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| Key Stage 1 |
| Daily Learning Year 2 | Date: 25/01/21 |
| The guidance in this bulletin is intended to support the continuing education for your child. Activities and resources have been carefully sourced to be easy to deliver. We would expect approx. 3 hours per day to be spent on directed activities. Please supplement with physical exercise and further creative activity where you are able. Please use the office email office@tssfirst.co.uk if you have any queries with your home learning or your teachers work email (k.pugh@tssfirst.co.uk)  |
| **English overview:**Monday: Watch the story ‘The Paper Bag Princess’ Using the Power Point, look at nouns, adjectives and adverbs and how we can put them together to create an exciting noun phrase to help describe something or someone. Ask the children to choose one of the main characters from the story. They should draw them and then below write some noun phrases to describe what they look like and their personality. Encourage the children to use adverbs in their noun phrases as well. Tuesday: Re-watch the ‘The Paper Bag Princess’. Using the Power Point, remind children of how to create a noun phrase using adjectives and adverbs. Look today at using our noun phrases in a complete sentence. Children should create their own noun phrases today and write them in a complete sentence that they have created.Wednesday: Read and discuss the monster poem ‘It’s behind you!’ Using the poem, look at exclamation marks and when we use them. Children should draw what they think the monster looks likes. They should then write full sentences to describe the monster. Children should aim to include two exclamation marks and two capitalised words for emphasis in their writing. E.G. A really ENORMOUS pair of fangs!Thursday: Read the two poems ‘There are the Gribbles’ and ‘Next door’. Compare the 2 poems together using the comparison chart to help. Look at the monster anagrams. Can the children work out what the words are? Can they make up some of their own monster anagrams to test their family on?Friday: Re-read all three poems that we have looked at this week. Children should identify which is their favourite poem. They should explain why it is their favourite by remembering to write in complete sentences. Children should then create a performance of their favourite poem or at least part of it. They could try to perform their poem for their family. **Phonic/Spelling/grammar and punctuation focus:**We will be looking at alternative spellings for the /f/ sound and the /m/ sound. We will be covering this in our live zoom sessions during the week. Spellings are on the school website and are linked to our phonics covered this week. **Reading (Bug Club):**Please spend 20 minutes each day reading a book on bug club and answering the comprehension questions that are linked to each book. <https://www.activelearnprimary.co.uk/login?c=0> If you need help with any log in details or any more books added to your selection then please do email me. **Maths overview:**Monday- Look at how we can use a Venn diagram to sort out items. Children should then try and sort out different numbers using their Venn diagrams. There is a challenge investigation involving 3 letter words that the children can sort into a Venn diagram based on different criteria.Tuesday- Children should look at what a Carroll diagram is and how it can be used to sort out items. There are then different Carroll diagrams that the children can use to sort 2D shapes. The children might like to try the challenge version if they are feeling particularly confident. Wednesday- Children should look at how we can find the difference between two numbers by either counting on from the smaller number or back from the larger number. Children should have a go at finding the difference between two numbers. As a challenge they could select 2 of their calculations to try and turn into a word problem. Thursday- Look at subtracting numbers by counting back today. The children should look at how we count back in tens first and then subtract the ones. Children should complete the subtraction number sentences using the bead strings to help them count back if needed. Friday- The children should continue to practise the skill of subtracting 2 digit numbers by first counting back the tens and then the ones. The children have some subtraction word problems to try today. They should read the problem carefully, work out the number sentence that goes with the problem and then apply their maths to solving it. **Mental maths focus:**Please use the Mental Maths Power Point to complete a daily mental maths activity with your child. Answers are included in the Power Point and cover a range of skills and topics. **Times tables focus:**Please spend 20 minutes each day practising the 10, 5 and 2 times table. Children could use the following websites to help them with this: <https://ttrockstars.com/> <https://www.topmarks.co.uk/maths-games/5-7-years/times-tables><https://www.timestables.co.uk/games/> <https://www.youtube.com/watch?v=cuvxmjgkjU0>  |
| **Foundation subjects.** **This week’s focus will be the following area:****RE:** The children should look at the following video about Muslim prayer: <https://www.bbc.co.uk/bitesize/clips/z4gkq6f>Using the Power Point, go through with the children the main points linked to Muslim prayer. The children should then look at the pictures of different prayer mats and think about what is the same about them and what is different. Children should then have a try at designing their own prayer mat. There is a template on the website to help with this although the children can create their own on paper as well. **Science:** Using the Power Point, get the children to revisit how we know if something is living, no longer living or has never been alive. Can they sort the items on the Power Point out so that they can show whether they belong in the living, no longer living or have never been alive group?Children should then select one of object that they can find or think of that is living, no longer living and has never been alive. They should draw a picture of each one and then write a reason to explain how they know that it is either living, no longer living or has never been alive.**Geography:**Using the power point, look at creating routes with the children. Discuss what a route is, how we plan one and why we might plan one.Using the map on the last slide ask children to plan and write some routes from the school to other places of interest on the map. Remind them that they should use directional language, road names and buildings they might pass to help them describe their route. For example: Leave the school and turn right on Victoria Road. Head past the police station until you reach the post office. Turn right at the post office and you should be at the park! **Computing:**The children should look at the pictures of the school children using the word document. What questions could they ask to help sort out these children? The children have been set a 2do in Purplemash( <https://www.purplemash.com/> )The 2do is called ‘2question avatar database’ children should open this. They should select a child from the pictures and using the database answer the yes/no questions for that child. At the end it will let you know the name of the child you have selected. Can the children work out the names of all the children they have pictures for?If need any help with the log in details for your child for Purplemash then please email me.  |
| **Zoom meetings this week will be:*** Monday 11am Phonics Year 2
* Tuesday 11.45am Phonics Year 2
* Wednesday 11.45am Phonics Year 2
* Thursday 11am Well-being Year 2 (Theme will be family. This could be information about a family member, pictures of families or facts about families etc.) 1.45pm Revd. Sally’s Assembly
* Friday 10am- PSHE Assembly

Invites for these meetings will be emailed out to you on Monday morning. If you have not received them then please do email me.  |