## Sir Martin Frobisher Academy Weekly Lesson Plan Year 2

Date: 04.05.20-08.05.20

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## 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	Joe Wicks PE	Quick drink break	Read Write Inc	Timestable	Get Outside!	
breakfast, get washed		and get things	Activity	Rockstars		
and dressed	11:30-12:30	ready for Maths	1.20 1.45	1.45.2.00	2.00 2.15	
10:45-11:30		12:30-1:30	1:30-1:45	l:45-3:00	3:00-3:15	
Maths Activity	English Activity	Lunchtime	Read for	Topic Activity	Read with someone/watch	
			Pleasure		Newsround	
		Read W	rite Inc		I VEWSI OUTIG	
Read Write Inc           If you have a computer/iPad/phone to connect         If you do not have a computer/iPad/phone to connect to the Internet:						
to the Internet: Go to R					to the internet.	
on You tube Set   Spe						
Speed Sounds 10.00 for						
Set I. Set 3 Speed Sou	nds 10.30 for childre	า				
that can read Set 2.	<u> </u>					
Monday: Watch you				me and <b>sound talk</b>		
https://www.youtube			•	ll – say the word /ho	-	
bLgY2oA cFClg9Gd	-		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			
book online (RWI webs			-			
stories green words that are decodable to spell			friends(from sound chart sent home) next pinch the sounds on your			
- say the word /how many sounds (not letters			fingers (one <b>sound</b> per finger) as you say them FINALLY get your child			
but sounds that you hear) talk about best friends (two letters that make one sound e.g. ay			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			
	-					
as in p l ay) remind the children of best friends(from sound chart sent home) next pinch			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			
the sounds on the fingers as you say them		•	following words.			
FINALLY get your child		5		, pot, slug, chat, shut,	this,	
type it on their device they are using.			<b><u>Challenge I</u></b> : chest, silk, plant, crack, insect, when, kept, stuck, trap,			
	sound at a time ticking	S Challenge M beginning	<b><u>Challenge</u> M</b> : whisk, ball, frilly, nips, sack, tinsel, magic, wand, frighten,			
	each as you go and repeat with each word.					
	eat with each word.					
		on Tuesday: U	sing of the book rea	d yesterday make a	simple sentence	
each as you go and repe Tuesday: Watch you https://www.youtube	r speed sounds less .com/channel/UCo	7fusing a ca	-	d yesterday make a r spaces full stop	•	
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pen. Can they can add their own sentence using	
	and then at the bottom a fist going forward (full stop). Can your child write an
a capital letter, finger spaces and a full stop?	answer for the question they have written? <b>Check your red word sheet.</b>
Wednesday: Watch your speed sounds lesson	Wednesday: Look at book sent home and look cover write check
https://www.youtube.com/channel/UCo7fbLgY2	the stories red words that need to be learnt – <b>look</b> at the word point it
oA_cFClg9GdxtQ?safe=true relook at the	out on the word sheet (or write it in on the tray for the children to see)
book read (RWI website) online or book sent	say the letter names. Then <b>cover</b> the word and get your child to <b>write</b>
home and look cover write check the stories	it on paper (or on the tray). Finally let them see the word to <b>check</b> it.
red words that need to be learnt – <b>look</b> at the	talk about the tricky part of t <u>he word (</u> e.g. my <b>y</b> being the tricky sound)
word point it out on the word sheet (or write	repeat with at least 5 words <mark>red words</mark> . <b>Try using a baking tray or</b>
it in on the tray for the children to see) say the	plate with a sprinkle of flour for your child to write in (it will
letter names. Then <b>cover</b> the word and get	make it fun) or use a small paint brush and water to write it on
your child to <b>write</b> it on paper (or on the tray).	the window in the sun. Look cover write check one of the groups
Finally let them see the word to <b>check</b> it. talk	of words below. <u>Challenge A</u> : the, of, my, to, I, do, he we me be
about the tricky part of the word (e.g. my <b>y</b>	<b><u>Challenge I</u></b> : she, want, said, so, no, all, are, what, you, your,
being the tricky sound) repeat with 5 words.	<b><u>Challenge M</u></b> : some, come, call, tall, one, who, school, any, could, watch
Thursday: Watch your speed sounds lesson	Thursday: Read a story book or think of a story you really like
https://www.youtube.com/channel/UCo7fbLg	retell the story to your adult can you use different voices for the
Y2oA cFClg9GdxtQ?safe=true	different characters
Read a short story book on	
https://www.getepic.com/sign-in can you retell	
the sequence of events to your adult	
Friday: Watch your speed sounds lesson –	Friday: What is your favourite place? Think of and talk about some
https://www.youtube.com/channel/UCo7fbLgY2	lovely adjectives to describe your garden, the beach, the park or your
oA_cFClg9GdxtQ?safe=true	home and put them into sentences or tell your adult the sentences you
Then watch oh the places you'll go by Dr Seuss	have thought of. Some adjectives: blue, beautiful, calm, enormous, fancy,
https://www.youtube.com/watch?v=fmOCyP4Vy	favourite, fresh, giant, green, huge, large, light, little, orange, pink, round,
P4 Where would you like to go or what is your	short, small, special, square, warm, white, wonderful, yellow. How does
favourite place write some lovely adjectives and	this place make you feel? Happy excited joyful warm loved safe
put them into sentences.	
Maths The login you were give	en with your packs is for 2 apps Rockstars and Numbots
Daily: Complete some work from your Home Le	earning Pack or go onto https://whiterosemaths.com/homelearning/year-2/
	earning Pack or go onto <u>https://whiterosemaths.com/homelearning/year-2/</u> . en an activity to complete. If you cannot print the activity, look at the
This website has a video for you to watch and the	en an activity to complete. If you cannot print the activity, look at the
This website has a video for you to watch and the activity on your screen and answer on a piece of	en an activity to complete. If you cannot print the activity, look at the paper.
This website has a video for you to watch and the activity on your screen and answer on a piece of <b>Additional Activity Monday: Capacity and v</b>	en an activity to complete. If you cannot print the activity, look at the paper. <b>volume -</b> learning about full, nearly full, half full nearly empty and empty
This website has a video for you to watch and the activity on your screen and answer on a piece of <b>Additional Activity Monday: Capacity and v</b> using different containers. Find 2 bottles and put	en an activity to complete. If you cannot print the activity, look at the paper. <b>volume -</b> learning about full, nearly full, half full nearly empty and empty some water in both but not the same amount. Compare the 2 bottles and
This website has a video for you to watch and the activity on your screen and answer on a piece of <b>Additional Activity Monday: Capacity and v</b> using different containers. Find 2 bottles and put talk about which has more liquid in? Which has le	en an activity to complete. If you cannot print the activity, look at the paper. <b>volume -</b> learning about full, nearly full, half full nearly empty and empty some water in both but not the same amount. Compare the 2 bottles and ess? Is it full? Is it empty? Provide a variety of containers (bucket, cup,
This website has a video for you to watch and the activity on your screen and answer on a piece of <b>Additional Activity Monday: Capacity and v</b> using different containers. Find 2 bottles and put talk about which has more liquid in? Which has lebottles, small saucepan, beaker) let the children e	en an activity to complete. If you cannot print the activity, look at the paper. <b>volume -</b> learning about full, nearly full, half full nearly empty and empty some water in both but not the same amount. Compare the 2 bottles and ess? Is it full? Is it empty? Provide a variety of containers (bucket, cup, explore with the containers (outside or in the bathroom is probably best)
This website has a video for you to watch and the activity on your screen and answer on a piece of <b>Additional Activity Monday: Capacity and w</b> using different containers. Find 2 bottles and put talk about which has more liquid in? Which has lebottles, small saucepan, beaker) let the children e What is full nearly full nearly empty and empty. T	en an activity to complete. If you cannot print the activity, look at the paper. <b>volume -</b> learning about full, nearly full, half full nearly empty and empty some water in both but not the same amount. Compare the 2 bottles and ess? Is it full? Is it empty? Provide a variety of containers (bucket, cup, explore with the containers (outside or in the bathroom is probably best) falk about <b>more or less</b> and get your child to show you.
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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 <a href="https://www.twinkl.co.uk/resource/year-2-a-tale-of-two-feathers-differentiated-reading-comprehension-activity-t-e-1000">https://www.twinkl.co.uk/resource/year-2-a-tale-of-two-feathers-differentiated-reading-comprehension-activity-t-e-1000</a> 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** rosy red **O** out and about **B** bright and bold **I** in my garden **N** never far away. Draw a picture to go with your poem.

**Tuesday: Write about a hobby** <u>https://www.twinkl.co.uk/resource/t-c-670-make-your-own-my-hobbies-mini-booklet</u> 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 <u>https://www.topmarks.co.uk/english-games/5-7-years/wordsand-spelling</u> 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 15 Hall Road, Anytown CO2 6SY 23rd October, 2007

Dear Mary.

How are your 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 Murnmy 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 animal 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. Bo you want me to send you the story I am writing when it is nished? It is all about animals having adventures.

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

Love, Jenny

Торіс				
If you have a computer/iPad/phone to connect to the Internet:	If you do not 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	<b>Monday: D&amp;T</b> 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: 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	<ul> <li>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</li> <li>They give up bad habits</li> <li>They pray 5 times a day</li> <li>They read the Qur'an (a special book)</li> <li>They fast during daylight (fast means no eating)</li> <li>They do good deeds</li> </ul>			

Wednesday: Geography – Map https://www.twinkl.co.uk/resource/au-t2-m-118- town-and-tourist-attraction-maps	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.
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=1d0ce2dd7eaaa405733 e543a2e7f860062f53a62a04694e7dba974b8569e0a51	<b>Thursday: Science</b> – 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.
Friday:	Friday: Art - look at these images inspired Andy Goldsworthy Where the second

<u>To help you with Read Write Inc</u> 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 1

Speed Sounds Set I: 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.