



Sir Martin Frober Academy Weekly Lesson Plan

Year 2



Date: 04.05.20-08.05.20

Suggested Daily Timetable:

8:30-9:00	9:00-9:30	9:30-9:45	9:45-10:15	10:15-10:30	10:30-10:45
Wake up, have breakfast, get washed and dressed	Joe Wicks PE	Quick drink break and get things ready for Maths	Read Write Inc Activity	Timestable Rockstars	Get Outside!
10:45-11:30	11:30-12:30	12:30-1:30	1:30-1:45	1:45-3:00	3:00-3:15
Maths Activity	English Activity	Lunchtime	Read for Pleasure	Topic Activity	Read with someone/watch Newsround

Read Write Inc

If you have a computer/iPad/phone to connect to the Internet: Go to Ruth Miskin's Web page on You tube Set 1 Speed Sounds 9.30. Set 2 Speed Sounds 10.00 for children that can read Set 1. Set 3 Speed Sounds 10.30 for children that can read Set 2.

Monday: Watch your speed sounds lesson https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ?safe=true read a book online (RWI website) and **sound talk the stories **green words** that are decodable to spell – say the word /how many sounds (not letters but sounds that you hear) talk about best friends (two letters that make one sound e.g. ay as in p l ay) remind the children of best friends(from sound chart sent home) next pinch the sounds on the fingers as you say them **FINALLY** get your child to **write it down or type it on their device they are using**. CHECK the word one sound at a time ticking each as you go and repeat with each word.**

Tuesday: Watch your speed sounds lesson https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ?safe=true Using of the book read yesterday make a simple sentence ...using a **capital letter, finger spaces and full stop. Say the sentence and get your child to repeat it after you have said it then say the sentence using the signs: e.g. A (capital letter sign followed by finger space sign) slug (finger space sign) is (finger space sign) in (finger space sign) my (finger space sign) pot (full stop sign). Model/write the sentence one word at a time, getting your child to help sound out each word as you write it. then cover it up so your child cannot see the sentence. Practice saying the sentence with hand signs a few more times. Then ask your child to write the sentence. Sounding words out to support themselves if they need to. CHECK the sentence with them (let them see the sentence you wrote down and get your child to correct mistakes with a different colour pencil or blue**

If you do not have a computer/iPad/phone to connect to the Internet:

Monday: Look at book sent home and **sound talk** the stories **green words** that are decodable to spell – say the word /how many sounds (not letters but sounds that you hear) talk about best friends (two letters that make one sound e.g. ch as in ch a t - chat) remind the children of best friends(from sound chart sent home) next pinch the sounds on your fingers (one **sound** per finger) as you say them **FINALLY** get your child to write it down. CHECK the word one sound at a time ticking each as you go and repeat with at least 10 words **green words**. **Try using a baking tray or plate with a sprinkle of flour for your child to write in (it will make it fun)**. Or **sound talk** one of the groups of following words.

- Challenge A:** on, in, ted, has, man, pot, slug, chat, shut, this,
- Challenge I:** chest, silk, plant, crack, insect, when, kept, stuck, trap,
- Challenge M:** whisk, ball, frilly, nips, sack, tinsel, magic, wand, frighten, beginning

Tuesday: Using of the book read yesterday make a simple sentence ...using a **capital letter finger spaces full stop**



Say the sentence and get your child to repeat it after you have said it then say the sentence using the signs: e.g. A (capital letter sign followed by finger space sign) slug (finger space sign) is (finger space sign) in (finger space sign) my (finger space sign) pot (full stop sign). Model/write the sentence one word at a time, getting your child to help sound out each word as you write it. then cover it up so your child cannot see the sentence. Practice saying the sentence with signs a few more times. Then ask your child to write the sentence. Sounding words out to support themselves if they need to. CHECK the sentence with them (let them see the sentence you wrote down and get your child to correct mistakes with a different colour pencil or blue pen. Can they can add their own sentence using a capital letter, finger spaces and a full stop? **Try using a baking tray or plate with a sprinkle of flour for your child to write in (it will make it fun)**. **Sound talk** one of the following sentences. **Challenge A:** A slug is in my pot.
Challenge I: I creep away on my three green feet. He keeps me in the sink.
Challenge M: How can I be a good fairy when I'm so hairy? Hand sign for question mark draw the top part of mark with your pointing finger going down

<p>pen. Can they can add their own sentence using a capital letter, finger spaces and a full stop?</p>	<p>and then at the bottom a fist going forward (full stop). Can your child write an answer for the question they have written? Check your red word sheet.</p>
<p>Wednesday: Watch your speed sounds lesson https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ?safe=true relook at the book read (RWI website) online or book sent home and look cover write check the stories red words that need to be learnt – look at the word point it out on the word sheet (or write it in on the tray for the children to see) say the letter names. Then cover the word and get your child to write it on paper (or on the tray). Finally let them see the word to check it. talk about the tricky part of the word (e.g. my y being the tricky sound) repeat with 5 words.</p>	<p>Wednesday: Look at book sent home and look cover write check the stories red words that need to be learnt – look at the word point it out on the word sheet (or write it in on the tray for the children to see) say the letter names. Then cover the word and get your child to write it on paper (or on the tray). Finally let them see the word to check it. talk about the tricky part of the word (e.g. my y being the tricky sound) repeat with at least 5 words red words. Try using a baking tray or plate with a sprinkle of flour for your child to write in (it will make it fun) or use a small paint brush and water to write it on the window in the sun. Look cover write check one of the groups of words below. Challenge A: the, of, my, to, I, do, he we me be Challenge I: she, want, said, so, no, all, are, what, you, your, Challenge M: some, come, call, tall, one, who, school, any, could, watch</p>
<p>Thursday: Watch your speed sounds lesson https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ?safe=true Read a short story book on https://www.getepic.com/sign-in can you retell the sequence of events to your adult</p>	<p>Thursday: Read a story book or think of a story you really like retell the story to your adult can you use different voices for the different characters</p>
<p>Friday: Watch your speed sounds lesson – https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ?safe=true Then watch oh the places you'll go by Dr Seuss https://www.youtube.com/watch?v=fmOCyP4VyP4 Where would you like to go or what is your favourite place write some lovely adjectives and put them into sentences.</p>	<p>Friday: What is your favourite place? Think of and talk about some lovely adjectives to describe your garden, the beach, the park or your home and put them into sentences or tell your adult the sentences you have thought of. Some adjectives: blue, beautiful, calm, enormous, fancy, favourite, fresh, giant, green, huge, large, light, little, orange, pink, round, short, small, special, square, warm, white, wonderful, yellow. How does this place make you feel? Happy excited joyful warm loved safe</p>

Maths The login you were given with your packs is for 2 apps Rockstars and Numbots

<p>Daily: Complete some work from your Home Learning Pack or go onto https://whiterosemaths.com/homelearning/year-2/. This website has a video for you to watch and then an activity to complete. If you cannot print the activity, look at the activity on your screen and answer on a piece of paper.</p>
<p>Additional Activity Monday: Capacity and volume - learning about full, nearly full, half full nearly empty and empty using different containers. Find 2 bottles and put some water in both but not the same amount. Compare the 2 bottles and talk about which has more liquid in? Which has less? Is it full? Is it empty? Provide a variety of containers (bucket, cup, bottles, small saucepan, beaker) let the children explore with the containers (outside or in the bathroom is probably best) What is full nearly full nearly empty and empty. Talk about more or less and get your child to show you. https://www.twinkl.co.uk/resource/t-c-254584-everyday-objects-capacity-activity-sheet</p>
<p>Additional Activity Tuesday: Capacity and volume - learning to problem solve. Find 2 different height bottles and put some water in both but not the same amount. Does the taller one hold more? Can identical containers have different amounts of liquid? Show me https://www.twinkl.co.uk/resource/t-n-4288-ks1-capacity-challenge-cards Using the variety of containers (bucket, cup, bottles, small saucepan, beaker) get your child to see how many cups fill the different containers. Which container has the most cups? So, does that mean this is the largest container? Use one of the other containers to fill up the rest...what did you discover? Talk about which they felt held the most or least amount.</p>
<p>Additional Activity Wednesday: https://www.twinkl.co.uk/resource/t-n-2545119-how-much-does-it-hold-activity-sheet Using the variety of containers (bucket, 2 different cups, 2 bottles, small saucepan, beaker, cereal bowl) get your child to work out which container holds the most and explain why. Write down what you have discovered</p>
<p>Additional Activity Thursday: Time learning an hour, half past and quarter past and quarter to https://www.twinkl.co.uk/resource/t-n-5083-oclock-half-past-and-quarter-past-to-times-activity-sheet Can they tell the time on your watch or clock in the house throughout the day: when the minute hand is on o'clock (long hand at the 12) and what hour is it (shown by the short hand; when the minute hand is on half past (long hand at the 6) and what hour is it (shown by the short hand; when the minute hand is on quarter past (long hand at the 3) and what hour is it (shown by the short hand) and; when the minute hand is on quarter to (long hand at the 9) and what hour is it (shown by the short hand). Use the sheets if you can or use the clock they made to show the time and tell you what time it is.</p>
<p>Additional Activity Friday: Time learning 5, 10, 20, 25 minutes past and 5, 10, 20, 25 minutes to https://content.twinkl.co.uk/resource/67/16/t-n-4113-analogue-clock-flower-labels-ver_2.pdf?token__=exp=1587903366~acl=%2Fresource%2F67%2F16%2Ft-n-4113-analogue-clock-flower-labels-ver_2.pdf%2A~hmac=b7f813a39c11016dc9173e5b5edad9da0e3a428f24a1df0da9a858668c50cc27 Can they tell the time on</p>

your watch or clock in the house throughout the day: when the minute hand is on 5, 10, 20, 25 minutes past (long hand at the 1, 2, 3, 4) and what hour is it (shown by the short hand; when the minute hand is on 5, 10, 20, 25 minutes to (long hand at the 7, 8, 10, 11). Use the sheets if you can or use the clock, they made to show the time and tell you what time it is.

English

Monday: Write an acrostic poem about your favourite bird <https://www.twinkl.co.uk/resource/year-2-a-tale-of-two-feathers-differentiated-reading-comprehension-activity-t-e-1000> look out the window what bird can you see (blackbird, seagull, magpie, robin, sparrow) and choose which one you would like to write about **E.g. Robin** Than can you write down what words you use to describe that bird but using the letters of the birds name. **R**osy red **O**ut and about **B**right and bold **I**n my garden **N**ever far away. Draw a picture to go with your poem.

Tuesday: Write about a hobby <https://www.twinkl.co.uk/resource/t-c-670-make-your-own-my-hobbies-mini-booklet> What hobby do you like to do. Talk or Write about your hobby as if someone does not know anything about it. Where do you do this hobby? What equipment do you need? Think about what else you could tell your friend about this hobby. E.g. swimming, cycling, cooking, a pet, a collection (badges, bookmarks, cards from around the world).

Wednesday: Writing questions Think of some questions you would like to write down or tell what these questions are. Can you ask your family or friends, and how would you answer these questions yourself (e.g. How often and for how long do you exercise in a day? I exercise once a day for an hour. I exercise 3 times a day to help walk our dog.) use each of the question words: How What Where When Who Why

Thursday: Today we can practise our spellings. Go to <https://www.topmarks.co.uk/english-games/5-7-years/wordsand-spelling> and have a try of some spelling games. If you don't have the internet, then get a grown up to test you on some of these basic words. **find, kind, old, cold, where, there, friend, house, the, should, could, would, and, was, door, floor.**

Friday: Letter writing Write a letter to a friend (or your teacher) and tell them how you are feeling and what you have been doing. What do you need when you write a letter, Address Date...Dear why are you writing to them, what do you want to ask them or tell them? how do you finish your letter E.g. from, love from, lots of love, yours faithfully (for teacher)

Jenny Gamble
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23rd October, 2007

Dear Mary,

How are you? I'm very well. I didn't write earlier because I was very busy.

I like my new home. It is a lovely house. I have a big bedroom looking over the garden. I helped Mummy paint the bedroom walls yesterday. We chose a pretty yellow colour.

A boy called Mark lives next door. He is the same class as me at school. Mark is very good at sports and English. He likes animals just like we do, but even more. He says he is going to be a vet when he grows up.

I am still thinking about being a writer. Do you want me to send you the story I am writing when it is finished? It is all about animals having adventures.

Write back soon. I am really looking forward to hearing all your news.

Love,
Jenny.

Topic

If you have a computer/iPad/phone to connect to the Internet:

Monday: D&T – twinkl - make a clock
T-N-5481-KS1-Interactive-Clock-Games-
_ver_4.pdf
Keep to help with maths later in the week



Tuesday: read eBook and write about what happens
<https://www.twinkl.co.uk/resource/rameenas-ramadan-ebook-t-or-1353>
<https://www.twinkl.co.uk/resource/t-tp-1012-what-happens-during-ramadan-activity-sheet>

If you do not have a computer/iPad/phone to connect to the Internet:

Monday: D&T Make an analogue clock (a clock with hands) from a scrap piece of card cut into a circle or old plate help your child to write the numbers in the right place and use two lolly sticks or card for the hands (making one smaller) Keep your clock to help with maths later in the week

Tuesday: RE– Ramadan talk about what happen during Ramadan festival the Muslims believe Muhammad received the Qur'an and this last for 29 to 30 days

- They give up bad habits
- They pray 5 times a day
- They read the Qur'an (a special book)
- They fast during daylight (fast means no eating)
- They do good deeds

<p>Wednesday: Geography – Map https://www.twinkl.co.uk/resource/au-t2-m-118-town-and-tourist-attraction-maps</p>	<p>Wednesday: Geography – Map Can you create your own map? Can you remember your route to school or your local park or to the beach or even your home? Draw a map don't forget to add the important things that you like (your bedroom or special space). What directions do you need to go in (e.g. Turn left at the post office). What are the names of the roads? Are there any trees, paths post boxes, other house, roundabouts, traffic lights? On your walks have a look.</p>
<p>Thursday: Science how to grow a rainbow https://content.twinkl.co.uk/resource/e8/24/t-sc-2549961-how-to-grow-a-rainbow-experiment-science-activity_ver_7.pdf?_token_=exp=1587910223~acl=%2Fresource%2Fe8%2F24%2Ft-sc-2549961-how-to-grow-a-rainbow-experiment-science-activity_ver_7.pdf%2A~hmac=1d0ce2dd7eaaa405733e543a2e7f860062f53a62a04694e7dba974b8569e0a51</p>	<p>Thursday: Science – In this experiment, you are going to use kitchen roll. The fibres in kitchen roll have lots of little holes. Water is absorbed through the kitchen roll because when the first water molecule adheres to it and begins to move upward, it pulls the next water molecule up with it, like a chain. 1. Cut the kitchen roll into the shape of a rainbow. 2. At each end, use the felt-tip pens to colour a rainbow about 2cm up from the bottom. Remember the order of the colours: red, orange, yellow, green, blue, indigo, violet. 3. Attach the paperclip to the top of the rainbow and tie a piece of thread to it. This will allow you to hold your rainbow. 4. Add water to the two bowls. 5. Hold the rainbow with both ends slightly submerged into each bowl of water and watch your rainbow grow.</p>
<p>Friday:</p> 	<p>Friday: Art - look at these images inspired Andy Goldsworthy</p>  <p>Make your art work with any natural items that you can find. Shell, sticks, stones, leaves (not from the trees that are on the ground) fallen, catkins, flower petals etc. Take images of your work</p>

To help you with Read Write Inc Phonics is a highly effective way of teaching reading and spelling. It is based on the link between sounds and the way we write them down (graphemes). i-n contains 2 sounds and 2 graphemes

c-a-t contains 3 sounds and 3 graphemes /ch-a-t contains 3 sounds and 3 graphemes

l-igh-t contains 3 sounds and 3 graphemes /c-r-a-sh contains 4 sounds and 4 graphemes

s-t-r-ee-t contains 5 sounds and 5 graphemes Graphemes can have 1, 2, 3 or 4 letters. There are 44 sounds in our language. Children are taught to read and write them. Best friends are 2 3 or 4 letters that go together to make a sound. E.g. sh th ch qu ng nk - set l

Speed Sounds Set 1: m a s d t i n p g o c k u b f e l h sh r j v y w th z ch qu x ng nk

Speed Sounds Set 2: ay ee igh ow oo oo ar or air ir ou oy (all best friends)

Speed Sounds Set 3: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure (all best friends)

Green and Red words are in the Storybooks. Green words are words made up of graphemes from these charts. They are called Green because once children have learned these graphemes, they can read and go! Children can read the sounds by sound-blending.

Red words are common words that contain graphemes that are not found in the charts, e.g. said, want, rough, through, would. They are called Red because children may have to stop and think about these words, because they cannot easily read the words by sound-blending.

Don't forget to look at the sound sheet sent home to help you.