



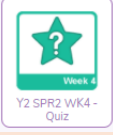


Year 2 Lockdown Home Learning: 1st – 5th March 2021

<u>Spelling/Phonics/Reading</u>		<u>Time to spend on activity</u>
<p><u>Phonics</u> Blue and Red Groups</p>	<p>How to start each session: Recap all sounds on your sound mat from phase 2 and 3 sounds taught so far.</p> <p>Sing the alphabet song – we like this one... https://www.youtube.com/watch?v=36IBDpTRVNE</p> <p>Practise tricky words from your tricky word book mark – see attachment on the website</p> <p>Practise the following sounds within Phase 4 phonics.</p> <p>Monday See Purple Mash phonics 2DO activity linked to sc, sk, sm, sn Complete the activity and send back to your teacher.</p> <p>Tuesday See Purple Mash phonics 2DO activity linked to sp, st, sw, tr, tw. Complete the activity and send back to your teacher.</p> <p>Wednesday See Purple Mash phonics 2DO activity linked to ee, oo, or. Complete the activity and send back to your teacher.</p> <p>Thursday See Purple Mash phonics 2DO activity linked to sh, th. Complete the activity and send back to your teacher.</p> <p>Friday - Grammar: Look through your reading book and look for</p> <p> Log in</p> <p>Our most popular resources</p> <p>  </p> <p>Try using phonics play daily to test your phonic understanding through using some fun games. Lots of these games are free to play. https://www.phonicsplay.co.uk/resources</p>	<p>30 minutes each day</p>
<p><u>Spelling</u> Orange/Yellow/Green Groups</p>	<p><u>No Nonsense Spelling</u></p> <p>Monday – Suffixes Practise reading and writing words with the following suffixes. Look at the word and add in the correct ending ing/ed/ Remember to remove the /e/ before adding in the ending.</p> <p>Tuesday– Suffixes  Practise reading and writing words with the following suffixes. Look at the word and add in the correct ending er/est Remember to remove the /e/ before adding in the ending.</p> <p>Wednesday – Common Exception Words Practise your common exception word list on today's 2do – what do you notice about some of the word sounds we already know? Do these fit with the learning we have already done or do some of them change?</p> <p>Thursday – Common Exception Word Quiz Practise your common exception word list on today's 2do quiz</p> <p>Friday – Consolidation of what we already know... Today use what we have learnt so far about suffixes and common exception words to practise these spellings. Try using one of our amazing spelling techniques to complete your learning.</p>	<p>30 minutes each day</p>

<u>Reading</u>	<p><u>Accelerated Reading</u> All children have their login information in the front of their YELLOW reading diary in their book bags.</p> <p>Children to log on daily to read their books and quiz after they have completed the book 3 times.</p> <ul style="list-style-type: none"> • Read 1 – children to read the book to themselves • Read 2 – children to read with an adult • Read 3 – children to read with an adult asking them questions about the book. <p>Now you can complete your QUIZ!</p> <p><u>MyOn</u></p> <p>Log into your MyOn account and check which book your teacher has assigned to you to read this week. We will be ringing you during the week to discuss your reading tasks and talk about the book you have been asked to read on MyOn.</p>	<p>15 minutes each day</p> <p>15 minutes each day</p>
English		
Monday	<p>LO: To write and perform a poem.</p> <p>Opener – As a group/on your own at home brainstorm all the things we know about the monster machine from last week.</p> <p>Main - Children to work together/alone at home to write a descriptive sentence on whiteboards or straight on to paper about each part of the monster. Choose a different body part/feature and write another super sentence about that one. Repeat until you have added a sentence for each part.</p> <p>Activity – Look over the full poem. Practice and rehearse their poem to perform to the rest of the class/or their family. Use body percussion and sounds etc. to enhance the performance. Record how you felt performing your poem to others.</p>	45 minutes
Tuesday	<p>LO: To write a list poem (Monster)</p> <p>Opener – Show a picture of a monster and create a roll on the wall of adjective - focusing mainly on personality and the monsters appearance.</p> <p>Main – Recap features from yesterday (alliteration and onomatopoeia). Going to add adverbs today. Spend 2 minutes writing down as many adverbs as you can.</p> <p>Activity – Create a list poem. Start with the noun Monster then adjective or expanded noun phrase, add a verb, then describe the verb with an adverb (ly) look at list generated and finally more detail/fact and finish with the noun Monster.</p>	45 minutes
Wednesday	<p>LO: To write a shape poem.</p> <p>Opener – Briefly read the story of the Monster Machine. How would you look after one of the monsters? Why? How would the monster feel?</p> <p>Main – On tables children to have their own monster then as a group/or alone at home can they describe the monster using adjectives, similes, onomatopoeias. Feedback ideas and scribe up on the big shape or record on a mind map at home. Explain to the children what a shape poem is. Model writing a sentence for a shape poem using all their ideas. E.g. If I found a monster, a mucky moaning monster...</p>	45 minutes

	<p>Activity – Children will write straight on to the outline of the monster to create their shape poem using adjectives, similes, alliteration and onomatopoeia. Remind the children to follow the shape of the monster using the lines.</p>	
Thursday	<p>LO: To write an acrostic poem (MONSTER/BEAST/OGER)</p> <p>Opener – Recap poem we have learnt about this week. What did you enjoy? Why did you enjoy it? What would you do differently? On the carpet show children different monsters</p> <p>Look at a selection of monsters. Add key describing words around each one so we can look back at them when writing our poems.</p> <p>Main – Show the large letters for an acrostic poem going down the page - (MONSTER/BEAST/OGER). Choose just one word to create your poem. Model writing a super sentence for the first letter. Generate ideas from the children's thoughts. Have pictures, word mats and brainstorm to support the children's ideas.</p> <p>Activity – Children to write an acrostic poem using one of the words discussed above. Think about including expanded noun phrases, alliteration, similes and onomatopoeia - choose one word only from (MONSTER/BEAST/OGER).</p>	45 minutes
Friday	<p>LO: To present my writing.</p> <p>Opener – Handwriting practice on whiteboards/lined paper. Focus on letters the same size, ascenders (up to the sky) and descenders (Down in the mud).</p> <p>Main – Explain to the children that they will be presenting their writing for others to read. Generate the SUCCESS CRITERIA with the children so they understand what is expected of them. Ensure the children feel proud. Model reading any wishes from the week and using these to up - level and improve their poems.</p> <p>Activity – Children to write up their poems in a booklet, they should up level their poems from the week. Ensure best presentation – use handwriting pens – add clip art/colour to enhance the book.</p>	45 minutes
	Comprehension	
Comprehension	<p>Watch the video before completing the activity</p> <p>Before - Look at the front cover of the book. Where is the title of the book? What is the title of the book? Where is the author's name? What does the author do? Do you think this is a fact or fiction book? Why?</p> <p>Look at the PowerPoint of The Magnificent Thing</p> <p>During – Record the information from the front cover of the book. Look at the questions sheet linked to this book to help you identify the information you're looking for to help you find the answers.</p> <p>After – Complete the question and predictions sheet. Think about what the girl might have been inventing and see if you can design and create something unique yourself to match your predictions. Watch the end of the story by listening to it here... https://www.youtube.com/watch?v=Sj6MAmeDh7k</p>	45 minutes

Maths

Monday

Starter – TT Rockstars: Complete your 3 sessions on TTRockstars.

<https://play.ttrockstars.com/auth/school/student>

LO: To identify fractions as part of a whole.
Watch the teacher video before starting today's session.

Demonstrate finding fractions of whole objects/shapes. Explain that one whole can be split equally into different amounts. They are parts of a whole. Model finding a quarter. Quarter means four so share the amounts in to 4 to find 'one quarter'. Do the same for thirds and halves.

Activity: Find fractions of pictorial objects.

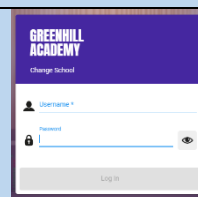
Challenge:

Jamie says that the shaded part of the whole square below does not show a half because there are three pieces, not two.



Do you agree?

Explain your reasoning



45
minutes

Tuesday

Starter – TT Rockstars: Complete your 3 sessions on TTRockstars.

<https://play.ttrockstars.com/auth/school/student>

LO: Find fractions of shapes

Watch the teacher video before starting today's session.

Look at the fractions pizza and discuss understanding of the words half and quarter in real life. Use an apple or food item for the children to understand at home. Please support them with knife skills if showing how to cut it in half/ quarters

Watch this funny video to help you understand fractions

<https://www.youtube.com/watch?v=VMWa6dDoicc>

Activity: Today you will use this knowledge to colour different fractions of shapes. Use the pen tools to shade as neatly as you can!

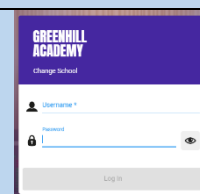
Challenge:

Exactly **half** of the rectangle is shaded.

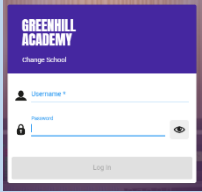
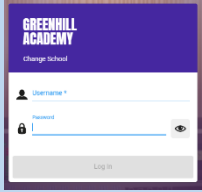
No, it is **not** half.

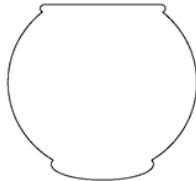
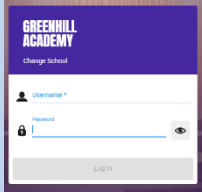
Pedr Lin

Who is correct? Pedr or Lin?
Explain how you know.



45
minutes

Wednesday	<p>Starter – TT Rockstars: Complete your 3 sessions on TTRockstars. https://play.ttrockstars.com/auth/school/student</p> <p>LO: To Find fractions of amounts Watch the teacher video before starting today's session.</p> <p>Main – Explain that today we are going to move onto finding fractions of amounts. Explain we can use our knowledge of divisions to help us. Show the children $\frac{1}{2}$ recap that when we find a $\frac{1}{2}$ we are creating 2 groups and counting how many are in 1 of them – like dividing by 2. Make the link to previous learning by dividing by the bottom number. Use cubes to find $\frac{1}{2}$ of 14. Repeat for different even numbers. If 1 share between 2 for $\frac{1}{2}$ how many do 1 share between for $\frac{1}{4}$? Model using cubes to find $\frac{1}{4}$ of 8 using cubes we would split this into 4 equal groups.</p> <p>Activity: find fractions of amounts using objects</p> <p>Challenge:</p> 	45 minutes
Thursday	<p>Starter – TT Rockstars: Complete your 3 sessions on TTRockstars. https://play.ttrockstars.com/auth/school/student</p> <p>LO: Find fractions of amounts Watch the teacher video before starting today's session.</p> <p>Recap learning from yesterday –finding fractions using cubes. What is similar about division and fractions? Model using sets/arrays to find $\frac{1}{4}$ of 16. Repeat for $\frac{1}{3}$ of 15. Do some more examples with children finding fractions of amounts on whiteboards. For each calculation children to make it using cubes, show it by drawing the arrays (colouring squares in their books) and explain it.</p> <p>Activity: Children will find fractions of amounts using sets/arrays.</p> <p>Challenge:</p> 	45 minutes

	<p>In a fish bowl half of the fish are blue.</p> <p>What might this look like?</p> 	
Friday	<p>Starter – TT Rockstars: Complete your 3 sessions on TTRockstars. https://play.ttrockstars.com/auth/school/student</p> <p>LO: Answer mixed questions and give reasons. Watch the teacher video before starting today's session.</p> <p>Children straight to tables to work out and discuss the question. Cubes on the table. Is $5/10$ the same as $1/2$? Children to explain their answer. Have raisins or pasta shapes to share. Share the example; I have 12 raisins – which is the most – $1/4$ or $1/6$? Ask other questions and children can eat the raisins as they answer them.</p> <p>Activity- Discuss the question and think about what it is asking. Use your speak well wheel to support your answer:</p> <div data-bbox="432 1003 821 1310"> <p>Predicting / hypothesising</p> <ul style="list-style-type: none"> -I think / it will ... because ... -The ... will ... -The ... is going to ... -I predict that... because ... -It is ... because ... -I don't think ... because ... and -... will happen because ... -I know this, so I think ... -This will happen because ... -Because I know that ..., I know that ... -Due to this ... I know that ... </div> 	45 minutes
Foundation Subjects		
History	<p>Watch the video before completing this learning.</p> <p>Ask children if they know who invented the telephone? Why do you think it was invented? How do you think it was made?</p> <p>Main - Use fact PPT about Alexander Graham Bell and write some facts on piece of paper as you go. Challenge children to see how many facts they can remember.</p> <p>Today we are going to be creating our own fact booklet all about Alexander Graham Bell and that we need to find out as many facts as we can. Show children the fact files and set a competition to see which pair can come up/ find the most facts.</p>	45 Minutes
Science	<p>Watch the video before completing this learning.</p> <p>Discuss amphibians, what do we know? Discuss frogs.</p> <p>Look at the image of a frog in the powerpoint, what can we see, what does it do? How does it move etc. Introduce the life cycle of a frog. As you read the facts write on some paper the four main stages of the life cycle :</p> <ul style="list-style-type: none"> • Frog spawn • Tadpole • Froglet • Frog. 	45 Minutes

	<p><u>Main</u> What is a life cycle? Discuss the life cycle of a frog in detail. Go through PPT and use video to show life cycle. https://www.youtube.com/watch?v=wAcwjWi6l9Y</p> <p><u>Activity</u> Children to complete frog circle booklet (split in four sections), using different materials to practically show the frog life cycle.</p>	
PSHE	<p><u>Calm me</u> Everyone, including adults, is sitting on chairs in a circle. Remind the children that at the beginning of every Jigsaw lesson we will help our minds calm down so that we are ready to learn. Teacher to use the 'Calm Me' Script.</p> <p><u>Open my mind</u> Explain that this lesson is about relaxation and that part of being healthy is being able to unwind, to relax and be calm. Ask the children why it is important to relax. What would happen to us if we didn't relax? Draw out from them that relaxing allows our minds and bodies to be quiet and calm and means we can rest and recover from things that cause us worry/stress/concern. Also, explore with the children about how we are unable to learn very well when we are not feeling relaxed and calm. Remind the children that they start every Jigsaw lesson with Calm me, so they already know that people learn better when they are calm and relaxed.</p> <p><u>Tell me or show me</u> Tell the children that there is an imaginary line that runs along the floor: it starts at 1 and finishes at 10 (you might like to put signs up to remind children what each end of the line means). At 1, this shows that a person is very calm/not very tense; at 10, it would mean that a person is very tense/not very calm. Show the children the PowerPoint slides of people in different situations (a range of stressful through to very calm) and ask them to decide how calm and relaxed the person/people would be; they then stand on the imaginary line between 1 and 10, denoting the tension/relaxation level of the person/people.</p> <p><u>Let me learn</u> Using the pictures from the PowerPoint slides, this time printed out, ask the children to rank them from least relaxed to most relaxed. Ask some children to hold up printed pictures and the rest of the class instructs them where they should stand on the imaginary line. You should end up with a continuum of relaxation. Ask the children what they notice about how the pictures change in tone along the continuum. Then ask them to come up with words that describe how the people in the pictures might be feeling. Draw out from them that there are strong feelings and weak feelings - at both ends of the spectrum. Take feedback from the children to clarify what they have learnt.</p>	45 Minutes
RE	<p>Key Question 1: In what way is Easter about New Life?</p> <p>Starter Recap the seasons and ask the children to think about Spring. What do you think about when we say Spring? What does think time remind you of?</p> <p>Main - Go on a walk looking for signs of Spring. Look out for blossom, buds, new leaves appearing on trees etc. Talk about how these are all signs of new life. Talk about the seasons and the life cycles of plants and animals. Ask the children what they know about Easter and if they can think what it might have to do with new life.</p> <p>Activity Children to complete the activity on purple Mash called Describing Spring. The children can use pictures and writing to discuss new life in relation to animals, birds and flowers.</p>	45 Minutes

Please support your children at home and if you require printed copies of home learning please don't hesitate to contact the school reception who will inform us and we can arrange for this to get to you. We love seeing your children's learning so please ensure you bring this learning in for us to see!

Thank you for your support.

Mrs Greaves and Miss Blake