

|            |  |
|------------|--|
| 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:</p> <p>Set 1:<br/>U: <a href="https://youtu.be/IJYdUoshlc">https://youtu.be/IJYdUoshlc</a></p> <p>If you have been learning set 2, you now need to move on to the next set of sounds (3):<br/>Ea - <a href="https://www.youtube.com/watch?v=slhuplcck2U">https://www.youtube.com/watch?v=slhuplcck2U</a></p> <p><b>Set 3:</b> <a href="https://www.youtube.com/watch?v=Gl6UsEBXQk4">https://www.youtube.com/watch?v=Gl6UsEBXQk4</a></p> <p style="text-align: center;">Then read the RWI book online<br/><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><i>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).</i></p> <p style="text-align: center;"><i>A general guide is:</i></p> <p><i>1<sup>st</sup> read – decoding all the words – sound out as much as you need to.</i><br/> <i>2<sup>nd</sup> read – read for fluency (try to read with more fluency and expression).</i><br/> <i>3<sup>rd</sup> read – read with fluency, expression and comprehension. Try answering the comprehension questions at the back.</i></p> <p><i>This website also provides lots of other information for parents about phonics. It has other resources on here too should you wish to explore!</i></p> <p><b><u>Guided reading</u></b></p> <p>If you are in <b>guided reading</b>, please write a book review of <b>George's Marvellous Medicine by Roald Dahl</b>.</p> <p>A book review usually includes the title, author, what the story is about, what your favourite parts are and a star rating.</p> <p><i>I have included a template to the class page or you can create your own</i></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.<br/>Please adhere to our Zoom policy.</p>  |

9:45 – 10:40

## **Maths**

### **Year 2**

#### To know how to solve a multiplication using an array

1. I can create an array to represent a multiplication
2. I can count in multiples to find the answer
3. I can show my understanding of commutativity

Last week we created our own arrays. If you need a reminder of this, look back at Friday's maths lesson.

Today you will be given a multiplication and you need to create an array to represent the multiplication.

First, look at today's tutorial:

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

Then, choose a multiplication and create an array for it. You can use dots or lines drawn in pencil/ pen or you can use objects from around the house like I did. The answers to the questions don't go above 35 so whatever you choose, you will need to be able to have 35 of them.

Once you have created the array, find the answer by counting in multiples. Think carefully about what to count in. Keep in mind that we have practised counting in 2's, 5's and 10's. Feel free to use the 100 square to help support counting in multiples. Please don't count each one individually.

Remember that multiplication is commutative so:  $3 \times 5$  will give the same answer as  $5 \times 3$

Optional extension – create an instruction guide for how to solve a multiplication using arrays.

At the end of the lesson, evaluate against the success criteria. Reflect on whether there was anything in particular that was difficult/ easy. If something was difficult, what could you do to help you? (e.g. if counting in multiples was difficult, could you use the 100 square?)

### **Year 1**

Learning objectives:

To know how to multiply by counting in multiples of 2

1. I can count in multiples of 2
2. I can represent the multiples through dots
3. I can solve the multiplication word problem by counting in multiples

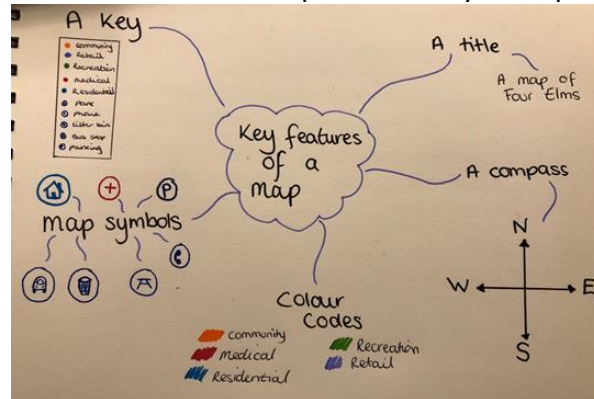
Last week we began to learn how to count in multiples and how to use pictorial representations to create multiplication questions.

|            |  |
|------------|--|
|            | <p>Watch today's tutorial on creating representations to show counting in multiples of 2.</p> <p><a href="https://www.youtube.com/watch?v=iTfK8DXklMI">https://www.youtube.com/watch?v=iTfK8DXklMI</a></p> <p>Today we are going to be answering word problems by creating our own representations to show counting in multiples. You will be drawing dots to represent the multiples. If you can write the multiplication as well.</p> <p>Answer as many questions as you can in the lesson, you are not expected to answer all of them.</p> <p>Challenge/extension:</p> <p>If you have answered my word problems why not try and create your own word problem. Remember to show your working out.</p> <p>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.</p>   |
| 10:40 – 11 | <p><b><u>Breaktime – have a healthy snack and a play</u></b></p>   |
| 11 – 12    | <p><b><u>English</u></b></p> <p>We are going to be moving on to learning about setting descriptions.</p> <p><u>To be able to identify nouns in a setting using the senses</u></p> <ol style="list-style-type: none"> <li>1. I can say what I might hear if I was in the setting</li> <li>2. I can say what I might see if I was in the setting</li> <li>3. I can say what I might be able to smell if I was in the setting</li> <li>4. I can say what I might be able to taste if I was in the setting</li> <li>5. I can say what I might be able to touch if I was in the setting</li> </ol> <p>Follow my tutorial which explains what a setting is, what a setting description is, what needs to be included in a setting description and how to use the 5 senses to identify nouns in the setting.</p> <p><a href="https://www.youtube.com/watch?v=Hoh1ViOs9ms">https://www.youtube.com/watch?v=Hoh1ViOs9ms</a></p> <p>Then, choose a photo of a setting from the document attached to the webpage or you could use my picture.</p> <p>Write down what you might be able to see, hear, taste, touch and smell if you were walking around in the picture. You will need to use your imagination. You do not need to describe using the senses today, just write down the nouns like I did in the tutorial.</p> <p>After you have finished identifying the nouns in the picture, look back at the success criteria. Did you meet all of them?</p> |

|              |  |
|--------------|--|
|              | <p>Optional extension – define noun, senses, setting and description.</p> <p>Please note that at some point before Thursday's lesson, you need to either take a photo or find a photo/picture of a setting that you would like to describe. Please do not send it to me as our challenge will be to see if we can imagine each other's settings just by reading the description.</p>   |
| 12- 1pm      | <b><u>Lunchtime and playtime</u></b>   |
| 1- 1:15pm    | <p><b><u>Wellbeing</u></b></p> <p><a href="https://youtu.be/Kb2RFK6qwm0">https://youtu.be/Kb2RFK6qwm0</a></p>  |
| 1:15- 1:30pm | <p><b><u>Mental Arithmetic</u></b></p> <p>Our new mental maths targets are linked with the work we are doing on multiplication. Please note the different activities for year 1 and year 2.</p> <p><b><u>Year 1's</u></b> you need to become really confident at counting in 2's to 24 verbally.</p> <p>Here are some activities to help you practise:</p> <p><b><u>Song</u></b> - <a href="https://www.youtube.com/watch?v=GvTcpfSnOMQ">https://www.youtube.com/watch?v=GvTcpfSnOMQ</a></p> <p><b><u>Game</u></b> - <a href="http://www.ictgames.com/mobilePage/duckShoot/index.html">http://www.ictgames.com/mobilePage/duckShoot/index.html</a><br/>(select duck 2, then count on from the numbered duck until you get to the duck showing the same number as the target)</p> <p><b><u>Activity ideas</u></b> – if you have chalk, write the numbers outside and then practise jumping on them in the order of the counting in 2's sequence. If you don't have chalk you could do the same thing but write the numbers of pieces of paper to then jump on.</p> <p><b><u>Year 2's</u></b> you need to become really confident at recalling your 2x table verbally.</p> <p>Here are some activities to help you practise:</p> <p><b><u>Song</u></b> - <a href="https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-2-times-table-with-bridget-the-lioness/zrrx92p">https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-2-times-table-with-bridget-the-lioness/zrrx92p</a></p> |

|               | <p>Game - <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> 2 x table</p> <p><a href="https://www.topmarks.co.uk/times-tables/coconut-multiples">https://www.topmarks.co.uk/times-tables/coconut-multiples</a><br/><a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a> - level 2 - multiplication – 2x table</p> <p>If you are feeling really confident with times tables then you can log on to ttrackstars. Please let me know if you need your login emailed to you.</p>   |                  |        |                  |      |       |     |       |       |     |         |         |      |       |        |      |  |         |      |
|---------------|---|------------------|--------|------------------|------|-------|-----|-------|-------|-----|---------|---------|------|-------|--------|------|--|---------|------|
| 1:30 – 1:45pm | <p style="text-align: center;"><b><u>Spelling/ handwriting</u></b></p> <table><tr><th>Year 1</th><th>Year 2</th><th>Easier spellings</th></tr><tr><td>Head</td><td>Flies</td><td>Boy</td></tr><tr><td>Meant</td><td>Tries</td><td>Toy</td></tr><tr><td>Instead</td><td>Replies</td><td>Book</td></tr><tr><td>Bread</td><td>Copies</td><td>Wood</td></tr><tr><td></td><td>Carries</td><td>Good</td></tr></table> <p>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.</p> <p>You could listen to relaxing music whilst you do this, like we do at school.</p>   | Year 1           | Year 2 | Easier spellings | Head | Flies | Boy | Meant | Tries | Toy | Instead | Replies | Book | Bread | Copies | Wood |  | Carries | Good |
| Year 1        | Year 2  | Easier spellings |        |                  |      |       |     |       |       |     |         |         |      |       |        |      |  |         |      |
| Head          | Flies   | Boy              |        |                  |      |       |     |       |       |     |         |         |      |       |        |      |  |         |      |
| Meant         | Tries   | Toy              |        |                  |      |       |     |       |       |     |         |         |      |       |        |      |  |         |      |
| Instead       | Replies   | Book             |        |                  |      |       |     |       |       |     |         |         |      |       |        |      |  |         |      |
| Bread         | Copies  | Wood             |        |                  |      |       |     |       |       |     |         |         |      |       |        |      |  |         |      |
|               | Carries   | Good             |        |                  |      |       |     |       |       |     |         |         |      |       |        |      |  |         |      |
| 1:45 – 2:30   | <p style="text-align: center;"><b><u>Foundation subject</u></b><br/><b><u>Geography</u></b></p> <p>Learning objective and success criteria:<br/>To understand what is included in a map</p> <ol style="list-style-type: none"><li>1. I can name different types of map and the key features of a map.</li><li>2. I can begin to compare different types of maps.</li><li>3. I can understand what a sketch map shows</li><li>4. I know what needs to be included in a sketch map</li></ol> <p>watch today's tutorial on maps to find out what is included in maps. This is quite a long tutorial and will take up most of the lesson.<br/><a href="https://www.youtube.com/watch?v=7xq_Ql_xEzQ">https://www.youtube.com/watch?v=7xq_Ql_xEzQ</a></p> <p>Answer the questions from the video (you can do this during the video or after - they only need to be short answers.)</p> <ul style="list-style-type: none"><li>• What is a map? Can you name two types of maps?</li><li>• Can you name two key features of a map?</li><li>• Can you draw two map symbols and say what they show?</li><li>• What are the four points of a compass?</li><li>• What does ‘aerial view’ mean?</li></ul> |                  |        |                  |      |       |     |       |       |     |         |         |      |       |        |      |  |         |      |

Create a list or mind map of the important things that we will need to include in our own maps. Here's my example:



Extension/challenge:

Look at the different examples of maps and think about what is included in each map. Do they show some of the things we have spoken about?

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 – 3:00

### **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/UC8PDFwCV0HHcl08-1SzdIB)

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/UC8PDFwCV0HHcl08-1SzdIB>

3:00 – 3:15

### **Storytime**

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

<https://www.youtube.com/watch?v=2DkJxn-P-9k>