

9- 9:30

Must - Reading

RWI – watch the relevant speed sounds lesson:

Set 1: <https://www.youtube.com/watch?v=QUfCtj46-wo&feature=youtu.be>

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

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

Ear - <https://www.youtube.com/watch?v=i4Kxyv7aJsl>

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

E-e - <https://www.youtube.com/watch?v=jBGKlcklEx4>

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	<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 it is year 2's turn to show and tell.</p>
9:45 – 10:45	<p style="text-align: center;"><u>Must - Maths</u></p> <p style="text-align: center;"><u>Year 2</u></p> <p><u>Learning objective</u></p> <p>To understand how to find a third and three quarters of a shape</p> <ol style="list-style-type: none"> 1. I can write a third and three quarters as a fraction 2. I can divide a shape equally into thirds and quarters 3. I can identify a third or three quarters 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.</p> <p>Task 2- Watch the tutorial. You will need to join in with me when we practise finding a third and finding three quarters. https://www.youtube.com/watch?v=0TeUs2vPeEE</p> <p>Task 3- choose which difficulty you would like to follow:</p> <p> Green – finding it tricky? Follow this tutorial and we will go through the orange work together. You will need the document 'year 2 maths thirds and three quarters green/orange'. Before we begin copy/ trace the shapes onto your page or open the document in the 'paint' app if you want to do it on the computer. https://www.youtube.com/watch?v=EiKjGdnN_Es</p> <p> orange – find the 'year 2 maths thirds and three quarters green/orange' document. Copy/trace the shapes onto your page or open the document in the 'paint' app if you want to do it on the computer. Draw lines to separate the shapes into thirds and quarters. Next, shade $\frac{1}{3}$ and $\frac{3}{4}$.</p>



Red- find the 'year 2 maths thirds and three quarters red' activity. Copy/trace the shapes onto your page or open the document in the 'paint' app if you want to do it on the computer. Colour the thirds

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

Today's lesson will be similar to yesterdays, 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. Our lesson will be similar to yesterdays to make sure we have a good understanding of how to answer multiplications using arrays.

Task 1:

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

<https://www.youtube.com/watch?v=jbgVIO4Y2Ik>



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 2:



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=vzoi8JQU-6g>

Resource: 24.2.21 Year 1 Questions PDF



Orange:

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

Resource: 24.2.21 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.

<https://www.youtube.com/watch?v=ZowQBp480mY>

Resource: 24.2.21 Year 1 Questions PDF

	<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	<p style="text-align: center;"><u>Breaktime – have a healthy snack and a play</u></p>
11 – 12	<p style="text-align: center;"><u>Must – English</u></p> <p>Learning objectives: To identify features of a poem</p> <ol style="list-style-type: none">1. I can identify the features of a poem2. I can reflect on the poem3. I can interpret the poem <p>In today's lesson we are going to be using all of the knowledge we have learnt on poetry to identify different features within the poem. You will then be reflecting on what you liked and disliked about today's poem.</p> <p style="text-align: center;">Task 1: Watch the tutorial until</p> <p>The tutorial will explain to you how you will be identifying the key features in the poem and will also introduce you to one of my favourite poems. https://www.youtube.com/watch?v=4BKrykOKG7s</p> <div data-bbox="480 1434 578 1644" data-label="Image"></div> <p>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> <p>Task 2:</p>



Green:

If you have chosen to do the green level of work you will be watching the green tutorial which will guide you on this task.

<https://www.youtube.com/watch?v=Vhf4bZsWHds>

In this task you will be identifying the features of a poem. These are the things we have previously learnt and have been identifying in my poem throughout the experience.

You will be looking to see if you can find any examples of:

- Rhyming couplets
- Alliteration
- Repetition
- Onomatopoeia

Do you know how many stanzas there are in this poem?

Resource: On the Ning Nang Nong Poem PDF



Orange:

If you have chosen to do the orange level of work you will be watching following the original tutorial which has explained this task to you.

In this task you will be identifying the features of a poem. These are the things we have previously learnt and have been identifying in my poem throughout the experience.

You will be looking to see if you can find any examples of:

- Rhyming couplets
- Alliteration
- Repetition
- Onomatopoeia

Do you know how many stanzas there are in this poem?

Resource: On the Ning Nang Nong Poem PDF



Red - challenge:

If you have chosen to do the red level of work you will be watching following the red tutorial which will explain the challenge task to you.

https://www.youtube.com/watch?v=HylbV6z_eUw

In this task you will be identifying the features of a poem. These are the things we have previously learnt and have been identifying in my poem throughout the experience.

You will be looking to see if you can find any examples of:

- Rhyming couplets
- Alliteration
- Repetition
- Onomatopoeia

Do you know how many stanzas there are in this poem?

Your challenge is to interpret the poem. I want you to think about what you think the poem is about and what it means.

You will only need to write a few sentences.

Resource: On the Ning Nang Nong Poem PDF

Task 3:

Watch the tutorial from

In this task you will be reflecting on what you thought about the poem On the Ning Nang Nong, thinking about what you liked and disliked about it.

Use these questions to help your reflections:

- What did I like about the poem?
- What did I dislike about the poem?
- What was the effect of the alliteration in the poem?
- What was the effect of the repetition in the poem?
- What was the effect of onomatopoeia in the poem?
- What was the effect of rhyming couplets in the poem?

You can present this however you like – here are some examples:

Task 3:

What did I like about the poem?

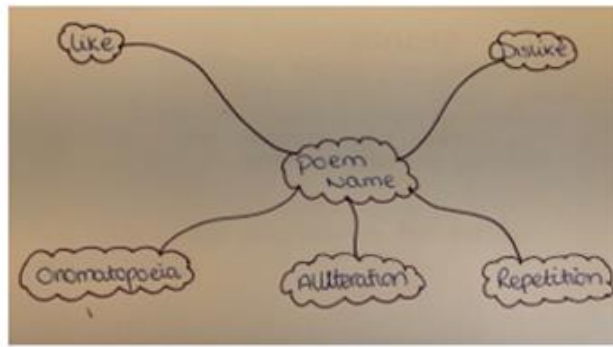
What did I dislike about the poem?

What was the effect of alliteration in the poem?

What was the effect of repetition in the poem?

What was the effect of onomatopoeia in the poem?

Task 3:	Dislike
What was the effect of alliteration?	
What was the effect of repetition?	
What was the effect of onomatopoeia?	



Task 4:

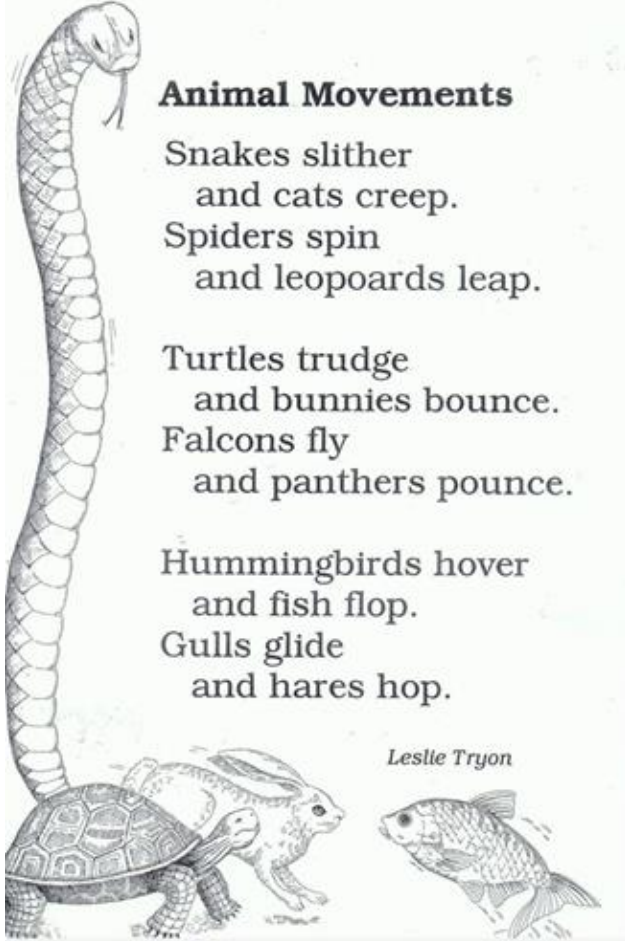
At the end of the lesson think about whether you have met today's success criteria. You could write at the bottom of your work how you got on and how you think you could make your work even better.

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=MZrdyzi5NJ8>

	 <p>Animal Movements</p> <p>Snakes slither and cats creep. Spiders spin and leopards leap.</p> <p>Turtles trudge and bunnies bounce. Falcons fly and panthers pounce.</p> <p>Hummingbirds hover and fish flop. Gulls glide and hares hop.</p> <p><i>Leslie Tryon</i></p>
12- 1pm	<u>Lunchtime and playtime</u>
1-1:15pm	<p><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 style="width: 20%; margin-left: auto; margin-right: auto;"/>

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:

Hit the button - <https://www.topmarks.co.uk/maths-games/hit-the-button>

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

Songs/dances - <https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4>

If you are feeling really confident with your times tables, log onto 'TTRockstars'. Let me know if you need your login.

You could practise your mental arithmetic with a friend or family member on video call!

1:15 – 1:30pm

Should - Spelling/ handwriting

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.

Year 1	Year 2	Easier spellings
Turn	Mixing	High
Hurt	Mixed	Night
Church	Boxer	Light
Burst	Sixes	Right
Thursday		

You could listen to relaxing music whilst you do this, like we do at school.

1:30 – 2:30

Could -Challenge time!

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'.

