

9- 9:30

## Must - Reading

**RWI** – watch the relevant speed sounds lesson:

Set 1: <https://youtu.be/z13IzT3gAhc>

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

Ee - <https://youtu.be/6HSGJdTBYw>

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

Ie - <https://www.youtube.com/watch?v=Fs3x7ANOSz8>

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

Are - <https://www.youtube.com/watch?v=gIB1xIOtGPs>

*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:*




*1<sup>st</sup> read – decoding all the words – sound out as much as you need to.*

*2<sup>nd</sup> read – read for fluency (try to read with more fluency and expression).*

*3<sup>rd</sup> 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><b><u>Should -Zoom!!</u></b></p> <p>Join us on zoom using the link from Mrs Lee. Please adhere to our Zoom policy. Today we will be doing a quiz and celebrating our work.</p>
9:45 – 10:45	<p><b><u>Must - Maths</u></b></p> <p><b>Year 2</b></p> <p><b>Learning Objective</b> To be able to recognise, find, name and write fractions of a shape</p> <ol style="list-style-type: none"> <li>1 . I know what a numerator and denominator are</li> <li>2. I can use the numerator and denominator to help me identify fractions in a shape</li> <li>3. I understand that the parts of the whole must be equal</li> </ol> <p>Task 1 - Before we move on to fractions of quantities, we are going to spend today making sure we are feeling confident with fractions of shapes. Choose your task below based on how you have found the work this week.</p> <p> Green – If you feel like you would like more help with identifying fractions in a shape then watch the tutorial and answer the questions as we go. This will be a revision session going over everything that we have done so far this week. <a href="https://www.youtube.com/watch?v=bBp1sk_CJ14&amp;feature=youtu.be">https://www.youtube.com/watch?v=bBp1sk_CJ14&amp;feature=youtu.be</a></p> <p> Orange – If you would like to spend time consolidating what you have learnt this week then complete the ‘year 2 maths orange questions’. The questions will be a recap of everything we have done so far this week. Once you have finished check your answers using the ‘year 2 orange answers’ sheet.</p> <p> Red – If you are feeling really confident with this week’s work then solve the ‘year 2 maths red challenge questions’. When you have finished have a look at the suggested answers.</p>

Task 2 – Look back at the success criteria. Do you think you met all of the success criteria? Is there anything that you need to work on? What do you confident with?

### **Year 1**

#### **To solve word problems using multiplication**

- 1. I can choose my favourite method for multiplication**
- 2. I can find the key information in a word problem**
- 3. I can solve a multiplication word problem**

#### **Task 1:**

Watch today's tutorial on solving word problems using multiplication.

Today you will be choosing your favourite method to help you solve the problems. This tutorial will recap the methods we have learnt and how to pick out the key information from a word problem.

<https://www.youtube.com/watch?v=GtZK-S6C070>



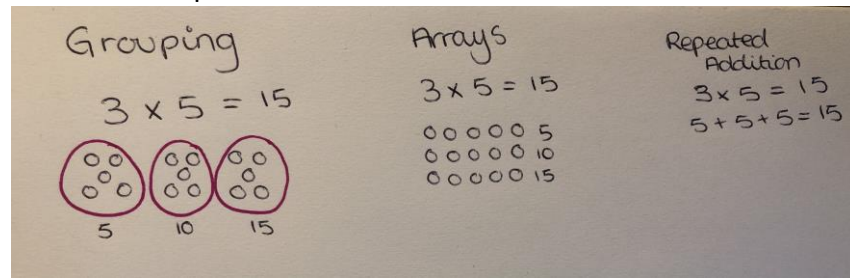
After watching the video choose the level of challenge you would like to do. Green is the easiest level and is for those who need extra support. Orange is for those who feel confident to complete the questions without the support video. Red is for those who would like to challenge themselves.

#### **Task 2:**

Please look at the level you have chosen for the task. You are not expected to answer all of the problems, please answer as many as you are able to during the lesson.

Resource: Multiplication-word-problems PDF

Method examples:



Green:

If you have chosen to do the green level of work today, I will be recapping the equal grouping method and we will be going through some questions together. Please have your pencil and paper ready to try some questions.

<https://www.youtube.com/watch?v=m7LNQXurPjQ>



Orange:

If you have chosen to do the orange level of work you will be answering the worded problems using your favourite method.



Red - challenge:

If you have chosen to do the red level of work you will be answering the worded problems using your favourite method. You will then challenge yourself by creating your own word problem.

Task 3:

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**

11 – 12

**Must – English**

Learning objective:

To know what needs to be included in my poem

1. I know the key features of a poem
2. I can choose a theme for my poem

### 3. I can plan the structure of my poem

In today's lesson we will start working towards our outcome for this experience by planning our poems.

#### Task 1:

Watch the tutorial until 13 minutes 5 seconds to find out how you will be planning your poem.

<https://www.youtube.com/watch?v=ZwegUEpFPT8>

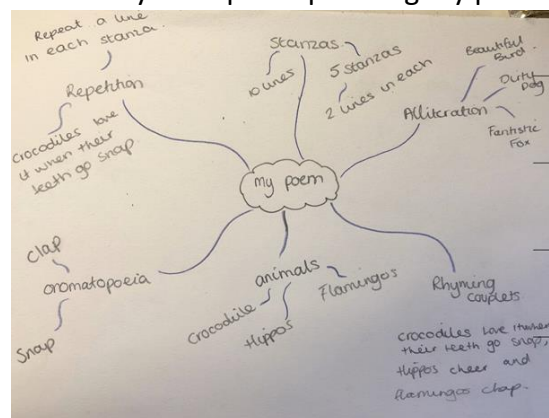


After watching the video choose the level of challenge you would like to do. Green is the easiest level and is for those who need extra support. Orange is for those who feel confident to complete the questions without the support video. Red is for those who would like to challenge themselves.

#### Task 2:

Please look at the level you have chosen for the task.

Here is my example of planning my poem:



Green:

If you have chosen to do the green level of challenge, I will explain to you how you can use the resources to help you plan your poem.

[https://www.youtube.com/watch?v=65\\_oy4T9sSM](https://www.youtube.com/watch?v=65_oy4T9sSM)

Today you will be planning your poem on animals. You can use your previous work to help you with ideas or even include some of those ideas in the poem like we did when we created our stanzas using repetition.

When planning your poem think about the animals you would like to use and how you will include the key features:

- Alliteration
- Repetition
- Onomatopoeia
- Rhyming couplets
- Stanzas

I would like you to plan to write at least 10 lines for your poem. You can write more if you would like to. Think about how you will structure your poem, how many stanzas will you have?

Resources:

Sentence Stems PDF

Support Word Bank PDF



Orange:

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Red - challenge:

Watch the tutorial from 13 minutes 5 seconds until 14 minutes 40 seconds.

If you have chosen to do the red challenge you will be completing the same work as the orange level. You will then also need to consider how you can use your knowledge of adjectives and ly adverbs in your poem.

To help you find more interesting adjectives use an online thesaurus. You can use the link below to access an online thesaurus.

<https://kidthesaurus.com/>

For LY adverbs take a look at this word bank



**COMMON ADVERBS ~ LY**

• Abruptly	• Clearly	• Fairly	• Innocently
• Absently	• Closely	• Famously	• Jokingly
• Accusingly	• Commonly	• Ferociously	• Knowingly
• Actually	• Coolly	• Finally	• Lightly
• Adversely	• Correctly	• Freely	• Loudly
• Amazingly	• Crossly	• Fully	• Madly
• Angrily	• Dearly	• Generally	• Messily
• Arrogantly	• Delightfully	• Generously	• Mostly
• Bashfully	• Desperately	• Gently	• Mentally
• Beautifully	• Determinedly	• Greedily	• Meaningfully
• Boldly	• Doggedly	• Guiltily	• Nearly
• Brightly	• Energetically	• Harshly	• Neatly
• Calmly	• Extremely	• Heartily	• Nervously
• Carefully	• Especially	• Heavily	• Nicely
• Cheaply	• Exactly	• Helplessly	• Outwardly
• Carelessly	• Excitedly	• Immediately	• Passionately
• Certainly	• Expertly	• Increasingly	• Perfectly

[www.englishstudyonline.org](http://www.englishstudyonline.org)

Task 4:

Watch the video from 14 minutes 40 seconds to recap the lesson, find out more about our next lesson and listen to the learning objectives.

Then 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=1OaokkYhKv0>

	<div data-bbox="615 256 1235 1075" data-label="Image"> </div>
12- 1pm	<b><u>Lunchtime and playtime</u></b>
1-1:15pm	<p><b><u>Should - Mental Arithmetic</u></b></p> <p>Year 1- We have been practising counting in 2's, 5's and 10's to 100. Ask someone to test how far you can count in 2's, 5's and 10's. Can you get to 100?</p> <hr/> <p>Year 2- We have been practising our 2, 5 and 10 times tables. How quickly can you complete the times tables test attached to the webpage? You don't need to print this out, just write the answers in your book. Don't forget to time yourself.</p>
1:15 – 1:30pm	<b><u>Should - Spelling/ handwriting</u></b>



	<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																	
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1:30 – 1:45 -	<p><b><u>Could - Effective Communication</u></b></p> <p>1<sup>st</sup> Task – watch this video which focuses on attentive listening - <a href="https://youtu.be/RL_7GLP4C-E">https://youtu.be/RL_7GLP4C-E</a></p> <p>2<sup>nd</sup> task - Have a conversation with your parents or an adult at home. Find out what their favourite book or film was when they were a child. Find out when they wanted to be when they grew up or find out what their life was like as a child. Then use your attentive listening skills by asking questions and repeating the main points from the conversation to clarify your understanding</p>																		
1:45 – 2:45	<p><b><u>Could - Outdoor Learning set by our Forest School Teacher</u></b></p> <p><a href="https://youtu.be/cNydYC1o6GI">https://youtu.be/cNydYC1o6GI</a></p> <p>Look for signs of spring in your local area.</p>																		
2:45 – 3	<p><b><u>Could - Wellbeing</u></b></p> <p>Make your own wellbeing poster!</p> <p><a href="https://youtu.be/6b70Ef6M9VA">https://youtu.be/6b70Ef6M9VA</a></p>																		
3-3:15	<p><b><u>Could - Storytime</u></b></p> <p>Find a comfy place to listen to chapter 2 of Pinocchio</p> <p><a href="https://www.youtube.com/watch?v=mkdMKNwYT1g">https://www.youtube.com/watch?v=mkdMKNwYT1g</a></p>																		