

## Class 2

**Wednesday 13th May**

### **Daily Timetable**

9:00-9:30 am



#### P.E

Go the challenge 5 part of the webpage and try someone else's workout video!

<https://www.four-elms.kent.sch.uk/page/?title=Challenge+5%21&pid=319>

If you would like to take part in our cross-country competition, then today is your last day to enter!

Today marks the date where we would usually be taking part in our local derby race at Chiddingstone school.

To mark the occasion, the cross-country team would like to challenge all children to run/jog either 1km or 2km (your choice).

The teachers will award raffle tickets to anyone who takes part, and Mrs Murray has a special prize for the best effort and a prize for the cheeriest photo.

All you have to do is: choose your distance, complete the challenge, then post a photo below with a brief description of the course and conditions (eg were there any hills? was it muddy? what was the weather like?) Entries need to be submitted to our parent Facebook page by Wednesday 13<sup>th</sup> May.


9:30 – 9:45 am



#### Mental Arithmetic

Year 2 – continue practising times tables on TT Rockstars or 'hit the button'

Year 1 – using the numbers you wrote on small pieces of paper yesterday, match the pairs that make 20 once again but this time see how fast you can do it. Try it again, did you beat your score?

<p>9:45 – 10:15am</p>	<p><u>Experience</u></p> <p>To know the basic life cycle of a flowering and non- flowering plant</p> <ol style="list-style-type: none"> <li>1. I can draw the main parts of a flowering plants life cycle</li> <li>2. I can draw the main parts of a non- flowering plants life cycle</li> <li>3. I can use scientific vocabulary to describe the process</li> </ol> <ul style="list-style-type: none"> <li>• Watch: <a href="https://www.youtube.com/watch?v=mpNUElQfzqo">https://www.youtube.com/watch?v=mpNUElQfzqo</a> to find out the difference between a flowering and non-flowering plant. Go outside (if you can) and have a look to see if you can identify some flowering plants and some non- flowering plants.</li> <li>• Watch <a href="https://www.bbc.co.uk/bitesize/clips/z3wsbk7">https://www.bbc.co.uk/bitesize/clips/z3wsbk7</a> for an introduction to life cycle</li> <li>• Use the internet and videos to help you write a definition for the following words. You can draw pictures to help you understand the words better. <ul style="list-style-type: none"> <li>- Germination</li> <li>- Pollen</li> <li>- Seed dispersal</li> <li>- Flowering plant</li> <li>- Non- flowering plant</li> <li>- Life cycle</li> </ul> </li> </ul>
<p>10:15 – 10:30</p> 	<p>Breaktime - have a healthy snack and play.</p>

10:30– 11:00



Reading – Please note the changes below for RWI phonics.

*Oxford Owl have made available for parents all the ebooks linked to each RWI level. This means we no longer need to upload the books to the webpage. Instead, please go to the webpage below. If you 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).*

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

*This website also provides lots of other information for parents about phonics. It has other resources on here too should you wish to explore!*

- For every phonics session, please continue to watch the set 3 speed sounds at 10:30 on the Ruth Miskin Youtube channel. Then read a book from the webpage detailed above.

Guided reading – for those of you in guided reading, please complete the guided reading task on the webpage

11 – 11:15





2<sup>nd</sup> Breaktime - have a healthy snack and play.

11:15 – 12:15

Maths

To be able to interpret bar charts

1. I can look at the information on the bar chart and understand what it is showing me

	<p>2. <i>I can read the question and understand what I need to do</i></p> <p>3. <i>I can look at the relevant part of the bar chart to find the answer</i></p> <ul style="list-style-type: none"> <li>• Start by warming up using the ‘statistics warm up powerpoint’ on the webpage.</li> <li>• Then, complete the questions about scaled bar charts. Think of some other questions that you could then find out the answer to by looking at the bar chart.</li> </ul> <p>At the end of the lesson, think about whether you met today’s success criteria. Write a note at the bottom of your work to say if you think you have or have not been able to meet the success criteria.</p>
<p>12:15 – 1:15pm</p> 	<p>Lunchtime and playtime</p>
<p>1:15 -2:45pm</p> 	<p><u>Experience</u> (continued from this morning. Same learning objective)</p> <ul style="list-style-type: none"> <li>• Create a drawing of a flowering and non- flowering plant life cycle. I have attached pictures to the webpage to help you create it.</li> <li>• Try to use the scientific vocabulary from this morning to help you label the parts of the life cycle.</li> <li>• If you are finding this too tricky then try completing the sequencing activity instead for a fruit plant.</li> <li>• At the end of the lesson, look at the success criteria. Have you been able to meet it? Make a note at the bottom of your work to say if you think you have or have not been able to meet the success criteria.</li> </ul> <p>Challenge – if you want an extra challenge, have a look at the document containing lots of different life cycles. What similarities and differences do you notice?</p>
<p>2:45 – 3pm</p>	<p>Story time – join Mrs Clarke for storytime.</p>



Any questions, please email me at: [jfermor@four-elms.kent.sch.uk](mailto:jfermor@four-elms.kent.sch.uk)

Have a great day 😊 I look forward to seeing your fabulous work.