

Thursday 14<sup>th</sup> January Tasks:

English:

Hi everyone,

The children are going to make a poster all about Javan rainforests today.

Explain to the children that today we are going to find out about where Ronald the Rhino lives. Ask the children where they think Javan rhinoceros (rhinos) live? Go through the SMART and explain to the children that Javan rhinos, like Ronald the Rhino live in Indonesia. Explain to the children that Indonesia is in the continent of Asia. Continue through the SMART with the children. Explain to the children that Ronald is called a Javan rhino, this means he lives in Java, which is an island in Indonesia. Continue through the SMART. Explain to the children that Javan rhinos live in a special place in Java called Ujung Kulon National Park. Explain to the children that this national park is the only place on Earth where Javan rhinos can still be found. Javan rhinos are endangered species and they need to be protected to stop them becoming extinct, explain to the children that this means that they won't exist anymore. Continue through the SMART explaining what a rainforest is and what animals can be found in the Ujung Kulon National Park. Ask the children if they would like to visit the Javan rainforest? Explain to the children that today they are going to make their own poster all about what they have learnt about the Javan rainforest.

The children are to draw pictures and write facts about what they have learnt today. Some children may choose to use the rainforest and jungle word mat to help them. If required, revisit different sections of the SMART to remind children of the key information that they have learnt today.

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 are to continue using the Singapore bar method to solve multiplication problems. 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.

Phonics for Year One and Two – Thursday 14<sup>th</sup> January and Friday 15<sup>th</sup> January:

Year One Phonics: (Today and Tomorrow) – Thursday 14th January and Friday 15th January

Hi everyone,

The sound we will be learning for the next two days is "oy - toy to enjoy (We still call this sound "toy for a boy)". 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=HvuvvVvGH6I>

Thursday 14th 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.

Friday 15th January Session:

The children are to watch the session until the end of the green words at 6:50. The children are to write the "Oy" sound at the top of the page and write the following sentences using yesterday's new words:

The boy has a toy.

It was a toy.

I enjoy playing.

For an extra challenge, some children may wish to create their own sentence using the "Oy" 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) – Thursday 14th January and Friday 15th January

The sound we will be learning for the next two days is "e - he, me, she, we, be".

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=aksA\\_jcOtoU](https://www.youtube.com/watch?v=aksA_jcOtoU)

Thursday 14th 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.

Friday 15th January Session:

The children are to watch the session until the end of the green words at 9:19. The children are to write the "e" sound at the top of the page and write the following sentences using yesterday's new words:

He is on the hill.

We go to the beach.

She is hopping.

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