

9- 9:30

Must - Reading

RWI – watch the relevant speed sounds lesson:

Set 1: Qu- <https://youtu.be/51WZ70EM2xg>

Set 2: Ou - <https://www.youtube.com/watch?v=zXWXN8ItF1Y>

Set 2/3 – If you have been learning set 2 and have moved onto set 3 please watch this video:

Ire - <https://www.youtube.com/watch?v=VKXDdFuWWfw>

Set 3 – if you have been learning set 3, we are going to go through the sounds again to help build our fluency:

U-e - <https://www.youtube.com/watch?v=8abfsm8ljQI>

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.

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| 9:30- 9:45 | <p style="text-align: center;"><u>Should -Zoom!!</u></p> <p style="text-align: center;">Join us on zoom using the link from Mrs Lee. Please adhere to our Zoom policy. Today we will be playing games!</p> |
| 9:45 – 10:45 | <p style="text-align: center;"><u>Must - Maths</u></p> <p style="text-align: center;">Year 2</p> <p>To understand how to find half and quarter of a shape</p> <ol style="list-style-type: none"> 1. I can write half and quarter as a fraction 2. I can divide a shape equally into halves and quarters 3. I can identify 1 half or 1 quarter of a shape <p>Task 1 – Before watching today’s tutorial find the ‘year 2 maths shapes for tutorial’ document on the webpage. Either print it or draw the shapes out. You could trace the shapes on the screen. Then cut the shapes out.</p> <p>Task 2- Watch the tutorial. You will need to join in with me folding your shapes into halves and quarters.</p> <p>https://www.youtube.com/watch?v=nwEmQ8EFtRA</p> <div style="text-align: center;">  </div> <p>Task 3- After watching the video choose the level of challenge you would like to do. Green is the easiest level and is for those who need extra support. Orange is for those who feel confident to complete the questions without the support video. Red is for those who would like to challenge themselves.</p> <div style="text-align: center;">  </div> <p>Green – finding it tricky? Follow this tutorial and we will go through the medium work together. You will need the document ‘year 2 maths quarters and halves easier- medium’. Before we begin copy/ trace the shapes onto your page. https://youtu.be/kEY73E04CXU</p> |



Orange – find the 'year 2 maths quarters and halves easier - medium' document. Copy/trace the shapes onto your page or complete the task on the computer. Draw lines to separate the shapes into halves and quarters. Next, label $\frac{1}{2}$ and $\frac{1}{4}$.



Red- find the 'year 2 maths quarters and halves harder' activity. Copy/trace the shapes onto your page or complete the task on the computer. Draw lines to separate the shapes into halves and quarters. Next, label $\frac{1}{2}$ or $\frac{1}{4}$. Complete the challenge questions if you would like to.

Year 1

Learning objective:

To know how to multiply using arrays

1. I can create an array to represent a multiplication
2. I can count in multiples to find the answer
3. I can show my understanding of commutativity

In today's lesson we will be using our knowledge of arrays and the law of commutativity to answer some multiplications. You will be drawing your own arrays today.

Task 1:

Watch the tutorial to find out how to draw your own array and how we will be using this to solve the multiplications.

<https://www.youtube.com/watch?v=Viwjz2Fb4O4>

Task 2:



After watching the video choose the level of challenge you would like to do. Green is the easiest level and is for those who need extra support. Orange is for those who feel confident to complete the questions without the support video. Red is for those who would like to challenge themselves.

Task 3:



Green:

If you are finding this lesson hard watch the tutorial below to give you extra support on using arrays to represent and answer multiplication problems. We will be going through some examples step by step so you will need your pencil and paper ready.

<https://www.youtube.com/watch?v=-To5HgwBGJw>

Resource: 23.2.21 Year 1 Questions PDF



Orange:

After you have watched the tutorial answer the multiplication questions by drawing your own arrays.

Resource: 23.2.21 Year 1 Questions PDF

You can follow my worked example to help you remember the steps.

How to multiply using Arrays.

Step 1:
Write the multiplication
 $3 \times 5 =$

Step 2:
Find the key information
 $3 \times 5 =$
3 Rows 5 columns

Step 3:
Draw your Array.
 $3 \times 5 =$

| | | | | |
|---|---|---|---|---|
| • | • | • | • | • |
| • | • | • | • | • |
| • | • | • | • | • |

Step 4:
Use your knowledge of counting in multiples to find the answer
 $3 \times 5 =$

| | | | | | |
|---|---|---|---|---|----|
| • | • | • | • | • | 5 |
| • | • | • | • | • | 10 |
| • | • | • | • | • | 15 |

Step 5:
Write your answer into your multiplication.
 $3 \times 5 = 15$

| | | | | | |
|---|---|---|---|---|----|
| • | • | • | • | • | 5 |
| • | • | • | • | • | 10 |
| • | • | • | • | • | 15 |

Step 6 (optional)
Use your knowledge of the law of commutativity to find the alternative multiplication.
 3×5 or 5×3



Red - challenge:

Today's challenge is to use your knowledge of the law of commutativity to find the alternative multiplication for your array.

| | |
|------------|---|
| | <p>Watch my tutorial to find out more about the challenge. https://www.youtube.com/watch?v=N44KseYmhVY</p> <p>Resource: 23.2.21 Year 1 Questions PDF</p> <p>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.</p> |
| 10:45 – 11 | <u>Breaktime – have a healthy snack and a play</u> |
| 11 – 12 | <p><u>Must - English</u></p> <p>Learning objective: To understand what repetition is</p> <ol style="list-style-type: none"> 1. I know what a stanza is 2. I can identify repetition within stanzas 3. I can create my own example of repetition in stanzas <p>Today we will be looking at repetition again as well as looking at the structure of poems and how repetition can not only be used within words and lines, but also in stanzas.</p> <p>We will be creating our own definitions for stanzas, identifying repetition of stanzas in a poem and trying to create our own examples.</p> <p>https://www.youtube.com/watch?v=LrASSjqNJOY</p> <p>Task 1: Watch the tutorial until 4 minutes 45 seconds We will be recapping what we know about repetition and will be looking at the structure of a poem to find out what a stanza is. You will then write your own definition of what a stanza is.</p> <p>Here is my example:</p> |

Stanza

A stanza is a set of lines in a poem grouped together and set apart from other stanzas by a space.

Task 2:

Watch the tutorial from 4 minutes 45 seconds until 7 minutes 15 seconds

Using the poem Walking Round the Zoo I would like you to identify which stanzas have been repeated.

Challenge – can you notice any of the other things we have learnt about in this poem? Rhyme, alliteration and onomatopoeia.

Resources:

Walking Round the Zoo Poem PDF

Task 3:

Watch the tutorial from 7 minutes 15 seconds until the end

Now you are going to try and create your own example of repetition in stanzas.

You can use some of the examples you have created in previous lessons to help make up some of the lines in your stanzas.

Here is my example:

Crocodiles love it when their teeth go snap,
Hungry hippos cheer and fantastic flamingo's clap.

Crocodiles love it when their teeth go snap,
The beautiful birds chirp as their wings go flap.

Crocodiles love it when their teeth go snap,
Enormous elephants laugh as their trunks go slap.

Task 3 Challenge:

Can you include examples of alliteration, onomatopoeia or rhyme in your stanzas?

Task 3 support:

If you are someone who is struggling with this, watch the video below where we will create a line together and I will explain the resource to help you create your other lines.

<https://www.youtube.com/watch?v=D2goYe94WY4>

Resources:

Sentence Stems PDF

Support Word Bank PDF

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

This is only a short video to allow you to hear different poems

<https://www.youtube.com/watch?v=wRIP7tYDeGg>



12- 1pm

Lunchtime and playtime

| | |
|---------------|---|
| 1-1:15pm | <p style="text-align: center;"><u>Should - Mental Arithmetic</u></p> <p>Year 1- Last term we worked on counting in 2's, 5's and 10's. Please continue to practise counting in 2's, 5's and 10's to 100. Remember, you need to be able to do this out loud and quickly. Here are some games/ songs to help you practise:</p> <p>Songs - https://www.youtube.com/watch?v=q_yUC1NCFkE https://www.youtube.com/watch?v=p2NYeVU-Me4</p> <p>Duck shoot game- - https://www.ictgames.com/mobilePage/duckShoot/index.html</p> <p>Saucer sorter - https://www.ictgames.com/mobilePage/saucerSorter/</p> <hr/> <p>Year 2- Last term we worked on learning the 2, 5 and 10 times tables. Remember, you need to be able to recall any of these times tables quickly and verbally. Here are some games/ songs to help you practise:</p> <p>Hit the button - https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Coconut multiples - https://www.topmarks.co.uk/times-tables/coconut-multiples</p> <p>Songs/dances - https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4</p> <p>If you are feeling really confident with your times tables, log onto 'TTRockstars'. Let me know if you need your login.</p> <hr/> <p style="text-align: center;">You could practise your mental arithmetic with a friend or family member on video call!</p> |
| 1:15 – 1:30pm | <p style="text-align: center;"><u>Should - Spelling/ handwriting</u></p> <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> |

| | <table><tr><th>Year 1</th><th>Year 2</th><th>Easier spellings</th></tr><tr><td>Turn</td><td>Mixing</td><td>High</td></tr><tr><td>Hurt</td><td>Mixed</td><td>Night</td></tr><tr><td>Church</td><td>Boxer</td><td>Light</td></tr><tr><td>Burst</td><td>Sixes</td><td>Right</td></tr><tr><td>Thursday</td><td></td><td></td></tr></table> <p>You could listen to relaxing music whilst you do this, like we do at school.</p> | Year 1 | Year 2 | Easier spellings | Turn | Mixing | High | Hurt | Mixed | Night | Church | Boxer | Light | Burst | Sixes | Right | Thursday | | |
|-------------|--|------------------|--------|------------------|------|--------|------|------|-------|-------|--------|-------|-------|-------|-------|-------|----------|--|--|
| Year 1 | Year 2 | Easier spellings | | | | | | | | | | | | | | | | | |
| Turn | Mixing | High | | | | | | | | | | | | | | | | | |
| Hurt | Mixed | Night | | | | | | | | | | | | | | | | | |
| Church | Boxer | Light | | | | | | | | | | | | | | | | | |
| Burst | Sixes | Right | | | | | | | | | | | | | | | | | |
| Thursday | | | | | | | | | | | | | | | | | | | |
| 1:30 – 2:30 | <p><u>Could - Challenge time!</u></p> <p>Here are the challenges for this week: https://youtu.be/5DHUftTy1Ps They are also attached to the bottom of the webpage under ‘week 1 challenges’.</p> <p>You can choose which challenges you do. You might just want to focus on one for the week or look at a few different ones throughout the week.</p> | | | | | | | | | | | | | | | | | | |
| 2:30 – 2:45 | <p><u>Could - Exercise time!</u></p> <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)</p> <p>The Body Coach TV - YouTube</p> <p>Or</p> <p>Try this CSSP Active TV Episode 26 on Hockey where you may even see Jude giving a shout out to Four Elms!</p> <p>https://m.youtube.com/watch?v=vFMJCwQHFNg</p> | | | | | | | | | | | | | | | | | | |
| 2:45 – 3 | <p><u>Could - Wellbeing</u></p> <p>Meditation - mountain of strength!</p> <p>https://youtu.be/c5Nzzjji7dQ</p> | | | | | | | | | | | | | | | | | | |
| 3-3:15 | <p><u>Could - Storytime</u></p> <p>Find a comfy place to listen to today’s story read by Mrs Clarke:</p> <p>https://www.youtube.com/watch?v=7Nd6s40fsLI</p> <p>‘Mr Brown can Moo. Can you?’</p> | | | | | | | | | | | | | | | | | | |