PE with Joe - <u>https://www.youtube.com/user/thebodycoach1</u>

Cosmic yoga - <u>https://www.youtube.com/user/CosmicKidsYoga/videos</u>

**Speed sound session** – The children are very familiar with the RWI routines. Play the video for your set and you will see, they know what to do!

Set 1 - <u>https://www.youtube.com/channel/UCo7fbLgY2oA\_cFCIg9GdxtQ</u>

Set 2 – air

Speed sound session: <u>https://youtu.be/QqqniQEpodM</u>

Fred finger and hold a sentence: <u>https://youtu.be/\_EE635epshs</u>

Set 3 – u-e

Speed sound session: <u>https://youtu.be/ynK65vpKDkw</u>

Fred finger and hold a sentence: <u>https://youtu.be/IHqu4iCAnik</u>

Maths – See below

Watch this video on White Rose <u>https://whiterosemaths.com/homelearning/year-2/</u>

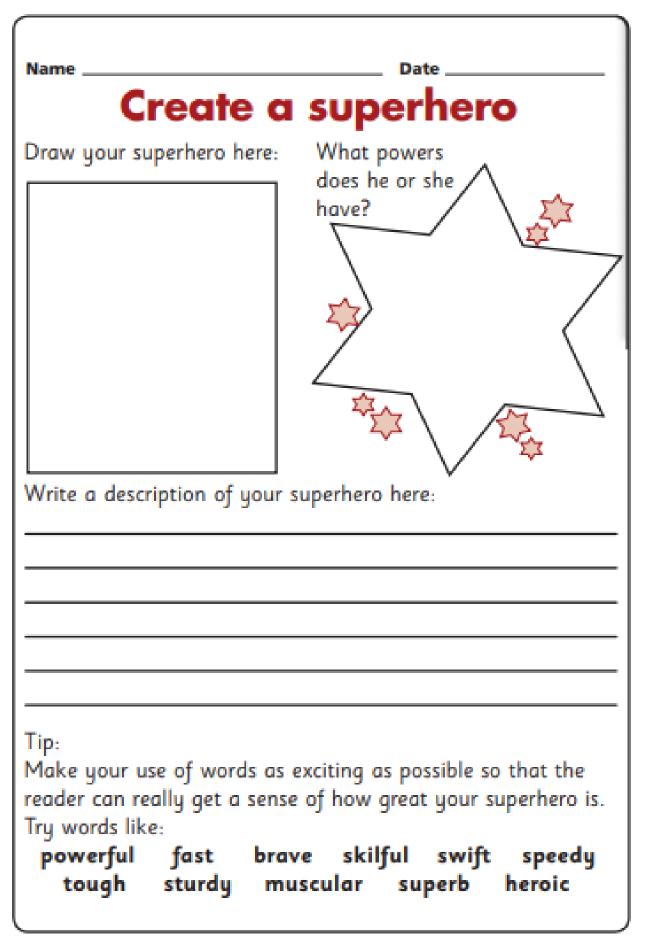
**Reading** - Read one of your favourite books to you parent/carer. If you have ran out of books, log on to your myon.co.uk and find a book from there! Ask your teacher on class dojo if you aren't sure of your username or password.

English – See below

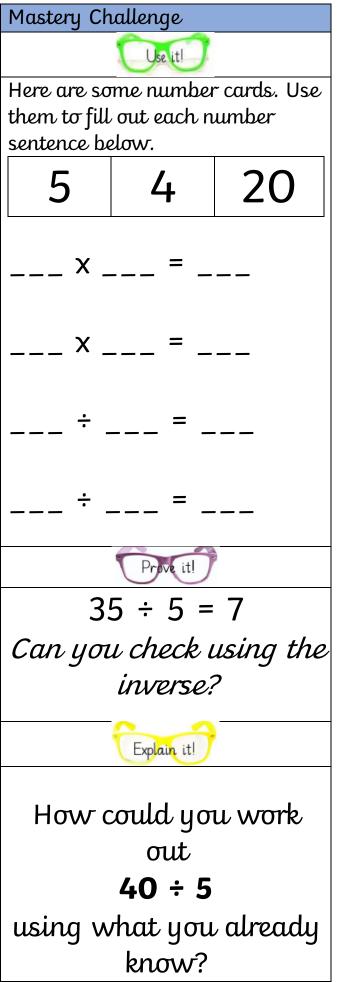
Story time - Perfectly Norman <u>https://youtu.be/nbhjnxr18sU</u>

Topic- PSHE – Picture news See below

Wednesday: English: Create a superhero fact file. Remember to use adjectives when describing your character.



| Date  | Wednesday <sub>s</sub> 8                                       | * July | ]  |
|---|--|--------|--|
| Subject/s   |  | 1aths  |  |
|   | To divide by 5   |        |  |
| L.O 🕑   |  |        |  |
|   |  |        | H+2×II<br>H+2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H=2×II<br>H= |
| Success   | I can write a division number sentence                         | 4 ÷2=  |  |
| Criteria  | I can choose my own method (sharing, grouping, counting in 5s) |        |  |
|   | ✓ / / ☆ ↑ 兆目 😽 😳 🏊 5   |        |  |
| •   | I can count in 5s  | √ ♣ 5  |  |
| Pre-task  |  |        |  |
| 1. Can you share 10 into 5 equal groups?  |  |        |  |
| $( \Delta \Delta ) ( \Delta \Delta ) ( \Delta \Delta ) ( \Delta \Delta ) ( \Delta \Delta )$ |  |        |  |
|   |  |        |  |
| Draw the 5 circles and share it out OR count in 5s till you get to the number eg 5,         |  |        |  |
| 10, 15 so the answer is 3   |  |        |  |
| 15 ÷ 5 =  |  |        |  |
| 50 · 5 -  |  |        |  |
| $50 \div 5 =$   |  |        |  |
| Fluency 1   | aula aa  |        |  |
| Take 20 cubes.  |  |        |  |
| How many towers of 5 can you  |  |        |  |
| make?   |  |        |  |
|   |  |        |  |
| 35 pencils are shared between   |  |        |  |
| 5 children. How many pencils  |  |        |  |
| does each child get?  |  |        |  |
|   |  |        |  |
|   |  |        |  |
| I have 25 rubbers. I share them   |  |        |  |
| with 5 of my friends. How   |  |        |  |
| many do each child have?  |  |        |  |
|   |  |        |  |
| Karolina  | has 15 apples she  |        |  |
| gives 5 to each of her teachers.  |  |        |  |
| How many teachers does she  |  |        |  |
|   |  |        |  |
| have?   |  |        |  |
|   |  |        |  |



#### Wednesday: Topic – Picture News



A mother from Northumberland recently spent £100 on a second-hand vending machine to provide an opportunity for her children to learn about money after tiring of them arguing over snacks and other items during lockdown. Mother of four, Sarah Balsdon, was getting so fed up with her children's constant arguments she and her husband, Kyle, came up with the idea to provide them in a limited and controlled way, whilst helping the children learn how to manage money.

Things to talk about at home ...

- Have you received pocket money before, or do you receive it now?
- Do you think the idea of getting pocket money is a good one? Why?
- What age do you think children should start receiving pocket money?
- Can you think of other ways that you can learn about money?

Please note any interesting thoughts or comments here ...

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Share your thoughts and read the opinions of others on our discussion board: www.picture-news.co.uk/discuss