



Sir Martin Frobisher Academy

Weekly Lesson Plan Year 2



Date: 11.5.20 - 15.5.20

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	Guided Reading 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

Phonics/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
https://www.youtube.com/channel/UCo7fbLgY2oA_cFClg9GdxtQ?safe=true
 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_cFClg9GdxtQ?safe=true
 Do some shared reading with a grown up or elder sibling. This is where you read the words that you know, and they read the rest. What sounds do you recognise? Can you tell the other person the picture card and phrase that goes with this sound?

Tuesday: Watch your speed sounds lesson –
https://www.youtube.com/channel/UCo7fbLgY2oA_cFClg9GdxtQ?safe=true
 Watch <https://www.youtube.com/watch?v=xmesRaf3bCA>
 Think about the sound 'aw' – yawn at dawn. Go on a hunt around the house for objects that have the 'aw' sound in them. E.g. claw, drawer, paw etc. Get your grown up to check.

Wednesday: Watch your speed sounds lesson –
https://www.youtube.com/channel/UCo7fbLgY2oA_cFClg9GdxtQ?safe=true
 Use your Get Epic login details and choose a book to read. What sounds can you find that you know? How many times can you spot the sound 'are'? Get your grown up to check

Thursday: Watch your speed sounds lesson –
https://www.youtube.com/channel/UCo7fbLgY2oA_cFClg9GdxtQ?safe=true
 How many items can you find around the house that have the sound 'are' in them? E.g. care and share. Can you make longer and shorter words? How many syllables does each word have?

Friday: Watch your speed sounds lesson –
https://www.youtube.com/channel/UCo7fbLgY2oA_cFClg9GdxtQ?safe=true
 Using the sound 'ur' how many picture cards can you make. For example the Read Write Inc one is "Nurse with a purse". Draw a picture to go with each card.

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

Monday: Do some shared reading with a grown up or elder sibling. This is where you read the words that you know, and they read the rest. What sounds do you recognise? Can you tell the other person the picture card and phrase that goes with this sound?

Tuesday: Think about the sound 'aw' – Make a cake. Go on a hunt around the house for objects that have the 'aw' sound in them. E.g. claw, drawer, paw etc. Get your grown up to check.

Wednesday: Choose a book and look through it. What sounds can you find that you know? How many times can you spot the sound 'are'? Get your grown up to check. E.g. care and share.

Thursday: How many items can you find around the house that have the sound 'are' in them? E.g. care, share. Can you make longer and shorter words? How many syllables does each word have?

Friday: Using the sound 'ur' how many picture cards can you make. For example the Read Write Inc one is "Nurse with a purse". Draw a picture to go with each card. E.g. cute, brute, flute.

Maths

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.



Additional Activity Thursday: Watch: Watch these videos to remind you <https://youtu.be/tbXER6bLyu4> and https://youtu.be/P_UZiA_oxaY

- How many people are in your family **II** or **III** can you tell me using tally marks.
- You could make the tally marks out of playdough or you could trace them into sand you could quiz your child by saying a number and then get them to make that many tally marks and even write the number as well e.g. shout Five they would write 5 and tally

- You could even use playing cards or get your child to help you make number cards and they have to turn one over and who can make the tally marks the fastest for that number.

Can you make a tally chart using outdoor materials? Like the one above.

I have attached a picture of an example, but you can make yours on paper and place the outdoor materials on it, use playdough to make tally marks be as creative as you like.

Additional Activity Tuesday: Watch these videos to help you: <https://youtu.be/tbXER6bLyu4> and https://youtu.be/P_UZiA_oxaY

Yellow	III III
Silver	III
White	II
Black	III
Red	III III

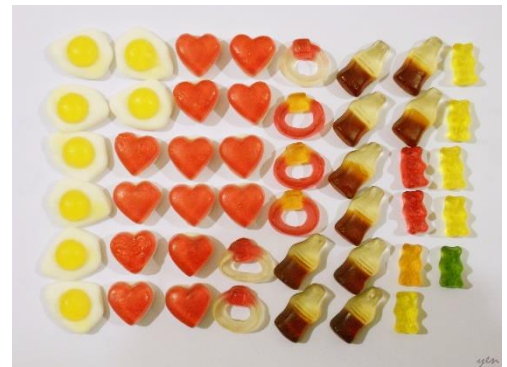
So far we have made tally marks for different numbers today can you make a tally chart?

Now some questions about your tally chart:

- How many cars can you see on your daily walk? Maybe make a tally of their different colours?
- What was the most popular colour of car?
- How many more people had a yellow car compared to a silver car?
- What colour car is least popular?
- How many cars did you see in total?






- How many colours of each sweet are there in a pack? (skittles, m&m's starburst etc Haribo just do type of sweet)

Ring white	3	III
Heart	14	III III III III
Ring red	3	III
Gummy bear	9	III III III
Fried Egg	8	III III III
Cola bottle	10	III III III

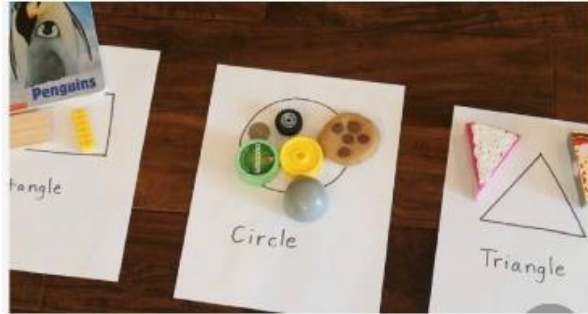


Additional Activity Wednesday: 2D shape Watch: <https://youtu.be/WTeqUejf3D0>

2D Shapes

Name		Sides	Vertices
triangle		3	3
circle		1	0
square		4	4
rectangle		4	4
pentagon		5	5
hexagon		6	6
oval		1	0
rhombus		4	4

Today we are going to go on a shape hunt can you draw the shapes on some paper or make them out of playdough? I need one for each shape. Now can you search the house for these shapes and make a pile of items for each shape. Like the picture below!



Once you have found at least 1 item for each shape how many side do they have? (answers in the picture on the left) How many vertices/corners do they have?

Additional Activity Thursday: Watch: https://youtu.be/vs8F_g3MGtM

Go on a coin hunt and collect them all together. Sort them into different piles and describe them are they all the same colour? Shape? Size? How much is each coin worth? How much money have you collected all together?

Can you make a shop with toys maybe you could use food and practice buying things with the coins?

Maybe you could set up a tuck shop for your child where they can earn money for small age appropriate household chores like making their bed, washing up, hovering etc. They can then use this money to buy daily snacks or tokens to watch TV or play.

Additional Activity Friday: Choose a recipe with a grown up and bake it. Maybe you could be in charge of measuring out the ingredients can you measure the ingredients out correctly?

What is the heaviest ingredient?

What is the lightest ingredient?

You don't have to use scales for this part you can just pick them up and compare. Which one feels heaviest or lightest? Maybe use the scales to check or ask the grown up and see if you are right.

Can you order the ingredients from heaviest to lightest? Now order them from tallest to smallest are they in the same order as before?

Fractions:

Can you cut what you made in $\frac{1}{2}$ or $\frac{1}{4}$?

English

Monday: This week you are going to make and publish a book. It is going to be writing the story of "Goldilocks and the three bears" but with a twist. If you access YouTube than watch this video <https://youtu.be/iR2M0QuLPZs>

If not, get a grown up or an older sibling to tell you the story from memory. Once you have heard the story I want you to think of something that you could change for your own version. It could be that Goldilocks doesn't eat daddy bear's large bowl, mummy bear's medium bowl and baby bear's small bowl of porridge but another food. Maybe your favourite food? Maybe she doesn't try out their different sized chairs and beds but something else? Maybe their toothbrush or something else what can you think of that you use every day and so do your parents or guardians? Or maybe she doesn't run off at the end of the story and instead stays? What could she do to make up for eating the bears porridge and sitting on their chairs and sleeping in their beds? You are going to work on making your plan. Spend 1 or 2 mins with your eyes closed thinking about your version of the story. Open your eyes and on paper write down all your ideas and some key notes etc.

Tuesday: Get a fresh piece of paper, leave a space for a picture to draw at another time. Today you are going to write up the beginning of your story. **Make sure you have capital letter, finger spaces, full stops, adjectives (to describe), and conjunctions (and or so but yet when if that because) you might what to add a question and use a question mark? Don't forget to spell your tricky words correctly too.** Where is the story happening? How the story starts, at what point are you going to surprise your reader with the twist? What will the twist be?

Wednesday: Get a fresh piece of paper, leave a space for a picture to draw at another time. Today you are going to write up the middle of your story. What twist could happen? Who is the goodie and who is the baddie? Is there going to

be some sort of problem in the woods to make the bears head home? Is Goldilocks actually needing help? Is she really a baddie? Are the bears actually mean?

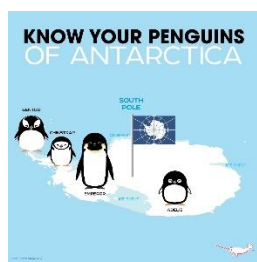
Thursday: Get a fresh piece of paper, leave a space for a picture to draw at another time. Today you are going to finish your story by writing the ending. Is it a happy or sad ending? Something else? How does everything finish off?

Friday: Put all of your work together to make a book, show your grown up and ask them to mark anything that needs changing. Make sure you have capital letter, finger spaces, full stops, adjectives (to describe), and conjunctions (and or so but yet when if that because) you might what to add a question and use a question mark? don't forget to spell your tricky words correctly too. Make your corrections and staple, paperclip or glue your book together.

Topic: Penguins in the Antarctic

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

Monday: Watch <https://www.twinkl.co.uk/resource/t-g-303-ks1-penguin-fact-file-powerpoint>



make a penguin



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

Using a empty toilet roll, paper in orange, yellow, white and black, scissors, templates and glue

Make a penguin

Remembering what features that a penguin has.

Body - black Tummy -white Beak-yellow flippers-black and feet and the colours they need to create orange, black and white

Tuesday: <https://www.twinkl.co.uk/resource/ks1-antarctic-explorers-finding-the-south-pole-powerpoint-t-h-274> Watch and Write a list of things needed for a trip to Antarctic and justify why



Write a list of things needed for a trip to Antarctic and justify why

Can you list items needed **to go to Antarctic** (food, clothing, equipment and special items) don't forget this is a very cold place to visit and there are no shops?

Wednesday: <https://www.twinkl.co.uk/resource/melt-the-ice-science-experiment-activity-t-sc-2549719>

Make up ice shapes in an ice cube tray or silicone cooking item (cupcakes loaf tin but two the same) choose a toy that can freeze inside one and leave the other empty just water. And see how long it takes to freeze.

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Thursday: <https://www.twinkl.co.uk/resource/t-t-16882-penguin-matching-activity> either download and use the sheet to match the description or using the world map and the penguin sheet at the end of the planning either draw on or cut and stick where the penguins live in the world?

Do you know your penguins using the world map and the penguin sheet at the end of the planning either draw on or cut and stick where the penguins live in the world?

Friday:

Check the ice if it is frozen pull out and put on a tray or on the garden path

What do you think will happen? Draw a picture of the ice and write a prediction then put ice on a tray or on a garden path

During the day check on ice to see what has happened and note with a picture and write what is happening to the ice has the one with a plastic toy melted slower?

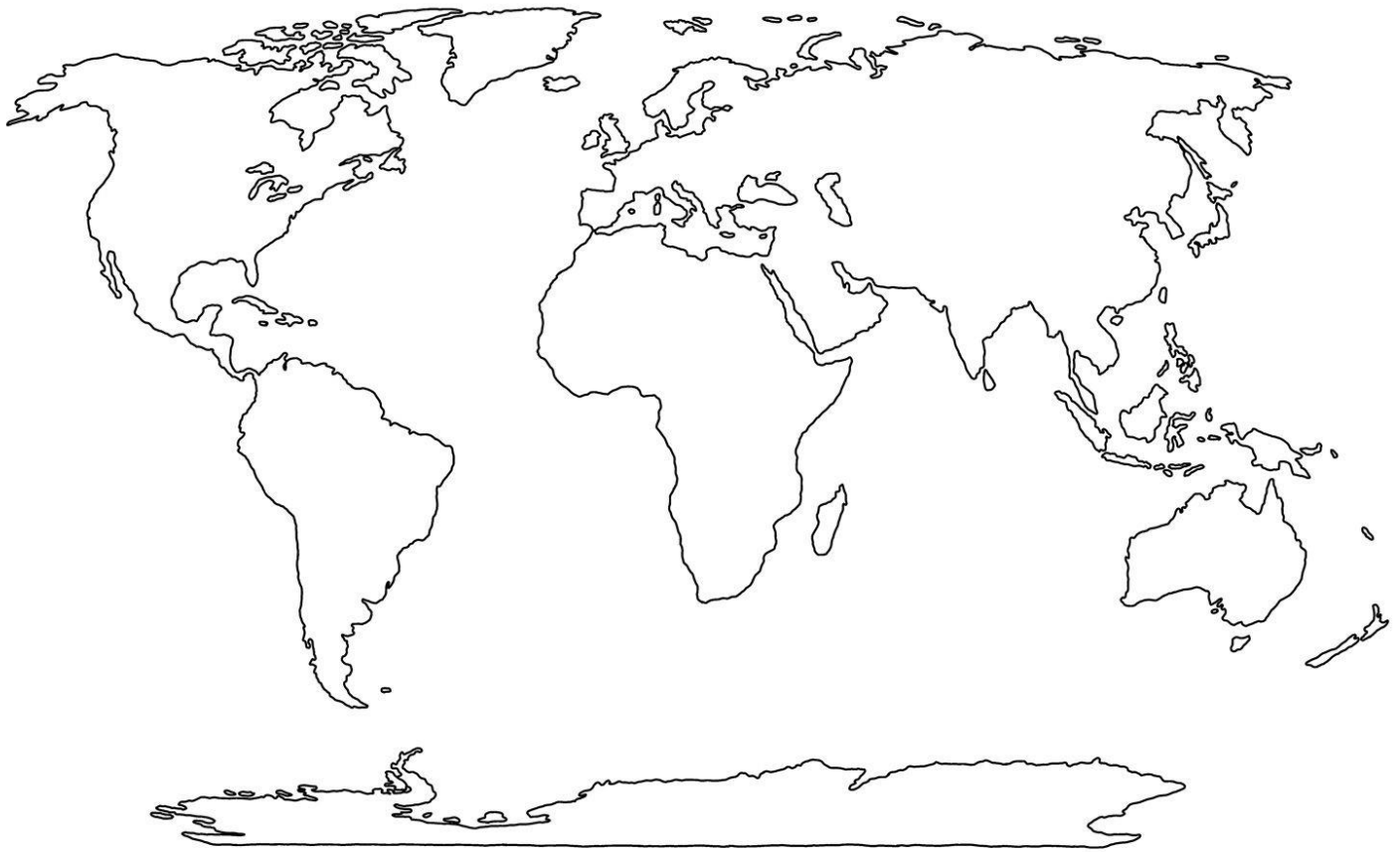
Check Every hour - look at their ice and draw and write what you see.

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KNOW YOUR PENGUINS

From the rainforests of New Zealand to the volcanic islands of the Galapagos, penguins inhabit an impressive variety of habitats – they don't only live on ice. Discover the world's 18 penguin species.

AFRICA

- EN** AFRICAN PENGUIN *Spheniscus demersus*

SOUTHERN OCEAN ISLANDS

- EN** NORTHERN ROCKHOPPER PENGUIN *Eudyptes moseleyi*
- VU** MACARONI PENGUIN *Eudyptes chrysolophus*
- VU** SOUTHERN ROCKHOPPER PENGUIN *Eudyptes chrysolophus*

AMERICAS

- NT** MAGELLANIC PENGUIN *Spheniscus magellanicus*
- VU** HUMBOLDT PENGUIN *Spheniscus humboldti*
- EN** GALAPAGOS PENGUIN *Spheniscus mendiculus*

AUSTRALIA & NEW ZEALAND

- LC** LITTLE PENGUIN *Eudyptula minor*
- LC** CHINSTRAP PENGUIN *Pygoscelis antarcticus*
- NT** ROYAL PENGUIN *Eudyptes schlegelii*
- EN** YELLOW-EYED PENGUIN *Megadyptes antipodes*
- EN** ERECT-CRESTED PENGUIN *Eudyptes sclateri*
- VU** SNARES PENGUIN *Eudyptes robustus*

ANTARCTICA

- LC** GENTOO PENGUIN *Pygoscelis papua*
- NT** EMPEROR PENGUIN *Aptenodytes forsteri*
- LC** ADÉLIE PENGUIN *Pygoscelis adeliae*
- LC** KING PENGUIN *Aptenodytes patagonicus*
- VU** FIORDLAND PENGUIN *Eudyptes pachyrhynchus*

KEY

Breeding grounds in:

- Americas
- Antarctica
- Australia & New Zealand
- Southern Ocean Islands

IUCN RED LIST SCALE

- LC** Least Concern
- NT** Near Threatened
- VU** Vulnerable
- EN** Endangered
- CR** Critically Endangered
- EW** Extinct in the Wild
- EX** Extinct

I'm the smallest penguin, 33 cm tall.

I'm the largest penguin, 122 cm tall, and the deepest diver, 440 m.

I'm the last penguin species of my kind (Megadyptes).

Infographic by Irene Lorenzo. Illustrations courtesy of HBK, as published in the Illustrated Checklist of the Birds of the World