

Kids Rock!

20th January 2023

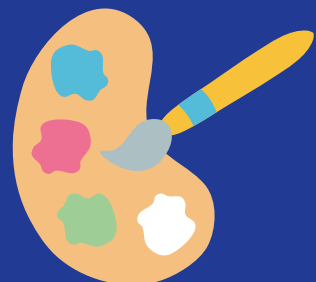
As we are well and truly back in the routine of school, we have already started showing our teachers how we are trying really hard with all our phonics, spellings, writing and maths as well as all the other subjects that we learn across the school. We have been enjoying lots of scientific and mathematical investigations, some of which can be seen below.



We thank Nikki for our delicious Chinese food on Thursday as celebrations begin for Chinese New Year.

yum!

Watch out for details of our new Art Competition coming out next week. Dust off your paintboxes at the ready!



Ice Investigation

The Willows children have been enjoying the results of the recent frosty weather. Outside in the back garden they were delighted to see huge chunks of ice which had formed in various areas so they worked hard to find ways how to smash it up. The following day they discovered bowls of ice laid out with various animals frozen inside, so they needed to use the small hammers to try and free each animal in a more careful and controlled way.

Another set of bowls contained more ice, but they were told they could not hit or smash these, so instead used salt to investigate whether or not it actually dissolved the ice.



Petar: The ice was turning into water. Salt made it easier.

Isla: I was getting the zebra with the hammer. It was stuck in the ice so I broke it out.

Isobel: So I actually broke that animal out of the ice. I smashed it and the last piece was around its tail so I did it carefully because I didn't want to hurt its tail.

Benji: So when we was putting the salt on the ice it really worked because it melted. (*How quickly did it melt?*) Not that quick.

Skip: The ice was in its teeth and I didn't get it out because it stuck. (*What could you have done?*) Little hammer. (*What else could you have used?*) Salt....water.

Mihail: I waited a long time for it to melt. I smash the ice.

The next morning, the ice in one of the trays had once again frozen over, but the second tray hadn't. The children came out to investigate to see why this had happened.

Max: It's melted! The salt, that salt!

Jack: When we put the salt in yesterday it melted overnight. There was water and it turned into ice. There was salt in the other one and it melted really quickly. I think it's going to freeze again.

Isobel: The ice melted in that one and not the other because it didn't have salt.

Benji: The salt melts ice.



Going Round in Circuits

The Rowans have been enjoying their new topic in PE: Circuit Training! They have started off by listening to and remembering instructions. One of the Rowan's favourite instruction activities from this week was Colour Code. Mr Murray held up different-coloured cones and the Rowans had to remember which action linked with which colour, for example: red = stop, green = run, yellow = reverse. They had great fun trying to remember each colour's action as Mr Murray added all of the colours he could find!



British Schools Museum

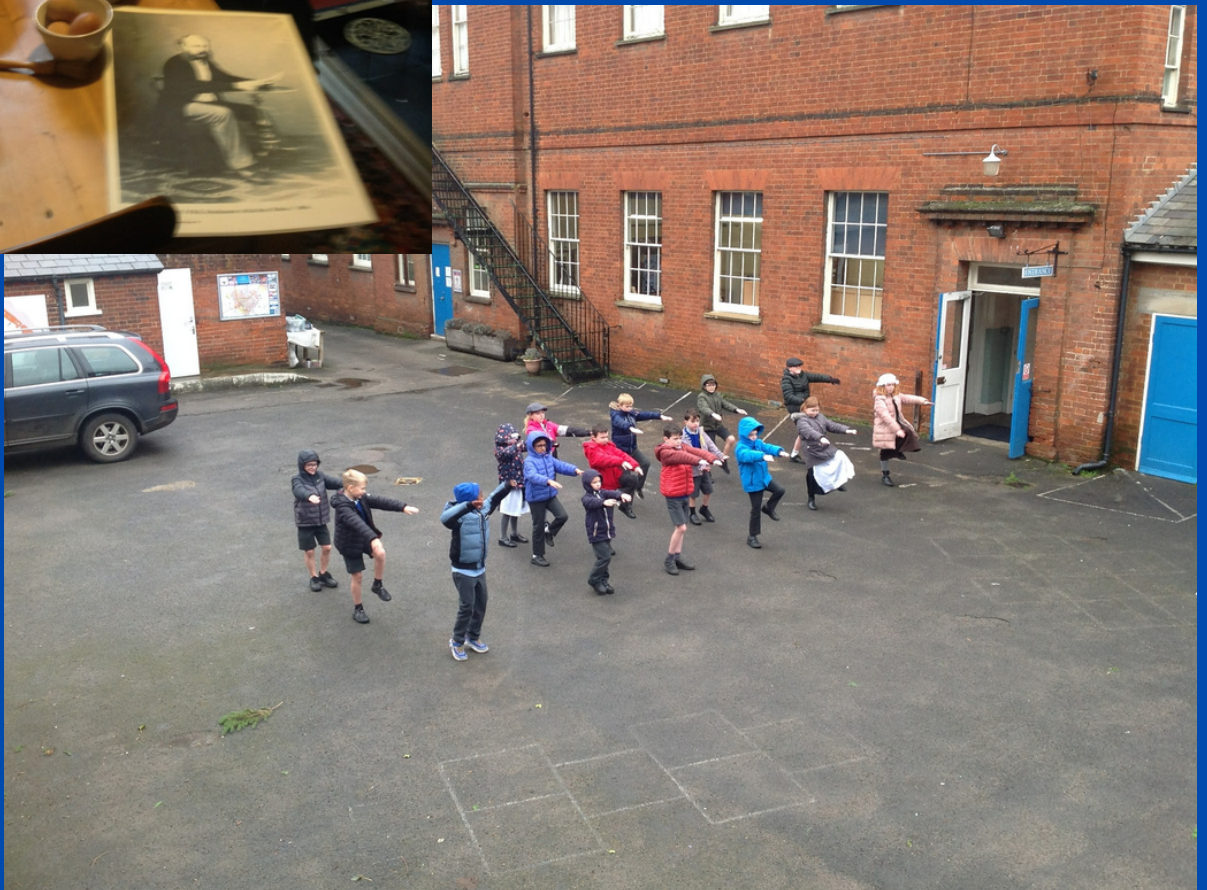
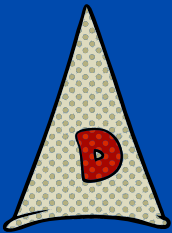
History

On Thursday, Silver Birches had a brilliant trip to the British Schools Museum in Hitchin. We were transported back to the Victorian era and had a real life experience of what a lesson would have been like for children. We did arithmetic using Victorian money, used slate and chalk to write on and then had a go using a fountain pen and ink. Some of us even had to wear the Dunce hat for not knowing the answers to questions!



We also had the chance to explore the Headmaster's house and to experience Drills.

We look forward to sharing more in our class assembly next week.



May the Force be With You...

Science

In Science, Silver Birches have been investigating forces. Through different activities, including tug of war, we learned about push and pull forces and how they are needed to make things move.



We then investigated how different surfaces impact how things move. We tried pushing toy cars along different surfaces and compared how much force we needed to make the cars move, and whether this was different on the different surfaces. We designed and carried out a fair test to compare how far the cars travelled on each surface.



Investigating Percentages

In Oaks, the children used a bead string with 100 red/white beads. The lesson started with understanding percentages and by the end of the lesson they were able to link percentages with decimals and fractions.

Using a bead string, they created questions using the mathematical language of percentages, fractions and decimals. They were able to explain their investigation to the class confidently.

18.1.23
KQ: Do I understand that per cent relates to the number of parts per hundred?

I know that 3 squares are coloured in and the percentage is 3% and $\frac{3}{100}$. There are 100 squares.

There are 50% percent of red beads and 50% of white beads.

What questions

How much percent is the red and white beads? 50% $\cdot \frac{50}{100}$ 0.50

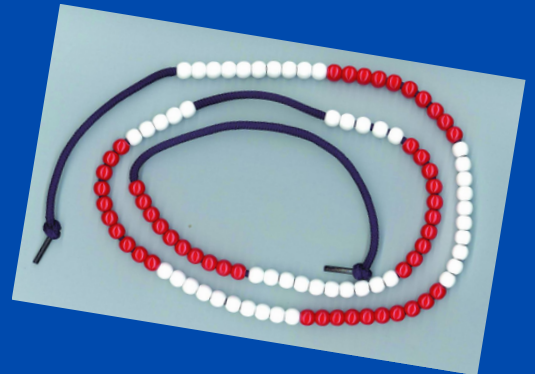
If I had 75% percent how much beads would I have? left? 25% $\cdot \frac{25}{100}$ 0.25

If I took 3 quarters away from 100% and added 2 quarters back to it what how much would I have? 75% $\cdot \frac{75}{100}$ 0.75

Asking questions using beads.

If I took 6 quarters away from 100% and added 1 quarter and then added 75% and took 65% away? 10% and 10%

8 out of 20 beads is $\frac{8}{20}$. 8 is equivalent to $\frac{40}{100}$. $\frac{40}{100} = 40\%$



18.1.23
KQ: Do I understand per cent relates to the number of parts per hundred?

I know that it is a 100 square and 3 are given so is 3% or 4%.

What would be 50% of 100 beads?

I know that there is 50% which are 50% red.

If I took away 70% beads how many are left? 30% $\cdot \frac{30}{100}$ 0.30 ✓

Asking questions using beads linking to percentages decimal & fraction

8 out of 20 beads $\frac{8}{20}$ is equivalent to $\frac{40}{100} = 40\%$



18.01.23

KQ: Do I understand that percent relates to the number of parts per hundred?

I know 3/100 are shaded. It could also be 97/100 are shaded. It is 3%.

I know that there are 100 beads in total.

~~Asking questions using beads. Linking to~~
If I had 2 red sections and 2 white sections. How many percent of the beads would I have? 40%.

What percent of beads are white?

How many beads would I need to have 25%? 25

If I took away 99% of the beads, what percent would I have left?
1% 0.01 $\frac{1}{100}$

If I had 75 beads, what percent would I have?

Asking questions using beads. Linking to: percentages, decimals and fractions.

8

8 out of 20 beads is $\frac{8}{20}$ $\frac{8}{20}$ is equivalent to $\frac{40}{100}$ $\frac{40}{100} = 40\%$

18.1.23

KQ: do I understand that percent relates to the number of parts per hundred?

It's 3% out of 100%
or 97% out of 100%

What questions can you ask about the string of beads?

What is the percentage of the white and red beads?

If you took away 20% percent of the beads away how many would be left? 80%

If you took away 35% of the the beads away how many would you have? 65%

Asking questions using beads

Linking to: Percentages + decimals + fractions

$\frac{8}{20}$ $\frac{8}{20}$ $\frac{40}{100}$ $\frac{40}{100} = 40\%$

