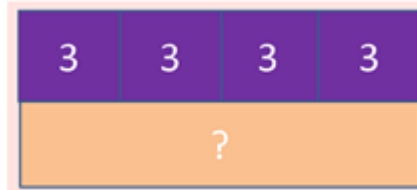


9- 9:30	<p style="text-align: center;"><b><u>Reading</u></b></p> <p><b><u>RWI</u></b> – watch the relevant speed sounds lesson:  Set 1 - <a href="https://youtu.be/0DQo4OgEHH8">https://youtu.be/0DQo4OgEHH8</a>  set 2- <a href="https://www.youtube.com/watch?v=zXWXN8ltF1Y">https://www.youtube.com/watch?v=zXWXN8ltF1Y</a>  Set 3 - <a href="https://www.youtube.com/watch?v=0d2Tq0sqjyEb">https://www.youtube.com/watch?v=0d2Tq0sqjyEb</a></p> <p>Then read the RWI book online <a href="https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/">https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</a></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;">1<sup>st</sup> read – decoding all the words – sound out as much as you need to.  2<sup>nd</sup> read – read for fluency (try to read with more fluency and expression).  3<sup>rd</sup> read – read with fluency, expression and comprehension. Try answering the comprehension questions at the back.</p> <p>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><b><u>Guided reading</u></b></p> <p>Complete the guided reading task at the bottom of the webpage. If the reading is taking you longer than the time allocated, then feel free to share the reading with an adult.</p>
9:30- 9:45	<p style="text-align: center;"><b><u>Zoom!!</u></b></p> <p style="text-align: center;">Join us on zoom using the link from Mrs Lee.  Please adhere to our Zoom policy.</p>
9:45 – 10:40	<p style="text-align: center;"><b><u>Maths</u></b></p> <p style="text-align: center;"><b><u>Year 2 lesson</u></b></p> <p style="text-align: center;"><b><u>Learning objective and success criteria</u></b></p> <p style="text-align: center;">To understand that multiplication is repeated addition</p> <ol style="list-style-type: none"> <li>1. I can represent a problem as a repeated addition</li> <li>2. I can represent the repeated addition in a bar diagram</li> <li>3. I can solve the repeated addition, thus solving the multiplication</li> </ol>

Watch my tutorial which goes through some examples of repeated addition and how to put the repeated addition into a bar diagram like this:



<https://www.youtube.com/watch?v=UxwDU247us0>

Complete the activity 'repeated addition'. You need to read the problem, then put it into a repeated addition, then into the bar diagram and finally into a multiplication.

Do not worry if you don't get through them all, just do what you can in the time allocated. There are challenge questions at the end if you feel you need them.

Remember to use the methods for addition such as the number line method if you need help with the adding.

At the end of the lesson think about whether you have met today's success criteria. You could write at the bottom of your work how you got on and how you think you could make your work even better.

### Year 1 Lesson

#### **Lesson objective and success criteria:**

To be able to subtract any number up to 20

1. I can use my preferred method to solve a calculation
2. I can work accurately

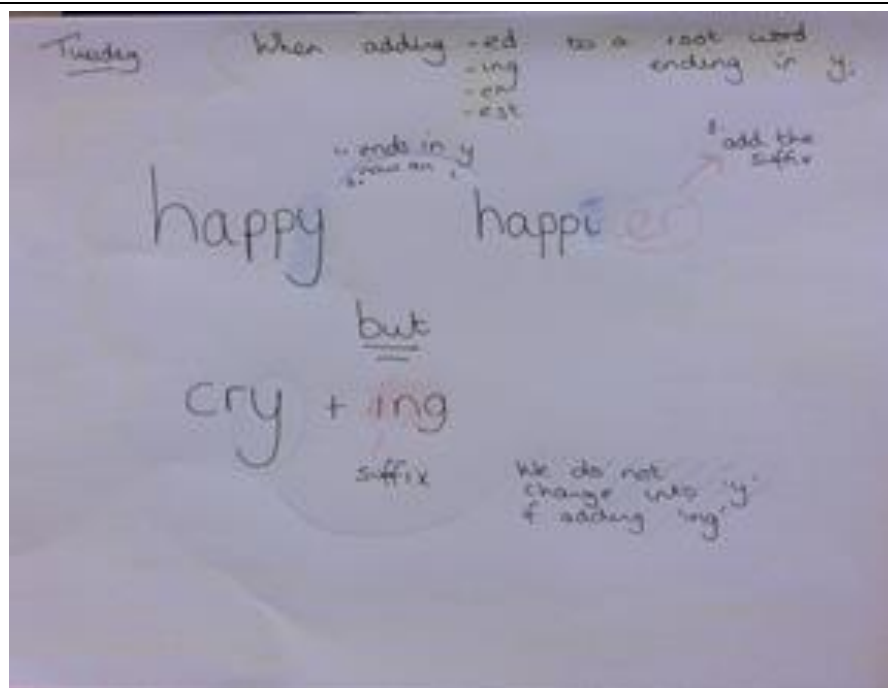
There are a couple of options for today's learning as technology may not allow us all to do the same thing.

Option 1 -Complete someone else's colour by numbers. I have attached a pdf document of different ones that you can try. If you are unable to print them, you may be able to copy them onto paint and colour them using the paint application. You can use your preferred method to subtract.

OR

Option 2- Complete some of the subtraction work set on MyMaths. Please let me know if you need your login.

10:40 – 11	<b><u>Breaktime – have a healthy snack and a play</u></b>
11 – 12	<p style="text-align: center;"><b><u>English</u></b></p> <p style="text-align: center;"><b>To understand how to spell words with suffixes correctly</b></p> <ol style="list-style-type: none"> <li>1. I know the difference between a consonant and a vowel</li> <li>2. I know when to change the 'y' in a root word to an 'i'</li> <li>3. I can then add an appropriate suffix to the root word (-ed, -ing, -er, -est)</li> <li>4. I can use the new word in a sentence</li> </ol> <p>Today we are going to learn how to add suffixes onto root words where the spelling needs to be changed.</p> <p>First begin by finding out the difference between consonants and vowels:  <a href="https://www.youtube.com/watch?v=E4cvSsW3Lyk">https://www.youtube.com/watch?v=E4cvSsW3Lyk</a></p> <p>Our spelling rule is going to explore how to:  Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it -  The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.</p> <p>Watch this tutorial explaining this rule:  <a href="https://www.youtube.com/watch?v=W8EqKds28e4">https://www.youtube.com/watch?v=W8EqKds28e4</a></p> <p>Complete the activity on the webpage which requires you to follow this rule by changing the y to i before adding the suffix (apart from ing words). You will then need to write sentences using the new word.</p> <p>If you require a challenge, see if you can think of your own root words which end in a y which would need to be turned into an i before adding a suffix.</p> <p>At the end of the lesson make a colourful bubble which explains today's spelling rule in a way that will help you to remember it. Here's mine:</p>



Then, reflect on the success criteria.

12- 1pm	<b><u>Lunchtime and playtime</u></b>
1- 1:15pm	<b><u>Wellbeing Assembly</u></b> <a href="https://youtu.be/uEhz2PEIJRY">https://youtu.be/uEhz2PEIJRY</a>
1:15- 1:30pm	<p><b><u>Mental Arithmetic</u></b></p> <p>Before we move on to a new area of mental maths, we need to make sure that we are really speedy at recalling the facts we have focused on so far. Think about which area you need the most practise with and either play the games below or practise verbally with a grown up. Remember, we want to get to the point of not relying on counting on our fingers. Choose between doubles (to 10 for year 1 or 20 for year 2) or number bonds (to 10 for year 1 and to 20 for year 2)</p> <p><u>Doubles</u></p> <p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p><a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a> (level 2 doubles)</p> <p><u>Number bonds/facts to 10</u></p> <p><a href="https://pbskids.org/curiousgeorge/busyday/ten/">https://pbskids.org/curiousgeorge/busyday/ten/</a></p> <p><a href="http://www.snappymaths.com/addition/make10/interactive/make10imin/make10imin.htm">http://www.snappymaths.com/addition/make10/interactive/make10imin/make10imin.htm</a></p> <p><a href="https://www.studyzone.tv/game31-codedf4dd6d2bf5dc404545ceaa304f7a89f">https://www.studyzone.tv/game31-codedf4dd6d2bf5dc404545ceaa304f7a89f</a></p> <p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>

Number bonds/facts to 20  
<https://www.arcademics.com/games/alien> (range 1- 20)  
<https://www.topmarks.co.uk/maths-games/hit-the-button>  
<https://www.topmarks.co.uk/number-facts/number-fact-families>

***NB. Number bonds relate to the pairs of numbers which add up to 10 or 20.  
 Number facts is about being able to add and subtract any number up to 10 or 20  
 mental e.g. 5 +3, 17 +2, 11 – 5 etc.***

1:30 –  
1:45pm

### Spelling/ handwriting

Year 1	Year 2	Easier spellings
Sea	Cry	Food
Dream	Fly	Pool
Meat	Dry	Moon
Each	Try	Zoo
Read	Reply	Soon
	July	

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

#### **Geography**

Learning objective and success criteria:

To describe my local area

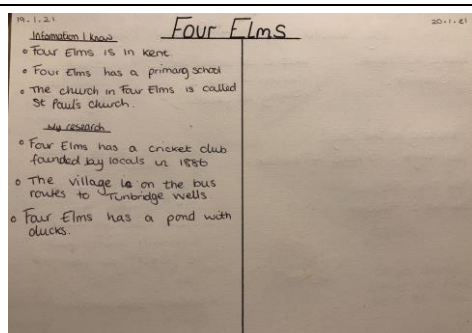
1. I can name my area
2. I can find my area on a map
3. I can recall key information about my area
4. I can locate key information about my area

Watch the tutorial to find out about our new experience and today's lesson.

<https://www.youtube.com/watch?v=-6JrNuKHGg0>

Today you will be researching the area that you live in:

- Look at your area on google maps
- List things you already know about your area
- Begin researching the area you live in



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!

2:30 –  
2:45

### **Exercise time!**

Go onto the 'The body Coach TV' YouTube channel and join in with today's PE session (these are live at 9am and can be viewed later in the day)

[The Body Coach TV - YouTube](https://www.youtube.com/channel/UC8PDFwCV0HHcl08-1SzdIBw)

or complete a cosmic kids yoga session on YouTube

<https://www.youtube.com/user/CosmicKidsYoga>

Or try jumpstart on YouTube

<https://www.youtube.com/channel/UC8PDFwCV0HHcl08-1SzdIBw>

2:45 – 3

### **Storytime**

Join me reading the next part of 'the boy who grew dragons'

<https://www.youtube.com/watch?v=LRwsr12jMLM&feature=youtu.be>