9- 9:30	**Reading**
	RWI – *watch the relevant speed sounds lesson:* Set 1: Nk: https://www.youtube.com/watch?v=v26Og6QbFXg&feature=youtu.be Set 2: Ar - https://youtu.be/SxPRjsA-8S4 Set 2/3 – If you have been learning set 2 and have moved onto set 3 please watch this video: Ow - https://www.youtube.com/watch?v=sNgloLLzsq8 Set 3 – if you have been learning set 3, we are going to go through the sounds again to help build our fluency: Oi - https://www.youtube.com/watch?v=7H87WNKLXU4 *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:* *1st read – decoding all the words – sound out as much as you need to.* *2nd read – read for fluency (try to read with more fluency and expression).* *3rd 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.

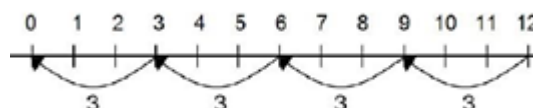| 9:30- 9:45	**Zoom!!** Join us on zoom using the link from Mrs Lee. Please adhere to our Zoom policy.
9:45 – 10:40	**Maths** **Year 2** Learning objective and success criteria: To understand how to represent grouping on a number line 1. I can construct a number line using an appropriate range 2. I can create jumps which represent the 'groups' 3. I can find the quotient by working out how many 'groups'/ jumps there are Today I will be introducing you to another method for grouping which involves the number line. It looks like this: $12 \div 3 = 4$ 1st task – Watch my tutorial which will explain the method and your task. You will need to have a pencil, paper and a ruler (if possible) ready to join in with a couple of questions. https://www.youtube.com/watch?v=EijaCPcI8FI&feature=youtu.be 2nd task – Use the number line method to find the answers to the questions attached to the webpage (year 2 maths questions grouping using the numberline). Remember, you do not need to answer all of the questions. If you are finding it hard drawing lots of numberlines then you might find it more useful to either draw a large number line on a big sheet of paper and use post it notes to show the jumps or you could use this online version https://www.didax.com/apps/number-line/ You will need to choose your start and end number. Your starting number can be 0 and the end number can be the largest number in your division. Optional 3rd task – If you are feeling really confident with the method then watch this extension tutorial which shows how to use the number line method for grouping to work out remainders. Then answer the questions attached to the webpage 'maths year 2 challenge questions'. https://www.youtube.com/watch?v=mrf69a8zOP0 4th task – Look back at the success criteria. Did you meet it? What went well? Is there anything you could do to make your work even better?

Year 1

Learning objective:

To know how to multiply through repeated addition

1. I can Identify key information in a word problem
2. I can solve a repeated addition
3. I can turn the repeated addition into a multiplication

Task 1:

In this lesson we will be looking at how we can multiply through repeated addition. Watch the tutorial on repeated addition.
https://www.youtube.com/watch?v=d5dkYZlh99Y

Task 2:

After you have watched the tutorial answer the word problems on repeated addition. You will need to write the addition and the multiplication. This can be done on the question sheet or in your books.

Here is my example of repeated addition:

There are 3 bags of apples. Each bag has 10 apples. How many apples are there in total?

10 + 10 + 10 = 30

3 x 10 = 30

Here is the worked example:

Question:
There are 3 bags of apples. Each bag has 10 apples. How many apples are there?

Step 1:
Pick out the key information
3 bags of 10 apples
or
3 groups of 10

Step 2:
Turn the key information into a repeated addition
$10 + 10 + 10 =$

Step 3:
Answer the repeated addition using your knowledge of counting in multiples.
$10 + 10 + 10 = 30$

Step 4:
Turn the repeated addition into a multiplication.
$10 + 10 + 10 = 30$
$3 \times 10 =$

Step 5:
Aswer the multiplication.
$10 + 10 + 10 = 30$
$3 \times 10 = 30$.

Do not worry if you do not answer all of the questions. Just answer as many as you can.

Resources:
Year 1 Repeated Addition 10.2.21 PDF document

Optional Task 3:
After you have finished the questions why not try the extension questions. These are optional and can be found at the end of the *Year 1 Repeated Addition 10.2.21 PDF document*

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.

10:40 – 11	**<u>Breaktime – have a healthy snack and a play</u>**

11 – 12	**<u>English</u>**
	To know how to construct lines with rhyming couplets
	    1. I know what a rhyming couplet is
	    2. I can find words that rhyme
	    3. I know the sentence structure of a rhyming couplet
	    4. I can create my own rhyming couplet
	
	Task 1:
	we will be starting our lesson today with a quick recap of rhyming couplets before I explain today's activities to you. Please have a copy of your poem from yesterday where you identified the rhyming couplets. You will be asked to pause the video to look at your work from yesterday
	
	https://www.youtube.com/watch?v=ch2tldyWXmA
	
	Resources: who is in the garden? Poem with your annotations from yesterday
	The original can be found below as *Who is in the garden? - poem PDF*
	
	Task 2:
	Today we will be creating our own rhyming couplets! You will have a word bank of rhyming words to help you.
	You will need to choose two words that rhyme and create a sentence with them in.
	Remember when we write a rhyming couplet it is written as two lines with the rhyme at the end of each line and makes up one complete thought.
	
	Here is my example:
	Crocodile's love it when their teeth go snap,
	Hippo's cheer and flamingo's clap.
	
	Steps to create your own rhyming couplet and examples:

Step 1:
pick some rhyming words from the word bank.

Snap   Clap.

Step 2:
pick an animal or animals

Crocodile   Hippo's   Flamingo's

Step 3:
Create your first line. Remember to put one of your rhyming words at the end!

Crocodile's love it when their teeth go snap,

Step 4:
Create your second line

Crocodiles love it when their teeth go snap,
Hippo's cheer and Flamingo's clap.

Step 5:
Check your rhyming couplet is two lines that end in a rhyming word.

I would like everyone to have written at least 2 of their own rhyming couplets. If you can write more.

Resources: *10.2.21 word bank PDF*

Task 2 optional support for those struggling:
If you are finding this really tricky watch this video
https://www.youtube.com/watch?v=pROhPzAXWHc
Then try using the sentence stems to help you. They can be found in the *10.2.21 sentence stems PDF*

Task 3 (optional):
For those of you who want to challenge yourself why not try and choose your own rhyming words to help you create your rhyming couplets. You can use the pictures in *10.2.21 extension task (optional) PDF* to help you come up with ideas.

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. Task 5: Listen to Miss Keenor's daily poem Can you hear any rhyming couplets? If you want you can try the actions along with the poem https://www.youtube.com/watch?v=9SULC9MDLto **African Animals** Giraffes are tall with necks so long Elephants' trunks are big and strong Zebras have stripes and can gallop away While monkeys in the trees do sway. Old crocodile swims in the pool so deep Or lies in the sun and goes to sleep. **Actions** Line 1 – Arms stretched above head, tiptoe 2 - Bend forward, arms down, hands together, swaying 3 - Gallop 4 – Move from "tree" to "tree", with swaying movements 5 – Lie on ground and swim 6 – Sleep.
12- 1pm	**Lunchtime and playtime**

1- 1:15pm	**Wellbeing** Part 2 on the farm https://youtu.be/u47BJisVLt8
1:15- 1:30pm	**Mental Arithmetic** Year 1 you have been practising to count in 2's and 5's. If you need more practise with this then please do continue. If you are ready to try something different, practise counting in 10's from 0 – 100. Song- https://www.youtube.com/watch?v=Ftati8iGQcs Game - https://www.ictgames.com/mobilePage/duckShoot/index.html (choose duck 10) Activities – Practise saying the multiples of 10 out loud in different voices. Can you sing them? Shout them? Whisper them? Year 2 you have been practising your 2 and 5 times tables. If you need more practise with this then please do continue. If you are ready to try something different, work on your 10 times tables. Song - https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-10-times-table-with-webster-the-spider/zm32cqt Games - https://www.topmarks.co.uk/maths-games/hit-the-button https://www.topmarks.co.uk/times-tables/coconut-multiples Activities- create flashcards or your own times table poster If you are feeling confident with you times tables, you can log on to TTRockstars (please email me if you need your login)
1:30 – 1:45pm	**Spelling/ handwriting** 	Year 1	Year 2	Easier spellings	 |---|---|---| 	Girl	Hiking	Cats	 	Shirt	Nicer	Dogs	 	Bird	Shiny	Rocks	 	First	Copying	Thanks	 	Third			 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	**Your turn to teach!** Yesterday I explained that you will be creating a tutorial for other children in the class, teaching them to do something that you are

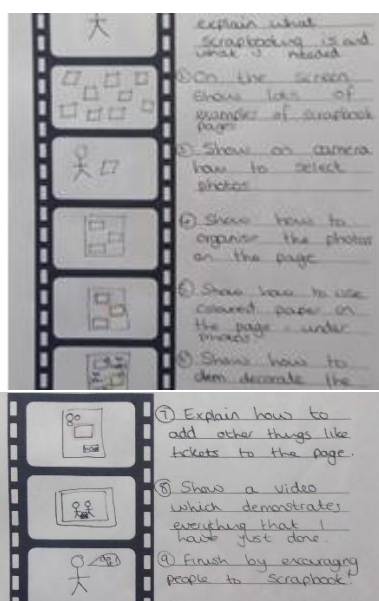|	
	really good at. If you would like a reminder of what the experience is, look at this video (this video was shown yesterday): https://www.youtube.com/watch?v=8R9m3f-YNvc Yesterday you should have decided on what it is that you would like to teach other children. It could be anything from an art/craft activity, to a P.E masterclass or a singing lesson. Today, you need to create a plan of what you will do and say in your tutorial. 1st task – watch this video which explains your task today (also shown in task 2) https://www.youtube.com/watch?v=HOe2IkhOdoA 2nd task – use the storyboard template attached to the webpage (or make up your own) and plan out what you will do and say. Here is mine: 3rd task – Practise what you are going to say and do. You could do a complete practise run if it is something like a PE class but if it is an activity such as cooking then this may be difficult to do so just act out each step rather than actually doing it. You need to be ready to film tomorrow afternoon!
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 jumpstart on YouTube https://www.youtube.com/channel/UC8PDFwCV0HHcl08-1SzdiBw
2:45 – 3	**Storytime** Join Mrs Clarke for a story! https://www.youtube.com/watch?v=apKlfiEksec&t=2s