|  |
| --- |
| Key Stage 1 |
| Daily Learning Year 2 | Date: 25.3.20 |
| 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.  |
| Phonics/Spelling:Play ‘Rainbow write’ with your child’s spelling words:Together select one spelling word at a time. You have to write that spelling word out over again using a different coloured pencil each time. Once you have practised one word enough or run out of different colours you could choose a new word to try. Try to focus on the spelling words that are particularly tricky or your child is find particularly hard to learn. | 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://mathsframe.co.uk/en/resources/resource/504/Super-Maths-Bowling-Multiplication>Once the game has loaded (this may take a minute or two!) you can select whether there is one player or two and you can choose either a short game or a long game. Having made your choice there should then be a variety of game options. Please click the one that says ’10 times table (Y2)’ Have fun!  |
| Reading:Please read a fiction book for 20 minutes and discuss the following question together:What does the main character do in the story? Can you list 3 things?  | Mathematics:Warm up game: Show children the numbers on the power point. Can they write their double? Main Activity: Children then unscramble the words on the next slide to spell out the names of common 3D shapes.3D shape hunt- Can the children then go around the home and identify everyday objects that are one of these 3D shapes? How many can they find?Challenge:Children could draw or write the name of the object they have found and say which 3D shape it is. Children may need support to help spell the 3D shapes.  |
| Writing:Warm up:Show the children the words on the power point. Can they spot all the words that are a subordinating conjunction?Main Activity:The children will need to write a paragraph of writing (around 6 sentences). I would like for them to aim to extend some of these sentences using a variety of subordinating conjunctions. The writing can be on a theme of your choice of the children’s.Once the children have written their paragraph encourage them to read it back to check it has correct punctuation, spelling and that it makes sense. Challenge:Ask the children to use a coloured pencil to underline where they have used a subordinating conjunction. |
| Foundation subjects. Today’s focus:Computing:As part of our topic on ‘Making Music’ we are thinking about how we can make music digitally. Ask your child to log onto Purple mash: <https://www.purplemash.com/sch/trinityststephen>Use the log in details that have been sent home in order to sign in. In their 2do section I have set them a task called ‘2sequence’The children will need to load this task and look at how they can use it to create digital music. Children should spend time seeing how it works and familiarising themselves with the program. Can they add different instruments to their sequence? Can they change the speed of their sequence? Can they alter the volume of their sequence?If children save their sequence as they exit I will be able to view these and perhaps share the sequences created as a class!  |

Spellings for week commencing 23.3.20

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

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