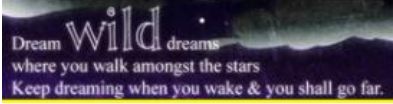



Richard de Clare Academy - Learning at Home

Class	2A and 2B
Teacher	Miss Mayhew and Mrs Couttie
Date	15.01.21

Thought of the day:	<p>Poetry- Michael Rosen Use the link below to access a video linked to our thought of the day.</p>  <p>https://www.youtube.com/watch?v=0qyl6ykDwds</p> <ul style="list-style-type: none"> • Join in if you can • What do you think inspired Michael to write this? • Does this inspire you to write too? 
Phonics/ GPS LO:	<p>To add -ing to a root word ending in -y</p> <p>We have learnt about adding -ed, -er and -est. to words ending in -y. Today we are learning to add -ing to a word ending in -y. When we add -ing to the end of a word ending in -y we do not change the y to an i. Instead we leave the y and add -ing.</p> <p>e.g. try becomes trying try --> trying,</p> <p>Can you add -ing to these words ending in y?</p> <ul style="list-style-type: none"> • marry • fly • cry • carry • reply <p>Can you put these words into sentences?</p>
Handwriting and spelling LO:	<p>To form lower case letters correctly Practise writing the following common exception words.</p> <ul style="list-style-type: none"> • again • any • climb • every • many
Word of the Day:	<p>courageously</p> <ul style="list-style-type: none"> • Experiment saying the word in different ways (robotic, whisper, angry, shy, posh etc.) • Can you find the definition of the word above in a dictionary? You could use an online dictionary. • Can you act out the word? • How many syllables does it have? • How many sentences can you write using this word?
English LO: and challenges	To use conjunctions (extended write)

(Challenge one – hot
Challenge two – spicy
Challenge three – super
spicy)

We have learnt how to use a variety of conjunctions to extend our sentences. Today we are going to use our learning as part of our extended write.

Have a look at the picture on <https://www.pobble365.com/doors> (also below).

The six doors that you can see in the picture are all real. They all have their own stories to tell, about real people.

Discuss the picture with an adult at home.

What can you see? Can you think of adjectives to describe the doors? If you put your ear to a door, what noises could you hear coming from the other side? Who may live behind each door? Where does each door lead?

Write your ideas down so you can use them when writing.

Can you write a story about going through one of the doors, and what might be on the other side? Aim to write for 30 minutes. Don't forget to check your work carefully once you have finished.



Challenge 1

To use/ include the conjunctions 'and', 'but' and 'because' in your writing.

Challenge 2

To use/ include the conjunctions 'if', 'that' and 'or' in your writing.

Challenge 3

To use/ include a variety of conjunctions and our word of the day in your writing.

Reading focus:

Read a book from home, Oxford Owl or Reading Planet. (Remember to choose a book that matches the colour of the books you are on when accessing books on Oxford Owl and Reading Planet.)





Use the link to access 'We're Going on a Bear Hunt'.

<https://www.youtube.com/watch?v=0gyI6ykDwds>

Answer the following questions:

What do the family go on?

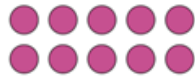
Which adjectives are used to describe the river?

	<p>True or false? The children go through the forest. What do the family find in the cave?</p>
<p>Maths LO: and challenges (Challenge 1 – hot Challenge 2 – spicy Challenge 3 – super spicy)</p>	<p>To match repeated addition calculations to multiplication calculations To identify and use multiplication calculations</p> <p>Complete Hit the Button (Times Tables, x 10). How many can you get in the time given? Did you score more than yesterday? https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Today we are going to continue our focus on multiplication. Yesterday we started to link repeated addition and multiplication using arrays to help us. Today we are going to continue learning about arrays and using these to help us with multiplication.</p> <p>Use the link below to access an Oak National Academy lesson on arrays: https://classroom.thenational.academy/lessons/to-explore-arrays-part-2-71hp2t</p> <p>Use the link below to access and complete the Oak National Academy lesson: https://classroom.thenational.academy/lessons/matching-repeated-addition-expressions-to-multiplication-expressions-cckrge</p> <p><u>Challenge 1</u> Can you create arrays for these multiplication calculations? Use your arrays to work out the answer for each calculation.</p> <p>5 x 2 3 x 5 7 x 2</p> <p>Write the multiplication calculations to go with each array</p> <p>1.  2.  3.  4. </p> <p><u>Challenge 2</u> Draw an array to show each multiplication calculation. Write the multiplication calculation next to each array and use the array to help you work out each answer.</p> <p>8 x 2 6 x 10 4 x 5 11 x 2</p>

6 x 5
8 x 2

Challenge 3

Here is an array for 2 x 5.



There are 2 rows of 5 counters.

It also shows 5 x 2. There are 5 columns with 2 counters in each column.

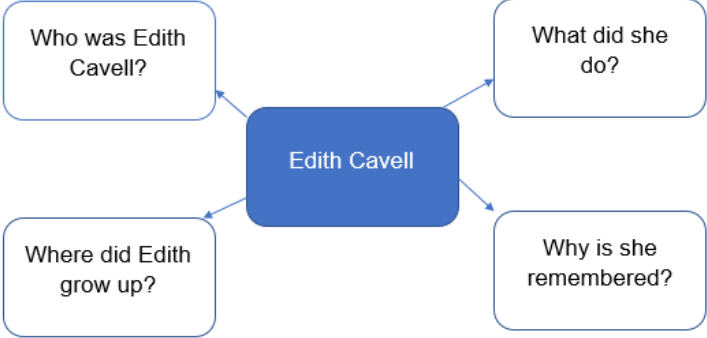
Draw an array to show each multiplication calculation. Then write the second multiplication to go with each one. E.g 2 x 5 = 10 and 5 x 2 = 10

7 x 2
8 x 5
5 x 5
2 x 2
4 x 3

What do you notice about 5 x 5 and 2 x 2?
Complete the challenge below.

Complete the table.

	$5 \times 3 = \square$	$3 \times \square = \square$
	$4 \times \square = \square$	$\square \times \square = \square$
	$\square \times \square = \square$	$\square \times \square = \square$
	$\square \times \square = \square$	$\square \times \square = \square$
	$5 \times 4 = \square$	$\square \times \square = \square$

<p>Computing</p>	<p>To understand what research is and create research questions</p> <p>In Computing we are going to begin looking at research as part of our ‘We are safe researchers’ unit. We are going to research historical figures/ history makers.</p> <p>How can you find out about something? Discuss ways of finding out about something with an adult at home and create a list of all the ways you think of e.g talking to people, searching the internet.</p> <p>Choose a historical figure/ history maker from the list. Think about the things you would like to know about your chosen historical figure/ history maker. Some question prompts can be found below. Note down your ideas and share these with someone at home.</p> <p><u>Historical figures</u></p> <p>Grace Darling Mary Anning Neil Armstrong Mary Seacole Nelson Mandela</p> <div style="border: 1px solid red; padding: 5px; text-align: center;"> <p>What? Why? Where? When? Who? How?</p> </div> <p>Now look at your questions/ideas. Do any of your questions/ ideas link? Can you group any of your questions/ ideas together?</p> <p>Once you have your ideas create a mind map of things to research. You could do this using an app (such as Popplet) or programme on the computer. Alternatively, you could create your mind map on paper. An example can be seen below.</p> 
<p>Music</p>	<p>To experiment with your voice</p> <p>Play the song ‘Anything’ by Naturally 7 (link below). This is a piece of music that is performed by 7 different musicians. How many instruments were used to make the song? One instrument was used and this was the voice.</p> <p>Listen to different instruments e.g. drums, violin, piano. Discuss how you can use your voice to mimic the sound of the instrument. Try using your voice to ‘play’ a simple song in the style of an instrument.</p> <p>Choose a place, setting or image as inspiration for your piece of music e.g the city or park. Think about all the things that are happening in your chosen place. What can you see? What can you hear? How can you use your voice to represent the different things that are happening? Is it a low or high sound? Does the speed of the sound change? Is there a rhythm to</p>

	<p>it? Experiment with using your voice to represent the different things that are happening in our chosen place. Can you create a sequence of sounds? Ask someone to record your performance. Watch your performance back and evaluate it.</p> <p>You can access the song above using the following link https://www.bbc.co.uk/games/embed/bring-the-noise?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2Fteach%2Fbring-the-noise%2Feyfs-ks1-music-play-it-bring-the-noise%2Fz4sq92p</p>
<p>Useful websites/Apps:</p>	<p>Reading</p> <ul style="list-style-type: none"> • E-books on Oxford Owl for Home – https://home.oxfordowl.co.uk/ 'Parents will need to register for a free account in order to access the reading books' • Log in to Reading Planet - https://my.risingstars-uk.com/Default.aspx?ReturnUrl=%2f Username: Firstname.SURNAME Password: RdC01 <p>English/Spelling</p> <ul style="list-style-type: none"> • Spelling shed https://www.edshed.com/en-gb • Writing ideas on Pobble 365 - https://www.pobble365.com/ <p>Maths</p> <ul style="list-style-type: none"> • Times table rock stars https://trockstars.com/ • Daily 10 - https://www.topmarks.co.uk/maths-games/daily10 • Hit the button - https://www.topmarks.co.uk/maths-games/hit-the-button • Numbots https://play.numbots.com/#/intro • 5-a-day https://corbettmathsprimary.com/5-a-day/

Please send any work to the following email address. Teachers will reply to your email (usually within 48 hours).

LearningAtHome@Richarddeclare.com

[Alternatively, learning at home activities can be uploaded onto your child's 'Class Dojo Portfolio' – we look forward to seeing the wonderful learning.](#)

If you need to ask a question about the work or need to get a message to the teacher, then please use the learning at home email.

Please let us know if your child is finding this learning too tricky as we will endeavour to provide alternative activities.

If you have any general questions, then please use the normal school office email.

Admin@Richarddeclare.com