



INTERNATIONAL RURAL SCHOOL

NEWSLETTER FROM EARLY YEARS, PRIMARY AND SECONDARY

 Cambridge Assessment
International Education
Cambridge International School



No upcoming school events yet

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CARRER JOSEP ARGILA 39 CAN LLETRES, LLINARS DEL VALLÈS

BY MILANA MALIAUKAITE
AND SUZANNE MCGINNIS

WEEK AT A GLANCE

Early age learners loved singing and dancing this week and can make better connections to the learning in this way. Although distance learning can be challenging for early age learners, the parental support has made the process much easier and more effective for their children. Thank you parents for your commitment to your child's education!



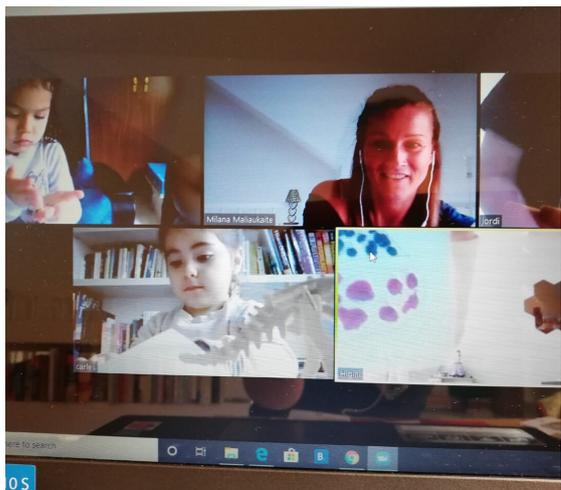
LITERACY

Silvia is showing improvement with Glen Doman activities and has advanced to the next level. All learners have continued learning phonics and are better able to recognise 3 letter words.



NUMERACY

We reviewed shapes and number recognition to 10. Little ones were better able to understand "quantity" by playing a game with glasses of water. Students are also beginning to learn number bonds to 10.



UNDERSTANDING THE WORLD

The middle group was amazing while they sang and danced to songs related to days of the week, months and seasons of the year. We also finished our unit on transportation this week.



BY HELEN SMART

It was great to see Noa this week and Adam may be able to join us next week! It's been encouraging to hear about you enjoying going outside for walks and bikerides this week.

YEAR ONE

Year One have been talking about helping at home and some of the jobs we can do around the house. They've all offered to come and clean my windows as soon as they can!

In maths Year One have been learning about finding halves and quarters of shapes as well as revising number bonds to 20.



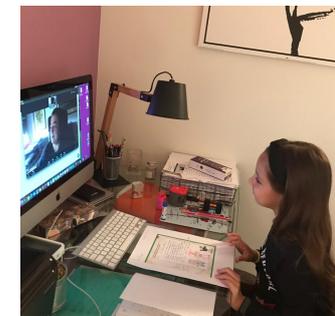
YEAR TWO

Year Two have also been learning about fractions in maths, finding halves, thirds and quarters of shapes and amounts. They have also seen how some fractions are equivalent.

In Literacy they have been looking at adjectives and writing and saying instructions for movement. In Science, Year One and Year 2 looked at sound this week. We saw a video about how our ears work, and we made a lot of noise in our science class!



Lovely pics of you playing your instruments this week!



YEAR THREE

Year 3 have been working on preposition of place in Literacy, as well as talking and writing about their own inventions.

In Maths they have been revising all the operations this week.

With Jack they are becoming experts in the solar system and becoming designers and inventors. I know this bunch will come up with some clever ideas!

BY HARMONY RUTHERFORD



*Online learning is fun!
Especially PE lessons.*



*We LOVE being able to spend 1 hour outside each day.
This helps clear our minds and puts smiles on our faces!*

TEAMWORK

When we learn in the classroom students often work together in small groups to share ideas and help one another. However, it is impossible to do that at the moment. So instead upper primary students have been working together with their siblings and parents to share ideas and complete work. Well done everyone!



This week in maths students explored their final topic in measurement, mass.

Everyone worked hard to measure the different masses of objects they had around their home. Some students used scales to measure the exact mass of an object, others used objects with known masses to compare and estimate.

We also learned how to convert between grams, kilograms and tonnes (year 5 & 6). We discussed the difference between mass and weight, it is a bit difficult to understand but we tried our best.



Weight vs Mass

Weight is the measure of how hard gravity pulls down on an object.

The **weight** of an object can change.

Weight is measured in newtons.

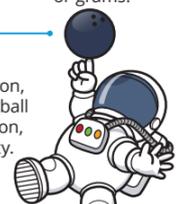
Mass is the measure of the amount of matter an object contains.

The **mass** of an object will never change.

Mass is measured in kilograms or grams.



The bowling ball's **mass** will not change based on location, BUT the **weight** of the bowling ball will be much lighter on the moon, due to the difference in gravity.



BY JACK BLOUNT

Year 7 are currently studying the basic concepts about our solar system. The topic started with a brief explanation about how mankind's idea of the solar system works. Here is a brief summary from the perspective of four early astronomers: Ptolemy, Aristotle, Copernicus and Galileo.

Ptolemy

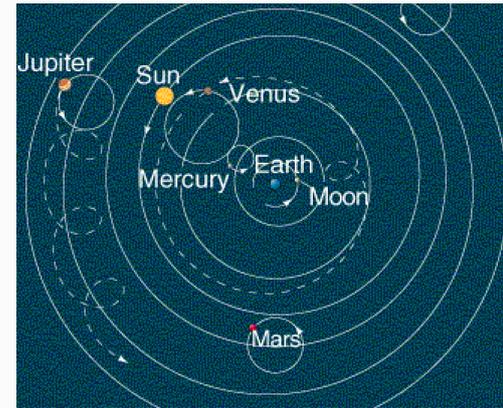
Ptolemy was an astronomer and mathematician who believed that the Earth was the centre of the Universe. The word for earth in Greek is geo, so we call this idea the "geocentric" theory. Even starting with this incorrect theory, Ptolemy was able to combine the stars' movements with mathematics to predict the movements of the planets. His famous work was called the 'Almagesti'. In order to make his predictions true, he worked out that the planets must move in epicycles, smaller circles, and the Earth itself moved along an equant. None of this was true, but this view of the Universe was accepted for many centuries.

Aristotle

He is sometimes called the grandfather of science. He also believed in a geocentric Universe and that the planets and stars were perfect spheres but he believed that the Earth was flat. He further thought that the movements of the planets and stars must be circular since they were perfect and if the motions were circular, then they could go on forever. Today, we know that this is false, but Aristotle was so respected that these wrong answers were taught for a very long time.

Copernicus

Copernicus came up with a radical way of looking at the Universe. His heliocentric system put the Sun (helio) at the centre of our solar system. He was not the first to have this theory. Earlier starwatchers had believed the same, but it was Copernicus who brought it to the world of the Renaissance and used his own observations of the movements of the planets to back up his idea. His ideas were not accepted by other scholars of the time. This contradicted the Church's view that humans are the centre of creation.



Galileo

Galileo was a genius for invention and observation. He had his own ideas on how motion really worked, as opposed to what Aristotle had taught, and devised a telescope that could enlarge objects up to 20 times. He was able to use this telescope to prove the truth. He published his observations which went against the established teaching of the Church. He was brought to trial and, although he made a confession of wrong-doing, he was still kept under house arrest for the rest of his life. But it was too late to lock away the knowledge that Galileo shared. Other scientists, including Sir Isaac Newton and Johannes Kepler, seized its importance and were able to learn even more about the ways of the world and the heavens beyond.