



Aidan

25

Bede

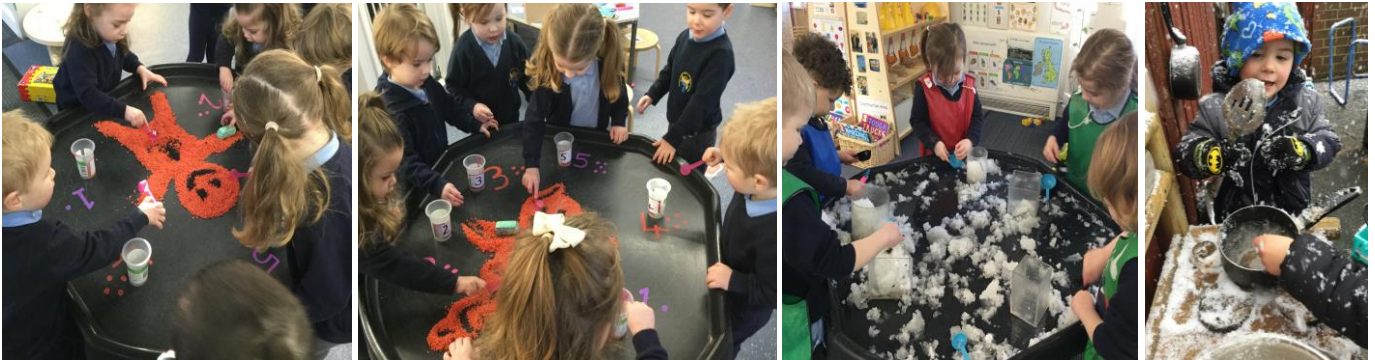
67

Chad

67

Columba

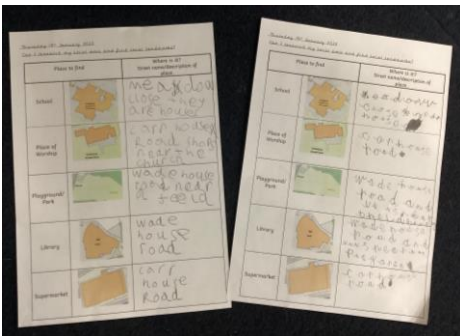
61



This week in Pre-School we have continued to focus on the story of The Gingerbread Man and thoroughly enjoyed our Gingerbread Man sensory activity in the tuff tray. We have also been exploring how ice changes and melts when it gets warm.



In Reception we have been reading the book 'One Snowy Night'. In the story Percy the Park Keeper lives in a hut. During outdoor learning we decided to make Percy's hut. The children worked together and did a great job.



Year 1 used Digimaps this week to find out more about our local area. We learnt lots of new map skills and were able to find lots of key places in Shelf including the church, school and the park.



Year 2 have been continuing with their algorithm's unit for computing. We looked at the importance of using specific directions to ensure they get to the correct point. We practiced this with our own maps and finding different ways we could move around the map, making sure we use clear and concise directions.

Name of Greek Mythical Creature	What animal is the creature made up of?	Powerful 'wow' Language Adjectives: describe, imagine and create
Minotaur	half human half bull.	dangerous, creepy, scary, supernatural, strong, power, funny
Medusa	half snake half woman.	slithery snake for hair, silent snake body, evil eyes.
Hydra	Water monster 9 snake heads	9 vicious and deadly heads, poisonous and unstoppable breath.
Chimera	half lion half snake half goat	dark, awful body.

Can I create my own mythical beast using expanded noun phrases?

Think about some of the mythical beasts we have already encountered in the myths and legends we have read and use inspiration from these to create your own. Draw it in the space below. Use descriptive words and expanded noun phrases around your beast to bring it to life.

You might find my mythical creature in a woodland or in a cloud.

Year 4 have been learning all about the importance of the River Nile during the Ancient Egyptian times. They have been working to create informative posters to share their learning with others.

Tuesday 17th January 2023

The importance of the River Nile.

### River Nile Fact File

How did the River Nile help ancient Egyptian farmers?	How did ancient Egyptians use the River Nile for food?
The ancient Egyptians were also some of the first people to use an irrigation system.	They would either spear the fish with a pole or use a fishing line with a hook or bronze hooks on the end.
How was the River Nile used in daily life?	What role did the River Nile play in people's deaths and funerals?
The River Nile was perfect for making goods like food pots and clothing.	The River Nile would push the boats well the dead bodies in it.
How was the River Nile used for leisure?	
The Nile was used for party work and chores. Many people used the river for leisure activities.	

Year 3 have been researching mythical creatures. We have been focusing on a range of mythical creatures like the Minotaur, Chimera and Medusa. Our class have started designing their own beast and describing them using a range of 'wow' words to describe their key features. Next week, we will start to write our own mythical beast descriptions.

In science, Year 5 have started looking at properties of materials. We did some experiments looking at the hardness, transparency, flexibility and permeability of certain objects.



Tuesday 17th January 2023

Top 10 uses of the River Nile

Farming

The River Nile is perfect water for crops. If the Nile wasn't there there would be no ancient Egyptian. It provided from July - October when there are no rain.

Fishing

The River Nile is a very important people. Rich Egyptian and Egyptian would get there to get water and power at a time.

Did you know?

There were a system on the Nile called a boat, PERI and SHE. SHE is U. The Nile is 6600km. Many of the cultural and historical sites were of ancient Egypt are along the Nile.

In Geography, Year 6 have been looking at the physical geography of the USA. We researched the Grand Canyon and learnt about how it was created through tectonic plates and erosion. Year 6 then had a go at recreating erosion by pouring small amounts of water through soil, eventually the higher sediment was left behind creating the process of erosion.

