

<p>9- 9:30</p>	<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: O: <a href="https://youtu.be/vB2gVmVxHJO">https://youtu.be/vB2gVmVxHJO</a></p> <p>Set 2: If you have been learning set 2, you now need to move on to the next set of sounds (3): Oi - <a href="https://www.youtube.com/watch?v=7H87WNKLXU4">https://www.youtube.com/watch?v=7H87WNKLXU4</a></p> <p><b>Set 3:</b> <a href="https://www.youtube.com/watch?v=VKXDdFuWWfw">https://www.youtube.com/watch?v=VKXDdFuWWfw</a></p> <p style="text-align: center;">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 style="text-align: center;"><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 style="text-align: center;"><i>1<sup>st</sup> read – decoding all the words – sound out as much as you need to.</i></p> <p style="text-align: center;"><i>2<sup>nd</sup> read – read for fluency (try to read with more fluency and expression).</i></p> <p style="text-align: center;"><i>3<sup>rd</sup> read – read with fluency, expression and comprehension. Try answering the comprehension questions at the back.</i></p> <p style="text-align: center;"><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>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>
<p>9:30- 9:45</p>	<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

## **Maths**

### **Year 2**

To be able to use arrays to multiply

1. I can write the multiplication for the array

2. I can count in multiples to find the answer to the array

We are carrying on looking at arrays today. So far you have created your own arrays and put the multiplication with it, you have created an array when given a multiplication so today you will be writing and solving the multiplication to go with the picture.

Look at this tutorial which explains what you need to do:

<https://www.youtube.com/watch?v=cdSB5bJLN-E>

You need to look at the pictures of the arrays attached to the webpage. You don't need to print this off. Write down the multiplication that is being represented by the array. Count in multiples to find the answer.

Do not worry if you don't have chance to write the multiplication for every array.

If you feel really confident with this, then I have attached some challenge questions to the webpage. For these challenges, there are some suggested adult prompts. If your child is working independently then please do not worry about these prompts, they are just there if you would like to use them.

At the end of the lesson, evaluate against the success criteria. Reflect on whether there was anything in particular that you found difficult/ easy.

### **Year 1**

Learning objectives:

To know how to multiply by counting in multiples of 5

1. I can count in multiples of 5
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.

Watch today's tutorial on creating representations to show counting in multiples of 5.

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

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>Answer as many questions as you can in the lesson, you are not expected to answer all of them.</p> <p>Challenge/extension: 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 style="text-align: center;"><b><u>Breaktime – have a healthy snack and a play</u></b></p>
11 – 12	<p style="text-align: center;"><b><u>English</u></b></p> <p style="text-align: center;"><u>To use adjectives to describe</u></p> <ol style="list-style-type: none"> <li>1. I know what an adjective is</li> <li>2. I can write adjectives to describe the nouns</li> <li>3. I can use a thesaurus to find adventurous adjectives</li> </ol> <p>Watch my tutorial below to learn more about adjectives and how we can use adjectives to describe the nouns that we came up with yesterday. We have already learnt about adjectives. The tutorial will also model today's task which is to find adjectives to describe the nouns. The challenge today is to use a thesaurus to find interesting adjectives which is also modelled in the tutorial.</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=uni4TS9zUI">https://www.youtube.com/watch?v= uni4TS9zUI</a></p> <p>Once you have watched the tutorial, you can either add the adjectives onto yesterday's work (perhaps in a different colour) or you can write the nouns out from yesterday and write the adjectives by the side of them. I have attached an adjective mat to the webpage to help you. To challenge yourself, try using a thesaurus (you could use an online one like <a href="https://kidthesaurus.com/">https://kidthesaurus.com/</a>) .</p> <p>At the end of the lesson look back at the success criteria. Did you meet all of the success criteria? What do you think you did really well? Is there anything you could have done to make your work even better?</p>
12- 1pm	<p style="text-align: center;"><b><u>Lunchtime and playtime</u></b></p>
1- 1:15pm	<p style="text-align: center;"><b><u>Wellbeing</u></b></p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=9IhhCq44ar8">https://www.youtube.com/watch?v=9IhhCq44ar8</a></p>

<p>1:15- 1:30pm</p>	<p style="text-align: center;"><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>Song</b> - <a href="https://www.youtube.com/watch?v=GvTcpfSnOMQ">https://www.youtube.com/watch?v=GvTcpfSnOMQ</a></p> <p style="text-align: center;"><b>Game</b> -</p> <p><a href="http://www.ictgames.com/mobilePage/duckShoot/index.html">http://www.ictgames.com/mobilePage/duckShoot/index.html</a> (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>Activity ideas</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>Song</b> - <a href="https://www.bbc.co.uk/teach/super movers/ks1-maths-the-2-times-table-with-bridget-the-lioness/zrrx92p">https://www.bbc.co.uk/teach/super movers/ks1-maths-the-2-times-table-with-bridget-the-lioness/zrrx92p</a></p> <p><b>Game</b> - <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> <b>2 x table</b></p> <p><a href="https://www.topmarks.co.uk/times-tables/coconut-multiples">https://www.topmarks.co.uk/times-tables/coconut-multiples</a> <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a> - <b>level 2 - multiplication – 2x table</b></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>
<p>1:30 – 1:45pm</p>	<p style="text-align: center;"><b><u>Spelling/ handwriting</u></b></p>

Year 1	Year 2	Easier spellings
Head	Flies	Boy
Meant	Tries	Toy
Instead	Replies	Book
Bread	Copies	Wood
	Carries	Good

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:

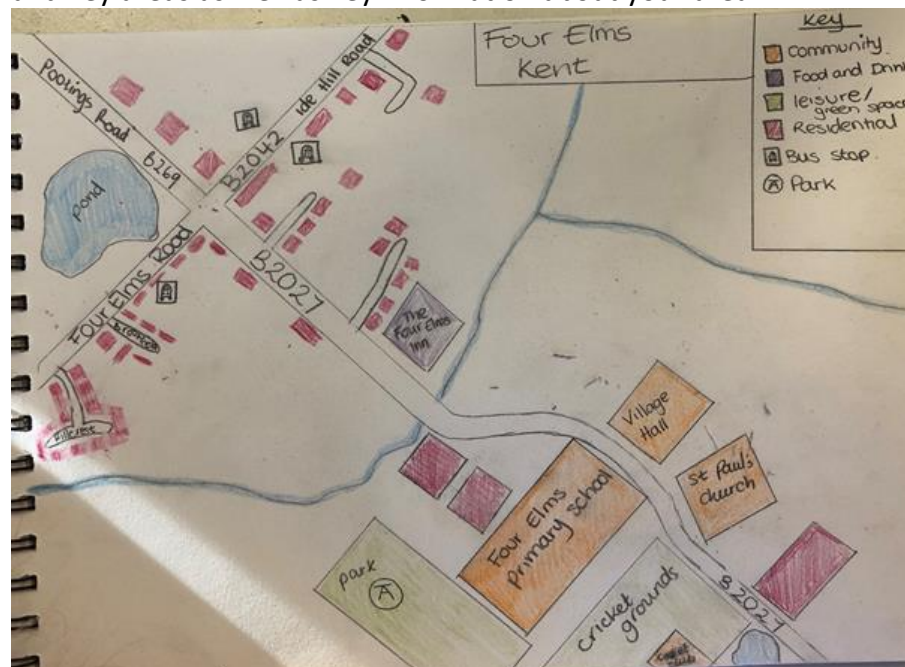
To demonstrate my knowledge of maps

1. I can use my knowledge of maps to create my own map
2. I can show knowledge of my local area in my map
3. I can illustrate key information about my local area on a map

Watch today's tutorial to find out about creating your own map:

[https://www.youtube.com/watch?v=I9o\\_Th3go\\_Q](https://www.youtube.com/watch?v=I9o_Th3go_Q)

On your map of your local area, I would like you to include landmarks and key areas as well as key information about your area.



Think about whether your map would inform someone about places they could go in the local area and show them where these places are.

Check you have included they key features of a map:

	<ul style="list-style-type: none"> <li>• A key</li> <li>• Map symbols</li> <li>• A title</li> <li>• A compass</li> <li>• Colour codes</li> </ul> <p>You will have today and tomorrow's lesson to create your map so take your time, this is the outcome of our mini experience.</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>
2:30 – 2:45	<p style="text-align: center;"><b><u>Exercise time!</u></b></p> <p style="text-align: center;">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)</p> <p style="text-align: center;"><a href="#">The Body Coach TV - YouTube</a></p> <p style="text-align: center;">or complete a cosmic kids yoga session on YouTube <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> <p style="text-align: center;">Or try some JustDance videos <a href="#">(52) Just Dance 2018 • Waka Waka (Football Version) - YouTube</a></p>
2:45 – 3	<p style="text-align: center;"><b><u>Storytime</u></b></p> <p style="text-align: center;">Join me reading the next part of 'the boy who grew dragons' <a href="https://www.youtube.com/watch?v=e2Hx7l6al5A">https://www.youtube.com/watch?v=e2Hx7l6al5A</a></p>