

Weekly Plan for Year 2

Week beginning 20-04-2020 3rd week of school closure

Hello again Year 2,

Welcome to your 3rd week of lessons at home!

3rd week of Maths- choose your own challenge- Bronze, Silver or Gold

| | Introduction | Activity |
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| Monday | <p>Look at Monday's PowerPoint with your child and talk through each slide (Monday Perfect Patterns)</p> <p>What Comes Next? Go through the PowerPoint and ask the children to draw the next shape in the sequence on scrap paper and write the colour that it should be beneath. Click the correct shapes and colours on the PowerPoint to check.</p> <p>Describe each sequence together in terms of the rule (or algorithm), for example, is the pattern an ABAB, ABBA or an ABC sequence?</p> <p>Patterns in the Room: Ask your child to find examples of patterns whilst carefully moving around the room. They could find patterns on: socks, scarves, hairbands, uniform, sofa, carpets and rugs. Discuss their findings and ask the children to describe these patterns in terms of the rule.</p> <p>Perfect patterns: these next few slides show examples of the type of activity they will be trying on their worksheet.</p> | <p>Bronze */Silver **/Gold ***</p> <p>Example answers provided</p> <p>(Monday worksheets week 3)</p> <p>If you have no facilities to print, ask your child to draw their own repeating patterns in their book and ask them to describe their designs in the form of a rule.</p> |
| Tuesday | <p>Go through (Tuesday 2D Shape Sequences) Ask your child to spin the wheel on the PowerPoint 2-3 times And see if they can remember the sequence of shapes. On a piece of paper ask them to draw this sequence and then extend it. Check your child's knowledge of 2D shapes by thinking of a 2D shape and let them ask questions to and see if they can guess the correct shape.</p> <p>Finally look at the sequences of shapes on the last few slides and see if your child can work out what the next 3 / 4 shapes should be. They then need to answer a question about what a shape would be further down the sequence- this will prepare them for the worksheets.</p> | <p>Bronze*/Silver**/Gold***</p> <p>Answers provided</p> <p>(Tuesday worksheets week 3)</p> <p>If you have no facilities to print, complete your work and write your answers on a spare piece of paper or in your book.</p> |

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| <p>Wednesday</p> | <p>Go through (Tuesday 3D Shape sequences)</p> <p>First ask your child to watch for 3d shapes zooming across the screen and get them to tell you which direction they are going, right or left? Remind them how they can hold their left hand up to make a L shape to show them that L is for left. Also check their recall of 3D shape names as they do this activity.</p> <p>Next do the same activity as you did yesterday where your child has to guess which shape you are thinking of, this time it is a 3D shape. Let them ask you questions.</p> <p>Finally work through the slides where your child will need to identify which shapes will be next in the sequence.</p> | <p>Bronze*/Silver**/Gold***</p> <p>Answers provided</p> <p>(Wednesday worksheets week 3)</p> <p>If you have no facilities to print, complete your work and write your answers on a spare piece of paper or in your book.</p> |
| <p>Thursday</p> | <p>Go through (Thursday Mend the Quilt)</p> <p>Together look at the robots on the PowerPoint, ask your child how they would expect the different parts on the robot would move. They can click on the different parts to see if they are correct.</p> <p>Next ask your child to follow the dance moves on the PowerPoint slides.</p> <p>Finally, go through the Mend the Quilt slide, this will help them complete their worksheet.</p> | <p>Bronze*/Silver**/Gold***</p> <p>Answers provided</p> <p>(Thursday worksheets week 3)</p> <p>If you have no facilities to print, complete your work and write your answers on a spare piece of paper or in your book.</p> |
| <p>Friday</p> | <p>Go through (Friday Lovely Lines)</p> <p>As a warmup ask your child to look out for sharks swimming across the screen, ask them if they are heading North, South, East or West?</p> <p>Next warm up -ask your child to see if they can make their body into a straight line and then a curved line.</p> <p>Now, ask your child to watch the next slide and see if they can guess what is going to be drawn by the cat before it finishes. Make sure they realise that all the lines are straight.</p> <p>Discuss right angles- we have talked about this in class previously and used the corner of a book or piece of A4 paper to check if an angle is a right angle or not.</p> <p>Finally, on the (squared dot paper) follow the instructions on the next slides to draw shapes. If you can't print out the dotted paper just let your child try to follow the instructions on the screen.</p> | <p>Bronze*/Silver**/Gold***</p> <p>Answers provided</p> <p>(Friday worksheets week 3) (squared dot paper)</p> <p>If you have no facilities to print, complete your work and write your answers on a spare piece of paper or in your book</p> |

3rd week of Literacy- choose your own challenge- Bronze /Silver or Gold

| | Introduction | Activity |
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| Monday- to ask questions about our new topic | <p>This term the new topic is 'Wonderful water'. We are going to learn about islands, seaside now and in the past and all about under the sea. I would like to know what the children would like to learn about in this topic. I want them to write questions about this topic that they would like answered.</p> <p>Remind your child how to form questions correctly using question words at the beginning and question marks at the end.</p> <p>Children doing Bronze task can just write their questions.</p> <p>Children trying silver or gold will also need to know how to set a letter out- we have done this in class before, but it would be good to remind them so together you could discuss how to set such a letter, including 'Dear Mrs ...', introduction, main part with questions, closing paragraph and their name.</p> <p>Children who want to do the gold task will need to also know what explanations are. Sentences can be statements, commands, questions or exclamations. An exclamation is forceful statement which expresses high levels of emotion or excitement.</p> <p>For the purposes of the primary curriculum, exclamations always begin with 'what' or 'how' and are usually punctuated by an exclamation mark (!).</p> <p>Examples of exclamation sentences are:</p> <p>How exciting this holiday has been!</p> <p>What a beautiful day!</p> <p>What a lovely dress you are wearing!</p> <p>Show Monday's English PowerPoint</p> | <p>Write in your English book:</p> <p>Bronze- write a list of questions about what you would like to learn about this topic</p> <p>Silver- put your questions in a letter to Mrs. Boodell explaining what you would like to learn- what questions you would like answered?</p> <p>Gold- put your questions in a letter to Mrs. Boodell explaining what you would like to learn- what questions you would like answered? As an extra challenge try to include exclamations as well as questions in your letter.</p> |

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| <p>Tuesday - to sequence facts about islands</p> | <p>Begin by reading this definition of an island:</p> <p>Islands are areas of land that are not connected to a continent and are surrounded by water.</p> <p>Show them these pictures of an island and a continent and ask them to discuss the differences.</p>  <p>Show a PowerPoint about islands and discuss the different types . Tuesday's English PowerPoint</p> <p>Tell the children they are going to write an information page all about islands.</p> <p>Remind your child of the features of this type of non-fiction writing ;</p> <ul style="list-style-type: none"> • Headings • sub-headings • fact boxes • pictures with labels and captions • facts written separately | <p>Write in your English book:</p> <p>To write an information page about islands including these features:</p> <ul style="list-style-type: none"> • Headings • sub-headings • fact boxes • pictures with labels and captions • facts written separately <p>Bronze- 4 facts Silver- 6 facts Gold- 8 facts</p> |
| <p>Wednesday – To use plurals in a description</p> | <p>Ask your child if they could imagine what it would be like to live on an island. What would it look like? What would they do there? What would be the advantages and disadvantages? Tell the children that today they are going to describe their dream island.</p> <p>I would like them to use Present tense as well as trying to use some plural nouns wherever possible (for example: trees, bushes, leaves, roads, churches, buses, valleys, cities, countries, enemies, fairies, families, ferries, parties).</p> <p>For example: My exotic dream island is covered in deep, green, lush grass, as green as emeralds. It has towering, swaying palm trees with large, hard, nut like fruit growing up high. These are coconuts that have sweet, white flesh inside that I love to eat.</p> | <p>Everyone to draw their dream island in their English book and then describe it.</p> <p>Bronze- * capital letters in the correct places and a full stop at the end. *4 expanded noun phrases *present tense *2 plural nouns</p> <p>Silver- * capital letters in the correct places and a full stop at the end. *6 expanded noun phrases *present tense * 3 plural nouns</p> <p>Gold- * capital letters in the correct places and a full stop at the end. *6 expanded noun phrases *present tense * 1 simile * 4 plural nouns</p> <p>Remember you are free to do even more if you want!</p> |

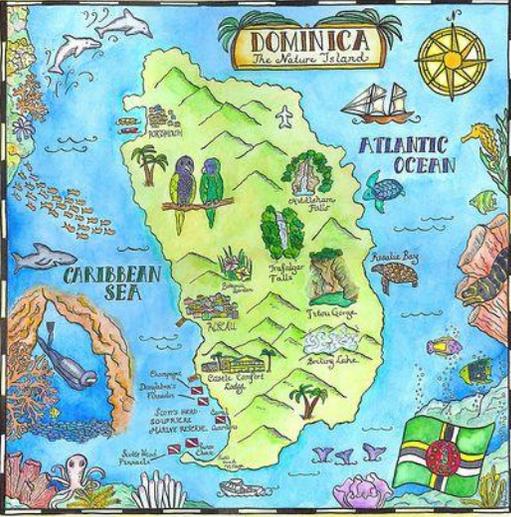
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| <p>Thursday</p> | <p>Today's activity is to complete a reading comprehension.</p> <p>I have included the whole PDF with instructions- you can follow the teacher's instructions or simply give your child the child's copy, get them to read and answer questions</p> | <p>Bronze- Draw pictures to match the captions.</p> <p>Silver- Match quotes to the correct person.</p> <p>Gold- Complete sentences with the correct word. Includes 4 options.</p> <p>Extra challenge- Complete a paragraph using the word bank.</p> |
| <p>Friday</p> | <p>Explain to your child that this is what I would like them to do:</p> <p>Today , after your Easter holiday in lockdown, 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 2 weeks. It may be that you want to pick your favourite part, or just a particular day.</p> | <p>Start your diary entry with:</p> <p>Dear Diary,</p> <p>*In your writing you will be writing in past tense.</p> <p>*Remember you still need capital letters, full-stops and finger spaces.</p> <p>*Make it interesting by including lots of details and description (adjectives, expanded noun phrases, adverbs and similes)</p> <p>*Explain how you were feeling</p> |

3rd week of Spellings

| | Introduction | Activity |
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| Monday | <p>Spelling test of closure week 2 words (you can always send me your results via email!)</p> <p>Words were: Common Exception Words even break steak great move prove improve sure sugar eye</p> | |
| Tuesday | <p>Introduce this week's new spelling pattern- (Spelling PowerPoint 1)</p> <p style="text-align: center;">Week 1 Adding –ed, -er and –est to a Word Ending in -y copier copied happier happiest cried replied tried dried driest funnier</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 handwriting sheet with the words on to help with correct formation of cursive writing.</p> |
| Wednesday | <p>Discuss the new spellings- does your child remember the words/ spelling pattern?</p> | <p>Complete a wordsearch to find the weekly spelling words. (Spelling worksheet 1)</p> |
| Thursday | <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. (Spelling worksheet 2)</p> |
| Friday | <p>Ask your child to remind you what spelling pattern they are learning - 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

| | Subjects | Introduction | Activity |
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| Monday | <u>RE L.O. The Easter story</u> | <p>- Introduce the story (Bible or video clip or both):</p> <p>https://www.youtube.com/watch?v=HL8R158Ujp4</p> <p>https://www.youtube.com/watch?v=Wnbo2AmS3OI</p> | <p>Bronze: Discuss the story, ask your child to answer these questions:</p> <ol style="list-style-type: none"> 1. How long after he died did Jesus rise from the dead? <i>(on the third day)</i> 2. How did the disciples find out that Jesus had risen from the dead? <i>(Mary Magdalene - empty tomb – the stone rolled away)</i> 3. Who rolled the stone away? <i>(the angel)</i> 4. How did Mary Magdalene react to the empty tomb? <i>(frightened and sad)</i> 5. How do we know about Jesus' resurrection? <i>(from the Gospels)</i> 6. <p>Silver/ Gold : retell the Easter story (children may choose their preferred form – recount, story board, pictures, witness statement etc.)</p> |
| Tuesday | Art | <p>I would like you to draw a map of an island, it could be a treasure map with X marking the spot of the treasure or it could be a map of a real island. This can be done in your English book or on a piece of blank paper if you have one. This is an example:</p> | |

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| | |  | <p>You could even design a flag for your island or if it is a real island you could draw the island's actual flag.</p> |
| <p>Wednesday</p> | <p>Computing</p> | <p>On Purple mash I have set you a 'to- do' . You need to create a holiday brochure/ poster for the island that you described in your English lesson.</p> | |
| <p>Thursday</p> | <p>Geography (PowerPoint and worksheets in Geography folder)</p> | <p>Go through PowerPoint together. It will reinforce some of the information that your child has learnt in English this week. This activity will also remind them about our first topic 'Britain is Great'.</p> <p>This activity needs access to an atlas, if you don't have one at home this is a link to an online atlas for children:</p> <p>https://www.factmonster.com/atlas/europe/united-kingdom</p> | <p>Bronze*/Silver**/Gold***</p> <p>Answers provided</p> <p>If you have no facilities to print, complete your work and write your answers on a spare piece of paper or in your book.</p> |
| <p>Friday</p> | <p>Science</p> | <p>I am interested to see what BBC bitesize is going to be offering- I would like you to go onto https://www.bbc.co.uk/bitesize/primary and find a science activity- let me know what you tried and how it went!</p> | |

PE ideas: <https://www.nhs.uk/10-minute-shake-up/shake-ups>

<https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/>