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| Key Stage 1 | |
| Daily Learning Year 2 | Date: 31.3.20 |
| 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 (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:  Play ‘Throw and catch’ with your child’s spelling words:  Together select one spelling word at a time. The children have to spell out the letters of the word and for each letter they throw a ball or soft item up and then catch it.  You could take it in turns to spell out a different word with one person spelling it and throwing and catching and the other person checking they are spelling it correctly. | Mental Maths/Times Tables:  Please spend some time on NumBots listening to the addition and subtraction stories. After they have listen to a certain amount of stories games and challenges will then be unlocked for them to play:  <https://play.numbots.com/#/account/search-school>  The children should be able to log in using their TT Rockstars usernames and passwords. |
| Reading:  Please read a non- fiction book for 20 minutes and discuss the following question together:  Look at the pictures in a non-fiction book. What do you notice about them? E.g. real photos, labels or captions.  Why are the pictures useful in non-fiction books? | Mathematics:  Warm up game:  Select a number from the Power Point, what number sentences could the children write for that number? They could do adding, subtracting, multiplying or dividing number sentences!  Main Activity:  Look at the symbol for ¼ on the next slide. Discuss that this means splitting objects into 4 equal groups. Look at the examples to help children understand this.  Children then have a go at splitting numbers into quarters and recording the matching number sentence e.g. ¼ of 20 = 5  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 4 equal groups.    Challenge:  Look at the problem on the last slide. Can the children solve it? |
| Writing:  Warm up:  Can the children remember the 5 different senses? Select one sense what can the children find or notice using that sense only? E.g. if you chose touch what can the children feel that is near to them? How does it feel?  Main Activity:  Looking at the poem ‘The magic of the brain’ can children find phrases from the poem that they particularly like?  Children should write down 3 phrases that they particularly like in their exercise books and explain why.  E.g.  I like it when it says ‘dim winter light, as the day was closing’ because I can really picture what time of day it is and how the world might be starting to get dark then.  Challenge:  What mark out of 10 would you give the poem? Why? |
| Foundation subjects. Today’s focus:  Science:  As part of our topic on ‘Taking Care’ we are thinking today about healthy eating.  Play a food game with the children. One person says a letter of the alphabet and everyone else has 1 min to either name or write down as many different foods that they can think of that starts with that letter. How many could you name? Who got the most?  Remind children of what a healthy balanced meal means using the ‘eatwell plate’ to help you. I have loaded a picture of this up onto the website. Discuss the different food groups and how to have a healthy meal we need different amounts of food from each of the groups.  Children are to plan out a healthy lunch box for me. They should draw and name the different food items that they have chosen. Children could also label which food group it comes from e.g. dairy, carbohydrates, fats and sugar, protein or fruit and vegetables. | |

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 |