

28/9/2020

Dear parents,

Please find below lesson plan for the week.

1. The first plan gives you an idea of what the curriculum expectations and topics are for your child's year group. 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.

2. I have also included an extended detailed version of the overview plan with 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. Sometimes they may need revisit previous year's knowledge. This is absolutely fine as some students benefit from a refresher.
3. 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 had attempted during the 2 weeks. Alternatively, you can print the plan at home and tick the sessions you have attempted as you go along.

This would help me gain a better idea of each child's home learning.

Thank you for supporting your child. Stay safe.

Mrs Hall

Home learning- Timetable of tasks –week 2

Week beginning: 28 th September		Class: 1 / 2H		Year Group: 2	
	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	To know ee, ea, e-e sounds and spelling. To identify Homophones	Grammar – to write full sentences and questions	Character description in a story Familiar settings and characters	To sequence a story (comprehension)	To write a story with Familiar settings
Literacy/ Phonics	<p>ea – tea, peach, bean, sea ee- tee, free, been, see e-e – delete, complete</p> <p>Go through these sounds and words. Note the different spellings of these two digraph even though they present the same sound. Use dots and dashes.</p> <p>Drawn your attention words such as bean and been. They sound the same but what's different about them? Discuss meanings.</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.</i></p>	<p>Recap the phonics from yesterday.</p> <p><i>Choose one word from each sound, write a sentence and draw a picture for your sentence. You can do this in your blue homework book or a different book you have at home.</i></p> <p><i>For example, show the different meanings of sea, see when writing your sentences.</i></p> <p><i>Remember the golden rules we have discussed: sentences start with a capital letter and finish it with a punctuation. So far we have looked at 'full stop'.</i></p> <p><i>Can you challenge yourself to include question marks?</i></p>	<p>If you have this book, read it. It is also available online. What pet to get by Emma Todd https://www.youtube.com/watch?v=sSHt14v_EME</p> <p>Can you listen to it again? Discuss: what is the story about? Who is the main character? Grammar – talk about question mark on the title. There are lots of question marks used in this book.</p> <p>Vocabulary: discuss the meanings of these words: -Absent-mindedly -Vacation -extinct -Squash (the car) <i>is there another meaning for squash?</i></p> <p>Are there any other words that you can explore the meaning of? Write them down ☺</p>	<p>Revisit the story.</p> <p>Task : Sequencing the story: Can you order the pets that he wants to get?</p> <p>(This activity shows if your child has listened to the story, understood the sequence)</p> <p>You can ask your child to make book or draw this picture of the pets Jack wants in the correct order.</p>	<p>Listen to 'What pet to get?'</p> <p>Now think about what pet you will like? Maybe you already have one. Compose and write a story Title: 'What Pet Do I wish I could have'. Start with... I wish I could have ____ as a pet. Why do you want that pet? Then describe the pet, what would it need to eat, how will you play with it, what will you call it. As this is fictional, you can be creative and wish for polar bear! Use some of your science habitats knowledge to include in your writing.</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 & they can copy it. Try to see if you can child can write at least one full sentence with meaning..</p>
Links to learning	Education city English-KS1-phonics.	Revisit BBC bitesize video on sentence from last week to remind you.	https://www.youtube.com/watch?v=sSHt14v_EME	https://www.youtube.com/watch?v=sSHt14v_EME	

Objectives	To counting in 2s, 5, 10s	To count in 3s	Place Value: To write numeral and words up to 100	To know your number bonds to 20 and fact families.	To know your number bonds to 100 and fact families.
<p>Maths</p>	<p>Practise counting in 2s, 5s and 10. Recap your fluency. Complete the numbers missing in the sequence.</p> <p>Take extra care to see if the numbers are increasing or decreasing. Are they jumping on 1, 2 or 5s or 10s?</p> <p>Your needs to and try and be fluent in this and be able to do it mentally.</p> <p>For example, ask your child quick fire questions:</p> <p>Practise: What is 2 more than 70?</p> <p>If I jump forward in 2s three times from 84, where will land on the hundred square? (they should mentally count in 2s three times forward 86,88,90. so the answer=90)</p> <p>If I jump backward in 5s four times from 100, where will I land? They should mentally be able to count backwards 95, 90, 85, 80 (so the answer=80)</p> <p>Keep asking your child different questions like this to improve their fluency.</p> <p>If they are struggling, again work with smaller numbers up to 20 or 30.</p> <p>Extension: Share with them that counting in 2s is actually ding the 2 times table.</p> <p>2 (1x2) , 4 (2x2), 6 (3x2), so on</p> <p>So they need not be frightened when they hear someone say ' can you say the 2 times table</p>	<p>Linking from yesterday's lesson, this time group objects into 3s. https://classroom.thenational.academy/lessons/identifying-number-patterns-75jk8r/activities/2</p> <p>Can you count on in 3s on a number line up to 30?</p> <p>Try and see if you can write the numbers down.</p> <p>Next – use a long piece of string and make number line in your garden. Can you write the numbers on a card and make a counting in 3s number line. Next, practise counting and jumping forward and backward in 3s.</p> <p>e.g. - what is 3 fewer than 30? - What is 3 more than 12?</p> <p>- Jump in 3s twice from 0. Where will you land on your number line?</p>	<p>Using a hundred square, Can you write numbers 20-20, and then write corresponding numbers in words.</p> <p>e.g. 20 = twenty 21 = twenty one etc</p> <p>Pay close attention to your spelling. If your child is not familiar with the spelling of 1-9, please revisit that.</p> <p>Next, try 30-39 and so forth until 100</p> <p>Write this down and practise. (in your assessment paper, you will need to be able to recognise the spelling as well as write them down.</p>	<p>Practise number bonds to 20. Please see white rose website and oak academy.</p> <p>As your child shows confidence, practise number bonds to 30, than 50.</p>	<p>Expand your understanding from previous lesson. Recap number bonds of 10.</p> <p>Now link to number bonds of 100.</p> <p>Use your tens and ones knowledge here.</p>
<p>Links to learning</p>	<p>https://classroom.thenational.academy/units/numbers-to-20-82de/ https://classroom.thenational.academy/lessons/counting-in-twos-and-fives-chhkad/activities/2</p>	<p>https://classroom.thenational.academy/lessons/identifying-number-patterns-75jk8r/activities/2</p>	<p>https://classroom.thenational.academy/lessons/combining-sets-count-on-74u32r/activities/2</p>	<p>White rose and mathletics</p>	<p>Whiterose and mathletics</p>

Objectives	Sci/Geog: To know that not all countries have seasons	To link seasonal changes to our daily lives	P.E. jumping To skip and move forward	To explore harvest festival and where food comes from	P.E jumping To skip and move forward
<p>Core/ Non- core subjects</p>	<p>Revisit what seasons are. Compare all four seasons: Summer, autumn, Winter and spring.</p> <p>Write down all the celebrations that you know: Christmas, Easter, Harvest Festival etc. In which season do they take place?</p> <p>Will Christmas be the same in New Zealand? Discuss. Do all countries have seasons?</p>	<p>Task: write down the birthday months of everyone in your family. Can you work out which seasons they are in? Does the season have an impact you will celebrate your birthday? (pre-Covid times of course)</p> <p>Continue your photo diary of your tree's changes.</p>	<p>P.E – can you expand on your skipping rope jumping skill and this move forward as you skip.</p> <p>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.</p>	<p>When is harvest festival? In which season? Why is important to mark it? Discuss farming and where food comes from.</p> <p>e.g. chips – where do potatoes come from? What else do we grow in the UK?</p> <p>How do we celebrate harvest festival? Can you paint picture of your favourite fruits? (you can be as creative as you want to be)</p>	<p>P.E – continue jumping. Practise and improve your skipping rope jumping and moving skills.</p> <p>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.</p>
<p>Links to learning</p>	<p>What are seasons https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7</p>			<p>Harvest festival: https://www.bbc.co.uk/programmes/p0114rn0</p>	
<p>Reading/ Spellings</p>	<p>Read for 10-20 mins at least.</p>	<p>Read for 10-20 mins at least.</p>	<p>Read for 10-20 mins at least</p>	<p>Read for 10-20 mins at least</p>	<p>Read for 10-20 mins at least</p>
<p>Mathletics</p>	<p>Tasks set online</p>	<p>Tasks set online</p>	<p>Tasks set online</p>	<p>Tasks set online</p>	<p>Tasks set online</p>