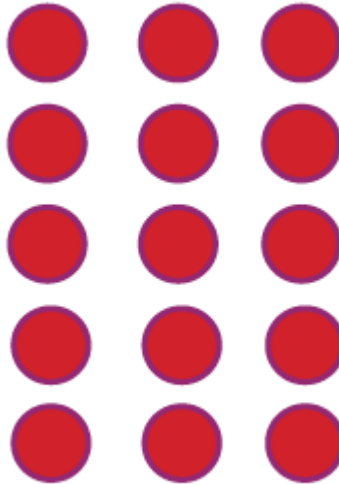|	
9- 9:30	**Reading** ***RWI*** *– watch the relevant speed sounds lesson:* *Set 1 -* https://youtu.be/IJYydUoshIc Set 2 - recap some special friends from set 1 https://youtu.be/51WZ70EM2xg Set 3 - https://www.youtube.com/watch?v=5FHHnppMd3I *Then read the RWI book online* *https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/* *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).* *A general guide is:* *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.* *This website also provides lots of other information for parents about phonics. It has other resources on here too should you wish to explore!* **Guided reading** 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.
9:30 - 10	**Zoom quiz!!** Join us on zoom using the link sent by Mrs Lee. Please adhere to our zoom policy.

10:00–10:40	**<u>Maths</u>** **<u>Year 2</u>** **To understand how to use arrays to multiply** 1. I can arrange objects into rows 2. I can say how many rows and how many columns I have 3. I can write the multiplications that my array is representing Arrays are a pictorial method for working out a multiplication. They look like this: Watch my tutorial to find out more about arrays: Part 1 – https://www.youtube.com/watch?v=iH-G87dhmCc Part 2 - https://www.youtube.com/watch?v=BybbeSlm2Y4 Your challenge today is to try and create small arrays using objects from around your house. You will then need to write the multiplications that it is representing by the side of it. Remember, multiplication is commutative so you could write the two multiplications that it is showing. Today I am not worried about you solving the multiplication. The focus of the lesson is creating the arrays and saying what the multiplication is. Of course, if you would like an extra challenge then find the answer to your arrays. Here are my examples: 3 x 2 or 2x 3

3 x4 or 4x 3

5 x 3 or 3 x5

4 x 3 or 3x4

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

Learning objectives:
To know how to multiply by counting in multiples of 10

	1. I can count in multiples of 10 2. I can find multiples of 10 on a 100 square 3. I can turn the multiples of 10 into a multiplication Watch todays tutorial of counting in multiples of 10. https://www.youtube.com/watch?v=kypMOXz1lmw After you have watched the tutorial try using the pictures to help you count in 10s. You will need your 100 square for today's lesson. use the one you printed yesterday or if you aren't able to print one use this online one: https://toytheater.com/hundreds-chart/ If you have printed this, please keep it to use for the next few lessons. You will also need a coloured pencil. Colour in the multiples of 10 (this time go all the way to 100). Do you notice anything? 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.
10:40 – 11	**<u>Breaktime – have a healthy snack and a play</u>**
11 – 12	**<u>English</u>** **To understand how to spell words with suffixes correctly** 1. I know when I can add –ment, -ful, -less and -ly straight onto root words 2. I can write words with the suffixes –ment, -ful, -less and –ly 3. I can write those words in sentences Our spelling rule today is going to explore how to: Add the suffixes –ment, –ness, –ful , –less and –ly-. If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable. Watch this tutorial explaining the rule: https://www.youtube.com/watch?v=7Feh5D2cz1M Complete the activity of the webpage which requires you to follow this rule of adding –ment, -ness,-ful, -less, -ly to a root words without changing the spelling of the root word. Put the new words into sentences.

If you require a challenge, find some words which would be an exception to this rule (clue – root words that have more than one syllable ending in –y which have a consonant before it)

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:
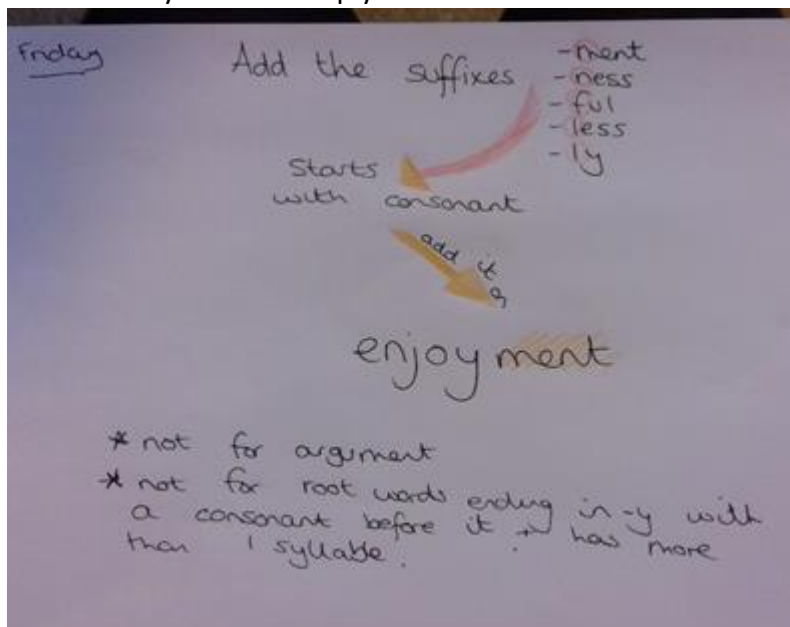
Then, reflect on the success criteria.

12-1pm	**Lunchtime and playtime**

1-1:15pm	**Wellbeing** • https://youtu.be/E87V-r5_b-8

1:15-1:30pm	**Effective communication** Communication focus – talking from the heart with appropriate tone Watch https://youtu.be/m-93CXcJLeY Then, discuss with a person on the phone about your favourite film or book you have read or watched. Say why you think it is the best and what Is interesting about the book or film.

1:30 – 1:45pm	**Spelling test**

Year 1	Year 2	Easier spellings
See	Pencil	Day
Tree	Fossil	Play
Green	Nostril	Say
Meet		Way
week		Stay

	Test yourself on this week's spellings.
1:45 – 2	**Mental maths** 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) Doubles https://www.topmarks.co.uk/maths-games/hit-the-button https://www.topmarks.co.uk/maths-games/daily10 (level 2 doubles) Number bonds/facts to 10 https://pbskids.org/curiousgeorge/busyday/ten/ http://www.snappymaths.com/addition/make10/interactive/make10imin/make10imin.htm https://www.studyzone.tv/game31-codedf4dd6d2bf5dc404545ceaa304f7a89f https://www.topmarks.co.uk/maths-games/hit-the-button 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.*
2 – 2:45	**Get outdoors!** **https://www.youtube.com/watch?v=8YBOzzrj0CY&feature=youtu.be**
2:45 – 3	**Storytime** Join me in reading 'the boy who grew dragons' https://www.youtube.com/watch?v=NzI2dPR5Rbs