

Harrison, Lee. Year 2

1 May 2020

Friday (Appendices F)

**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 can remember the words that contain the AR spelling pattern that makes the AR as in car sound.

**Activity 1: Alphabetical order, synonyms and antonyms.**

Have the students divide a page into three columns, measuring at 7cm and 14cm to make even columns (we have done this in class many time). In the middle column the students write the words in alphabetical order. On the left they write synonyms (similar meaning word) for the word in the middle and on the right they put an antonym (opposite in meaning). This activity often needs discussion with a helper to keep the students on the right track.

**Reading Activity 2:** Use the flashcards (T3) prior to reading the book. The students 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.

**Reading Activity 3: (appendix F1) 4-in-a-row game.** This game is play much like Tik-Tac-Toe but the idea is to be able to read 4 words in a row without getting blocked by the other player. Use counters, pieces of paper or anything that you can find to cover the octagon once you have read the word.

Recess

**Literacy continued**

**Spelling: High Frequency Words (HFW) (Appendix T4)** I have sent a page home with 10 words on, in the package with your child's individual words on to learn for the week. Today you can test the students on their words to see if they have learnt them over the week. Any that they get wrong can be added to next week's words.

**Writing: Text innovation.** Today for the writing activity I would like the students to rewrite the story they have been reading over the week but they are going to change one aspect of the story. I would like them to write it from memory so if they need to read it again prior to writing, that's okay. The whole objective of this exercise is to see how much they can remember of the story (comprehension) and to start them writing with a specific genre in mind. Narratives have a beginning, a middle and an ending.

**Mr Brown:** Change the postman to a milkman.

**The Tree House:** Change the tree house to a tent.

### **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. I have included the whole set of yoga poses to be used for the duration of remote learning.

### **Numeracy**

**Mental Maths: (appendix F2):** 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 (T9). 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 (starting with Monday). The game instructions are on the instruction sheet for you to follow.

### **Break**

### **Specialist Subjects**

#### **ART Week 1: (appendix F3, F4) : Drawing Portrait using shapes.**

Over the last few weeks of term we have been creating portraits. Today we are using shapes from around the house to make our portrait.

You need to find objects for you to trace that would be appropriate for each facial feature. Go through the list and find an object to match. You can only trace one shape ONCE. Use something different every time.

I have included my own example for your understanding, but please be unique and find as many of your own things to use as possible.