


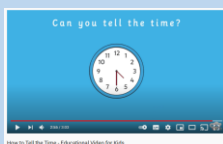
Year 2 Lockdown Home Learning: 1st – 5th February 2021

Spelling/Phonics/Reading		Time to spend on activity																																																
Phonics Blue and Red Groups	<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 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 ft/lđ/lf Complete the activity and send back to your teacher.</p> <p>Tuesday See Purple Mash phonics 2DO activity linked to lk/pl/lt. Complete the activity and send back to your teacher.</p> <p>Wednesday See Purple Mash phonics 2DO activity linked to mp/nd. Complete the activity and send back to your teacher.</p> <p>Thursday See Purple Mash phonics 2DO activity linked to nk/nt. Complete the activity and send back to your teacher.</p> <p>Friday - Grammar: Look through your reading book and look for suffixes ment/ness/ful/less</p> <table><tr><th>-ment</th><th>-ness</th><th>-ful</th><th>-less</th></tr><tr><td>amazement</td><td>carelessness</td><td>beautiful</td><td>careless</td></tr><tr><td>amusement</td><td>coldness</td><td>careful</td><td>colourless</td></tr><tr><td>argument</td><td>darkness</td><td>cheerful</td><td>harmless</td></tr><tr><td>astonishment</td><td>goodness</td><td>colourful</td><td>helpless</td></tr><tr><td>assortment</td><td>happiness</td><td>delightful</td><td>hopeless</td></tr><tr><td>disappointment</td><td>illness</td><td>fearful</td><td>endless</td></tr><tr><td>embarrassment</td><td>kindness</td><td>forgetful</td><td>painless</td></tr><tr><td>encouragement</td><td>loneliness</td><td>grateful</td><td>speechless</td></tr><tr><td>enjoyment</td><td>sadness</td><td>helpful</td><td>spotless</td></tr><tr><td>equipment</td><td>tenderness</td><td>hopeful</td><td>thoughtfulness</td></tr><tr><td>excitement</td><td>unfairness</td><td>peaceful</td><td>useless</td></tr></table> <p>understanding through using some fun games. Lots of these games are free to play. https://www.phonicsplay.co.uk/resources</p> <p>Try using phonics play daily to test your phonic</p>	-ment	-ness	-ful	-less	amazement	carelessness	beautiful	careless	amusement	coldness	careful	colourless	argument	darkness	cheerful	harmless	astonishment	goodness	colourful	helpless	assortment	happiness	delightful	hopeless	disappointment	illness	fearful	endless	embarrassment	kindness	forgetful	painless	encouragement	loneliness	grateful	speechless	enjoyment	sadness	helpful	spotless	equipment	tenderness	hopeful	thoughtfulness	excitement	unfairness	peaceful	useless	
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	<p>An introduction will not tell the reader everything but will draw them in enough so they want to read more. Discuss the purpose of the fact booklet - what is the need of us writing this?</p> <p>Activity – Look at the examples of the fact booklets and write an introduction for your own fact booklet. Try to include conjunctions, adjectives, alliteration, exclamation, and question sentences.</p>	
Thursday	<p>LO : To draft</p> <p>Opener – Take 10 minutes to re-read your introduction from yesterday and with your editing glasses see if you can up level one of the sentences and amend your corrections or act on your feedback given by the teacher.</p> <p>Main – Explain to the children that today we will be creating our first draft for their (non-fiction) fact booklet for tomorrow, to help the Grinlings decide on their holiday. Before we can write the fact booklet we need to be able to know what facts to include, and how to order it. Discuss the use of different sentence types (questions/ commands. Talk through the success criteria with children and show them their booklet, modelling explicitly how to use the facts within their books and posters to fill out proforma, using different sentence types throughout.</p> <p>Activity – All children to create a draft for their big write booklet including up to two facts per country. Use conjunctions. Command sentences and questions.</p>	45 minutes
Friday	<p>LO: To write a fact booklet.</p> <p>Opener – Children to read their drafts and recall their target for today's lesson.</p> <p>Main – Re-introduce children to the success criteria on the front cover of the booklet. Remind the children of how to use their draft from yesterday and the corrections made to transfer over to the big write booklet. Ensure children have a clear understanding of the layout and what is required to go into each part of the booklet. Make sure they are referring to the success criteria continually throughout.</p> <p>Activity – Children use their plan's to create their fact booklets including up to 3 facts per country, adjectives, conjunctions, command sentences and did you know?</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 Shhh! Don't Wake the Royal Baby!</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 word whale sheet. Add a word to the middle of the page from the book that you are unsure about. Use the dictionary to find the meaning and fill in all the boxes around the word to develop your understanding further of this unfamiliar word.</p>	45 minutes

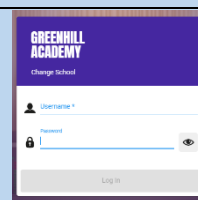
Maths

Monday



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

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



45 minutes

LO: To read and write the time – o'clock and half

past.

Put the 1 minute timer on YouTube and explain that 60 seconds is one minute. How many times do the children think we could jump in one minute? Children to share their estimate. Jump for one minute.

What do we already know about telling the time? – Watch video:

<https://www.youtube.com/watch?app=desktop&v=3Posbu-VKxU>

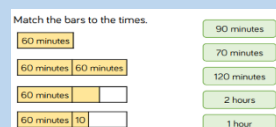
Using a clock at home or using this link: Test yourself with making different times.

Activity: Complete the set 2do to tell the time to o'clock and half past the hour.



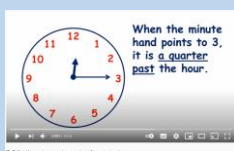
Challenge:

Link you knowledge of minutes and hours to today's challenge:



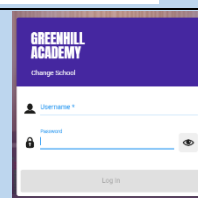
complete

Tuesday



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

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



45 minutes

LO: To read and write the time –quarter past and quarter to
Start by reading the PowerPoint together

What do we know about the words half and quarter?
How does this relate to time?

Use this virtual clock to support your learning today

<https://www.roomrecess.com/Tools/InteractiveClock/play.html>



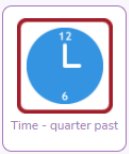
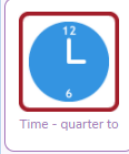
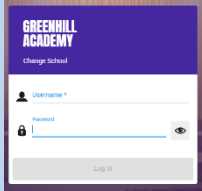
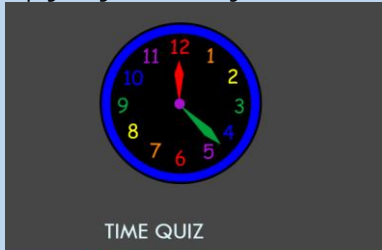
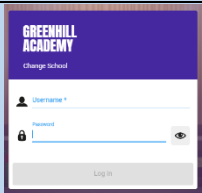
Show the children a special trick that can help them to read the times. Make the time 4 o'clock on the interactive clock. What do the children notice about where the short hour hand is? – Exactly on the number 4. Make half 4. What do they notice about it now? – Exactly half way between 4 and 5. Make the time quarter past 4. What do they notice – exactly quarter of the way past 4. And with quarter to 5 – exactly quarter of the way before it gets to 5.

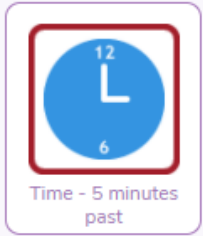
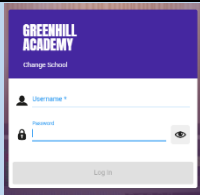
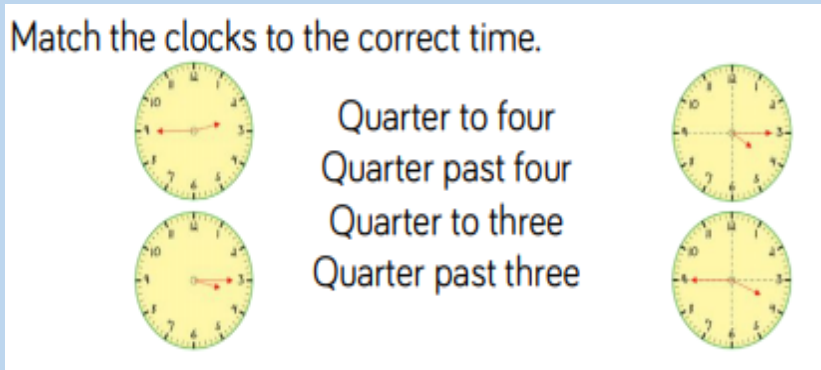
Watch the video to support your understanding of telling the time to quarter to and past the hour.

Where will the minute hand go at quarter to? How do you know and can you explain why. Explain explicitly that when we are writing quarter to the hour hand will go just before the hour as it isn't quite that hour yet – like we showed above.

Practice some quarter to and quarter past times on the virtual clock.

<https://www.youtube.com/watch?v=q4vkK8pmzpE>

	<p>Activity: Complete the set 2do to tell the time to quarter past and quarter to.</p> <div>   </div>	
Wednesday	<p>Starter – TT Rockstars: Complete your 3 sessions on TTRockstars. https://play.ttrockstars.com/auth/school/student</p> <div>  </div> <p>LO: To order & sequence times. https://www.roomrecess.com/Tools/InteractiveClock/play.html</p> <p>Main – Today we are going to order and sequence times. We sequence things all the time. For examples- we sequence stories in our English and Comprehension learning- we also sequence our day from morning to afternoon. Discuss with your family the sequence of your day.</p> <p>Explain that we order time by looking at the hour hand first and checking the minutes.</p> <p>Talk to the children about o'clock coming first, then quarter past and then half past. Highlight where we would put quarter to and show that quarter to 11 goes before 11 o'clock as it isn't 11 o'clock yet.</p> <p>Today we will sequence the clocks in the order of our day. We will start with half past 8 for getting to school. Model green group's activity. This video helps us understand how to put events in order: https://www.youtube.com/watch?v=9_Y2xrqOCEA</p> <p>Activity: Read and order the times by dragging each clock to match the written time. Then record underneath in a brief sentence what you do during the day at that time. The first one has been done for you.</p> <p>Challenge: Take the quiz and record your results in the comments box when you reply to your learning</p> <div>  <p>TIME QUIZ</p> <p>Miss Blake and Mrs Greaves</p> </div>	45 minutes
Thursday	<p>Starter – TT Rockstars: Complete your 3 sessions on TTRockstars. https://play.ttrockstars.com/auth/school/student</p> <div>  </div> <p>LO: To Tell and write the time to five minutes, Recap all the times that we have been working on all week. Explain that we will be reading the 5 minute intervals.</p>	45 minutes

	<p>Run through the 5 minute intervals with the children by counting in 5s. Move on to reading and writing 5 minute interval on the virtual clock. https://www.roomrecess.com/Tools/InteractiveClock/play.html</p> <p>Watch the video to help you understand how to tell the time by counting in 5 minute intervals: https://www.youtube.com/watch?v=Bqo6-DMzdB8</p> <p>Activity: 5 past to half past reading and drawing times.</p> 	
Friday	<p>Starter – TT Rockstars: Complete your 3 sessions on TTRockstars. https://play.ttrockstars.com/auth/school/student</p>  <p>LO: To understand the passing of time. Use the interactive clock on the IWB – tell the children a story and make the times on the clocks as appropriate e.g. I got up this morning at half past 7, I ate my breakfast and got dressed, that took an hour, what time was it? – show the children by moving the clock. Explain to the children that as we do things time passes. Children to use the interactive clock: https://www.roomrecess.com/Tools/InteractiveClock/play.html Show a time and says it's 9 o'clock – show me an hour later.</p> <p>Activity- To record the times for later intervals</p> <p>Challenge:</p> 	45 minutes
Foundation Subjects		
Topic	<p>L.O: To compare and contrast countries around the world.</p> <p>Starter - Look back at the mountains, cities and costal locations and sort them into the correct columns under the correct headings.</p> <p>Main – Look back at our learning over the last few weeks and use the internet to research mountain ranges, seaside towns, city breaks and Non-European destinations and then use this information to complete the activity below.</p> <p>Activity – Create a booklet about different types of destinations from around the world and record keep information.</p>	45 Minutes

RE 1	<p>Key Question 1: How do some religions help others?</p> <p>Starter – Discuss with the children the expectations of each religion. What sort of things do we have to do to be a good Christian or Muslim? Record on post it notes or make a list at home.</p> <p>Main – Look at the two PowerPoints about Christianity and Islam and how these religions believe that serving others and supporting the poor are important parts of being a religious believer such as Zakat, alms giving, in Islam and Harvest Festival and Lent in Christianity. Discuss what happens during these times. How do you think it makes people feel to help others? What else as part of religion could make us feel this way?</p> <p>Activity - Record what things help them to feel peaceful. Give the children a list of situations when a person may not be calm and children to think about ways of solving this situation and making people feel peace again.</p>	45 Minutes
RE 2	<p>Key Question 3: How did the Prophet Muhammad care about others?</p> <p>Starter - There are many Hadith (explain this word) which show Muhammad's generosity, care for others, justice, insight and other qualities. Ask the children what this word means and record their responses.</p> <p>Main - Share some of the stories and highlight the qualities. Following his example how should Muslims behave? Watch the story of The Prophet, The Ants and the Crying camel. https://www.youtube.com/watch?v=bN7KIMmwlc&list=PLcvEcFsF_9zIQmKPGUjuZkNRk_jTcehV&index=8&t=0s The moral being that no matter how big or small animals are, they are all important to God.</p> <p>Activity – Children to create a cartoon strip to show the event in both of the stories and highlight the morals within them.</p>	45 Minutes
PSHE	<p>LO: To know how to share success with other people</p> <p>Calm me - 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>The Ceremony - Look at the children's bird designs from last week either on the computer, paper or the 3D models. The teacher/parents congratulates them for working so cooperatively to create their dream birds for the garden; they then invites them to identify a feeling they are experiencing right now, associated with success, and sharing this with a group/family.</p> <p>Activity - Without talking to anyone, ask them to draw a picture on paper or using the Paint programme on Purple Mash of where their bird helped them to go as if it was a dream, and they could go anywhere. Children add one or two words to their dream picture. If they would like to, some children could share their dreams with the class or their family.</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