

## This week...

We have travelled back in time to learn more about the Great Fire of London. We met Thomas Farynor - the baker who started the fire! We also met a cross lady whose house had burnt down! We acted out the story ourselves, and we practised using adjectives to describe the fire as we wrote a letter to King Charles II telling him all about it. In art we started work on our collaborative collage of the fire and we experimented with colour mixing to make firey colours and patterns. In science we investigated how different food changes when heated. We enjoyed melting chocolate over a flame and toasting marshmallows too!

### Phonics, spelling, punctuation and grammar

We have one lots of work on adjectives. Why not try finding some in books you share this weekend. We have also begun to practise spelling tricky words—our challenge is to be able to spell all the Year 1 tricky words by half term. Look out for the Year 1 Words List in the Homework books coming home this weekend.

**JTLYK**  
**Year 2:**  
**Walnut and**  
**Chestnut**  
**16.9.16**

## Home Challenges

Have a go at finding out about the Great Fire of London at home. You might learn about it in a book or on the internet. Why not try finding out some unusual facts about the fire!

## Dates for diaries!

4th October - Trip to the Farmer's Market (Look out for a letter).

w/b 10th October - 1666 dress-up day (More info to follow).

Friday 4th November - The Great Fire of Pewley (more info to follow).

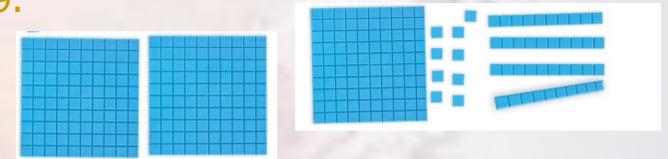
14th November - Trip to St Paul's Cathedral (more info to follow).

### Homework Books

Please send the green homework books back to school each Wednesday. We will send them home each Friday.

## Maths corner

This week we have continued learning about 2-digit and 3-digit numbers. We used diennes apparatus (tens and units) to help us understand what the digits represent. We have used dienes blocks (hundreds, tens and units equipment) to make numbers e.g. 349.



At home have a go at breaking numbers into tens and units or even into hundreds, tens and units. For example, choose a number such as 652 and ask your child how many hundreds, tens and units there are.

