

## Weekly Plan for Year 2: Week 27

Week beginning 30-03-2020    2nd week of school closure

Hello again Year 2,

Welcome to your 2<sup>nd</sup> week of lessons

2<sup>nd</sup> week of Maths- choose your own challenge- Bronze /Silver or Gold and maybe try the extra challenge

	<b>Introduction</b>	<b>Activity</b>
<b>Monday- telling the time using numbers</b>	<p style="color: red;">(Maths PowerPoint 1 week 2)</p> <p>Watch supermovers 5 times table-  <a href="https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-5-times-table/zhbm47h">https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-5-times-table/zhbm47h</a></p> <p>Show children PowerPoint. Talk about what we use a clock for. Explain how the numbers inside the circle are the hours. The short hand is the hour hand and tells us which hour it. Whatever hour the short hand has just gone past, that is the hour. Explain how the long hand is the minute hand, but the clock face does not show numbers for the minutes. We need to know them in our heads to be able to tell the time- link to 5 times table.</p>	<p>Bronze/Silver /Gold / Extra challenge</p> <p>Answers provided</p> <p style="color: red;">(Monday worksheets week 2)</p> <p>If you have no facilities to print, complete your work write your answers on a spare piece of paper.</p>
<b>Tuesday- telling the time in words</b>	<p style="color: red;">(Maths PowerPoint 2)</p> <p>Show PowerPoint:            Remind them that the hour hand is the short one and minute hand is the long one            Draw on a scrap piece of paper a clock face then fold it in half. Ask ...Where will half past be? Fold the clock in quarters. Where might quarter to / past be?)            The PowerPoint slides should hopefully be easy to follow.            Explain how in contrast to writing the time in figures, when writing the time in words the minutes come first then the hours e.g. instead of 6:30, we write half-past 6 (except for o'clock times, where the hour comes first e.g. 10 o'clock)            Explain past as meaning 'minutes after' and to as meaning 'minutes before'            There are some examples of 'to' times being read correctly and incorrectly and lots of opportunities for children to practice.</p>	<p>Bronze/Silver/Gold/ Extra challenge</p> <p>Answers provided</p> <p style="color: red;">(Tuesday worksheets week 2)</p> <p>If you have no facilities to print, complete your work and write your answers on a spare piece of paper.</p>
<b>Wednesday- telling time in numbers and words</b>	<p style="color: red;">(Maths PowerPoint 3)</p> <p>Watch supermovers :  <a href="https://www.bbc.co.uk/teach/supermovers/ks1-maths-telling-the-time/zk4t8xs">https://www.bbc.co.uk/teach/supermovers/ks1-maths-telling-the-time/zk4t8xs</a></p> <p>Today's PowerPoint is a recap of everything done so far, reminding them what they have learnt.</p>	<p>Bronze/Silver/Gold/ Extra challenge</p> <p>Answers provided</p> <p style="color: red;">(Wednesday worksheets week 2)</p>

<p><b>Thursday-drawing clock hands (times in numbers)</b></p>	<p>The next two days are all about the children drawing the hands onto clock faces themselves. Hopefully you will have a ruler at home, if not the side of a credit/ debit card would work!</p> <p>Most children will find this tricky because as well as trying to recall how to tell the time, they then have to draw straight lines remembering which hand should be longer! They will be accessing a lot of skills so be patient!</p> <p>You may want to recap everything they have learnt this week before attempting.</p>	<p>Bronze/Silver/Gold/ Extra challenge</p> <p>No answers provided today; parents will have to judge how accurate you are!</p> <p><b>(Thursday worksheet week 2)</b></p> <p>If you have no facilities to print, complete your work and write your answers on a spare piece of paper.</p>
<p><b>Friday- drawing clock hands (times in words)</b></p>	<p><b>(Maths PowerPoint 4 week 2)</b></p>	<p>Bronze/Silver/Gold/ Extra challenge</p> <p>No answers provided today; parents will have to judge how accurate you are!</p> <p><b>(Friday worksheets week 2)</b></p> <p>If you have no facilities to print, complete your work and write your answers on a spare piece of paper.</p>

**2nd week of Literacy- choose your own challenge- Bronze /Silver or Gold**

	<b>Introduction</b>	<b>Activity</b>
<b>Monday</b>	<p>All English is linked with History this week. Start today with supermovers -question marks and explanation marks <a href="https://www.bbc.co.uk/teach/supermovers/ks1-english-question-exclamation-marks-with-karim-hacker/zkrx92p">https://www.bbc.co.uk/teach/supermovers/ks1-english-question-exclamation-marks-with-karim-hacker/zkrx92p</a></p> <p>Then move onto BBC Bitesize to watch an animation on how to write questions: <a href="https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z2xdng8">https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z2xdng8</a></p> <p>Being surrounded by your family is a good time to find out more about your family history. Think of questions to ask your mum/dad/ grandparents about when you were born, what you were like, what were the first things you did, what you liked/ didn't like.</p>	<p>In your English Book, write questions, leave a couple of lines under each question so you can write the answer afterwards.</p> <p>Remember to start with a capital letters and a question word. End your question with a question mark instead of a full stop.</p> <p>Bronze: 5 questions Silver: 7 questions Gold: 8+ questions</p> <p>I hope you learn some interesting facts about yourself.</p>
<b>Tuesday</b>	<p>Today our focus is to use all those facts you discovered about yourself yesterday to write an information page all about you. You have done these before in class. Go through <b>non-fiction text PowerPoint</b> together to remind your child about the difference between fiction and non-fiction.</p>	<p>Write an information page all about you. Try to include:</p> <ul style="list-style-type: none"> <li>• A heading</li> <li>• A subheading</li> <li>• A picture with labels</li> <li>• A 'Did you know? Box'</li> </ul>
<b>Wednesday</b>	<p>Today is all about taking notes. When you take notes, you are usually writing quickly so you can get all the information recorded before you forget. Notes don't need to be neat or in proper sentences. Decide what is the important parts of the information and write that down, it might look a bit messy, but it doesn't matter. Today it doesn't matter if you think a word might be spelt wrong you can fix that when you write it all up neatly tomorrow.</p> <p>Parents could always give an example how you might jot down notes, so you don't forget some important information.</p>	<p>Ring up a relative and ask them to tell you about an important event in their life</p> <p>(parents you might want to give the relative a heads up so they can think of what they are going to talk about!)</p>
<b>Thursday</b>	<p>Our learning objective today is to write a recount. Remember a recount is when you tell someone about something; give an account of an event or experience.</p> <p>Today you are recounting the story that your relative told you yesterday. Read back through your notes to help you remember the story and write it up neatly, in full sentences remembering your full stops and capital letters.</p> <p>You are writing about something that happened to someone else so you won't be using the pronouns I or me, you will</p>	<p>Write the recount of the important event that happened to your relative using the notes from yesterday.</p> <p>Remember:</p> <ul style="list-style-type: none"> <li>• Capital letters, full stops and finger spaces</li> <li>• Use he/she/they/them</li> <li>• Write in past tense</li> <li>• Add some adjectives- describing words</li> </ul>

	<p>need to use he/she/they/them. This is called writing in 3<sup>rd</sup> person. Look at <b>point of view poster</b>.</p> <p>You can make the recount even more interesting by using describing words even if your relative didn't use them when they told you the story.</p>	
<p><b>Friday</b></p>	<p>Explain to your child that this is what I would like them to do:</p> <p>Today , after 2 weeks of school closures, whether you have been at home or in school or doing a bit of both, I would like you to write another recount in the form of a diary entry to record what you have been doing for the past week.</p>	<p>Start your diary entry with:</p> <p>Dear Diary,</p> <ul style="list-style-type: none"> <li>*In your writing you will be writing in past tense.</li> <li>*Remember you still need capital letters, full-stops and finger spaces.</li> <li>*Make it interesting by including lots of details and description (adjectives, expanded noun phrases, adverbs and similes)</li> <li>*Explain how you were feeling over the week</li> </ul>

**2<sup>nd</sup> week of Spellings**

	<b>Introduction</b>	<b>Activity</b>
<b>Monday</b>	<p>Spelling test of last week's words (you can always send me your results via email!)</p> <p>Words were:  <b>Week 5</b></p> <p>The /zh/ Sound Spelt 's'</p> <p>television   pleasure  treasure   measure  usual   occasion  division   usually  vision   leisure</p>	
<b>Tuesday</b>	<p>Introduce this week's new spelling pattern- (<b>Spelling PowerPoint 1</b>)</p> <p>Common Exception Words</p> <p>even  break  steak  great  move  prove  improve  sure  sugar  eye</p>	<p>Go through the PowerPoint together and write the new spellings out correctly into your spellings book.</p> <p>I have also attached a <b>handwriting sheet</b> with the words on to help with correct formation of cursive writing.</p>
<b>Wednesday</b>	<p>Discuss the new spellings- does your child remember the words/ spelling pattern (if not common exception words)?</p>	<p>Complete a wordsearch to find the weekly spelling words. (<b>Spelling worksheet 1</b>)</p>
<b>Thursday</b>	<p>Recap the spelling words- practice writing them together, going over the spelling pattern as you do so.</p>	<p>Complete a look cover check sheet. (<b>Spelling worksheet 2</b>)</p>
<b>Friday</b>	<p>Ask your child to remind you what spelling pattern they are learning (if not common exception words)- read the words again together- define what each word means. Can you put them into sentences?</p>	<p>Write 10 sentences (in your provided English book) that include the weekly spellings in the correct context.</p>

### Other subjects

	<b>Subjects</b>	<b>Introduction</b>	<b>Activity</b>
<b>Monday</b>	<b>RE</b>	<p>Holy week- What do the children remember of the events of Holy Week? Use <b>Holy week PowerPoint</b> to help them remember.</p> <p>Focus on the 'Washing of the Feet' at the Last Supper: John 13:1-17 Before sharing the story, explain the context – people in Bible times used to wear sandals, feet would be very dirty etc. Today our feet are usually clean but often we take our shoes off when we go into a house. Share the story, either from your own bible, children's bible or read the version I have attached <b>Washing of the Feet</b>– discuss it together– what were they thinking as Jesus washed their feet etc.</p> <p>Share how the 'washing of feet' still happens today – share video clip of Pope Francis washing feet. <a href="https://www.youtube.com/watch?v=k5yW31cmebw">https://www.youtube.com/watch?v=k5yW31cmebw</a></p>	
<b>Tuesday</b>	<b>Art</b>	I have included a PowerPoint with step by step instructions on how to draw a self-portrait, try this first, and then to link in with your English and History activities- draw a portrait of a member of your family.	
<b>Wednesday</b>	<b>Computing</b>	<p>If possible, download ScratchJr, it is available as a free app. Have a go at some coding by playing on this app.</p> <p>Otherwise go onto Purple Mash and try an activity of your choice on there.</p>	
<b>Thursday</b>	<b>History</b>	<p>This is a good time for your child to explore their own family history- share their baby photos and other photo albums with them and talk about all their experiences, their history!</p> <p>Together create a family tree, they could draw it in their English Books or use some of the resources in the <b>History folder</b> to help.</p>	
<b>Friday</b>	<b>Science</b>	I have included a selection of kitchen science activities (some might be more difficult with shopping restrictions)	Pick an activity to complete as a family.