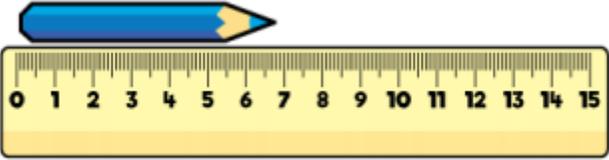


Wednesday January 13th Remote Learning

Wednesday	Teach	Activities
<p>Phonics Soft 'g' Pages: 40-41</p>	<p>The soft 'g' sound. The soft 'g' sound does have some rules surrounding it, but as some of them involve knowing which language the word originated from, it's not something we'd generally go over with the children, unfortunately, knowing which words it applies to tend to be ones you just have to learn. If you want to know a little more about it – https://www.mentalfloss.com/article/50733/why-are-there-two-pronunciations-g But, basically, it's the Normans fault.</p>	<p>Watch the video that introduces the soft g sound, then have your child work through the questions on page 41 and then come back for the answers video!</p>
	<p>Spellings: could, would, should, every, everybody, fast, last, find, kind, past.</p> <p>Last week's: Old, cold, gold, hold, told, bath, path, class, pass, any, many.</p>	<p>Now they've been doing these for a few days, can you child spell any of these from memory? If they can, focus in on the words they still find tricky!</p>

<p>English Focus: Explaining Why Pages: 60 - 61</p>	<p>This is where things can get hard for some children. 'Explaining why' style questions call for inference; there is no exact piece of text that gives you the answer, you have to infer it.</p> <p>If your child does struggle with this, this is something you can practise during one-to-one reading with your child. You can ask them questions that don't have direct answers in the text. If a character is crying, but the text doesn't explicitly they're sad, you could ask your child how the character is feeling and how they know that.</p>	<p>Watch the video that introduces the task, then have your child work through the questions on page 61. Then come back and watch the video for the answers and the challenge.</p> <p>Today's challenge comes from our friends at the Literacy Shed - https://www.literacyshed.com/manonmoon.html</p> <p>It's based on the John Lewis Christmas advert about The Man on the Moon (can you see why we used it..?) There are a lot of activities listed on the site, but the ones we're interested in are 'The Questions for Discussion' found on the left-hand side of the page. These will help develop your child's ability to 'explain why' and also lead on to some writing we'll be doing later in the week.</p> <p>If you want to have a crack at any of the other activities listed on the site, go for it, as it won't interfere with anything else we've planned this week.</p>
<p>Maths Focus: Units of Measurement</p> <p>Pages: 44 - 45</p> <p>Vocabulary: Measure Small Bigger</p>	<p>The focus today will be units of measurement for length, height, mass, volume and temperature.</p> <p>Just as a reminder though it is important that when measuring whether it's a ruler, tape measure or metre stick you measure from '0' rather than the end of the ruler, tape measure or metre stick.</p> 	<p>Do look at the introduction to today's session and then give the activities on page 45 a go.</p> <p>When you complete your activities on page 45 there are some questions below for you to say aloud to answer your questions and get you used to the language linked to units of measure. Or use the video and pause at the page you need.</p> <p>A - Compare these lengths using longer than, shorter than or the same as aloud. Ready? Off you go.</p>

Heavier

Length

Height

Centimetres

Metres

Mass

Grams

Kilograms

Volume

Millilitres

Litres

Temperature

Degrees Celsius

We will begin to see why we use metres to measure bigger things and centimetres for smaller things. The different units we measure mass in will be discussed along with what volume and temperature are measured in. Some of you may already know them but they will all be touched upon again today.



By looking at page 44 we can see that this unit of work is typically very hands on and practical. A good time to really explore **mass** and **volume** is when your adult might be baking or cooking so do try and help or look at the ingredients to see what you notice about **grams**, **kilograms** along with bottles of water, milk etc for examples of **millilitres** and **litres**. How they appear in recipes or which unit of measure you see more around the kitchen in particular could be something to consider too.

15 cm is

60 cm

Sixty metres is

60 m

96 m is

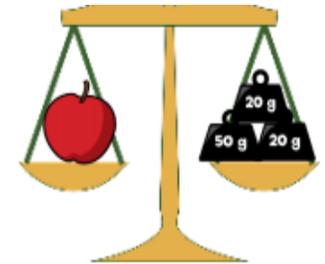
69 m

80 cm is

80 m

B - Here we have a balance scale with some gram weights to measure an object. Can you complete the sentence aloud?

The _____ weighs _____ grams.



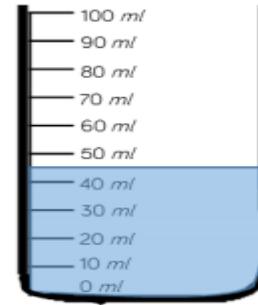
Sophie's family are going on holiday. Compare the mass of their suitcases.



Sophie's suitcase is _____ than Dad's suitcase

Mum's suitcase weighs ____ kg more than Dad's suitcase.

C - Estimate the amount of water in the container. ___ml
Can you explain why you decided on that answer? What helped you? Will it match mine?



D – Mo puts 4 litres of water in bucket A. He then pours 3 litres from bucket A into bucket B.

bucket B.



Which sentence is correct? A B

- There is more in bucket A.
- There is less in bucket A.
- There are equal amounts in each bucket.

Look out for the answers in a follow up video. 😊

The science unit this term consolidates any previous learning in Year 1 for materials and looks at the different types of materials, their properties and their uses.

**Afternoon
Activity:**
Science

Vocabulary
Opaque
Transparent
Hard
Soft
Bendy
Flexible
Waterproof
Absorbent
Shiny



In science, we will be continuing to explore the different materials which are used to make various objects. Last week, we had a material hunt and now we will take a closer look at the properties of these materials and why they are used.

Firstly, click on the link below and follow the video which will recap what objects are and discuss some of the materials that you have already found. Next, it will explain the properties of each material.

https://classroom.thenational.academy/lessons/how-can-i-describe-an-object-c9h38c?activity=intro_quiz&step=1

Properties are the describing words we use to describe different materials, e.g. sponge is **absorbent**. Continue through the clip until 11mins 50 seconds and pause the video.

In this part, you will find the task we would like you to do. You will need to write the date on the top line of the

Activity

Now, you are going to do the task so follow the clip, pausing when you are asked to. The task will be for you to copy down the sentences you are shown and to fill in the blank spaces using the word bank of properties on the screen, e.g. opaque, waterproof etc. An example has been done for you which you can write down first if you like. Below, is what your book may look like before you fill in the missing words:

13th January 2021

Science

1. Plastic is **transparent** and **waterproof**.
2. Cotton is _____ and _____.
3. Glass is _____ and _____.

Who can handle the challenge?

Below, you will find some more incomplete sentences. Only **Super Scientists** will be able to find and fill in the missing properties and complete the Teacher's challenge.

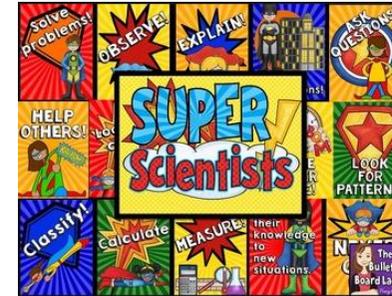
WILL IT BE YOU?

next empty page in your blue books. Next, go down a line and in the middle write 'Science' as your title. When you have done that you are ready to watch some more-off you go!

4. Wood is _____ and _____.
5. Rubber is _____ and _____.
6. Metal is _____ and _____.
7. Clay is _____ and _____.

Finally, continue to watch the clip. Will you be able to play the finding game? Be as quick as a flash to find an object and describe its properties to someone in your house (perhaps to the dog, guinea pig, the kitchen table or to your parents?).

**Time to have a go at the final question and then relax.
Well done everybody! You are all...**

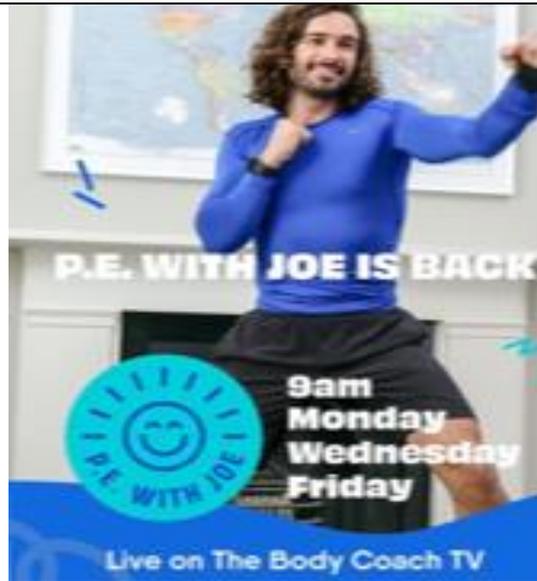


Physical Education idea

Joe Wicks is back at 9am Monday, Wednesday and Friday with 20 minutes of exercise starting from today so have a work out with Joe wicks by clicking on the link below. Enjoy!

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

Feel free to continue with your own version of the daily mile or continue to tackle the Daily Mile Bingo card of activities.



The good old 'beans' on the spot activities are an option too as in the runner bean, baked bean, French bean, broad bean and string bean.

Mindfulness

Try to have some time to relax in your busy day by watching this Mindfulness video. Give it a try- you will be feeling relaxed in no time!

<https://www.youtube.com/watch?v=Wsy2L9VvX90>



**Reading and
Story time**

Read for at least 10 mins. Can you find any words with the focus sounds in your book?

Why not share a virtual story time together?

All being well, stories by your class teacher will be uploaded to the Year Two page each afternoon.

Oxford Owl eBooks

<https://www.oxfordowl.co.uk/for-home/reading/>