

Harrison, Lee. Year 2

6 May 2020

Wednesday (Appendices W)

**Morning Fitness (appendix T1)**

Refer to Fitness Bingo card (appendix 1). 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 trigraph EAR, 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 EAR spelling pattern that makes the EAR as in dear sound.

**Activity 1: Sound buttons (appendix W1)**

Have the students look at the pictures on W1 and a person needs to call out the words to match the trigraph 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/trigraph, a single sound made with two or three letters, e.g. ow and ear. Two dots with an arc represents two letters that are blended together, e.g. tr as in tree. The words for today are; **fear, tear, gears, years, rear, smear, beard, shear, spear, earrings.**

**Reading Activity 2: Reading (appendix M4)** Use the flash cards (M4) that were made on Monday to help the students learn the words. Read the book supplied in the pack on Monday (M3 book) (Fairy Wings or Careless Fairy) silently to themselves first, then out loud to an eager volunteer, helping with words that are difficult.

**Reading Activity 3: (appendix W2) Reading and comprehension 3.** Have the students read the passage on the sheet and fill in the picture with the missing information.

**Reading Activity 4: (Appendix W3) 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.

**Fairy Wings:** Alternatively remind the students that the first sentence has a noun or the who and an action, or the what about it (Refer to laminated bicycle picture How Sentences Work. There is a video that goes with the poster if you wish to view it. The link is [Bikes and Baskets](#)). The second sentence has the who and what she did. The third sentence also has the who and what she did. This is referring back to the activities they have been doing over the last two weeks on sentence structure.

**Careless Fairy:** Alternatively remind the students that the first sentence has a noun or the who or what and an action or what about it (Refer to laminated bicycle picture How Sentences Work. There is a video that goes with the poster if you wish to view it. The link is [Bikes and Baskets](#)). The second sentence has the who and what he did. The third sentence has the who and what she did. This is referring back to the activities they have been doing over the last two weeks on sentence structure.

#### Break

#### Literacy continued

**Spelling: High Frequency Words (HFW) (Appendix M5)** 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. Have them do a look, cover, write, check with their words. They can also make up a set of flashcards (M5) that can be used every day this week and also referred back to in future weeks to make sure they remember them.

#### **Writing: 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.

#### Break

#### Post break activity

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. Last week I included the whole set of yoga poses to be used for the duration of remote learning.

#### Numeracy

**Mental Maths: (appendix W4):** 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 (W4). Last week I included some flash cards to practise their tables daily. 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 next week.

**Maths Activity (appendix M14 instructions, W5 worksheet):** Included for the week is a set of instructions from Origo at Home (M14). It is divided by days so you just have to follow the instructions for the day. Attached is the Adding One and Two Digit Numbers activity page for today (W5).

#### Break

#### **Specialist Subjects: Science. (appendix W6, W7, W8, W9) Chemical Sciences**

**Focus:** Different houses around the world.

**Inquiry Question:** What materials are different houses made from around the world?