

SPRING 2

In **Maths** we have been learning about multiplication and division using arrays to support us. We know that these are commutative just like addition and subtraction and if you know a multiplication fact then you must know the inverse and the fact family! For example: we know $6 \times 3 = 18$ so $18 / 6$ must = 3 and $18 / 3$ must = 6! We have applied this understanding to word problems and continued using RUCSAC to help us solve these.

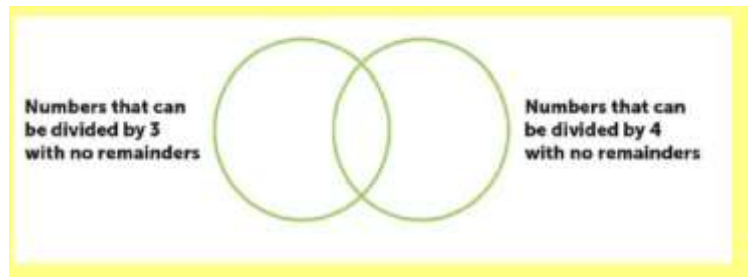


1 ✎

Show me!

Share 24 counters into 4 equal groups.

Arrange 24 counters into groups of 4.



In **English** we have been working from 'The Spider and the Fly' - a poem written in 1929 by Mary Horritz. We have been thinking about persuasion and which types of language help to persuade people to do something. We used this language when creating a gruesome meal and the chef was the spider from the book. We wrote a menu and persuaded the fly to come into our parlour and eat it! We have also thought about poetry. We have focused on Kenning poems. We know these are two line poems made up from nouns and verbs. They are like riddles and give clues to what the poem is about without mentioning the actual topic or theme. I wonder if you can guess what the Kennings poem below is about?

Paw-licker
Day-dreamer
Milk-drinker
Ball-chaser
Dog-hater
Mouse-chaser
Stroke-lover

Ball-chaser
Crowd-pleaser
Fast-runner
Sneaky-diver
Corner-taker
Goal-scorer
Money-maker

In **other areas of the curriculum** we have been learning about food tech in DT. We have researched vegetables and thought about these in relationship to our science work on healthy living. We taste tested some vegetables and then got to work designing our very own 'vegetable medley'. We have thought about packaging too and understand the purpose of packaging. We designed packaging for our vegetable medley and included all of the elements we explored when we looked at various other products.

