



## Rye Community Primary School

"A Gateway to learning"



### Welcome back to Key Stage 1!

Dear Parents and Carers,

We hope that you had a restful autumn break and that the children are ready for a busy term of fun and learning!

#### Term 2 Learning

This term we are becoming historians, geologists and scientists. Our topic, 'Street Detectives', travels through time and place. Our topic is close to home and all about the history and geography of Rye. As scientists we are continuing to learn about Animals, Including Humans, focusing on ourselves and how we can stay fit and well.

There's a great deal to do before Christmas but it'll be lots of fun!

#### English

This term we are learning to write narrative stories, using Matt de la Peña's lovely book, "Last Stop on Market Street".

We have sent each child home with a login for Reading Eggs. This is an excellent programme which encourages the children to read, as well as promoting word building and comprehension skills.

If you haven't got a log-in for your child(ren), please do not hesitate to contact their class teacher.

#### How You Can Help

- ✓ Read with your child every day and talk to them about what they are reading. Ask them questions about the story, characters and plot.
- ✓ Look at information texts with your child and look at the glossary and contents page to find out where you could locate more information.
- ✓ Our focus this term is on punctuation and grammar and how we can use it in our writing.
- ✓ Continue to support your child to learn their spellings and complete their weekly homework.



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### Maths

In Maths this term we will learn about addition and subtraction, including money.

#### How You Can Help

- ✓ Use everyday opportunities to talk about and use maths.
- ✓ Encourage your child to become more fluent in addition and subtraction using numbers up to and across the 100 threshold.
- ✓ Talk about the different ways we calculate, by counting on or back, counting in 2s, groups of tens etc.
- ✓ It would also be helpful to help your child practise the days of the week and months of the year in order, as well as being able to work out what the next day or day before is (e.g. What is the day after Thursday? What is the month called before June?)
- ✓ Help your child to learn to tell the time on analogue and digital clock faces.

### PE

Sea Turtles', Sea horses and Clownfish' PE time is on Monday and Thursday afternoons. As last term, all children can come in wearing their PE kit on those days.

### Homework

Homework is set every Friday; the yellow homework books must be returned every Wednesday. This term, home learning tasks are on the single sheet that was sent out at the end of last term. Please complete one task a week in addition to reading and spellings.

Please support your child to complete their homework. A huge well done and thank you to everyone who completed last term's topic homework. We all enjoyed your creations, presentations of pirate ships, treasure chests and ancient maps! Please find attached home-learning ideas for this term's topic. This is optional, but the children really enjoy being able to show and tell us about what they have made at home.

### Water bottles and snacks

A hydrated brain is essential to learning! Please ensure that your child brings in a **named water bottle**. All key-stage one children are offered a healthy snack each day.

As always, please do not hesitate to contact us if you have any questions or queries.

Thank you for your continued support.

Mrs Leigh, Mis Brewter and Miss Birkby  
The key stage 1 team



# Street Detectives



## Street Detectives

Grab a magnifying glass, put on your deerstalker and change your name to Sherlock because we're going to become street detectives!

This half term, we'll follow a route around our local streets and take pictures of the buildings, businesses and plants we can see. Talking to residents about the area will help us understand how the local community could be improved. We'll learn nursery rhymes, write poetry and create persuasive adverts. Looking at photographs will help us to spot any similarities and differences between the houses and shops of today and the past. We'll find out about the history of our school and talk to former pupils about their experiences. We'll also study and draw maps, create a model of a local building, draw portraits of the people we have met and look at the work of urban artists.

At the end of our project, we'll design posters to advertise a 'big clean' around school before cleaning and tidying the school grounds.

### ILP focus

English

History

Art & design

Computing

D&T

Geography

Mathematics

PE

PSHE

Science

### History

Recounts, captions, nursery rhymes, instructions, adverts, diary writing

Changes within living memory, significant people, places and events in the local area

Famous local artists, portraits, views from the local area

Photo stories, algorithms

Selecting tools and materials, baking, sign making, designing buildings

Fieldwork in the local area, human and physical features, using and making maps with keys, looking at aerial images

Time, data handling

Measurement, statistics

Belonging to a community, improving the local area

Identifying and comparing everyday materials, identifying plants in the local area

### Help your child prepare for their project

Become street detectives and explore your local community. Why not visit a local museum to see what the local area was like in days gone by? You could also look up at the roofs of local buildings to spot interesting carvings and chimney shapes. Alternatively, read the book *A Street Through Time* by Steve Noon together to see how one street has changed over thousands of years.



## What will you choose to do?

- Keep your street diary updated with all the exciting things that happen in your street. Remember to use interesting adjectives and verbs.
- Look in detail at the outside of your own house and make a careful observational drawing.
- Draw a plan or map of your ideal neighbourhood. Who would you like to have living on your street? You might choose fairytale characters, sports champions or pop stars. What type of house would your ideal neighbours have? Create a key to show features on your map. What local amenities would your residents need? For example, Harry Potter might need a wand shop, and Rapunzel might need hairdressers!
- Visit your local museum with your grown ups. Handle some artefacts from homes in the past. Draw and write about them to show your friends at school. Can they use the pictures to guess what the artefacts were used for?
- Watch a clip of a film made to show what family life was like in the 1900s. Talk to your grown ups about how life was different for children in the past. Draw pictures and write some sentences to share at school.
- Arrange with your family to do something to improve the local community. This could be litter picking, helping a neighbour with some shopping or volunteering at a local charitable organisation. Take a picture of the work you did for your class blog. Write about how it made you feel.
- Interview someone who has lived in your community for a long time, perhaps an elderly relative or neighbour you know well. What changes have they seen? Which things are better or worse today?
- Draw and label a design for your own fantasy home. What will your home be built from? How will you get in and out of your house? What will you have in your garden? Make a model of your fantasy house using junk materials.
- Watch time-lapse footage or look at step-by-step photographs of a house being built. Find out and list the types of building machinery needed to build a house. Draw or download images of each vehicle and write a description of what it is used for. Perhaps you could make a non-fiction book or PowerPoint presentation to show what you have found out?
- Visit a local shop with your grown up. Write a shopping list before you go. Pay for your shopping and work out your change.
- Make a leaflet or short film all about your local community. Include drawings, photographs or footage to show what you can see and do in your local area. Write or record your thoughts on what it's like to live there as well as ideas for improving it.



**aerial**

From or in the air.

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**community**

A group of people living in the same area or who share the same interests.

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**construction**

The process of building something.

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**council**

A group of people, representing a larger group of people, who have been selected to meet regularly and to make decisions, like a school council.

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**detective**

A person whose job it is to gather information, solve crimes and catch criminals.

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**estate agent**

A business that sells or rents buildings and land for their owners.

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**habitat**

A natural environment where animals and plants live.

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**interview**

A meeting when someone asks another person questions to find out information.

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**investigate**

To look carefully at the facts and find out the truth.

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**landmark**

An important building or place.

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**man-made**

Something that has been made by people.



**mayor**

The elected head of a town or city who helps to lead the area's council.

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**natural**

Something that is dug out of the ground, grown, or taken from a living thing. Wood, leather and oil are natural materials.

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**pictogram**

A chart that uses pictures to show data.

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**questionnaire**

A list of questions that people are asked, to find out information about something.

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**retailer**

A person or business that sells goods, such as groceries and cars.

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**route**

A set of directions that can be used to get from one place to another.

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**survey**

A way of gathering information from a group of people. Information can be gathered through a printed questionnaire, by mail, over the telephone, on the internet or in person.

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**symbol**

A shape, sign or object that represents something else, such as a dove being used as a symbol of peace.

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**thatch**

A roof that is built out of dry straw, reeds or twigs.