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| Key Stage 1 | |
| Daily Learning Year 2 | Date: 26.3.20 |
| 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](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 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:  Using the uploaded spelling document encourage your child to see if they can find all their spellings in the word search. 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 10 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/zq3rk2p>  There is a 10 x table song to listen to and then a selection of 10 times table games for the children to play. |
| Reading:  Please read a fiction book for 20 minutes and discuss the following questions together:  What does the main character do in the story? Why do you think the main character does these things? | Mathematics:  Warm up game:  Show children the numbers on the power point. Can they write their half?  Main Activity:  Look at the 3D shapes on the power point. Can the children find an example of that shape around the home to place in front of them?  Select each 3D shape at a time. Discuss what 2D shapes make up the 3D shapes e.g. a pyramid is made up of triangles.  Challenge:  Children could draw or write the name of the 3D shape in their exercise book and then say what 2D shapes make it up e.g.  A cuboid is made up of 2 squares and 4 rectangles. |
| Writing:  Warm up:  Show the children the sentences on the power point. Can they think of a way to extend them using a subordinating conjunction?  Main Activity:  The children will be aiming over the next few days to write their own cohesive story. They will be aiming to include some extended sentences using subordinating conjunctions in their story.  Talk through with your child what they would like their story to be about and what they might like to happen in it. Children should then write the beginning of their story today.  Challenge:  Ask the children to read their beginning aloud to you. Together check that it has the correct punctuation, spelling and that it makes sense. |
| Foundation subjects. Today’s focus:  DT:  As part of our topic on ‘Being healthy’ we were looking at making healthy and tasty snacks. Could the children design their own healthy snack today that they might be able to make with you next week?  The children should draw a picture of what they would like their healthy snack to be and then write down a list of ingredients they will need and a list of equipment that they will need to use in order to make it.  It would be great to try and make these next week, so perhaps work carefully with your child to think about what you would like to make together and the ingredients you can get/have in order to make it. Have fun! | |

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 |
| lovely  slowly  quickly  careless  fearless | badly  happily  lovely  slowly  quickly  careless  fearless | badly  happily  lovely  slowly  quickly  careless  fearless  hopeless  penniless  joyless |