

Dear Children,

DATE 4.3.21

We are sharing your learning challenges with you to do at home. We expect that you will complete maths, reading and writing work each day just like you would in school. We would like you to complete the work as best you can, remembering that we expect 'beautiful work'.

We will send you your learning the evening before so that your parents can plan the day with you. Please upload your work via **Class Dojo by 2pm**, so we can see how you're getting on and provide you with feedback. After this time, we would like you to complete a further challenge linked to our topic.

If you cannot access the learning online, please get your parents to tell your teacher as soon as possible, so that we can find a solution.

	Maths	Reading	Writing	Computing, E-safety and PSCHE
Thursday	<p>Complete the Flashback 4 challenge.</p> <p><u>Key vocabulary</u> pattern 2D shapes repeating next</p> <p>Work through the power point teaching slides 'making repeating patterns' OR watch the video at: https://whiterosemaths.com/homelearning/year-2/spring-week-8-geometry-properties-of-shapes/ (week 8, video 4 – make patterns with 2D shapes)</p>	<p>This week we are going to continue to have a look at the matching statement questions. Matching statement questions are where you have to draw a line to match the correct answers together.</p> <p>Activity: Read the text based on 'world book day'. Can you complete the questions using the information from the story?</p> <p>Today it is world book day. Can you find out why it is important to celebrate world book day using the information you have just read? Can you dress up as your favourite book character and read your favourite story? We</p>	<p><u>See power point</u> Today we are going to draw a detailed picture of an island that you have created. Then we are going to imagine we are on your island and use your senses to list what you might: see, hear, smell, taste and touch. Use the example provided to support you with this. We are not writing in full sentences because we will do that tomorrow.</p> <p><u>Spellings</u> The split vowel digraphs 'a-e' and 'e-e' made came same take safe</p>	<p><u>E-safety</u> Activity 1: Sharing pictures <input type="checkbox"/> Watch Jessie & Friends Episode 2: Sharing Pictures with your child here: https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ This may be a re-cap if you have completed previous #OnlineSafetyAtHome activity packs with your child. <input type="checkbox"/> Ask your child the following questions to check their understanding: - How did lots of people end up seeing the pictures of Tia, Jessie and Mo? [The people they sent them to shared them with other people, who shared them with even more people] - What did Kyle say the friends should have done before</p>

	<p>Complete the maths task 'making repeating patterns'.</p> <p>Have a go at the true or false challenge. Make sure you explain your thinking.</p>	<p>would love to see a picture on class dojo.</p> <p>Daily Reading (15 minutes)</p>	<p>date</p> <p>lake</p> <p>these</p> <p>theme</p> <p>complete</p> <p>Can you practise your spelling for 5 minutes? Select the correct spelling and write it down.</p>	<p>sharing a picture with him in it? [they should have asked his permission] - How did Jessie, Tia and Mo get help when they found out their pictures had been shared with other people at school? [they told their teacher]</p> <p><input type="checkbox"/> Support your child to complete the 'When should Jessie TAG' activity below. TAG stands for 'Tell A Grown-up'.</p> <p><input type="checkbox"/> After completing the activity, make sure your child knows that if they see anything online that makes them feel worried, scared or sad, they should TAG.</p> <p>Activity 2: Asking for permission</p> <p><input type="checkbox"/> Tell your child that before they do something that involves another person (e.g. hugging them, playing with their toy, borrowing something that belongs to them), they should always ask for permission. This means they should ask whether that person is happy for them to do it or not. Remind your child that it is always ok for someone to say 'No'. <input type="checkbox"/> For</p>
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				<p>example, if you are thinking of sharing a picture or video of someone else, you should always ask permission first. <input type="checkbox"/> If the answer is 'Yes', it is OK to do it. If the answer is 'No', it is not OK to do it. <input type="checkbox"/> Help your child complete the 'Asking for permission' activity below, by drawing a line to connect each situation with the right response, or pointing to the answer on screen. <input type="checkbox"/> Next, talk to your child about ways to ask for permission, using Jessie's questions as examples e.g. 'Is it ok if I...?', 'Can I...?' 'Do you mind if I...?'. Try to model these sentence starters at home e.g. 'Is it ok if I brush your hair?' 'Can I play with your toy?' and encourage your child to use them.</p> <p><input type="checkbox"/> Ask your child to draw a picture of Jessie asking her pet dog for permission to play with him – e.g. asking Dog if she can pat him, brush his hair, ride on his back or tickle his ears! Encourage them to practice different ways to ask permission. What will Dog say? What should Jessie do?</p> <p><u>PSCHE</u></p>
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				<p>Recap the term proud – What does it mean to be proud? What are you proud of?</p> <p>Explain that when we are good at something we feel proud – What are you good at that makes you feel proud?</p> <p>Ask the children to make a poster displaying what they are all good at. Encourage the children to find out what they are all good at. Create the poster and decide how to share the poster to the rest of the class (via class dojo).</p>
<p>Daily challenge / Did you know?</p>	<p>In the video it talked about cyclone season... During cyclone season, his family takes various precautions, taping up the windows and staying inside. Are there any other precautions people might need to take during cyclone season? Can you have a look at some pictures of cyclones?</p>			

Spellings

In school, we would normally look at them, read them and put them in a sentence verbally at the start of the writing session.

On an afternoon across the week, we would:

- write a list of all of them most days
- write them in sentences (sometimes dictated)
- discuss tricky parts of each word
- look, cover, say, write, check
- provide 3 possible spellings for the correct one to be selected
- check the children can say/write the spellings without support

List of useful resources

<https://www.phonicsplay.co.uk/> with a focus on spelling (phase 6)

<https://www.oxfordowl.co.uk/> reading books

<https://www.bbc.co.uk/teach/super movers> - KS1

Joe Wicks is continuing with PE challenges on a Monday, Wednesday and Friday

Cosmic yoga on Youtube

Top Marks

BBC/CBBC/CBeebies – live lessons 3 hours