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| Metacognitive strategies The learning sequence in the next two columns is split into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Literacy Tasks (offline and online)Image result for reading cartoon  | Maths - Task (offline and online)Image result for maths 1 2 3  |
| Main learning objective:Desired outcome: Assessment activities to be submitted by Wednesday 8th September 2021. | Main learning objective: Desired outcome: Assessment activities to be submitted by Friday 10th September 2021. |
|  | Lesson 1Phonics Explain to the children that this week they are going to check they can remember some of their spelling sounds they learnt in Year 1.In this week’s poem ‘My Wish’ most of the words in the poemuse the spelling digraphs, trigraphs, prefixes (can be put at the **start** of a word to change the meaning) and suffixes (can be added at the **end** of the word to change the spelling) that they have learnt previously.Ask the children to slowly and carefully read the poem together with an adult. Explain that they need to use their knowledge to sound out the words and blend them together. Support may be necessary with some words. Look at verse 1 together and underline any sounds that the children find difficult or those that they need reminding of.**Challenge -** Choose a word, e.g. *new*, underline the digraph ‘ew’ and ask the children if they can remember any other words that use the same digraph. Continue with other wordsin the first verse.EnglishRecap ‘The Day the Crayons Quit’. Describe each character as a class. What is your favourite colour? What do you like drawing with it? Why do you like that colour, does it remind you of something/ is it bright?Recap what is needed when writing e.g. capital letters, finger spaces and full stops.Task: Children to choose their favourite colour and to describe why they like it, completing one of the sentences below.My favourite colour is… because….If you find this trickier, I like… because…Once finished, children to draw some of their favourite things in the colour they have chosen. Use paper template provided.Lesson 2PhonicsShow the children the first three lines of the poem using the ‘My Wish’ (verse 1) resource. Explain that words have been identified that use one of the sounds that they have learnt, these are highlighted in bold.Tell the children that you will go through each word and that they need to try to find a word that uses the same sound from the choices in the box under each line.Share the example already completed on the My Wish (verse 1) resource. Go through each sound together from the next two lines of the poem and ensure that the children are familiar with each sound.Children are to identify and match the words that have the same sound in the final two sentences.EnglishChildren to complete some activities on phonics play. Choose some phase 5 games.If in school, children to complete Edu Kent spelling test.Lesson 3PhonicsGive the children the Sound matching (verse 1) worksheets and ask them to look at the sounds and find the word underneath that uses the same sound.Ask the children to write the word underneath to link the word with the new suggestion. There are five sentences for the children to complete. Remind the children that the bold letters within the word make the sound that they are matching. Explain to the children that it could be the prefix (at the beginning of the word) or the suffix (added at the end of the word) as well as a sound within the word.EnglishToday the children will be thinking about what the crayons may say to each other. For example, the orange and yellow saying they are the sun, the beige crayon not wanting to be wheat anymore. What will they say? Allow children time to speak as a class or with a partner. What would the crayon say that they made last year? What about their favourite colour?Task- In rough draft books, children are to plan what their crayon may say. Remind children importance of capital letters and full stops.Lesson 4PhonicsGive the children the Word cards. Explain that their challenge today, is to use some of the words on the cut out cards to create their own interesting sentences or birthday wishes.Use the examples on the Gap-fill sentences sheet to choose one of the options and complete the gaps as a class, e.g. *A bright, winter moon or Fresh fields waiting**for new homes.*Tell the children that they can add an ending -*s*, -*ed* or -*ing* if it helps make the sentence correct. In addition to this, extra words can also be added but these should be kept to a minimum.Demonstrate that by using the cards and physically moving them around it will help them create a sentence. Encourage the children to proofread and check their work forerrors, correcting if necessary.EnglishChildren are to write their speech bubble on the given template. This will be going on display.Lesson 5PhonicsUse the Phonic Phase mat to practise your sound recognition. Share and show an adult which sounds you know. English* During this lesson, we will be doing some guided reading.
* Log into Bug Club and work your way through at least one of the books. Make sure you answer the bug questions by pressing on the bugs head. There are not questions on every page.

ChallengeCan you make up some of your own questions about the book that you have read? | Lesson 1Children will be thinking today about their number bonds to 20. Which number bonds can we remember? What methods do you know? Explain to the children that the crayons have escaped from their box and we need to work out which ones go in each box. Explain that in each box there needs to be either 10 or 20 in the box. How many different ways can they find of making 10?Task- Children to make 10 in as many different ways as they possibly can by using manipulatives (e.g. cubes or pencils\_Challenge- How many different ways can you make 20? Can you spot any similarities?Lesson 2To begin with, recap counting in 2s, 5s, and 10s.<https://www.youtube.com/watch?v=GvTcpfSnOMQ><https://www.youtube.com/watch?v=EemjeA2Djjw><https://www.youtube.com/watch?v=Ftati8iGQcs&list=PLM95cb_Szq3am4n6jJw127QbBlDivZgIc>Recap numbers bonds to 10. Use fingers to help if needed. What similarities did you spot the previous day when thinking about number bonds to 20?Task: How many ways can you make 10/20 using two parts? Write a number sentence for each picture you create e.g. 8+2. If you find this tricky, use manipulatives to help you.Check that you have not repeated any of the number bonds.Lesson 3To begin with look at a variety of different two digit numbers. Can you read them? Can you match them with the word representation?Today we are going to look at the place value of different numbers. We use rods and crosses to represent the numbers. A rod shows 10. A cross is a value of 1 (one/unit).For example:II xx would represent 22.Look through some of the examples. What number is being represented? How would you represent the number?Activity- Using different manipulatives (e.g. dienes or drawings) shows the value of different 2 digit numbers. Lesson 4To begin with, can you identify the different numbers in the rows? You need to think about counting in 1s, 2s, 5s and 10s.Recap knowledge of rods and crosses and look through the examples. Once knowledge is secure, look through examples of rods and crosses. Are they correct? (Ensure children understand what true and false means). What mistake has been madeTask- Look at the true and false question sheet. Which answers are correct? If the answer is wrong, write the correct answer next to it.Challenge: Reasoning question. Explain your thoughts.Lesson 5To begin with count in2s, 5s, 10s – can you count backwards?Today we are going to be looking at all of the things we have learnt this week. Using this knowledge, we are going to solve some problems.Task- As a class, go through each question and try to solve them. |
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