

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 <sup>st</sup> 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                          | <p style="text-align: center;"><b>ai – rain, paint, snail</b><br/><b>ay – play, tray, away</b><br/><b>a-e – cake, plate,</b></p> <p>We are revisiting phase 5 phonics in year 2 to support their spelling. <b>While some children were able to decode, they were not applying the sounds in their written work in class and misspelling the words.</b></p> <p>Go through these sounds and words. Use dots and dashes. Remember the split digraphs. Note how they sound the same but spell differently.</p> <p>When you read your reading books, try and spot words with these sounds. <i>Can you find more words?</i></p> <p><i>Go on to education city phonics and practise these sounds if needed.</i></p> | <p>Recap the phonics from yesterday.</p> <p><i>Choose one words from each sound, write a sentence for each word. and draw a picture for your sentence.</i></p> <p>Watch bbc link to refresh your memory on what is a sentence:<br/><a href="https://www.bbc.co.uk/bitesize/articles/z97r2nb">https://www.bbc.co.uk/bitesize/articles/z97r2nb</a></p> <p><i>Next, choose a word from each sound and now write a question for each word.</i></p> <p><i>Bbc link on question writing:</i><br/><a href="https://www.bbc.co.uk/bitesize/to-pics/zrqqtfr/articles/z2xdng8">https://www.bbc.co.uk/bitesize/to-pics/zrqqtfr/articles/z2xdng8</a></p> <p><i>You can do this in your blue homework book or a different book you have at home.</i></p> <p><i>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?</i></p> | <p>In our class, we are reading Anthony Browne books with familiar settings and exploring describing characters.</p> <p>Today, can you read My Mum by the same author. This book is also available online – it is beautifully read by a child.</p> <p>My mum:<br/><a href="https://www.youtube.com/watch?v=3nam3tN1VVQ">https://www.youtube.com/watch?v=3nam3tN1VVQ</a></p> <p>Can you listen to it again? What is good about the way she reads? Think fluency. Recognising key words.</p> <p>How many ways does she describe 'mum'?</p> <p>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.</p> <p>Extension: Paint a portrait of your mum/ dad. Label the descriptions.</p> | <p>Listen to My Mum again to refresh your memory.</p> <p>Next, look at your picture and labels you did yesterday.</p> <p>Now, put those ideas into sentences. Watch lesson video to give ideas on how to use descriptive phrases.<br/><a href="https://classroom.thenational.academy/lessons/to-build-descriptive-phrases-6cr6ct/activities/1">https://classroom.thenational.academy/lessons/to-build-descriptive-phrases-6cr6ct/activities/1</a></p> <p>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.</p> <p>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 &amp; they can copy it.</p> <p>Try to see if you can child can write at least 3 full sentences with meaning.</p> <p>In year 2, the aim should be include more complex sentences with connectives and description.</p> | <p>Please read one of your reading books.</p> <p>Ask your child some questions from the book.</p> <p>Refer to the text if needed. Parents you can support your child with reading if they find it tricky.</p> <p><b>Comprehension is crucial when reading to show that your child has understood what they have read. Re-read it as many times as you need to support your reading.</b></p> |
| Links to learning                          | <p><a href="#">Education city</a> phonics and spelling<br/>Your login is in your homework book.<br/>-Select English, KS1, phonics, phase 5 to recap and practise</p>   | <p>What is a statement sentence?<br/><a href="https://www.bbc.co.uk/bitesize/articles/z97r2nb">https://www.bbc.co.uk/bitesize/articles/z97r2nb</a><br/>how to write questions<br/><a href="https://www.bbc.co.uk/bitesize/to-pics/zrqqtfr/articles/z2xdng8">https://www.bbc.co.uk/bitesize/to-pics/zrqqtfr/articles/z2xdng8</a></p>   | <p><b>My Mum</b><br/><a href="https://www.youtube.com/watch?v=3nam3tN1VVQ">https://www.youtube.com/watch?v=3nam3tN1VVQ</a></p>  | <p>lesson video:<br/><a href="https://classroom.thenational.academy/lessons/to-build-descriptive-phrases-6cr6ct/activities/1">https://classroom.thenational.academy/lessons/to-build-descriptive-phrases-6cr6ct/activities/1</a></p>   |   |



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|--------------------------------|---|--|---|--|---|
|                                | Extension: mental maths – which is bigger?<br>45 or 54<br>78 or 87<br>Explain your reasoning. Use tens and ones.  |  |   |  |   |
| Links to learning              | Lesson video:<br><br><a href="https://classroom.thenational.academy/lessons/exploring-tens-and-ones-cru38d">https://classroom.thenational.academy/lessons/exploring-tens-and-ones-cru38d</a><br><br><a href="https://classroom.thenational.academy/lessons/exploring-2-digit-numbers-by-grouping-in-tens-69hp4e/activities/1">https://classroom.thenational.academy/lessons/exploring-2-digit-numbers-by-grouping-in-tens-69hp4e/activities/1</a><br><br><a href="https://classroom.thenational.academy/lessons/partitioning-2-digit-numbers-part-1-chj38c/activities/2">https://classroom.thenational.academy/lessons/partitioning-2-digit-numbers-part-1-chj38c/activities/2</a>    | <a href="https://classroom.thenational.academy/lessons/practising-finding-one-more-and-one-fewer-and-ten-more-and-ten-fewer-6rukje/activities/2">https://classroom.thenational.academy/lessons/practising-finding-one-more-and-one-fewer-and-ten-more-and-ten-fewer-6rukje/activities/2</a>  | Mathletics<br>And whiterose   | <a href="https://classroom.thenational.academy/lessons/representing-2-digit-numbers-part-1-6dhkgd/activities/2">https://classroom.thenational.academy/lessons/representing-2-digit-numbers-part-1-6dhkgd/activities/2</a>  | More videos to explain this:<br><a href="https://whiterosemaths.com/homelearning/year-2/week-2/">https://whiterosemaths.com/homelearning/year-2/week-2/</a>   |
| Objectives                     | <b>To know living things and their habitats</b>   | <b>To make a moving picture</b>  | <b>P.E. jumping- using a skipping rope</b>  | <b>To know the 4 seasons and how the weather changes</b>   | <b>using a skipping rope</b>  |
| Core/<br>Non- core<br>subjects | So far we talked about living and non-living. What living things need – shelter. This links to habitats.<br>Next Explore where different animals live. Watch bbc bitesize link@<br><a href="https://www.bbc.co.uk/bitesize/topics/zx882hv">https://www.bbc.co.uk/bitesize/topics/zx882hv</a><br><br>Make a poster of different types of habitats: Woodlands, ocean, rainforest, polar. Desert etc<br><br>Discuss E.g. where do lions, bears, koalas, penguins, sharks or hawks live? How is their habitat different? Why is their habitat different?<br><br>Extension – go to the garden. Can you make a minibeast hotel for the little living things in your garden? Take a picture. | <b>Choose your favourite animal. Draw a large picture and paint or colour it.</b><br><br>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?<br><br>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?<br><br><b>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.</b> | Talk about what seasons are. What season is it now? We are at the end of summer. What will be next? Sept 22 <sup>nd</sup> 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?<br>Discuss – evergreen vs deciduous<br><b>Watch video: link below</b><br>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?<br><b>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.</b> |
| Links to learning              | Explore topics on habitats here:<br><a href="https://www.bbc.co.uk/bitesize/topics/zx882hv">https://www.bbc.co.uk/bitesize/topics/zx882hv</a>   | Explore topics on habitats here:<br><a href="https://www.bbc.co.uk/bitesize/topics/zx882hv">https://www.bbc.co.uk/bitesize/topics/zx882hv</a>  |   | How do trees change:<br><a href="https://classroom.thenational.academy/lessons/how-do-trees-change-across-the-seasons-chhk2r/activities/2">https://classroom.thenational.academy/lessons/how-do-trees-change-across-the-seasons-chhk2r/activities/2</a>  |   |
| Reading/<br>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  |