

Harrison, Lee. Year 2

30 April 2020

Thursday (appendices TH?)

Morning Fitness (appendix T1)

Refer to Fitness Bingo card (appendix T1). Follow the activities on the card every day this week. A new set of activities will come out next week for the students to follow.

Morning Greeting

Check your email for your daily update from your teacher and a morning video.

Literacy

Morning phonics: Go through the PowerPoint presentation up to the digraph AR, which is today's focus. Follow the PowerPoint, first saying the digraph sound followed by segmenting and blending the words at the bottom of the screen. Discuss the sound for the day and ask if they know any words that contain the AR spelling pattern that makes the AR as in car sound.

Activity 1: Sound buttons (appendix TH1)

Have the students look at the pictures and a person needs to call out the words to match the digraph for today. The students need to work out where to place the words and how to spell them. Sound buttons have been provided to assist the students. A single dot is representing one sound made with one letter, a line represents a digraph, a single sound made with two letters, e.g. ow. Two dots with an arc represents two letters that are blended together, e.g. tr as in tree. The words for today are; **car, bark, cartoon, card, scarf, parking, market, sharp, farmer, farmyard.**

Reading Activity 2: Read the book supplied in the pack (Mr Brown or The Tree House) silently to themselves first, then out loud to an eager volunteer, helping with words that are difficult. The flash cards from Tuesday can be used again (T3).

Reading Activity 3: (appendix TH2) Reading and comprehension 2. Have the students read the passage on the sheet and fill in the picture with the missing information.

Reading Activity 4: (Appendix TH3) Punctuation exercise. Ask the students to read through the text and add in capital letters and full stops where necessary. Encourage the students to read aloud as this will help them identify where the sentence stops.

The Tree House: Alternatively remind the students that the first sentence has a noun or the who, an action and where it happened. The second sentence has the who, what he did. The third sentence has the who, what they did and where they did it. This is referring back to the activities they have been doing over the last two days on sentence structure.

Mr Brown: Alternatively remind the students that the first sentence has a noun or the who, an action and where it happened. The second sentence has the who, what he did and how he did it. This is referring back to the activities they have been doing over the last two days on sentence structure.

Break

Literacy continued

Spelling: High Frequency Words (HFW) (Appendix T4) On Tuesday I sent a page home with 10 words on, in the package with your child's individual words on to learn for the week. Have them do a look, cover, write, check with their words. They can also make up a set of flashcards (T4) that can be used every day this week and also referred back to in future weeks to make sure they remember them.

Writing: Sentences.

Using the words from the phonics lesson today, have the students write each word in a complete extended sentence. Refer to the Tuesday and Wednesday lessons on sentence structure. (T5, T6, T, W2 and W3). Remind them their sentences need a who or what, a what about it and a where or a how. If they have lots of time they could underline the who or what in each sentence in one colour, the what about it in another colour and finally the where or how in a third colour.

Break

Post break activity (appendix T8 package)

Yoga or read your child a book or story. The yoga can be your own choice of four poses, each done five times holding the pose for 10 seconds, increasing the duration as they improve. On Tuesday I included the whole set of yoga poses to be used for the duration of remote learning.

Numeracy

Mental Maths: (appendix TH4): The best thing you and your child can do for Mental Maths is to learn their tables. I will include some resources each day for the students to work on over the next couple of weeks to assist with the learning of their tables (TH4). and I have also included some flash cards to practise their tables daily. Try timing the set and turn it into a competition to see if they can beat their previous time. I would recommend that the student just concentrates on one table at a time until it is mastered. Mastery would be when the student can do the flash cards in random order in around 30 seconds. Once mastered, I will send the 3 times tables for your child to work on.

Maths Activity (appendix T10 instructions.): Included for the week is a set of instructions from Origo at Home (T10). It is divided by days so you just have to follow the instructions for the day. Today we will do two lessons (Wednesday and Thursday) to catch up because of the day off on Monday. Wednesday: Guessing game. Guesses could include, odd or even number? Is it in the 5 times table? Are any digits the same? The game can be found at the following link <https://www.origoslate.com/html5/36611> . It isn't essential that they play the game online. Another alternative is rolling three die and making the largest number or a pack of cards, removing the picture cards and drawing three cards each to make the biggest number. When comparing, have the student say the number as a whole. Three hundred and fifty-six instead of three, five, six. Ask them which is bigger and how do they know.

Break

Specialist Subjects

HASS Week 1 – Creating a town map (appendix TH5, TH6)

Over Term 1, we learnt a lot about Boddington as a town and the sorts of things you find in a town compared to a city. We brainstormed the things that were in Boddington and talked about the main road, Bannister Rd as well as the road you live on.

Today you will be creating your own town and map, which needs to contain some of the important things that are in a town. This includes coming up with a name for your town, having at least 6 roads or streets (with a main road) that you must also name – so be creative!

There must also be a school, a post office, a fuel station, a park, a café, a police station, a supermarket and your house.

You can use a ruler to create the roads with your pencil and also use the icons provided to cut and paste, if you wish. However, if you can draw these places on the map yourself, that would be fantastic!

You must label the places and buildings on your map. You may also colour it all in once finished if you have time or want to.

Please keep the map as we will use it for next week too!