

Tuesday 12th January Tasks:

English:

Hi everyone,

Today the children are going to be writing their own jungle riddles. Ask the children what a riddle is. Explain to the children that a riddle is a type of poem that works like a puzzle. Riddles describe something and sometimes use words with a double meaning. Ask the children if they think they can solve some jungle riddles.

Go through the SMART, after each riddle page you will see the correct answer. Continue through the SMART supporting the children to read some of the riddles. Ask the children to help you to write a riddle for a rhino. Use the prompts shown on the SMART. You can record some notes here to support your child during their task. Remind the children to try and use their rhyming words to end each line or clue. Explain to the children that today we are going to write our own jungle animal riddles, show the children the model leopard riddle, before moving on to the slides that model today's task. The children are then to create their own riddles for the number of animals in their learning objective. The children are only to draw a picture of their animal after writing each riddle.

Year One children can use the word banks to help them to write their riddles. The word banks are created for a leopard and a rhino.

Please remember to check the children's targets at the end of the SMART to ensure that they are meeting their learning objectives.

As always, please remember to let me know if you have any questions and if you could please also upload any completed work via Tapestry that would be fantastic. I can't wait to see it!

Maths:

Hi everyone,

Today the children will be using the bar method to solve different multiplication problems. The children will be continuing to do this on Thursday with additional questions, as it can be a difficult concept to understand at first. The children are going to be introduced to using the Singapore bar method to solve multiplication. Please go through the SMARTs with the children to see demonstrations of how this is used, as the children will be doing this in today's task.

Using the Singapore bar method for multiplication shows a representation for the concept of repeated addition. I have modelled this for you on the SMART. A bar is made up of two sections. The top section is the whole, this is where the total needs to go. The second section is to be cut up into parts. These parts are made of the numbers that are added together to make the total.

For example: When answering a multiplication problem, such as $4 \times 2 = 12$. The bar would need to be split into four parts at the bottom, in each of these parts the children would write the number two. They can use this method to work out the whole. The bar would have 12 at the top as this is the whole number (the total).

e.g.

12

2 2 2 2

Please remind the children that all of the parts at the bottom of the bar always add together to make the whole at the top of the bar.

The questions that the children will be required to complete are at the end of the SMART. The children are to write all number sentences and create the arrays as independently as possible.

Tasks for each year group:

Year One:

Both groups are to solve the multiplication problems shown on the final page of the SMART, the children are to write the number sentences and include a completed bar for each problem.

If your child is a purple dinosaur, please see the bars attached after the final SMART slide, these bars are already drawn and have the correct number of parts for your child. You can draw these bars with the correct number of parts for your child.

If your child is a green dinosaur, could you please draw the bar split into the two sections as shown in the final picture and ask the children to draw in the number of parts they need for each problem.

Year Two:

Both groups are to solve the multiplication problems shown on the final page of the SMART. The children are to write the number sentences and include a completed bar for each problem. Your child may need some support to draw their first bar, but they must split the bars into the correct number of sections independently.

Please remember to check the children's targets at the end of the SMART to ensure that they are meeting their learning objectives.

As always, please remember to let me know if you have any questions and if you could please also upload any completed work via Tapestry that would be fantastic. I can't wait to see it!

Year One Phonics: (Today and Tomorrow) – Monday 11th January and Tuesday 12th January

Hi everyone,

The sound we will be learning for the next two days is "Ou, Shout it Out". It is important that the children learn how to read and write the sounds and words containing these sounds confidently and independently, therefore we focus on two sounds each week over four sessions. This may mean that the children watch the beginning of one video twice in one week.

Please find the link for the sound here: <https://www.youtube.com/watch?v=SB2PcmYsJgg>

Monday 11th January Session:

The children are to watch the entire session and record the words at the end of the session as modelled in the video.

Tuesday 12th January Session:

The children are to watch the session until the end of the green words at 6:52. The children are to write the "Ou" sound at the top of the page and write the following sentences using yesterday's new words:

I shout it out.

It is loud.

The ball is round.

For an extra challenge, some children may wish to create their own sentence using the "Ou" sound too.

Please remember that the children can use J2Blast to practise their Year One Common Exception Words. This is accessible through School 360 or via this link: <https://www.j2e.com/j2blast>

As always, please remember to let me know if you have any questions and if you could please also upload any completed work via Tapestry that would be fantastic. I can't wait to see it!

Year Two Phonics: (Today and Tomorrow) – Monday 11th January and Tuesday 12th January

Hi everyone,

The sound we will be learning for the next two days is "tious and cious, Scrumptious Delicious".

It is important that the children learn how to read and write the sounds and words containing these sounds confidently and independently, therefore we focus on two sounds each week over four sessions. This may mean that the children watch the beginning of one video twice in one week.

Please find the link for the sound here: <https://www.youtube.com/watch?v=hXipb8Dpl-k>

Monday 11th January Session:

The children are to watch the entire session and record the words at the end of the session as modelled in the video.

Tuesday 12th January Session:

The children are to watch the session until the end of the green words at 8:35. The children are to write the "tious and cious" sounds at the top of the page and write the following sentences using yesterday's new words:

The cake is scrumptious.

The animal is vicious.

A ferocious wind swept the beach.

For an extra challenge, some children may wish to create their own sentence using the "tious and cious" sounds too.

Please remember that the children can use J2Blast to practise their Year Two Common Exception Words. This is accessible through School 360 or via this link: <https://www.j2e.com/j2blast>

As always, please remember to let me know if you have any questions and if you could please also upload any completed work via Tapestry that would be fantastic. I can't wait to see it!

Many thanks,

Mrs Barber