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| Key Stage 1 | |
| Daily Learning Year 2 | Date: 2.4.20 |
| 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](mailto: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 (by Thursday) and I will place a selection of them up each Friday. 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:  Using the uploaded spelling document, encourage your child to see if they can work out the right spelling words to fit the crossword. They could either do this by looking on the computer screen or if can you could print it off. The answers are on the second page.  Tomorrow will be spelling test day so perhaps spend some time practising the words, particularly ones they are finding tricky. | Mental Maths/Times Tables:  Please spend some time practising the 5 x table. The children should be experts at this. To help, try playing the following game:  <https://www.bbc.co.uk/bitesize/topics/zqbg87h/articles/zw8qxfr>  There is a 5 x table song to listen to and then a selection of 5 times table games for the children to play. |
| Reading:  Please read a non-fiction book for 20 minutes and discuss the following questions together:  Look at the glossary and/or index page in the back of the book. What are these features? Why do non-fiction books have them? | Mathematics:  Warm up game:  Using the link, play a game of higher or lower. The children enjoy guessing whether the next card will be higher or lower and celebrating when they get it right!  <https://www.topmarks.co.uk/Flash.aspx?f=HigherAndLower>  Once loaded the game will give you a choice of number ranges. I recommend you select the number choice of numbers to 100 as these are the numbers the children are most confident with.  Main Activity:  Today we are going to put our knowledge of fractions together by finding ½, ¼ and 1/3 of different numbers.  Using the power point, the children will need to read the fraction number sentences and decide whether they need to find ½, ¼ or 1/3 of the number. Once they have decided they need to then work out the answer to complete the number sentence. Children should record the complete number sentence in their exercise book.  If children need help to work out an answer they could use objects (pasta, Lego, pencils etc.) to help them count out the number and split it into the amount of equal groups that they require.  Challenge:  I have written some fraction number sentences for the children that might be true or false. Can the children look at them and decide which ones are true and which one are false? |
| Writing:  Warm up:  Show the children the quiz question on the power point asking them to decide what a noun is. Can they choose the right answer? Using this, discuss with the children what a noun is and what they know already about them.  Main Activity:  The children will spend some time today identify different nouns and being really sure that they understand what a noun is.  The children should go on a noun hunt around the home finding different people, places or things.  Children could draw and/or write a list of some of the different nouns that they have found e.g. brother, kitchen, ball or cup.    Challenge:  Ask the children to write next to each item on their list whether it is a person, place or a thing. E.g.  Brother-person  Kitchen- place  Ball- thing  Cup- thing |
| Foundation subjects. Today’s focus:  DT:  As part of our topic on ‘Being healthy’ the children planned out a heathy snack that they would like to make.  Using their plan, it would be a great experience for the children to make their healthy snacks today. Please remind them about being hygienic e.g. washing hands and rolling up sleeves as well as being safe when using equipment in the kitchen e.g. being supervised by an adult, being careful when chopping things and staying safe around hot equipment.  I would love to see a picture of the children’s healthy snack so if you are able to please do email me a picture! Have fun! | |

Spellings for week commencing 30.3.20

Pattern- words that end in -tion

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| Group 1 | Group 2 | Group 3 |
| station  addition  subtraction  fiction  introduction | station  addition  subtraction  fiction  introduction  section  option | station  addition  subtraction  fiction  introduction  section  option  potion  motion  nation |