linked to our topic, English and maths work. Please can children complete homework in their homework books.

(Children will not all have the same activities)

Below is a link to support you to use Google Classroom, where you will find lots of information about what is taking place:

<https://www.kensingtonavenueprimary.co.uk/parent-information/useful-links>

Class routines and rules

Emerald class rules:

We use kind words
We have kind hands
We listen to adults
We look after our class
We always try our best

Our class rules are built around our core values:

***RESPECT
RESPONSIBILITY
PERSEVERANCE***

We will expect all children to adhere to these 3 core values and follow the school's TEAM principles: *Together Everyone Achieves More.*

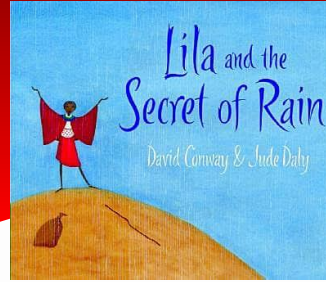
KAPS

Learning Journey- Coastline



In the Coastline project, your child will use maps to learn about the location of the world's seas and oceans and keys to learn about map symbols. They will also find out about the directions on a compass. They will learn about the human and physical features of a coastline, including the effects of erosion and how to stay safe when visiting the coast. They will have the opportunity to learn about the work of the RNLI, what happened to the *SS Rohilla* and about the coastal town of Whitby, including how Captain Cook is linked to the town. They will research the tourism industry and consider what features make a place a successful tourist destination.

Learning Journey- Core Subjects



Our Author of the Term is: **David Conway**. Our focus book is '**Lila and the secret of rain**'.

As readers and authors we will:

Investigate fiction and non-fiction texts, using our phonics knowledge to read and write about our learning.

Phonics:

In phonics we will continue learning our sounds and be focusing upon key spellings.

Reading Practice

We will continue to practice our reading using our sounds. We will also be working on understanding and answering questions about what we are reading.

English:

Through our topic we will be re-writing a story and creating interesting acrostic poems. We will also be focusing upon our handwriting and including all our sounds in our words.

As mathematicians we will focus on:

Money

- Counting money in pounds and pence.
- Choosing notes and coins.
- Making the same amounts.
- Comparing amounts of money.
- Calculating with money.
- Making a pound.
- Finding change.



Multiplication and Division

- Making equal groups
- Adding equal groups
- Using arrays
- Dividing by 2
- Doubling and halving
- Finding odd and even numbers
- Dividing by 10.
- Dividing by 5.
- Knowing the 2, 5 and 10 times tables.

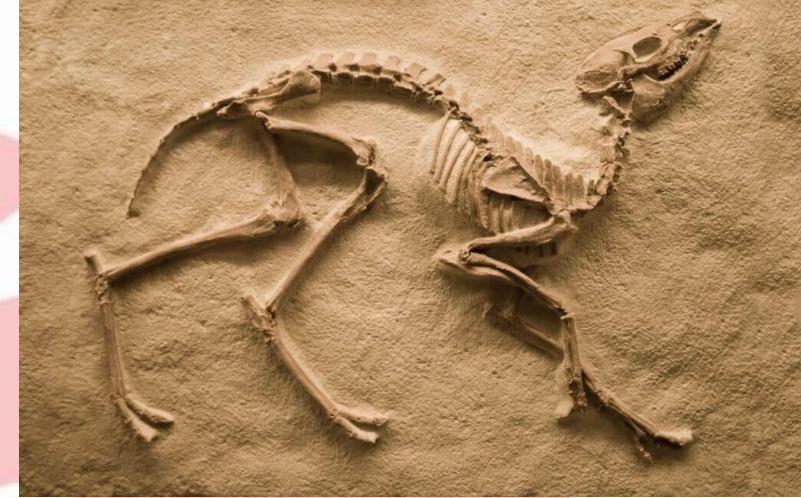


Core Subjects

Science: Fossils and soil

- Identify, group and classify.
- **Working scientifically** – Asking relevant questions and using different types of scientific enquiries to answer them.
- **Working scientifically** – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- **Working scientifically** – Talk about criteria for grouping, sorting and classifying.
- **Working scientifically** – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

We will explore fossils and fossil formation and then move onto looking at the importance of soil and exploring soil.



Learning Journey



As **musicians**, we will be learning a rock song- 'I wanna play in a band' by Joanna Mangona. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.

In our **Speech and Language** groups we will be taking part in small group work. We will be giving and receiving instructions, asking and answering questions, sequencing, describing and predicting.



•As **computing technicians**, we will learn how to send emails with attachments and how to be a responsible digital citizen by thinking about the contents of what is sent. The children will recognise unkind behaviour online and know how to report it; offer advice to victims of cyberbullying; recognise when an email may be fake and explain how they know.

•**E-Safety** - Children understand that sometimes online content can cause us to feel upset and that there are ways to deal with this, including showing it to a trusted adult and speaking to an organisation.



In **D.T** we will be making a beach hut. We will learn about strengthening structures, including different ways of joining materials.

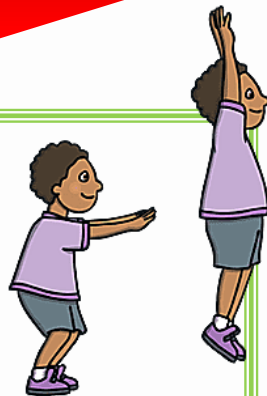


As part of our **Occupational Therapy** programme we will continue to work on our core muscles and fine motor skills.

Learning Journey

As PE practitioners we will be working on:

- Footwork coordination
- Jumping and landing
- Team work



In PSHE we will learn about:

- My private body.
- Respecting all families.
- Dealing with loss.
- Medicine and drugs.



This half term our RE focus is: Christianity

We will:

- Explain what the different descriptions of God tell us about the Christian belief in God.
- Explain why Jesus is important to Christians.
- Know who in authority in Christian communities are and what their roles and responsibilities are.



As Spanish speakers we will:

- Name and recognise 10 fruits in Spanish.
- Spell some of these fruits.
- Say what fruits we like and dislike in Spanish.

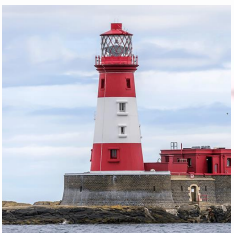
Key Vocabulary



Science

fossils clay
explore peat
formation chalky
replicas organic
rock nutrients
skeleton habitat
shell absorb
fossilisation
sediment
soil
sandy

Topic



abbey, amusement explorer, fisherman,
arcade, anchor, globe, harbour, Irish
Atlantic ocean, atlas, Sea, island, life
bay, beach, boat, jacket, life boat,
café, capsize, lifeguard, light
captain, Captain house, map, North
James Cook, cave, Sea, ocean, pier,
cliff, coast, coastal port, rescue, RNLI,
town, coastguard, Royal Navy, sailor,
coastline, compass, sea, shipwreck,
crew, current, deck, shore, tide, water,
direction, English wave, Whitby,
channel, erosion,

Mathematics

count pence
pounds money
coins notes
amount change
equal groups x
multiplication arrays
grouping sharing
divide doubling
halving odd
even
times tables



Half term Homework



1.) Write a diary entry about a day from your holiday. Remember to start with 'dear diary'.

2.) Write 5 rules for staying safe on the beach.

3.) Make a beach hut or light house using recycled items from your home.



Learning Journey Knowledge Organiser

Coastline

United Kingdom

The United Kingdom, or UK, is a union of four countries. These are England, Northern Ireland, Scotland and Wales. The UK is surrounded by four seas and oceans. These are the Atlantic Ocean, English Channel, Irish Sea and North Sea.



Coastal features

There are many features of the UK coastline.

Physical features

Physical features are naturally formed. Humans haven't made them. Rain, wind and the sea can change physical features over time.



Human features

Human features are those that have been made by humans. There are many human features on the coastline such as shops, roads and piers.



Erosion

Erosion is a natural process where materials, such as rock, sand and soil, are moved from one place to another. As waves crash against the coastline, they break off, or erode, tiny pieces of rock. Over time the coastline is worn away.

Sea defences, such as sea walls and lines of large rocks, called rip-rap, are put at the bottom of cliffs to stop erosion.

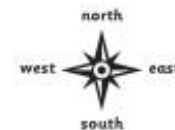


Maps

Maps are used to help people find their way from one place to another or find out where different places are. Physical and human features are marked on a map with symbols.



People will often use a compass to tell them which direction they are travelling. The main points on a compass are north, south, east and west.



Dangers at the coast

The coastline can be a dangerous place. It is important to stay safe and know what to do in an emergency.



Look for warning signs, follow advice and do not take risks.



Never go near water alone. Make sure an adult is with you.



Do not use inflatable toys or airbeds in the sea when a wind sock is blowing.



Red and yellow flags mean it is safe to swim.



Black and white flags mean it is safe for surfing, not for swimming.



Red flags mean danger. It is not safe to swim.



Check the weather forecast for bad weather.



Use safety equipment, such as a life jacket.



Call 999 in an emergency. Ask for the coastguard and they will call for the lifeboat.

Spanish Knowledge Organiser



Language
Spanish



Teaching Type:
Little Angels

Unit:
La fruta

Unit Objective:

To say what fruit we like and do not like in Spanish.

By the end of this unit we will be able to:

- Name, recognise and remember up to 10 fruits in Spanish.
- Attempt to spell some of these nouns with their correct article/determiner.
- Ask somebody in Spanish if they like a particular fruit.
- Say what fruits we like and dislike in Spanish.

It will help if we already know:

- No previous knowledge of the foreign language is required but the Little Angels 'Greetings' unit followed by the 'Colours & Numbers' unit and a variety of other units such as 'Transport', 'Under the Sea', 'Nursery Rhymes' and 'In the Jungle' is recommended prior to teaching this unit.



Skills we will develop:

Working on memory, recall and retention skills using images to help. Learning how to ask a question and answer it in Spanish including a simple opinion.

Activities we will complete:

A choice of listening and reading tasks with desk-based activities including word searches, crosswords, gap-fills and word puzzles. Completing activities often with a partner (including a survey) for the final task of asking a question about what fruits others like and be able to answer it with 'I like'/'I do not like' plus a particular fruit.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: **un** and **una**. Understanding that the plural definite article/determiner is **los** or **las** in Spanish. This is also affected by gender. Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- J sound in **naranja**.
- **Stress Placement.** Words that end in a vowel or 'n' and 's' are normally stressed on the second to last syllable like **pe-ra**, **ce-re-za**, **ci-rue-la** and **al-ba-ri-co-que**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **plá-ta-no** and **me-lo-co-tón**.



Vocabulary we will learn & revisit:

The nouns and determiners/articles for 10 common fruits in Spanish. The language required to ask a question in Spanish and how to answer the question in Spanish (using the positive and negative form). This is all listed on the Vocabulary Sheet.