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| **Home learning- Timetable of tasks**  If you have any questions or problems accessing any of the work please contact me Via [enquires@cranwell.lincs.sch.uk](mailto:enquires@cranwell.lincs.sch.uk) | | | | | |
| Week beginning: Monday 21st September | | | Class: 2c | Year Group: 2 | |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Literacy/ Phonics | Read the story Sid the Snail. (**PCM 1**)  Identify all the words with the long a phoneme and under line these words.  Remember a, ai, ay, a-e, ea, aigh, eigh all make the long a sound.  Sort these words and write them into the correct spelling family on the grid. (**PCM 2**)  CHALLENGE – Record 5 more words for the ‘ai’ ‘ay’ and the ‘a-e’ family.  **Complete - SPAG – MAT 1**  **Read for 10 minutes, talk about what you have read to an adult.** | The Split digraph a-e  Look at the pictures on **PCM 4.** Identify each a-e word.  Read the words in the middle of the page and match the word to the correct picture.    Sentence Writing **PCM 3**  Say the words out loud, then practise segmenting the words into phonemes before recalling the corresponding graphemes to spell each word.  After you have spelt the words have a go to use these words in sentences. Be sure to form your letters correctly, make sure there are clear finger spaces between your words and your ascenders and descenders are clearly defined.  After you have finished a sentence for each picture make sure each sentence starts with a capital letter and ends with a full stop.  **Complete - SPAG – MAT 2**  **Read for 10 minutes, talk about what you have read to an adult.** | Reading Comprehension  Read the text carefully and answer the questions about the story ‘The Bear Who Came To Babysit.’  **Complete - SPAG – MAT 3**  **Read for 10 minutes, talk about what you have read to an adult.** | SENTENCE SPINNERS  PCM – SENTENCE SPINNERS  Have fun creating your own sentences using the Sentence Spinners.  Write the sentences you create.  **Complete - SPAG – MAT 4**  **Read for 10 minutes, talk about what you have read to an adult.** | SPELLINGS Continue to look at those lists of spellings we sent home last week. Phase 2, Phase 3, Phase 4 and Phase 5 words.  Continue to learn how to spell these words correctly.  Be sure you can also spell the Year 1 and Year 2 common exception words. Especially focus on the words with the long a phoneme.  These include they, day, made, make, break, steak, away, take, say, says, today, and great.  **Complete - SPAG – MAT 5**  **Read for 10 minutes, talk about what you have read to an adult.** |
| Links to learning | Phonics / Phase 5 | Phonics phase 5  Sentence writing  Handwriting | Reading Comprehension. | Sentence Writing. | Spelling Phase Words. |
| Objectives | To recognise the long a phoneme in words and the corresponding graphemes. | To generate ideas for writing. To write in sentences.  To form letters correctly with appropriately sized capital and lowercase letters. | To retrieve information from a text read.  To respond to questions in writing. | To generate ideas for writing. To write in sentences.  To form letters correctly with appropriately sized capital and lowercase letters. | To spell common words correctly. |
| Maths | Practise counting in 1’s from 0-100 and back from 100-0  Ask an adult to say a 2-digit number for your child to then write the 2 digit number.  Can your child write the same number in words?  Practise spelling the words for all numbers from 0-100.  PCM – Reading and writing numbers to 20 | Practise counting in 2’s from 0-50.  What patterns do you notice?  Ask your adult to write a selection of different 2-digit numbers.  How many tens? How many ones in each number? Which is the tens digit? Which digit represents the ones?  PCM – Place Value (1) | Practise counting in 5’s from 0-100 and from 100 - 5. What patterns do you notice?  Read through the challenge cards with your adult. Try to reason the question and find the answer to each question.  PCM - Place Value Challenge cards | Practise counting in 5’s from 0-100 and from 100 - 5. What patterns do you notice?  Complete half of the pages in the Number, place value Work Book | Practise counting in 10’s from 0-100 and backwards from 100-0. What do all multiples of 10 end in?  Complete the rest of the pages in the Number, place value work book. |
| Links to learning | Counting in steps of 1.  Reading and writing numbers to at least 100. | Counting in steps of 2.  Recognising the place value of each digit in a 2-digit number. | Counting in steps of 5.  Recognising the place value of each digit in a 2-digit number. Use place value and number facts to solve problems. | Use place value and number facts to solve problems. | Use place value and number facts to solve problems. |
| Objectives |  | | | | |
| Core/  Non- core subjects | **Harvest Festival.**  What is harvest? Why is harvest celebrated? When is harvest celebrated? How do farmers harvest their foods? Read through the PPP. Harvest Festival - Create a poster to tell us all about Harvest Festivals. | | **Sukkot**  How is the harvest festival celebrated by the Jewish Faith? What is Sukkot and how is it celebrated? Create an information leaflet to inform us all about the Sukkot celebrations. | | Where does the food we eat come from?  Discuss this with your parents, carryout your own research before completing the Activity **Where do my food come from?** |
| Links to learning | RE – The Celebration of Harvest and Judaism’s festival of Sukkot. | | | | |
| Spellings | Phase 2,3,4 & 5 words sent home from the individualised lists. | Phase 2,3,4 & 5 words sent home from the individualised lists. | Phase 2,3,4 & 5 words sent home from the individualised lists. | Phase 2,3,4 & 5 words sent home from the individualised lists. | they, day, made, make, break, steak, away, take, ay, says, today, and great. |
| Mathletics | A wide range of Mathletics activities have been selected and set to support your child’s learning. | | | | |