

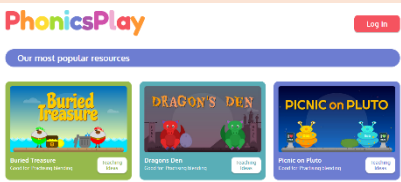
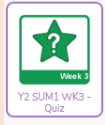
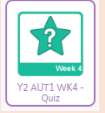


Year 2 Lockdown Home Learning: 22nd -26th February 2021

| <u>Spelling/Phonics/Reading</u> | | <u>Time to spend on activity</u> |
|---|---|----------------------------------|
| <p>Phonics 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 polysyllabic words. Complete the activity and send back to your teacher.</p> <p>Tuesday See Purple Mash phonics 2DO activity linked to bl – br – cl – cr. Complete the activity and send back to your teacher.</p> <p>Wednesday See Purple Mash phonics 2DO activity linked to dr – fl – fr. Complete the activity and send back to your teacher.</p> <p>Thursday See Purple Mash phonics 2DO activity linked to gl – gr – pl – pr. Complete the activity and send back to your teacher.</p> <p>Friday - Grammar: Look through your reading book and look for two different types of sentences.</p> <ul style="list-style-type: none"> • Questions • Exclamation sentences. <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>Spelling Orange/Yellow/Green Groups</p> | <p>No Nonsense Spelling</p> <p>Monday – Adding /es/ to verbs ending in /y/ Practise reading and writing these words then make the changes to the words to include this rule.</p> <p>Tuesday – Adding /ies/ to noun ending in /y/ Practise reading and writing these words then make the changes to the words to include this rule.</p> <p>Wednesday – Complete the Quiz on Purple Mash - Yr2 – SUM1 – WK3 Adding /es/ to verbs and noun ending in /y/</p> <p>Thursday – Words ending in /tion/ Practise reading and writing these words and apply to sentences.</p> <p>Friday – Complete the Quiz on Purple Mash - Yr2 – AUT1 – WK4 Words ending in /tion/</p>   | <p>30 minutes each day</p> |


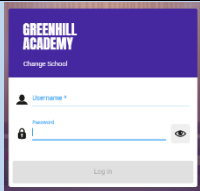
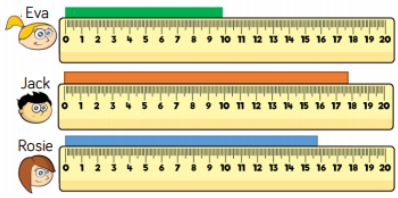
[illegible]

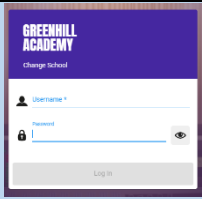
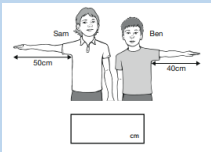
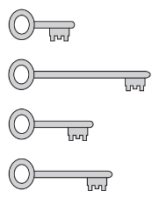
English

| | | |
|---------------|--|------------|
| | <p>Activity – Move the monster of your choice into the middle (examples on page 2) or draw your own and THEN split the page in half - 1 side for appearance and 1 for personality. Generate adjectives, similes and alliteration to describe your monster and put the words on the correct side of the page.</p> | |
| Thursday | <p>LO: To draft a character description</p> <p>Opener – Discuss good question sentences we could include in our character description. E.g. How have you ever met a monster? Would you like to be friends with a monster? Children to generate other ideas of question sentences we could include and write them down for later.</p> <p>Main – Explain that today we are going to use our super Role on the Wall from yesterday to help us to draft a character description for our monsters. Look at the WAGOLL and discuss the key features included to help you make sure you have everything included in your character description today.</p> <p>Activity – Children to then write their character description and draw their monster in the box at the top. Make sure you check your success criteria and your spelling.</p> | 45 minutes |
| Friday | <p>LO: To edit a character description</p> <p>Opener – Read a poor example of a character description - what is wrong? How do you know?</p> <p>Main – Explain to the children that even though they tried really hard with their writing yesterday there is still some room for improvement from everybody. When authors write their books there is a long editing process to get their texts absolutely perfect! That is what we are going to today- be book editors! Read through your work from yesterday and Add corrections/improvements with a different pen or colour on the computer. When we are happy with it and have read it through to make sure it makes sense, it is ready to be written onto our special paper.</p> <p>Activity – Children to then write their character description on to their special paper and make sure they include the corrections and edited parts. Then draw their monster in the box at the top to complete the activity. Make sure you check your success criteria one more time and your spelling to make sure it's the best you can do.</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 BIG Catch.</p> <p>During – Share the text together or read independently. Make sure you think about the characters and what is happening in the story. Discuss any words you are unsure of and use an online or hand held dictionary to find out the meanings of those words to ensure you have a full understanding and complete the word whale grid.</p> <p>After – Complete the explaining elephant question sheet. When we explain we retrieve answers from what we have read so use the PowerPoint to help you find the correct answers. You do not need to remember it all! Use the text to help you.</p> | 45 minutes |

Maths

| | | |
|-------------------------|--|-------------------|
| <p>Monday</p> | <p>Starter – TT Rockstars: Complete your 3 sessions on TTRockstars. https://play.ttrockstars.com/auth/school/student</p> <p>LO: To measure length (cm)</p> <p>Activity: Start by watching the activity video to explain what is expected for today's learning, Use the interactive ruler to demonstrate how to measure accurately. Explain that the ruler has been enlarged and divisions on the ruler are not actual cm. Explain how to write the measurement using the cm notation for centimetres.</p> <p>Challenge: https://www.topmarks.co.uk/maths-games/measuring-in-cm</p> | <p>45 minutes</p> |
| <p>Tuesday</p> | <p>Starter – TT Rockstars: Complete your 3 sessions on TTRockstars. https://play.ttrockstars.com/auth/school/student</p> <p>LO: To measure (m)</p> <p>Activity: Start by watching the activity video to explain what is expected for today's learning, Using a venn diagram (like in statistic week) we are going to sort the items into smaller than 1 meter or longer than 1 meter. -table, books, chair, pencils, windows, etc.</p> <div data-bbox="427 1122 933 1301"> </div> <div data-bbox="539 1328 943 1599"> <p>Circle the objects that you would measure in metres. Tick the objects that you would measure in centimetres.</p> </div> <p>Challenge:</p> | <p>45 minutes</p> |
| <p>Wednesday</p> | <p>Starter – TT Rockstars: Complete your 3 sessions on TTRockstars. https://play.ttrockstars.com/auth/school/student</p> <p>LO: To compare lengths</p> <p>Main – select 2 children from the carpet- discuss what we notice about the height of these children – what does the term height mean?</p> <p>Discuss who is the tallest? Who is the shortest?</p> <p>qiframe width="560" height="315" src="https://www.youtube.com/embed/M6Efu2slaI" frameborder="0"</p> | <p>45 minutes</p> |

| | | |
|-----------------|--|-------------------|
| | <p>allow="accelerometer; autoplay; clipboard-write; encrypted-media; gyroscope; picture-in-picture" allowfullscreenGq/iframeG</p> <p>How can we compare objects? Select some other objects from around the room. Discuss the terms width and height again linking to these items.</p> <p>Now look at the pictorial objects can the children compare</p> <p>Discuss different measurements – 15 cm vs 60cm which item is the longest? Look at the measurements are they the same unit of measure? Yes they are both cm.</p> <p>model how to use the greater, less then and equal to symbols again. Can we compare these:</p> <p>14cm vs 26cm 43m vs 20cm – discuss the we need to look carefully at the unit of measure.</p> <p>Activity: Compare the different objects using the greater than and less than symbol. Watch this video to remind ourselves... https://www.youtube.com/watch?v=M6Efzu2slal qiframe width="560" height="315" src="https://www.youtube.com/embed/M6Efzu2slal" frameborder="0" allow="accelerometer; autoplay; clipboard-write; encrypted-media; gyroscope; picture-in-picture" allowfullscreenGq/iframeG</p> <div data-bbox="549 927 900 1263"> <p>A green pencil is twice as long as a blue pencil.</p>  <p>Using this, complete the statements using longer than, shorter than or equal to.</p> <p>3 green pencils are _____ 2 blue pencils</p> <p>2 green pencils are _____ 5 blue pencils</p> <p>4 green pencils are _____ 8 blue pencils</p> </div> <p>Challenge:</p> | |
| <p>Thursday</p> | <p>Starter – TT Rockstars: Complete your 3 sessions on TTRockstars. https://play.ttrockstars.com/auth/school/student</p> <div data-bbox="1046 1274 1246 1464">  </div> <p>LO: to order lengths.</p> <div data-bbox="429 1547 919 1912"> <p>Complete the sentences.</p>  <p>_____ has the longest ribbon.</p> <p>_____ has the shortest ribbon.</p> <p>_____ 's ribbon is shorter than _____'s.</p> <p>_____ 's ribbon is longer than _____'s.</p> </div> <p>model how to record the sentences using the pictorial stimulus.</p> <p>What can we write about these ribbons?</p> | <p>45 minutes</p> |

| | | |
|--------|---|------------|
| | Lets look at the activity today. | |
| Friday | <p>Starter – TT Rockstars: Complete your 3 sessions on TTRockstars. https://play.ttrockstars.com/auth/school/student</p>  <p>LO: To solve length problems.</p> <p>Show the children the four operations- + - x ÷</p> <p>Generate vocabulary for these operations.</p> <p>Today we are going to look at some measurement problems we will need to use one of the four operations to solve the problem.</p> <p>Who's arm is longest? How much longer is</p>  <p>What type of question name How much? A number. longer- it wants to know the difference? This links to subtraction. What would the subtraction be?</p> <p>Sam's arm than Ben's arm?</p> <p>is this? What is it asking for? Who – a</p> <p>What do we need to do? How much</p> <p>Circle the longest key:</p>  | 45 minutes |

Foundation Subjects

| | | |
|-----------|---|------------|
| History 1 | <p>LO: To sort and describe old and new objects</p> <p>Starter – Complete knowledge harvest using I wonder bubbles.</p> <p>Main – Children to look at the different objects. Encourage children to use speak well wheel sentence starters to discuss the objects and what they think it might be. Children to think about the following questions:</p> <ul style="list-style-type: none"> Do you think it is old or new? What do I know for certain about it? What can I make a sensible guess about? What more would I like to know about it? <p>Each child to complete a speech bubble using SWW sentence prompts.</p> <p>Activity – Children have photos of the different objects and arrange them on a timeline, ranging from 'oldest' to 'newest'.</p> | 45 Minutes |
| History 2 | <p>LO: To know how cameras have changed from the past.</p> <p>Starter – Examine cameras from collection and make notes on the main features – what do they think they do? How do you work a camera? How do you get a picture?</p> | 45 Minutes |

| | | |
|---------|---|---------------|
| | <p>Main – Show diagram of how a camera works and watch short video on how cameras have changed over time : https://www.youtube.com/watch?v=Eav3DfzGqrA</p> <p>Could we put these cameras in order? Which cameras do you think came first and why? Children must explain their reasoning for ordering cameras in such a way. Discuss how have cameras changed throughout the years? What materials are they made out of? How do they look different? Discuss size, shape, purpose etc. Can we describe how cameras have changed from the past? What has happened to the size and material? What has stayed the same?</p> <p>Activity – Children to order the cameras on timeline sheet and add match the date and descriptions.</p> | |
| Science | <p>LO: To describe the human life cycle.</p> <p>Starter – Show the children a picture of a baby, toddler, child, and adult in random order and ask them to help you put them into the correct order. Can you explain why this is the correct order? It shows human growth from a baby to an adult.</p> <p>Main – Look at the photos of babies and children and discuss what the children have learnt to do. Talk about how we all grow at different rates and learn how to do new things at different ages. E.g. Riding a bike without stabilisers.</p> <p>Activity – Complete the Purple Mash 2Do activity called Growing and Changing in the science section to record the different stages of life from baby to elderly.</p> | 45 Minutes |
| PSHE | <p>LO: To know what I need to make my body healthy and to make healthy lifestyle choices</p> <p>Calm me - Everyone, including adults to sit comfortably. 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/Parent to use the 'Calm Me' Script.</p> <p>Open my mind - Ask the children to identify the different ways that they can keep their bodies healthy. Make a list and encourage them to mention:</p> <ul style="list-style-type: none"> • Healthy, balanced diet • Exercise • Drinking water • Sleeping well • Resting and relaxing • Keeping clean <p>Tell me or show me - Explain to the children that most people know about how to keep themselves healthy but that sometimes some people find it difficult to stay healthy. Have they ever felt like not doing something active, even if they have enjoyed it before? Explain that sometimes we really feel like doing things, and other times we really don't feel like doing things, even if we have enjoyed them before. Explain that this is all to do with motivation: when we really feel like doing something. Making healthy choices requires motivation: that we have to want to make healthy choices. If we aren't motivated, we probably won't do something.</p> <p>Activity - Complete the Purple Mash 2Do activity Exercise Poster to persuade people to be more active and in turn be healthier. Use both pictures and writing to create your poster and explain why being active is such an important part of being healthy.</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