21/9/2020

Dear parents,

- 1. Please find below lesson plan for the week.
- 2. I have included ideas on how you can support your child during the 2 weeks. You are welcome to mix and match the sessions to work around your work schedule. It is crucial to work with your child's ability. Your child will benefit from the 1-to-1 time that you will be spending to help him/her with their learning.
- 3. Sometimes they may need revisit previous year's knowledge. This is absolutely fine as some students benefit from a refresher.

 However, please bear in mind that each child is unique and their abilities vary. So, you will know best on how to move on from the lessons. Do not hesitate to take the time revisit topics if your child struggles or needs the extra time to practise.

The useful websites are (You can of course research other teaching websites as there are many available):

https://classroom.thenational.academy/

https://whiterosemaths.com/homelearning/

https://www.educationcity.com/

https://login.mathletics.com/

https://www.bbc.co.uk/bitesize/levels/z3g4d2p

All logins for mathletics and education city were given to your child in their homework books.

4. When we are back in school, I will print the 2week home learning plan for you, so that you can 'tick' and indicate which sessions you've attempted during the 2 weeks with your child. Alternatively, you can print the plan at home and tick the sessions you have attempted with your child as you go along. This would help me gain a better idea of each child's home learning when they return.

Thank you for supporting your child. Stay safe.

Mrs Hall

Home learning- Timetable of tasks – week 1							
Week beginning: 21 st September			Class: 1 / 2H	Year Group: 2			
	Monday	Tuesday	Wednesday	Thursday	Friday		
Objective	To apply phonemic knowledge in your spelling	Grammar – to write statement sentences and questions	To identify a character in a story and describe them	To write a character description	Reading comprehension and Vocabulary		
Literacy/ Phonics	ai - rain, paint, snail ay - play, tray, away a-e - cake, plate, We are revisiting phase 5 phonics in year 2 to support their spelling. While some children were able to decode, they were not applying the sounds in their written work in class and misspelling the words. Go through these sounds and words. Use dots and dashes. Remember the split digraphs. Note how they sound the same but spell differently. When you read your reading books, try and spot words with these sounds. Can you find more words? Go on to education city phonics and practise these sounds if needed.	Recap the phonics from yesterday. Choose one words from each sound, write a sentence for each word. and draw a picture for your sentence. Watch bbc link to refresh your memory on what is a sentence: https://www.bbc.co.uk/bitesize/art icles/z97r2nb Next, choose a word from each sound and now write a question for each word. Bbc link on question writing: https://www.bbc.co.uk/bitesize/to pics/zrqqtfr/articles/z2xdng8 You can do this in your blue homework book or a different book you have at home. Remember the golden rules we have discussed: sentences start with a capital letter and finish it with a punctuation. For your questions, use a variety of starters e.g. what, how, why, where, when. Use varied sentence starters. e.g. Do you like cake?	In our class, we are reading Anthony Browne books with familiar settings and exploring describing characters. Today, can you read My Mum by the same author. This book is also available online – it is beautifully read by a child. My mum: https://www.youtube.com/watch?v=3nam3tN IVVQ Can you listen to it again? What is good about the way she reads? Think fluency. Recognising key words. How many ways does she describe 'mum' Next, Discuss the different ways the author is describing 'mum'. You can choose either mum or dad. Think of at least 5 ideas to describe your mum (or dad). Challenge yourself to think of good adjectives and adverbs. Instead of using 'nice' be more adventurous with your description. E.g. as busy as a bee. Listen to My Dad to give you more ideas. All available on youtube. Extension: Paint a portrait of your mum/ dad. Label the descriptions.	Listen to My Mum again to refresh your memory. Next, look at your picture and labels you did yesterday. Now, put those ideas into sentences. Watch lesson video to give ideas on how to use descriptive phrases. https://classroom.thenational.ac ademy/lessons/to-build-descriptive-phrases-6cr6ct/activities/1 If your child is struggling to construct sentences, you can help them. Count the number of words in the sentence. Tell them that a sentence has to a full meaning. If your child is able to verbally tell you the sentence, but unable to spell or write the words down, encourage them to sound out the letters and try spelling them. You can then help them write the sentence down & they can copy it. Try to see if you can child can write at least 3 full sentences with meaning. In year 2, the aim should be include more complex sentences with connectives and description.	Please read one of your reading books. Ask your child some questions from the book. Refer to the text if needed. Parents you can support your child with reading if they find it tricky. Comprehension is crucial when reading to show that your child has understood what they have read. Reread it as many times as you need to support your reading.		
Links to learning	Education city phonics and spelling Your login is in your homework bookSelect English, KS1, phonics, phase 5 to recap and practise	What is a statement sentence? https://www.bbc.co.uk/bite size/articles/z97r2nb how to write questions https://www.bbc.co.uk/bitesize/to pics/zrqqtfr/articles/z2xdng8	My Mum https://www.youtube.com/watch?v=3nam3tN 1VVQ	lesson video: https://classroom.thenational.academy/less ons/to-build-descriptive-phrases- 6cr6ct/activities/1			

Objectives	Place value :To represent numbers in tens	To know one more or one	To know one more or one	Place value: To use tens and	Place value: To use tens
Objectives	and ones	fewer/10 more or 10 fewer	fewer/ 10 more or 10 fewer	ones to add	and ones to add
		using tens and ones 0-50	using tens and ones 50-100		
Maths	Revisit year 1 knowledge of how to represent	Activity- maths sheet:	Recap	Initial video to watch:	Extending from yesterday's
Matris	teens into 10s and ones.	Watch oak academy video for	Watch oak academy video for	https://classroom.thenational.ac	lesson: What happens if you
	https://classroom.thenational.academy/lessons	lesson input. Link:	lesson input. Link:	ademy/lessons/representing-2-	add:
	/exploring-2-digit-numbers-by-grouping-in-	https://classroom.thenational.acad	https://classroom.thenational.acad	digit-numbers-part-1-	25 + 68 ?
	tens-69hp4e/activities/1	emy/lessons/practising-finding- one-more-and-one-fewer-and-ten-	emy/lessons/practising-finding- one-more-and-one-fewer-and-ten-	6dhkgd/activities/2	A
	Group objects into 10s. This makes it easier to	more-and-ten-fewer-	more-and-ten-fewer-	Using your tens and ones	Again use tens and ones.
	count. Just like grouping the strawberries	6rukje/activities/2	6rukje/activities/2	Add numbers 20-100.	25 = 2 tens and 5 ones
	into tens like in the lesson video, you can also	<u>,-</u>	<u></u>		68 = 6 tens and 8 ones
	use a part whole model.	Practise:		Choose two random numbers	
			Practise with nos 50-100	between 20-100.	-
	Practical Activity:	Choose a number between 20			Total = 8 tens and 13 ones?
	e.g. 19 = 1 ten and 9 ones	and 30.		e.g. 26 + 71	Variabild asiable and 510
			Get fluent with this as it will	using tens and ones model, add	Your child might say 5+8 ones is 13 ones. Explain to
	(19)	Repeat one more and one less/	help you with tomorrow's	the.	them that 13 ones has 1 ten
		one fewer. Write the sentence	lesson.	S. Co.	and 3 ones in it. So they
		as shown on the lesson video.		Group the 10s together, then the	need to group all tens.
	(10) (9)		Feel free to use lego blocks or	1s.	Show them & explain how:
		e.g. 28	objects to help you visualise.	e.g.	5 ones & 8 ones = 13 ones
				26 = 2 tens and 6 ones 71 = 7 tens and 1 one	= 1 ten and 3
	part-whole model	is 20 and 8	Take a photo of your counting	/1 = 7 tens and 1 one	ones
	Next, proceed to numbers up to 100.		and working out.	Total is 9 tens and 7 ones	SO, group the tens together
	Parents – please work with your child's	one more than 28 is		So the answer is 97.	again.
	ability. They need to see and understand the	one fewer than 28 is			
	groups of 10s and ones. This will help them in			Repeat with different numbers.	25 + 68 = 9 tens and 3 ones
	other maths topics that we will be doing later				= 93
	on. If they are not secure with their			Try these:	If they are struggling, revisit
	knowledge between 11-20, please practise that	10 more than 28 is		20 + 45	practical activity and
	before moving numbers up to 30, 50 or 100. Use concrete objects such as buttons or blocks	10 fewer than 28 is		90 + 12	support them with smaller
	to support.			67+81	number 11-20.
				34+ 52	
	A different way to represent 10s and 1s – use	continue with number up to			Once confident, proceed to
	lego tower of 10 blocks and single block for 1.	50			do this with numbers up to 30, 50 then 100
		Tabo a photo of your counting			30, 30 titelt 100
		Take a photo of your counting and working out.			e.g. 19 + 20
		and working out.			54 + 49 etc
	= 1 ten = one				practise as many as you
	Dractice these numbers				can.
	Practise these numbers: 74, 98, 50, 56, 75 etc. use a hundred square				
	to choose numbers.				
	Represent them using part and whole models.				
	Extension: can you order these numbers from				
	the smallest to the biggest?				

Links to learning	Extension: mental maths – which is bigger? 45 or 54 78 or 87 Explain your reasoning. Use tens and ones. Lesson video: https://classroom.thenational.academy/lessons/exploring-tens-and-ones-cru38d https://classroom.thenational.academy/lessons/exploring-2-digit-numbers-by-grouping-intens-69hp4e/activities/1 https://classroom.thenational.academy/lessons/partitioning-2-digit-numbers-part-1-chj38c/activities/2	https://classroom.thenational.acad emy/lessons/practising-finding- one-more-and-one-fewer-and-ten- more-and-ten-fewer- 6rukje/activities/2	Mathletics And whiterose	https://classroom.thenational.ac ademy/lessons/representing-2- digit-numbers-part-1- 6dhkgd/activities/2	More videos to explain this: https://whiterosemaths.com/h omelearning/year-2/week-2/
Objectives	To know living things and their habitats	To make a moving picture	P.E. jumping- using a skipping rope	To know the 4 seasons and how the weather changes	using a skipping rope
Core/ Non- core subjects	So far we talked about living and non-living. What living things need – shelter. This links to habitats. Next Explore where different animals live. Watch bbc bitesize link@ https://www.bbc.co.uk/bitesize/topics/zx882hv Make a poster of different types of habitats: Woodlands, ocean, rainforest, polar. Desert etc Discuss E.g. where do lions, bears, koalas, penguins, sharks or hawks live? How is their habitat different? Why is their habitat different? Extension – go to the garden. Can you make a minibeast hotel for the little living things in your garden? Take a picture.	Choose your favourite animal. Draw a large picture and paint or colour it. Option 1: Make a poster with lost of information. E.g. penguin — what do they eat, where do they live, why do they live there? Option2: Create a moving picture of your animal. Cut out the legs/arms from your drawing and join them to the body using split spins. You can use thread or string to make the legs/arms moving.	P.E - if possible practise jumping. Can you use a skipping rope and learn different ways to skip? If you don't have a skipping rope, please do a form of sport that is available to you. Including joe wicks, yoga or just dance.	Talk about what seasons are. What season is it now? We are at the end of summer. What will be next? Sept 22 nd is the start of Autumn. Compare the seasons. Look a picture of how a tree changes through the seasons in the UK. Do all trees lose their leaves? Discuss – evergreen vs deciduous Watch video: link below Take photos of your favourite tree in the garden and start a diary of how it changes. Make a prediction: is it deciduous or evergreen? You will find out as you observe the changes over the next few weeks.	P.E – continue jumping. Practise and improve your skipping rope umping skills and learn the different ways to jump? If you don't have a skipping rope, please do a form of sport that is available to you. Including joe wicks, yoga or just dance.
Links to learning	Explore topics on habitats here: https://www.bbc.co.uk/bitesize/topics/zx882hv	Explore topics on habitats here: https://www.bbc.co.uk/bitesize/to pics/zx882hv		How do trees change: https://classroom.thenational.ac ademy/lessons/how-do-trees- change-across-the-seasons- chhk2r/activities/2	
Reading/ Spellings	Read for 10-20 mins at least.	Read for 10-20 mins at least.	Read for 10-20 mins at least	Read for 10-20 mins at least	Read for 10-20 mins at least
Mathletics	Tasks set online	Tasks set online	Tasks set online	Tasks set online	Tasks set online