

9- 9:40	<p style="text-align: center;"><u>Reading</u></p> <p><u>RWI</u> – watch the relevant speed sounds lesson: Set 1 - https://youtu.be/af63Z4UFvMo Set 2- https://youtu.be/6HSGJdTBYw Set 3 - https://www.youtube.com/watch?v=7H87WNKLXU4</p> <p>Then read the RWI book online https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</p> <p>Go onto ‘ebooks’ then you will need to register (this is free of charge) and then you will be able to access all the ebooks and choose the correct banded level for your child. Please note that the RWI phonics scheme is based on lots of repetition. Therefore, we usually read the same book about 3 or 4 times before moving onto a new book. For some children they may need to read it more than this to ensure they are completely fluent in reading the book (no sounding out).</p> <p style="text-align: center;">A general guide is:</p> <p style="padding-left: 40px;">1st read – decoding all the words – sound out as much as you need to. 2nd read – read for fluency (try to read with more fluency and expression). 3rd read – read with fluency, expression and comprehension. Try answering the comprehension questions at the back.</p> <p style="text-align: center;">This website also provides lots of other information for parents about phonics. It has other resources on here too should you wish to explore!</p> <p><u>Guided reading</u></p> <p>If you are in <u>guided reading</u>, please read chapter 2 of <i>George's Marvellous Medicine by Roald Dahl</i> and answer the questions in full sentences. You can share the reading with an adult if you are finding the chapter is too long.</p>
9:40 – 10:40	<p style="text-align: center;"><u>Maths</u></p> <p style="text-align: center;"><u>Year 2 lesson</u></p> <p>Learning objective and success criteria</p> <p>To understand how to use the number line to subtract 2 digit numbers and ones</p> <ol style="list-style-type: none"> 1. I can draw an empty number line 2. I can label it with the larger number at the end 3. I can jump backwards in 1's 4. I can label the jumps to find the totals. <p>Warm up – In today's lesson you will need to subtract ones. On small pieces of paper write any 2 digit numbers from 10 – 99 on them like this...</p>



You can choose how many you have but I would suggest writing about 20.

Spread the pieces of paper out and turn them upside down. Choose a number at random and say out loud what is one less than that number. Continue for the rest of the cards. If you need help with this, use a 100 square (attached to the webpage)

Main part of the lesson-

Watch the video tutorial for today's lesson which shows how to use the numberline to subtract 2 digit numbers and ones.

<https://www.youtube.com/watch?v=KCrZqL72Ssc>

Complete the questions at the bottom of the page. If it helps, you can still draw the tens and ones dienes to help you to remember how much you are subtracting.

If you require an extra challenge, I have also included some missing number problems. How can using a numberline help you to work out what the missing number is?

At the end of the lesson look back at the success criteria. Write underneath your work which success criteria you met. If you can write down what you think your target/ next step should be based on the success criteria then that would be great!

Year 1 Lesson

Lesson objective and success criteria:

To know how to subtract by counting back

1. I can write my number sentence
2. I can use objects to count back
3. I can find the answer by counting back

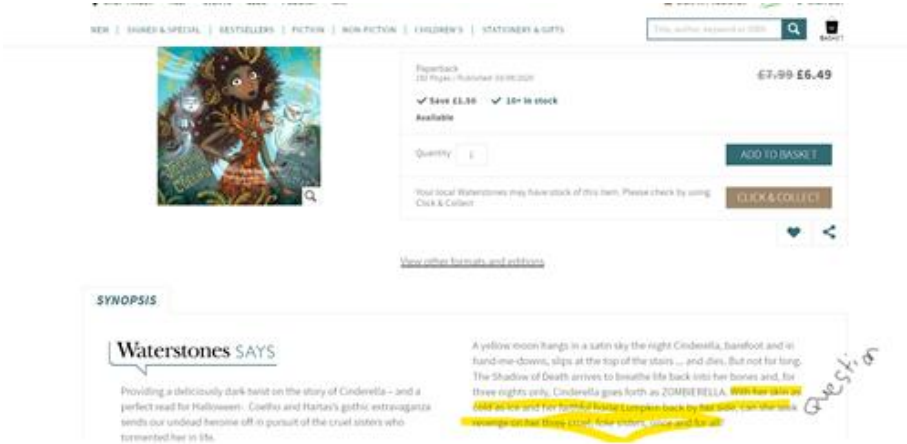
Watch the video tutorial. This is a tutorial on how to subtract by counting back using objects.

<https://www.youtube.com/watch?v=ebC-m2wCzuw>

After the tutorial answer the questions at the bottom of the page. As you are using objects you will only need to write your number sentence on paper.

You will need to find yourself some objects. These could be small toys, beads, pens – anything you have – you will need at least 10 objects.

If you finish these questions, try the year 1 challenge questions.

	<p>At the end of the lesson look back at the success criteria. Write underneath your work which success criteria you met. If you can write down what you think your target/ next step should be based on the success criteria then that would be great!</p>
10:40 – 11	<p><u>Breaktime – have a healthy snack and a play</u></p>
11 – 12	<p><u>English</u></p> <p><u>Learning objective and success criteria</u></p> <p>To understand the difference between commands, statements and questions</p> <ol style="list-style-type: none"> 1. I can define commands, statements and questions 2. I can sort the different sentence types 3. I can explain how I know that it is a particular sentence type <p>Look at the powerpoint ‘different types of sentences’</p> <p>Then look at the powerpoint ‘identifying different sentence types’ quiz. Can you work out which sentence type it is? (command, statement or question).</p> <p>Complete the task ‘identifying different sentence types’ by underlining the different sentence types in a different colour. Please ignore exclamation sentences as we have not learnt this yet.</p> <p>There is an easier version or to make it even easier, just look for the questions.</p> <p>Challenge – we will be using our knowledge of sentence types to create reviews of the new books we have in class. Therefore, your optional challenge is to have a look at a bookshop online such as Waterstones and see if any of our sentence types are used in the ‘synopsis’ (the bit that explains what the story is about). Like this...</p>  <p>Look back at the success criteria. Write down which success criteria you think you met.</p>
12- 1pm	<p><u>Lunchtime and playtime</u></p>
1- 1:15pm	<p><u>Wellbeing</u></p>

	https://youtu.be/e1D4K7LE-Ks
1:15- 1:30pm	<p style="text-align: center;"><u>Mental Arithmetic</u></p> <p>In mental arithmetic lessons, we learn number facts. The aim is to get really speedy at recalling the facts verbally!</p> <p>Year 1 – Your target is to be able to double numbers up to 10. Today, write out the answers to these doubles:</p> <p>Double 1 = 1+ 1 = Double 2 = 2+2 = Double 3 = 3+3 = Double 4 = 4+4 = Double 5 =5+5 = Double 6 = 6+6 = Double 7 = 7+7= Double 8 = 8+8 = Double 9 = 9+9 = Double 10 = 10+ 10 =</p> <p>Year 2 – Your target is to be able to double numbers up to 20. Today, write out the answers to these doubles:</p> <p>Double 1 = 1+ 1 = Double 2 = 2+2 = Double 3 = 3+3 = Double 4 = 4+4 = Double 5 =5+5 = Double 6 = 6+6 = Double 7 = 7+7= Double 8 = 8+8 = Double 9 = 9+9 = Double 10 = 10+ 10 = Double 11 = Double 12 = Double 13 = Double 14 = Double 15 Double 16 = Double 17 = Double 18= Double 19 = Double 20=</p>
1:30 – 1:45pm	<p style="text-align: center;"><u>Spelling/ handwriting</u></p>

Year 1	Year 2	Easier spellings
(ar)		(nk)
Car	Metal	Bank
Start	Pedal	Think
Park	Capital	Honk
Arm	Hospital	Sunk
Garden	Animal	

These are your spellings this week. Write them down over and over again in your neatest writing.
If you find the spellings hard you can try the easier ones.

You could listen to relaxing music whilst you do this, like we do at school.

1:45 –
2:30

Foundation subject

Music and DT!

Learning objective and success criteria:

I can identify how to make a musical instrument

1. I can design my own musical instrument
2. I know how to sketch a design
3. I know how to label a design
4. I can use key vocabulary for music and DT

Watch the tutorial which will tell you more about how we will be making our instruments. Today we are going to research and design them.

<https://www.youtube.com/watch?v=Ucuf1zW8ODE>

Once you have watched the video you will be planning how to make your musical instrument. You will need to create a diagram (labelled drawing) of the instrument you will be making and plan what you will use.

Think about these questions:

- What type of instrument will I be making?
- What materials will I use? - label your design
- Why have I chosen these materials?
- What resources will I need to make this?
- Why have I chosen this instrument?
- How well do I think this instrument will work?

	<p>Use my example at the bottom of the page to help you – your idea may be different to mine.</p> <p>At the end of the lesson look back at the success criteria. Write underneath your work which success criteria you met. If you can write down what you think your target/ next step should be based on the success criteria then that would be great!</p> <p>(We will be making our own instruments on Thursday)</p>
2:30 – 2:45	<p style="text-align: center;"><u>Exercise time!</u></p> <p>Go onto the ‘The body Coach TV’ YouTube channel and join in with one of the PE sessions from lockdown</p> <p>https://www.youtube.com/watch?v=Rz0go1pTda8&list=PLyCLOPd4VxBsXs1WmPceKtsQyFbXTf9FO</p> <p>or complete a cosmic kids yoga session on YouTube</p> <p>https://www.youtube.com/user/CosmicKidsYoga</p> <p>Or try jumpstart on YouTube</p> <p>https://www.youtube.com/channel/UC8PDFwCV0HHcl08-1SzdiBw</p>
2:45 – 3	<p style="text-align: center;"><u>Storytime</u></p> <p>https://www.youtube.com/watch?v=WaZZJNfBuls&feature=youtu.be</p>