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| Key Stage 1 |
| Daily Learning Year 2 | Date: 27.3.20 |
| The guidance in this bulletin is intended to support the continuing education for your child in the event of school closure. Activities and resources have been carefully sourced to be easy to deliver. The weekly timetable would usually include approx. 6 hours of creative learning and physical exercise. These areas can be fulfilled at home with activities of your choice. We would expect approx. 3 hours per day to be spent on directed activities. Please use the office email office@tssfirst.co.uk if you have any queries with your home learning or your teachers work email. **We are trying to set up a class blog on the school website where we can celebrate the children’s home learning and share ‘Wow Work’ with each other. If you would like your child’s learning to go on the blog then please take a picture and email it to me and I will place a selection of them up each week. Please understand that if you do send a picture that means that you are agreeing for them to be published on the school website.**  |
| Phonics/Spelling:Today is spelling test day! Please read each one aloud to your child and allow them enough time to write each one down. If they make a mistake and would like to correct it then that is fine.I like to say the spelling word twice and place it into a made up sentence to help the children hear the word and spell it correctly.Good luck! | Mental Maths/Times Tables:Please complete the attached mental maths questions. Allow the children time to work out the answers. They can use their fingers, maths knowledge or draw pictures to help them. These cover a range of maths skills that the children have previously looked at in class but if they are finding them tricky perhaps only ask half of the questions this time and save the other half for another time.  |
| Reading:Please read a fiction book for 20 minutes and discuss the following questions together:What does the main character say in the story? Why do you think the main character says these things?  | Mathematics:Warm up game: Show children the numbers on the power point. Can they tell you a fact about each number? E.g. it is odd, it is greater than 50 or the nearest 10 is 80. Main Activity: Look at the picture of the classroom on the power point. How many different 3D shapes can the children spot?On the next slide, look at the statements that I have written about 3D shapes. Can the children identify if they are true or false. They should record the statement number in their exercise book and write next to it either true or false.Challenge:For any statements that are false can the children write what the correct answers should be?  |
| Writing:Warm up:Using the power point, ask children to read through the beginning of the story to themselves. This will help to remind them of where they got to yesterday and help them check for any errors missed yesterday.Main Activity:Children should continue to write their story focussing on the middle and ending today. Remember to include all the things that she said a successful cohesive story needed to have.Challenge:Ask the children to hold a story share session. Children could read their story aloud to family members, use video calls to read them aloud to others or film themselves reading them!  |
| Foundation subjects. Today’s focus:PE:If you have not already then please complete one of the Joe Wicks PE sessions. These can be found here: <https://youtu.be/K6r99N3kXME> I have heard that they are very good!In addition, you might like to try the following game: ‘Family Cheer’Become a family cheerleading squad! Make letter shapes with your bodies spelling out the word ACTIVE. Call out together ‘Give me an A’- all then perform a shape to represent an A. ‘Give me a C‘- all show a shape to represent a C etc… Shout ‘Put it all together and what have you got?’ ACTIVE! Repeat with other letters and words. REMEMBER... Try to hold the shape still with no wobbles; you may need to hold on to something for support. Make sure you have enough space. |

Spellings for week commencing 23.3.20

Pattern- words that contain the suffixes –less and –ly

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| Group 1 | Group 2 | Group 3 |
| lovelyslowlyquicklycarelessfearless  | badlyhappily lovelyslowlyquicklycarelessfearless | badlyhappily lovelyslowlyquicklycarelessfearlesshopelesspennilessjoyless  |