

9- 9:30	<p style="text-align: center;"><u>Reading</u></p> <p><u>RWI</u> – watch the relevant speed sounds lesson: Set 1 C: https://youtu.be/nC4FwTneUCQ</p> <p>Set 2: If you have been learning set 2, you now need to move on to the next set of sounds (3): A-e - https://www.youtube.com/watch?v=GcI5xHJOH8</p> <p>Set 3: https://www.youtube.com/watch?v=i4Kxyv7aJsl</p> <p style="text-align: center;">Then read the RWI book online https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</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>1st read – decoding all the words – sound out as much as you need to.</i> <i>2nd read – read for fluency (try to read with more fluency and expression).</i> <i>3rd 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><u>Guided reading</u> 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;"><u>Zoom!!</u></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

It is really important that you fully understand how to multiply. Today you have three choices for your learning based on how confident you are feeling with multiplication. Look at the three options below and decide which one you think would be best for you to complete.

Option 1 – practise multiplying using repeated addition

Multiplication as Repeated Addition

Example: $5 \times 4 =$ _____
5 groups of 4
 $4 + 4 + 4 + 4 + 4 = 20$

Example 2: $4 \times 5 =$ _____
4 groups of 5
 $5 + 5 + 5 + 5 = 20$

Learning objective – To know how to use repeated addition to multiply

1. I know that multiply means 'lots of' or 'groups of'
2. I can use the above to help me write the repeated addition
3. I can use addition method to then solve the repeated addition

Watch this tutorial which revises how to use repeated addition to multiply: <https://www.youtube.com/watch?v=gTEW5ERMo-c>

Then use repeated addition to solve the 'year 2 maths multiplication questions' that are attached to the webpage. Please note that you are not expected to complete them all. Do what you can in the time given.

Option 2 – practise multiplying using arrays



Learning objective – To know how to use arrays to multiply

1. I can draw an array which represents the multiplication
2. I can count in multiples to solve the multiplication

Watch this tutorial which revises how to use arrays to multiply:

<https://www.youtube.com/watch?v=ND8L9fN0X-4>

Then use arrays to solve the 'year 2 maths multiplication questions' that are attached to the webpage. Please note that you are not expected to complete them all. Do what you can in the time given.

Option 3- applying knowledge to solve reasoning problems

Learning objective – To be able to use multiplication to solve reasoning problems

1. I understand what the question is asking me to do
2. I can find a solution using my knowledge of multiplication
3. I can explain my answer where appropriate

I have attached some reasoning questions to the webpage for you to work through. Please see 'year 2 maths challenges' and 'year 2 maths challenges part 2'. How do you know that your answer is correct? Explain. You don't need to print these questions off, just answer them in your book. Remember to read the question carefully.

At the end of the lesson, evaluate against the success criteria for your learning. How confident do you now feel with multiplying?

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 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 10.

<https://www.youtube.com/watch?v=4Jah1XD0a3I>

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.

Answer as many questions as you can in the lesson, you are not expected to answer all of them.

Challenge/extension:

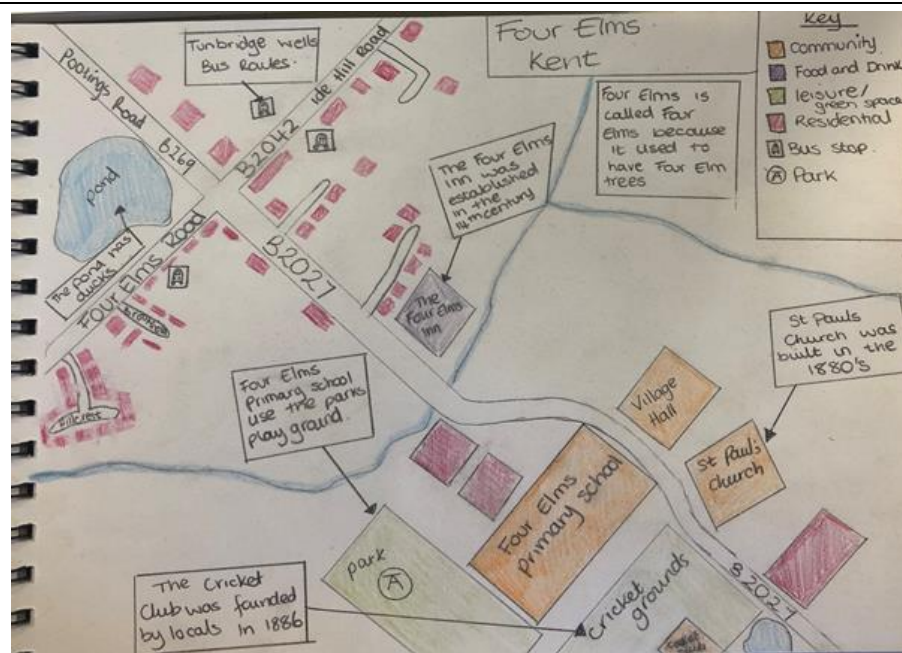
If you have answered my word problems why not try and create your own word problem. Remember to show your working out.

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	<p style="text-align: center;"><u>English</u></p> <p style="text-align: center;">To know how to use adverbs within a sentence</p> <ol style="list-style-type: none"> 1. I know what an adverb is 2. I can give examples of 'ly' adverbs 3. I can use adverbs in a sentence <p style="text-align: center;">Watch my tutorial which explains more about adverbs. In key stage 2 you will learn about adverbs more but for now we are just going to focus on 'ly' adverbs.</p> <p style="text-align: center;">The tutorial will also model today's task.</p> <p style="text-align: center;">https://www.youtube.com/watch?v=g0ML4GYbTpU</p> <p>After the tutorial look back at the ideas that you have come up with over the last couple of days. At the moment they are phrases and we need to put them into sentences. Try and put them into a sentence with an adverb. I have attached a word mat with lots of 'ly' adverbs on it to the webpage to help you.</p> <p style="text-align: center;">Here is an example:</p> <p style="text-align: center;">The sweet smelling flowers swayed gently in the cool wind.</p> <div style="text-align: center;"> <p>Adjectives</p> <p>Adverb</p> </div> <p>If you want to challenge yourself further, see if you can include some words with other suffixes from the suffix mat attached to the webpage.</p> <p style="text-align: center;">Here is an example:</p> <p style="text-align: center;">The bare trees look helpless as they are rooted firmly to the spot.</p> <div style="text-align: center;"> <p>Adjectives</p> <p>Adverb</p> <p>Suffix 'less' from word mat</p> </div> <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	<u>Lunchtime and playtime</u>
1- 1:15pm	<p style="text-align: center;"><u>Wellbeing</u></p> <p style="text-align: center;">'balancing game'</p>

	https://youtu.be/n-lbCCAiRts
1:15-1:30pm	<p style="text-align: center;"><u>Mental Arithmetic</u></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><u>Year 1's</u> 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><u>Song</u> - https://www.youtube.com/watch?v=GvTcpfSnOMQ</p> <p><u>Game</u> - http://www.ictgames.com/mobilePage/duckShoot/index.html (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><u>Activity ideas</u> – 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><u>Year 2's</u> you need to become really confident at recalling your 2x table verbally.</p> <p>Here are some activities to help you practise:</p> <p><u>Song</u> - https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-2-times-table-with-bridget-the-lioness/zrrx92p</p> <p><u>Game</u> - https://www.topmarks.co.uk/maths-games/hit-the-button 2 x table</p> <p>https://www.topmarks.co.uk/times-tables/coconut-multiples https://www.topmarks.co.uk/maths-games/daily10 - 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	<div><div><div>Spelling/ handwriting</div><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></div><div><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></div></div>	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	<div><div><div>Foundation subject</div><div>Geography</div><p>Learning objective and success criteria: To demonstrate my knowledge of maps</p><div><div>1.</div><div>I can use my knowledge of maps to create my own map</div></div><div><div>2.</div><div>I can show knowledge of my local area in my map</div></div><div><div>3.</div><div>I can illustrate key information about my local area on a map</div></div><p>Today we will be finishing our maps of our local areas. https://www.youtube.com/watch?v=Qxe59Hs-YnA</p><p>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.</p></div></div>																		



This is your last lesson to complete your map, remember to take your time as this is the outcome of our mini experience.

Check you have included the key features of a map:

- A key
- Map symbols
- A title
- A compass
- Colour codes

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](#)

or complete a cosmic kids yoga session on YouTube

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

Or try one of CSSP active episodes

(51) Croydon SSP - YouTube

2:45 – 3

Storytime

Join me in reading the last part of 'the boy who grew dragons'

<https://www.youtube.com/watch?v=NXmyF7PkscA>

