

9- 9:30

Must - Reading

RWI – watch the relevant speed sounds lesson:

Set 1: <https://youtu.be/vmLA6SttgHY>

Set 2: if you have been learning set 2, we are going to go through the sounds again to help build our fluency:

Ay - <https://youtu.be/zT4UnjTPM3Y>

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

Ure - <https://www.youtube.com/watch?v=2DB2hSzywMM>

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

Aw - <https://www.youtube.com/watch?v=oMa17y2nXA0>

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

	<p>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><u>Should -Zoom!!</u></p> <p>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><u>Must - Maths</u></p> <p>Year 2</p> <p>Learning Objective To know how to identify fractions within a shape</p> <ol style="list-style-type: none"> 1. I can read and write fractions for half, quarter, third, three quarters and two quarters 2. I can identify the denominator by looking at how many parts are in the shape 3. I can identify the numerator by looking at how many parts are shaded <p>Task 1 – Watch the tutorial which recaps our learning and shows you how to identify what fraction is being shown in a shaded shape. https://www.youtube.com/watch?v=qWJm-yytn8E</p> <p>Task 2 – Choose your challenge.</p> <p> Green – Fancy doing your work practically with me today? You will need 6 squares of paper or post it notes. They need to be big enough to write a fraction on. Then watch this video - I will show a fraction on the screen and you will hold up the fraction that is being shown. https://www.youtube.com/watch?v=pzLjs0uq60</p> <p> Orange – Match up the shapes with the fraction in the ‘year 2 maths orange activity’. I have numbered the fractions so that you can just write the fraction number and the fraction that it is showing in your book. You do not need to print/ copy the shapes out.</p> <p> Red – Identify what fraction is being shown in ‘year 2 maths red activity’. There are some very complex shapes so I have added some extra clues for you. For an extra challenge, answer the ‘would you rather’? Questions. I have numbered the fractions so that you can just write the</p>

fraction number and the fraction that it is showing in your book. You do not need to print/ copy the shapes out.

Task 3 – Did you meet today's success criteria? What went well? Is there anything you need to work on?

Year 1

Lesson objectives:

To know how to multiply using arrays

1. I can solve problems using arrays
2. I can show my understanding of commutativity
3. I can create a worked example for arrays

In today's lesson we will be using arrays to solve problems. You will also be creating your own guide on how to use arrays to multiply.

<https://www.youtube.com/watch?v=Z3LNclRTQv4>

Task 1:

Watch the tutorial until 11 minutes 30 seconds to find out how to solve problems using arrays.



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 feel like you need some extra support then join me as we go through the questions together.

<https://www.youtube.com/watch?v=vS7ObRxZPhk>



Orange:

If you feel confident in your understanding of arrays then I would like you to solve the problems independently. Make sure you show your working out and explain your answers for the reasoning questions. You will have to use your understanding of the law of commutativity to solve some of the problems.



Red - challenge:

If you would like to challenge yourself, use your understanding of the law of commutativity to answer solve all of the problems and find the alternative multiplications.

<https://www.youtube.com/watch?v=OR1LMEi1HmY>

Task 3:

Watch the tutorial from 11 minutes 30 seconds

You will now be creating your own step by step guide that could be used to teach someone how to solve a multiplication using arrays.

Challenge: explain the law of commutativity in your guide.

Here is my example:

How to multiply using Arrays.

Step 1:

Write the multiplication

$$3 \times 5 =$$

Step 2:

Find the key information

$$\begin{array}{c} 3 \times 5 = \\ \swarrow \quad \searrow \\ 3 \text{ Rows} \quad 5 \text{ columns} \end{array}$$

Step 3:

Draw your Array.

$$\begin{array}{c} 3 \times 5 = \\ \circ \circ \circ \circ \circ \\ \circ \circ \circ \circ \circ \\ \circ \circ \circ \circ \circ \end{array}$$

Step 4:

Use your knowledge of counting in multiples to find the answer

$$\begin{array}{c} 3 \times 5 = \\ \circ \circ \circ \circ \circ \quad 5 \\ \circ \circ \circ \circ \circ \quad 10 \\ \circ \circ \circ \circ \circ \quad 15 \end{array}$$

Step 5:

Write your answer into your multiplication.

$$\begin{array}{c} 3 \times 5 = 15 \\ \circ \circ \circ \circ \circ \quad 5 \\ \circ \circ \circ \circ \circ \quad 10 \\ \circ \circ \circ \circ \circ \quad 15 \end{array}$$

Step 6 (optional)

Use your knowledge of the law of commutativity to find the alternative multiplication.

$$3 \times 5 \text{ or } 5 \times 3$$

The Commutative Law of Multiplication

The Commutative Law of multiplication says that when you multiply numbers, you get the same answer if you swap the numbers round.

$$\begin{array}{c} \circ \circ \\ \circ \circ \\ \circ \circ \\ \circ \circ \end{array} \quad \begin{array}{c} \circ \circ \circ \circ \\ \circ \circ \circ \circ \end{array}$$
$$4 \times 2 = 8 = 2 \times 4$$

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.

10:45 – 11

Breaktime – have a healthy snack and a play

Learning objectives:

To identify features of a poem

1. I can identify the features of a poem
2. I can reflect on the poem
3. I can interpret the poem

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.

https://www.youtube.com/watch?v=Tkhwm_Kyds0

Task 1:

Watch the tutorial until

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.



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 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=vKXISb3FsmM>

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?

Resources: Seal 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?

Resources: Seal 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=9XLVXEoUj8w>

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.

Resources: Seal Poem PDF

Task 3:

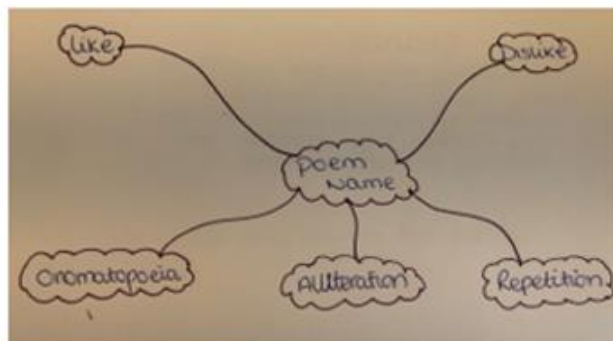
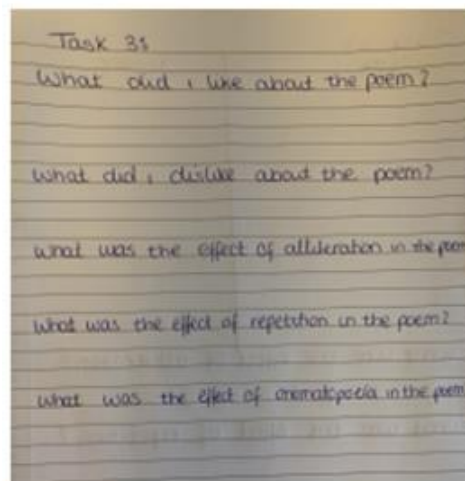
Watch the tutorial from

In this task you will be reflecting on what you thought about the poem Seal, 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?

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



	<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> <p>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=gUZ7v8pnoa0</p> <div data-bbox="617 567 1226 1451" data-label="Image"> <p>The image shows a worksheet titled "Crazy Crabs!" in red, cursive-style font. Below the title is a poem: "Crazy crabs walk sideways, / What a giddy way to go! / Snails slip slide forwards / And that is very slow! / Ducks waddle, waddle, / And that is funny too, / And what about the hopping / Of the big Red Kangaroo?". Below the poem is a drawing of a red crab. To the right of the crab, it says "Author: Unknown" and "Action; / Translate words to / actions". The entire worksheet is enclosed in a dashed red border.</p> </div>
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/> <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>You could practise your mental arithmetic with a friend or family member on video call!</p>																		
1:15 – 1:30pm	<p><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																	
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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 – 3	<p><u>Could - Exercise time!</u></p> <p>If you want to be really active today try one of CSSP Active TV Episodes. Use the link below and choose any episode you like https://www.youtube.com/channel/UCMNpnxvMMVRCGT_RitDbV <u>w</u></p> <p>Or if you fancy a more relaxing form of exercise why not complete a cosmic kids yoga session on YouTube https://www.youtube.com/user/CosmicKidsYoga</p>
3-3:15	<p><u>Could - Storytime</u></p> <p>Enjoy chapter 1 of Pinocchio - https://www.youtube.com/watch?v=n3N4mJOGmjc</p>