

**Reading**

***RWI*** – watch the relevant speed sounds lesson:

Set 1 - L: <https://youtu.be/jBdYGeq8CIU>

Set 2 – If you have been learning set 2, you now need to move on to the next set of sounds (3):

O-e - <https://www.youtube.com/watch?v=7r-aXHufSPw>

**Set 3** – <https://www.youtube.com/watch?v=Fs3x7ANOSz8>

*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:*

*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.*







*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	<p style="text-align: center;"><b><u>Zoom quiz!!</u></b></p> <p style="text-align: center;">Join us on zoom using the link sent by Mrs Lee. Please adhere to our zoom policy.</p>
10:00– 10:40	<p style="text-align: center;"><b><u>Maths</u></b></p> <p style="text-align: center;"><b><u>Year 2</u></b></p> <p style="text-align: center;"><u>To understand how to solve problems using multiplication</u></p> <ol style="list-style-type: none"> <li>1. I can create a pictorial diagram of what the question is asking me to do</li> <li>2. I can use my preferred method for multiplying to find an answer</li> <li>3. I can explain my answers</li> </ol> <p>Today we are carrying on from yesterday. We have been answering worded problems using our knowledge of multiplication.</p> <p>You might find it useful to re-watch the tutorial from yesterday which explains how to solve a worded problem using multiplication.  <a href="https://www.youtube.com/watch?v=aU548MzKIIY">https://www.youtube.com/watch?v=aU548MzKIIY</a></p> <p>Remember to read the question carefully and use pictorial representations to help you to understand what you need to do. Solve the worded problems attached to the webpage 'year 2 maths word problems'.</p> <p>I have attached more challenge questions today if you are feeling confident!</p> <p>At the end of the lesson evaluate against the success criteria. What went well with your work today? Was anything tricky? Do you feel more confident this lesson compared to the previous lesson?</p> <p style="text-align: center;"><b>Year 1</b></p> <p>Learning objectives:</p> <p>To know how to multiply by counting in multiples of 2, 5 and 10.</p> <ol style="list-style-type: none"> <li>1. I can count in multiples of 2, 5 and 10.</li> <li>2. I can complete sequences with multiples of 2, 5 and 10.</li> <li>3. I can find the missing numbers in the sequence.</li> <li>4. I can recognise what multiple I need to count in.</li> </ol> <p style="text-align: center;">Watch today's tutorial on sequencing multiples.  <a href="https://www.youtube.com/watch?v=EzXAkQVUFSo">https://www.youtube.com/watch?v=EzXAkQVUFSo</a></p>

	<p>Once you have watched the tutorial have a look at the year 1 questions. today we will be using our knowledge of the multiples of 2, 5 and 10 to answer sequencing questions. you will need to complete the sequence or find the missing numbers.</p> <p>The questions have been split into normal questions, harder questions and challenge/extension questions. Please try to do as many as you can but don't worry if you don't finish them all.</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 style="text-align: center;"><b><u>English</u></b></p> <p>To be able to use describe using the senses and adjectives</p> <ol style="list-style-type: none"> <li>1. I can identify nouns using the senses</li> <li>2. I can find adjectives to describe the nouns</li> <li>3. I can use a thesaurus to ensure I am using interesting adjectives</li> </ol> <p>Today you will be <u>using your picture</u> to begin to think of a setting description. This lesson is similar to Monday and Tuesday.</p> <p>First, look at the photo and pretend that you are there in the picture. What can you see around you? What can you hear? What can you feel? How do you feel? What can you smell? What can you taste? Write down the nouns like we did on Monday like this:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">  <p>grass plants mud Salt</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">  <p>water rocks wind grass</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">  <p>birds Sheep Stream</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">  <p>Salt from air</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px; text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">  <p>stream clouds bridge path hill tree rocks grass</p> </div> </div> <p>Then think of adjectives that describe the nouns. There is a word mat attached to the webpage to help you. You could also use a thesaurus (you could use an online one like <a href="https://kidthesaurus.com/">https://kidthesaurus.com/</a>)</p>

	<p>By the end of the lesson you should have a range of ideas like this:</p> <div><div><div> grass plants mud Salt</div><div> Salt from air</div></div><div><div> water wind rocks grass</div><div></div></div><div><div> birds Sheep Stream</div><div> clouds Stream bridge path hill tree rocks grass</div></div></div> <div><p>Peaceful countryside Beautiful stream Chilly water Narrow bridge Magnificent stream Damp grass Bare trees Picturesque mountains Towering hills Bitter wind Uneven path Large rocks Plump sheep Fresh air Misty air</p></div> <p>Next week, we will put them into sentences. 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><b><u>Lunchtime and playtime</u></b></p>																		
1- 1:15pm	<p><b><u>Wellbeing</u></b></p> <p><a href="https://youtu.be/-znS55vy6wQ">https://youtu.be/-znS55vy6wQ</a></p> <p><u>Relaxation activities</u></p>																		
1:15-1:30pm	<p><b><u>Effective communication</u></b></p> <p>Please find the next effective communication video and supporting resources attached to the webpage. The task is based on persuasion.</p> <p><a href="https://youtu.be/kyVauv0dox8">https://youtu.be/kyVauv0dox8</a></p>																		
1:30 – 1:45pm	<p><b><u>Spelling test</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>Test yourself on this week's spellings.</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	<p><b><u>Mental maths test</u></b></p> <p>If you have been learning to count in 2's (year 1) then time yourself completing the counting in 2's test (you can choose which page you</p>																		

	<p>would like, you don't need to do all of the pages). Remember to be speedy.</p> <p>If you have been recalling your two times tables (year 2) then time yourself completing the two times tables test. Remember to be speedy!</p> <p><b>N.B you don't need to print the tests out. You can just write the answer in your book. Please don't waste time writing the questions out.</b></p> <p><b>N.B if the test takes longer than 15 minutes then please stop.</b></p>
2 – 2:45	<p><b><u>Get outdoors!</u></b></p> <p>Join Mrs Wells for the next part of forest school! Building time!</p> <p><a href="https://youtu.be/sk-4OcBAP1Q">https://youtu.be/sk-4OcBAP1Q</a></p>
2:45 – 3	<p><b><u>Storytime</u></b></p> <p>Join Miss Robinson (student teacher from Seal Primary) for a story:</p> <p><a href="https://www.youtube.com/watch?v=1hASeaEcLD8">https://www.youtube.com/watch?v=1hASeaEcLD8</a></p>