CLASS 2 Home Learning for w/c 18.5.20

I hope that everyone is safe, well and happy. I am looking forward to the weather getting better over the weekend and into next week – it is so much nicer when the sun is out! Things are starting to change a little and it is nice to be able to get out for more exercise. Remember BE KIND! Mr Cash

Maths

This week we will be thinking about Division. Again, having objects that children can physically handle can help with building concrete steps in this learning (pasta, Lego blocks, any other objects that can be used to physically divide a total into groups are very important). It is important for children to become familiar with division being the opposite or ‘inverse’ of multiplication. We use terms such as **divide** and **share** and put a lot of emphasis on **equal groups**.

Notes:

Year 1: Children should practise counting in 2s, 5s and 10s to help them become familiar with multiples, and solve multiplication and division problems, such as 2x3=6 or 8 shared between 4 is 2, with the help of objects (such as counters) and arrays.

Year 2: Pupils should recognise multiplication and division as inverse operations and use this knowledge to solve problems. They should also recognise division as both grouping and sharing.

* A good starting point for fluency is to show children pictures or groups of objects like the examples below. Ask questions such as ‘How many biscuits are there altogether?’ ‘How many cherries are there altogether?’ Watch how they count the objects. Do they count in twos, fives etc. or do they count in ones?



The main learning point for division is that we take a total amount of, for example, oranges and share or divide them into qual groups. If we had 12 oranges and divided them into 3 groups then there would be 4 oranges in each group. We could check this using the ‘inverse’ and our multiplication knowledge of 3 lots of 4 is 12.

See this example for a way of using a written method to work this out: <https://www.youtube.com/watch?v=h4S4rfMxnP8>

* Again, I have attached a powerpoint which gives some examples of questions where children can practise the process of sharing into equal groups. It is really useful, especially for year 1 children to use objects to physically share the total and for year 2 to start with the method in the video above. Some children will already have a good knowledge of there times tables and be able to calculate mentally.

When you have had a go at the sharing questions, try some of these problem-solving and thinking tasks:

**Year 1**: Sarah is filling party bags with sweets. She has 20 sweets altogether and decides to put 5 in every bag. How many bags can she fill?

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How else could 20 sweets be put into bags so that every bag had the same number of sweets?

How many bags would be packed each time?

**Year 2**: Two friends want to buy some marbles and then share them out equally between them. They could buy a bag of 13 marbles, a bag of 14 marbles or a bag of 19 marbles. What size bag should they buy so that they can share them equally? What other numbers of marbles could be shared equally?

**Extension**: Nrich provide some excellent thinking activities and this one ‘[Share Bears](https://nrich.maths.org/2358)’ helps them to think about division in the 2x table – it could very easily be adapted to look at patterns if there were 3, 4 or 5 friends though.

English I hope that you enjoyed reading and answering questions from my rainbow poem and having a go at writing your own?

Reading: Can you share a story with a parent or a sibling each day this week? It is wonderful to read out loud and you can really use your voice to bring the words to life.

To listen to a story you can access hundreds of books FOR FREE on Audible here: <https://stories.audible.com/start-listen>

Reading comprehension: during the story reading or listening above, use questions starting with ‘who, what, where, when, how and why’ to allow them to explain what they are reading or listening to. I like to get them to describe what they can see in their heads at various point using ‘I wonder what that would look like…?’. There are also some really good reading and phonics games on the [Oxford Owl](https://home.oxfordowl.co.uk/reading/) website.

Writing: Choose your own writing this week and write a story/ poem/ newspaper report/ letter/ diary/ fact file/ non-chronological report or anything of your choosing!

You could act out a story or create a play of your own.

[Literacy Shed](https://www.literacyshed.com/the-ks1-shed.html) and [Once Upon a Picture](https://www.onceuponapicture.co.uk/) have some great resources.

SPAG: I have added the Year 1 and 2 High frequency and tricky word lists to the Class 2 page as I am aware that some children have completed the spellings that they have in their books. You can choose a selection of words from either or both of these lists and use them as an alternative. Once you have chosen the words to focus on, spend some time making sure children can sound out each word (stretching it out so you can hear each sound within the word), and that they know what each word means. Can they say it in a sentence? Can they write it in a sentence? Can they write the word in a tray of rice or sand? Can they write it in each colour of the rainbow?

There are some excellent spelling and grammar games on the brilliant Topmarks website suitable for year 1 and 2 <https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>

Phonics (Year 1): If you want to be able to practice phonics then there is a fantastic resource on YouTube being introduced from 27/4 focussing on learning for the summer term with daily lessons being added. You can find the channel called ‘Letters and Sounds for Home and School’ in association with the DfE here <https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1>.

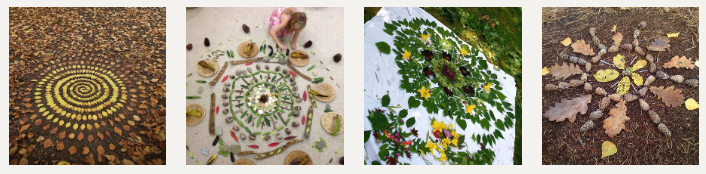
Science:

Design a Bug

A designing and making challenge with a science focus on **materials**. The accompanying PowerPoint provides the stimulus to get children designing their bugs and thinking about properties of materials.

DT/Art: Mandalas – (def: circular geometric patterns sometimes used to represent space).

With the weather set to be pretty nice this week, can you go on a treasure hunt for items – then create beautiful natural mandalas. Some examples are shown below.



Languages: I remember that you all really enjoyed learning French names for zoo animals. Could you have a go this

week at learning some new French words?

Could you create a French menu for one of your meals or for the different foods you eat in a day? Maybe you could draw a picture of each food type and find the French word to match?

Look at BBC bitesize for ideas and help <https://www.bbc.co.uk/bitesize/topics/zvc2tfr/resources/1>

Other Activities

* + Keep up with your PE by joining Joe Wicks LIVE every weekday morning from 9am for ½ an hour (or you can catch up anytime through his YouTube channel) <https://www.youtube.com/playlist?list=PLyCLoPd4VxBvQafyve889qVcPxYEjdSTl>
  + Check out the [100 things to do at home ideas](https://www.scouts.org.uk/the-great-indoors) from the Scouts - some useful ideas.
  + Keep adding to your nature diary – add sketches and information boxes to really bring it to life if you haven’t already.
  + DO SOMETHING KIND FOR SOMEONE – Can you pay them a compliment, make them something or help them with a task?