



Friday 9th March 2018

Over the past two weeks, despite the snowy weather, we have been dinosaur detectives; finding out how we know that dinosaurs existed millions of years ago. We have looked at what fossils are, how they are formed and considered how the dinosaurs became extinct. We have looked at lots of images of dinosaurs; naming them and predicting whether they were **carnivores** or **herbivores** by whether they walked on two or four legs, had sharp or blunt flat teeth, whether they had armour to protect themselves or sharp claws to attack. We have enjoyed watching Andy's dinosaur adventures on CBBC and found out facts about the triceratops, T Rex and stegosaurus. Modelling salt dough fossils has been fun, and as palaeontologists, we have taken care to excavate the chocolate chips from cookies! We have also found out all about ammonites. We have learned that the ammonite shape is called a whorl and looked at images of whorls found in the environment.

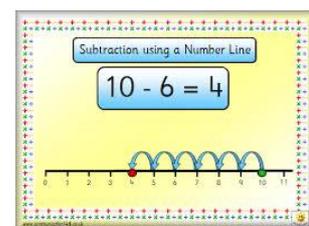
Our guided reading session focused on reading instructions. We learned that instructions tell you how to do something. We read instructions that used the time words; first, next, then, finally to sequence how to make our own ammonite fossils and had great fun practically following these in order. We have also looked at the differences between dinosaur stories (fiction) and dinosaur information books (non-fiction). The children have used what they know to sort these into groups and then used the non-fiction books to answer questions and find out dinosaur facts. Together we have been story making *Dinosaur Roar*. Each day we have shared the story and have introduced actions to help us remember it. The story is packed with wow words (adjectives) to describe the dinosaurs such as spiky, strong, fast and slow.



During maths, we have developed our skills of subtracting; taking away and counting how many are left. This has been introduced through subtraction stories such as finding out how many ice creams are left when some have melted and how many slices of pizza remain after we have eaten a number of slices. We have worked in small groups solving simple subtraction problems and explored a range of strategies to do so, such as using objects or counting back on a number line (we count the jumps, not the numbers!) We have practised drawing our subtraction problems and are beginning to record these as number sentences.



$$6 - 2 = 4$$



As part of our build up to Easter, we have talked about Spring and in particular new life. We have been searching for signs of Spring around the school grounds and learned about the life cycle of a hen using our time words **first**, **next**, **then**, **finally** to sequence each stage.

An enjoyable World Book Day was had by all; the children's costumes were fabulous. We are now experts at knowing what a character is and using the evidence in stories to help us decide whether a character is a hero or villain. Have fun spending your book token over the weekend.

Home Learning Challenge

We have sent home the next set of tricky words for your child to practise reading. We call **have said some come so do like** tricky words because we cannot sound and blend them. Once your child can read these, they can practise spelling them (some not sum, said not sed)

The Early Years' Team ☺