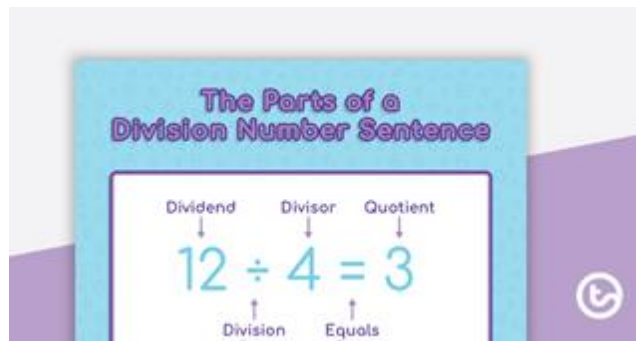


9- 9:30	<p style="text-align: center;"><b><u>Reading</u></b></p> <p><b><i>RWI</i></b> – watch the relevant speed sounds lesson:  Set 1: <a href="https://youtu.be/lkdIVbB92us">https://youtu.be/lkdIVbB92us</a>  Set 2: <a href="https://youtu.be/zT4UnjTPM3Y">https://youtu.be/zT4UnjTPM3Y</a>  Set 2 – If you have been learning set 2, you now need to move on to the next set of sounds (3):  <a href="https://www.youtube.com/watch?v=8abfsm8IjQI">https://www.youtube.com/watch?v=8abfsm8IjQI</a>  Set 3: <a href="https://www.youtube.com/watch?v=4hT5P2OL00M">https://www.youtube.com/watch?v=4hT5P2OL00M</a>  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><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>  <i>2<sup>nd</sup> read – read for fluency (try to read with more fluency and expression).</i>  <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>  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;"><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	<p style="text-align: center;"><b><u>Maths</u></b></p> <p style="text-align: center;"><u>Learning objective and success criteria:</u>  To understand how to divide by using sharing</p> <ol style="list-style-type: none"> <li>1. I know the parts of a division (divisor, dividend, quotient)</li> <li>2. I can create groups based on the divisor</li> <li>3. I can share the dividend between the groups</li> <li>4. I know how to find the answer to the division</li> </ol>



1<sup>st</sup> task – Watch my tutorial which introduces the learning objective, tasks. I will model how to use sharing to divide using pictorial representations. We will do one together so be prepared to pause whilst you try one.

<https://www.youtube.com/watch?v=DqozL-MZESw&feature=youtu.be>

2<sup>nd</sup> task – Use the method of sharing to solve the calculations attached to the webpage called ‘year 2 maths dividing using sharing’. You need to solve the problems pictorially today. Draw the groups. You are not expected to answer all the questions, just do what you can in the time.

To understand how to divide by using sharing

1. I know the parts of a division (divisor, dividend, quotient)
2. I can create groups based on the divisor
3. I can share the dividend between the groups
4. I know how to find the answer to the division

15 ÷ 3 = 5

Optional 3<sup>rd</sup> Task - If you are feeling confident, solve the ‘year 2 maths challenge questions’ which involve remainders. Look back at this tutorial if you are unsure of how to answer questions with remainders:

<https://www.youtube.com/watch?v=QJVscbbA2DM>

4<sup>th</sup> task – Look at the success criteria. Did you meet the success criteria? What did you understand? What did you find tricky?

### Year 1

Learning objectives:

To know how to multiply through grouping

1. I can draw and represent equal groups

2. I can make equal groups to find the total
3. I can write the multiplication

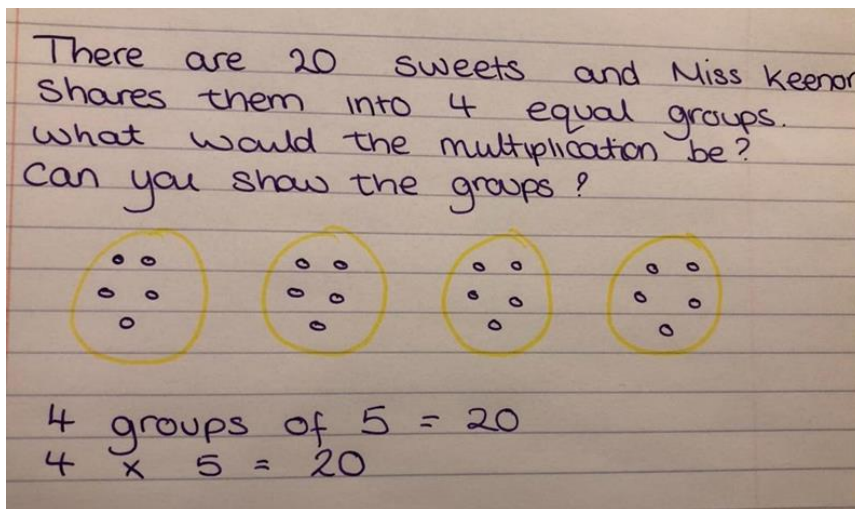
Task 1:

Watch today's tutorial on drawing and representing equal groups:

[https://www.youtube.com/watch?v=c44\\_XwhuTWo](https://www.youtube.com/watch?v=c44_XwhuTWo)

Task 2:

Today you will be answering the questions on equal grouping. you will be drawing the representations of the groups. Once you have drawn the number of groups and found the total turn this into a multiplication. Example below.



Step 1: find the number of groups you need.

Step 2: split the number of sweets equally into each group.

Step 3: find how many sweets are in each group.

Step 4: turn this into a multiplication.

*Answer as many questions as you can within the lesson, don't worry if you can't answer them all.*

Task 3 - Optional extension:

if you would like to challenge yourself try writing your own question for equal grouping. Then show your working out and answer your own question.

Task 4:

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.

Resources:

Year 1 equal grouping 2.2.21 PDF document

10:40 – 11	<b><u>Breaktime – have a healthy snack and a play</u></b>
11 – 12	<p style="text-align: center;"><b><u>English</u></b></p> <p style="text-align: center;"><b><u>Learning objective and success criteria:</u></b> To know how to write a setting description</p> <ol style="list-style-type: none"> <li>1. I can use descriptive sentences containing adjectives and adverbs</li> <li>2. I can group similar descriptive sentences together</li> <li>3. I can vary my sentence starters to help my description to flow and to make it interesting</li> </ol> <p>1<sup>st</sup> task – Watch this tutorial which explains the learning objective and task. It reminds us of how we can group together ideas to make our writing flow. It also shows how we can use different sentence starters to avoid us always using ‘the’.</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=ibjZULwRZ30">https://www.youtube.com/watch?v=ibjZULwRZ30</a></p> <p>2<sup>nd</sup> task – Put your descriptive sentences into a suitable order and use the sentence starters attached to the webpage to help you join the sentences together. Create your final descriptive paragraph.</p> <p>3<sup>rd</sup> task – Be proud of yourself! This is the second setting description you have created – good work! Finally, evaluate against 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	<b><u>Lunchtime and playtime</u></b>
1- 1:15pm	<p><b><u>Assembly</u></b></p> <p>Rights respecting assembly on expressing yourself!</p> <p><a href="https://youtu.be/FWI9ipdT69w">https://youtu.be/FWI9ipdT69w</a></p>
1:15- 1:30pm	<p style="text-align: center;"><b><u>Mental Arithmetic</u></b></p> <p>Year 1’s if you still need practise counting in 2’s then please continue to work on this instead of moving on to the new target below.</p> <p>Year 2’s if you still need practise recalling you two times tables then please continue to work on this instead of moving on to the new target below.</p> <p style="text-align: center; color: red;">Year 1 – you need to now work on counting confidently in 5’s up to 100. You need to be able to do this verbally.</p> <p style="text-align: center; color: red;">Here are some activities to help you practise:</p>

Song - <https://www.youtube.com/watch?v=Sh8YmvJuj8A>  
 Game – duck shoot (select duck 5 then count on from the numbered duck until you get to the duck showing the same number as the target)  
<http://www.ictgames.com/mobilePage/duckShoot/index.html>

Activities – write the multiples of 5 on pieces of paper and put them around the room/outside. How quickly can you go and point to them in the correct order? You could try starting at any number and seeing if you can continue from that number.

Year 2- you need to work on your 5 times table.

Song - <https://www.bbc.co.uk/teach/supermoovers/ks1-maths-the-5-times-table/zhbm47h>

<https://www.bbc.co.uk/bitesize/topics/zqbg87h/articles/zw8qxfr>

Games - <https://www.topmarks.co.uk/maths-games/hit-the-button> 5 x table

<https://www.topmarks.co.uk/times-tables/coconut-multiples>

<https://www.topmarks.co.uk/maths-games/daily10> - level 2 - multiplication – 5x

1:30 –  
1:45pm

### Spelling/ handwriting

Year 1	Year 2	Easier spellings
Term	Happier	Off
Better	Cried	Well
Person	Replied	Miss
Brother	Happiest	Buzz
Sister		

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

#### **Art**

Learning objectives:

To know how to scale and position objects

1. I know what scale means
2. I know what positioning means
3. I can scale and position objects

Today we will be continuing with our 3 day mini Art experience, where we will be learning to sketch a scene from a setting description.

Task 1:

Watch tutorial 1 to learn about scale and positioning objects and task 2:

<https://www.youtube.com/watch?v=C9LB2jony5I>

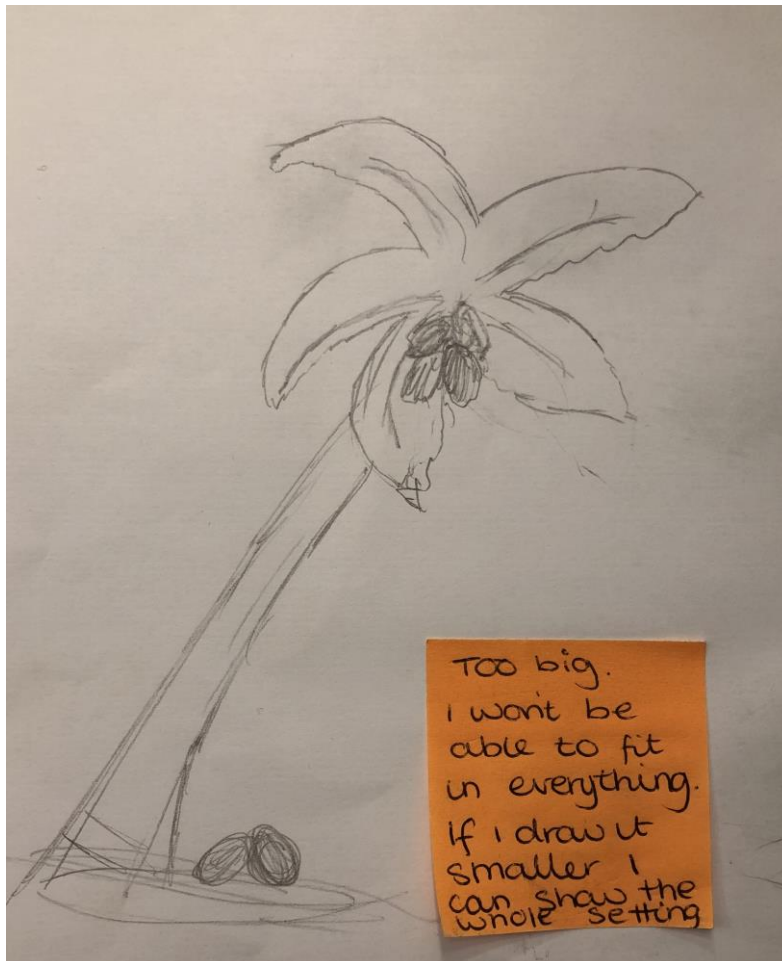
Key vocabulary:

Scale: the size of an object in relation to another object.

Positioning: to put or arrange something in a particular way.

**Task 2:**

Looking at the objects you sketched yesterday, consider how they would fit in your setting, are they too big? Too small? What would you need to change?



**Task 3:**

Watch tutorial 2 to learn about task 4, creating our setting using scale and positioning:

[https://www.youtube.com/watch?v=\\_5on1cb52cM](https://www.youtube.com/watch?v=_5on1cb52cM)

**Task 4:**

Now you have thought about the changes you would need to make try drawing these into the setting. Draw as many aspects of the setting description as you can in this lesson – remember not to rush and consider the scale and positioning of the objects you draw.

**At the Beach**

*As the sun rises with a cool breeze, a gentle swish of golden sand blows quickly through the air. In the distance, the fluffy clouds dance across the bright blue sky in the sunny morning air. Proudly a lonely palm tree stands, hovering over the never-ending blue sea. One by one, the coconuts on the palm tree fall painfully with a bash into the golden sand and a splash into the blue sea. Underneath your relaxed feet, you feel the warmth of the golden sand between your toes and the cool water splashing in your face. You smell the salty water drifting all around the place. The silent sea is still and crystal clear. Suddenly, baby dolphins splash through the ocean, a fountain of water coming from them.*

To listen to the setting description, you can watch this video (optional):

<https://www.youtube.com/watch?v=UY4hskBGzeY>



**Task 5:**

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?

2:30 –  
2:45

**Exercise time!**

Exercise time!

	<p>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) <a href="https://www.youtube.com/channel/UC8PDFwCV0HHcl08-1SzdIB">The Body Coach TV - YouTube</a> or complete a cosmic kids yoga session on YouTube <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a> Or try jumpstart on YouTube <a href="https://www.youtube.com/channel/UC8PDFwCV0HHcl08-1SzdIB">https://www.youtube.com/channel/UC8PDFwCV0HHcl08-1SzdIB</a></p>
2:45 – 3	<p style="text-align: center;"><b><u>Storytime</u></b></p> <p style="text-align: center;">Please Join Miss Coleman for a story: <a href="https://youtu.be/Kn_bvxvGPAY">https://youtu.be/Kn_bvxvGPAY</a> 'Who's in the loo?'</p>