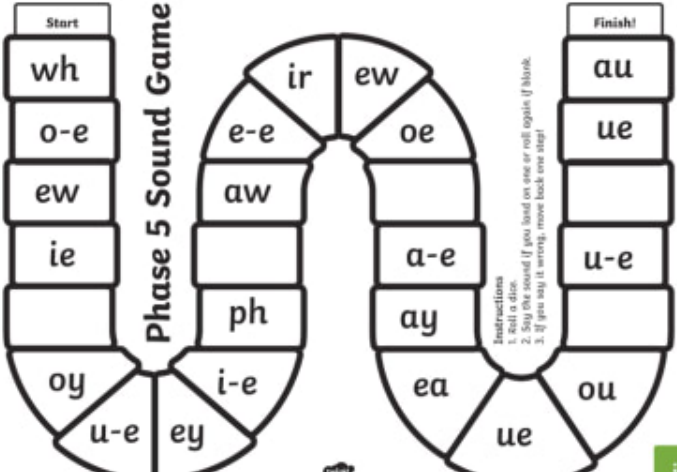




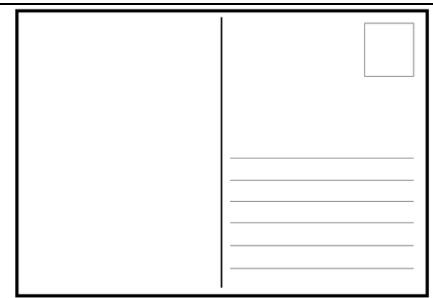
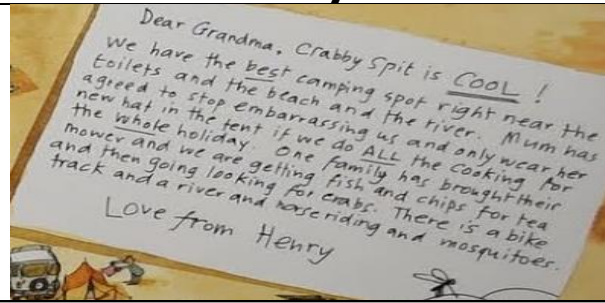


# Year 2 Weekly Plan 13.07.2020

| Monday         |  |  |
|----------------|--|--|
| Approx. Timing | Suggested Activity   | Activity Plan  |
| 10 mins        | Mindfulness  | This could be a <b>colouring activity</b> , a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.  |
| 30 mins        | PE with Joe Wicks or dance online/<br>Eat breakfast with family  | This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners. We have been dancing in class<br><a href="https://www.youtube.com/watch?v=FP0wgVhUC9w">https://www.youtube.com/watch?v=FP0wgVhUC9w</a> <a href="https://www.youtube.com/watch?v=C_el3h46_kO">https://www.youtube.com/watch?v=C_el3h46_kO</a><br><a href="https://www.youtube.com/watch?v=leMaOZOx6_k">https://www.youtube.com/watch?v=leMaOZOx6_k</a> <a href="https://www.youtube.com/watch?v=IZKO16VOgLs">https://www.youtube.com/watch?v=IZKO16VOgLs</a><br><a href="https://www.youtube.com/watch?v=VNhiGx4xLhA">https://www.youtube.com/watch?v=VNhiGx4xLhA</a>   |
| 30-40 mins     | RWI<br>jumbled two syllable words and phase 5 Game<br>Wash hands | <a href="https://www.youtube.com/watch?v=07YNCFIS0il">https://www.youtube.com/watch?v=07YNCFIS0il</a> hand washing song<br>Quick dash of sounds 2 and 3 that are already known (look at sound sheet). There is a two syllable words work sheet (look at end of planning) the words are jumbled, and you need to write the words letters correctly and then write a sentence for each. E.g. The first image is a windmill. The letters are: l l i n d w l m, write the word correctly. Do this for all ten words, then chose 4 of your words and write a sentence with that word in it - <b>ensure you have a capital letter finger spaces and a full stop</b> . E.g. Rainbow – At the end of the day I saw a beautiful rainbow in the sky.<br><br>When you land on a sound, say it and then can you think of a word with that sound in it? E.g. wh when/o-e cone/ew new/ie tie /oy boy/u-e tube/ey they/i-e like/ph photo/ aw paw/e-e Pete/ir bird/oe toe/a-e cake/ay tray.   |
| 15-20 mins     | Break Time   |  |
| 10 mins        | Times tables Practice  | You should practise times tables every day. You could use times table rock stars or Numbots<br><a href="https://play.trockstars.com/auth/key/6458fd5b63f9d7df122b36b2a1ad3afc">https://play.trockstars.com/auth/key/6458fd5b63f9d7df122b36b2a1ad3afc</a> Reception: doubling and halving<br><a href="https://play.numbots.com/#/account/school-login-type">https://play.numbots.com/#/account/school-login-type</a> Year 1&2: 2s, 5s, 10s<br><a href="https://www.ictgames.com/mobilePage/archeryDoubles/index.html">https://www.ictgames.com/mobilePage/archeryDoubles/index.html</a>   |
| 30-40 mins     | Maths Activity<br>One is a snail, ten is a crab                  | <a href="https://www.youtube.com/watch?v=zDjp7rTXtsk">https://www.youtube.com/watch?v=zDjp7rTXtsk</a> one is a snail, ten is a crab. Today we are going to look at <b>multiplies of 2 5 or 10</b> (sheet at the end of planning to make your own).<br><br>using the images from the book we will be looking at repeat addition and multiplication of the legs. E.g. 2 is a person as they have two feet, one two, so 2 people are $2+2=$  or 2 lots of 2 which is $2 \times 2 =$ . Work out the repeat addition for 2, and the 2 times table. $2+2+2=$ or 3 lots of 2 which is $3 \times 2 =$ . $2+2+2+2=$ or 4 lots of 2 which is $4 \times 2 =$ .<br>Repeat this for 10 is a crab e.g. $10+10=$  or 2 lots of 10 $2 \times 10 =$ . $10+10+10+10+10=$ or 5 lots of 10 which is $5 \times 10 =$ .<br>Finally repeat this for 5 is a dog and a snail e.g. $5+5=$  or 2 lots of 5 $2 \times 5 =$ . $5+5+5+5+5+5=$ or 7 lots of 5 which is $7 \times 5 =$ . Use the images (at the end of the planning) if necessary, to support your working out. <b>Number of the week challenge:</b> Your choice of number (sheet at end of planning). Draw a tally mark to represent your number and draw a group of things to represent it too (e.g. hearts or teddies or something you like). |
| 30-40 mins     | Lunch time   |  |
| 30-40 mins     | At the beach /English Activity                                   | <a href="https://www.youtube.com/watch?v=kPL7IMLYNDk">https://www.youtube.com/watch?v=kPL7IMLYNDk</a> At the beach by Roland Harvey. Watch or read two pages from the book (see the images at the end of the planning). Write about your postcard (use template at end of planning). Include something exciting you have done on a beach and you want to tell your Grandma all about it.   |

# Year 2 Weekly Plan 13.07.2020







|            |  |  |
|------------|--|--|
| 10 mins    | Golden Mile/Physical Activity  |  |
| 30-40 mins | PSHE/Topic   | GetEpic go with yoyo or starfish breathing<br>Design your own picture for the front of your postcard.<br>Wash our hands <a href="https://www.youtube.com/watch?v=OZ3oSvfiwU4">https://www.youtube.com/watch?v=OZ3oSvfiwU4</a> Jack Hartman |
| 10-20 mins | Story time/Read a text - <a href="https://www.theguardian.com/books/gallery/2020/apr/04/gruffalo-axel-scheffler-and-julia-donaldsons-coronavirus-cartoons#img-1">https://www.theguardian.com/books/gallery/2020/apr/04/gruffalo-axel-scheffler-and-julia-donaldsons-coronavirus-cartoons#img-1</a> |  |

## Tuesday

| Approx. Timing | Suggested Activity                            | Activity Plan  |
|----------------|---|--|
| 10 mins        | Mindfulness                                   | This could be a colouring activity, a breathing exercise or a <b>quiet handwriting exercise</b> . Something that gets your child ready for a day of learning.  |
| 30 mins        | PE with Joe Wicks / Eat breakfast with family | This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.  |
| 30-40 mins     | RWI<br><b>red words</b><br><br>Wash hands     | Quick dash of sounds already know look at sound sheet. Look at <b>red words</b> (sheet at end of planning) look say/look say write/look say cover and write – then check. Did you get it correct? Practise all the words on the sheet. How many did you manage to write correctly? Choose one word from each column (e.g. from column 1 the words are: said, like have so. My sentence – I like to _____).<br>Let's all wash our hands <a href="https://www.youtube.com/watch?v=S9VjelWLnEg">https://www.youtube.com/watch?v=S9VjelWLnEg</a> song          |
| 15-20 mins     | Break Time                                    |  |
| 10 mins        | Times tables Practice                         | You should practise times tables every day. You could use times table rock stars or Numbots <a href="https://play.trockstars.com/auth/key/6458fd5b63f9d7df122b36b2a1ad3afc">https://play.trockstars.com/auth/key/6458fd5b63f9d7df122b36b2a1ad3afc</a> Reception: doubling and halving <a href="https://play.numbots.com/#/account/school-login-type">https://play.numbots.com/#/account/school-login-type</a> Year 1&2: 2s, 5s, 10s  |
| 30-40 mins     | Maths Activity                                | <p>Today we are going to look at <b>capacity</b>. Draw the correct amount in each container and write the amount of liquid below the last three containers. Use 3 to 5 different containers which one holds the most when full? If you have a jug with measurements in <b>ml</b> on the side write down how much liquid is in each container in <b>millilitres?</b></p> <p><b>Number of the week challenge:</b> number of your choice (sheet at end of planning) <b>What is greater than ___?</b><br/><b>What is less than ___?</b></p>                    |
| 30-40 mins     | Lunch time                                    |  |
| 30-40 mins     | At the beach /English Activity                | <p>Reading Comprehension <b>Sun, Sea and Beach Safety</b><br/><b>The Sun</b> The sun can damage your eyes and you can even become blind! Stay safe in the sun:</p> <ul style="list-style-type: none"> <li>• Never look up at the sun.</li> <li>• Always wear a hat</li> <li>• Always wear sunglasses.</li> <li>• Keep a t-shirt on, especially covering shoulders.</li> <li>• Always wear sun cream.</li> <li>• Drink lots of water to keep hydrated.</li> <li>• Stay in the shade, especially during the hottest time of the day (11 am- 3pm).</li> </ul> |

# Year 2 Weekly Plan 13.07.2020

|  |  |   |
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|  |  | <p><b>The Sea</b> There are some creatures to be careful around:</p> <ul style="list-style-type: none"> <li>Jellyfish can sting you with their tentacles. Never enter the water if you can see jellyfish.</li> <li>Stingrays can sting you with their stinger. Try shuffling through the water to avoid startling them or accidentally stepping on them.</li> <li>Mussels and Clams have sharp shells that you may graze or cut yourself on.</li> <li>Coral can also be sharp. Try wearing water shoes.</li> <li>Always seek First Aid if you have been stung, hurt or are in any doubt!</li> </ul> <p><b>The Beach</b> Lifeguards patrol many beaches and save thousands of people every year. In 2019, records state that lifeguards from the RNLI (Royal National Lifeboat Institution) responded to 17,356 incidents on some of the busiest beaches in the UK and they helped 29,334 people. Stay safe on the beach:</p> <ul style="list-style-type: none"> <li>Just swim where it's safe to - preferably at a lifeguard patrolled beach.</li> <li>Make sure you can swim, never swim alone and make sure you are always supervised by an adult at the beach.</li> <li>Keep an eye on the weather - if it's very windy or the sea is rough, do not swim or use inflatables in the sea.</li> <li>Wear the proper clothing when playing water sports.</li> <li>Shout for help and hold your hand in the air if in trouble.</li> <li>Get a lifeguard or tell an adult if there isn't a lifeguard, if you ever see someone else in trouble.</li> <li>Read information, follow instructions and look at safety flags.</li> </ul> <p><b>1. Orange Windsock</b> Dangerous wind conditions. Never use an inflatable like a rubber ring or dinghy - you could get swept out to sea. <b>2. Bathing Flag</b> The area is watched by lifeguards. Between two of these flags is a safe place to swim and use a bodyboard. <b>3. Surfing Flag</b> The area is safe for water activities like surfboarding and kayaking, but not safe for swimming or bodyboarding. <b>4. Danger Flag</b> Danger! NEVER enter the water when you see this flag.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">1 </div> <div style="text-align: center;">2 </div> <div style="text-align: center;">3 </div> <div style="text-align: center;">4 </div> </div> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>What can the sun do to your eyes?</li> <li>Which of the advice points could help protect your skin?</li> <li>When do you think you'd be most at risk of burning?</li> <li>Why would shuffling through the water be a good idea?</li> <li>What can be sharp in the sea?</li> <li>Who are the RNLI and how do they help?</li> </ol> <p>Write your answers to your questions in a sentence using: Capital letters, finger spaces and full stops. If you are not sure of your answer carefully read the comprehension piece again for the answers.</p> |
|--|--|---|

|         |  |                               |
|---------|--|-------------------------------|
| 10 mins |  | Golden Mile/Physical Activity |
|---------|--|-------------------------------|




























|            |                                   |   |
|------------|-----------------------------------|---|
| 30-40 mins | PSHE/Topic<br>Wash our hands song | Getepic GO With YOYO: Cloud & Rainbow Meditation<br>Emotional art wheel (use sheet at the end of the planning). Fill in the wheel with colour, shapes and drawing to represent the different moods. E.g. Angry colour in red with lots of triangles and an image of an angry face.<br>You decide it's how you feel. |
|------------|-----------------------------------|---|

|            |  |   |
|------------|--|---|
| 10-20 mins |  | Story time/Read a text, getepic beach books |
|------------|--|---|

## Wednesday

| Approx. Timing | Suggested Activity                            | Activity Plan   |
|----------------|---|---|
| 10 mins        | Mindfulness                                   | This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.   |
| 30 mins        | PE with Joe Wicks / Eat breakfast with family | This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.   |
| 30-40 mins     | RWI<br>ai<br>Wash hands                       | Look at the ai word sheet at the end of the planning, complete the sheet read and write the words into the correct sentence. Read it ...does it make sense? If not have you used the correct word?<br><b>Handwriting</b> <a href="https://www.ictgames.com/mobilePage/skyWriter/index.html">https://www.ictgames.com/mobilePage/skyWriter/index.html</a> Have you written your letters correctly? Look at the sky writer or write for your child to copy is it sitting on the line properly? Does your child start the letter in the correct place? E.g. a c e i m n o r s u v w x z Is it tall enough? E.g. b d h k l t Are the tails below to line? E.g. g j p q y (if you are drawing in flour make sure you draw a line so your child can place the letter correctly) |
| 15-20 mins     |   | Break Time  |
| 10 mins        | Times tables Practice                         | You should practise times tables every day. You could use times table rock stars or Numbots<br><a href="https://play.trockstars.com/auth/key/6458fd5b63f9d7df122b36b2a1ad3afc">https://play.trockstars.com/auth/key/6458fd5b63f9d7df122b36b2a1ad3afc</a> Reception: doubling and halving<br><a href="https://play.numbots.com/#/account/school-login-type">https://play.numbots.com/#/account/school-login-type</a> Year 1&2: 2s, 5s, 10s<br><a href="https://www.ictgames.com/mobilePage/archeryDoubles/index.html">https://www.ictgames.com/mobilePage/archeryDoubles/index.html</a>  |

# Year 2 Weekly Plan 13.07.2020

|                 |   |   |
|-----------------|---|---|
| 30-40 mins      | Maths Activity  | <p>Today we are going to look at <b>capacity</b>. Measuring in litres - 1 litre is about as much as 1 quart or 4 cups.</p>  <p>So do the containers below hold <b>more or less</b> than 1 litre ...circle the correct answer. Is the first container the jug answered correctly?</p> <div style="display: grid; grid-template-columns: repeat(3, 1fr); gap: 10px;"> <div data-bbox="438 313 558 459"> <br/>             more <input type="radio"/> less <input type="radio"/> </div> <div data-bbox="598 313 718 459"> <br/>             more <input type="radio"/> less <input type="radio"/> </div> <div data-bbox="758 313 877 459"> <br/>             more <input type="radio"/> less <input type="radio"/> </div> <div data-bbox="438 481 558 627"> <br/>             more <input type="radio"/> less <input type="radio"/> </div> <div data-bbox="598 481 718 627"> <br/>             more <input type="radio"/> less <input type="radio"/> </div> <div data-bbox="758 481 877 627"> <br/>             more <input type="radio"/> less <input type="radio"/> </div> <div data-bbox="438 649 558 795"> <br/>             more <input type="radio"/> less <input type="radio"/> </div> <div data-bbox="598 649 718 795"> <br/>             more <input type="radio"/> less <input type="radio"/> </div> <div data-bbox="758 649 877 795"> <br/>             more <input type="radio"/> less <input type="radio"/> </div> </div> <p><b>Number of the week challenge:</b> Your number choice (sheet at end of planning) Using the + - signs, how many number sentences can you make?</p>  |
| 30-40 mins      | Lunch time  |   |
| 30-40 mins      | At the Beach / English Activity                           | <p><b>Today</b> we are going to be do a beach scavenger hunt and write about the thing we can see in interesting sentences (using the images below to support) talk to your adult to help you.</p>  <div style="display: flex; flex-wrap: wrap; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> <div style="text-align: center;"><br/><input type="checkbox"/></div> </div> <p>Write your answers to your questions in a sentence using: Capital Letters, finger spaces and full stops. If you are not sure of your answer carefully read the comprehension piece again for the answers.</p> |
| 10 mins         | Golden Mile/Physical Activity                             |   |
| 30-40 mins      | PSHE/Topic  | Get epic GO With YOYO: <a href="https://www.getepic.com/app/read/72064">https://www.getepic.com/app/read/72064</a> move like each letter in the alphabet. Read the story sharing a shell and make stick puppets of some of the characters. Retell the story   |
| 10-20 mins      | Story time/Read a text. Read a story the beach on getepic |   |
| <b>Thursday</b> |   |   |
| Approx. Timing  | Suggested Activity  | Activity Plan   |

# Year 2 Weekly Plan 13.07.2020

|            |   |  |
|------------|---|--|
| 10 mins    | Mindfulness                                   | This could be a colouring activity, a breathing exercise or a <b>quiet handwriting exercise</b> . Something that gets your child ready for a day of learning.  |
| 30 mins    | PE with Joe Wicks / Eat breakfast with family | This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.  |
| 30-40 mins | RWI read and roll game<br><br>Wash hands      | Quick dash of sounds already know look at sound sheet. First make your dice (template at the end of the planning). Look at the work sheet - read and roll phase 4 (at the end of the planning) and play the game with your family. Take it in turns to roll the dice and whatever number 1-6 you get choose a word and read it. if you get it correct colour it in. Who can get the most words right? Make sure you save your dice for tomorrow's game.<br>Let's all wash our hands <a href="https://www.youtube.com/watch?v=S9VjelWLnEg">https://www.youtube.com/watch?v=S9VjelWLnEg</a>  |
| 15-20 mins | Break Time                                    |  |
| 10 mins    | Times tables Practice                         | You should practise times tables every day. You could use times table rock stars or Numbots<br><a href="https://play.trockstars.com/auth/key/6458fd5b63f9d7df122b36b2a1ad3afc">https://play.trockstars.com/auth/key/6458fd5b63f9d7df122b36b2a1ad3afc</a> Year 1&2: 2s, 5s, 10s<br><a href="https://play.numbots.com/#/account/school-login-type">https://play.numbots.com/#/account/school-login-type</a> Reception: doubling and halving  |
| 30-40 mins | Maths Activity <b>problem solving</b>         | <p>Today we are looking at <b>problem solving in words</b>. Look at the problems below and work out the answers. E.g. 46 balls take away 20 soccer balls and 15 basketballs which is <math>40 - (20 + 15) = \underline{\quad}</math> <math>40 - 35 = \underline{\quad}</math> so how many tennis balls are there?</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>There were 46 balls on the playground. 20 were soccer balls and 15 were basketballs. The rest were tennis balls. How many were tennis balls?</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Dad caught 22 fish in the morning. He threw 5 back because they were too small. He caught 12 more in the afternoon. How many fish did dad have then?</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>30 children lined up to jump rope. 9 children joined them. 4 children left to get a drink of water. How many children were left in the line?</p> </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>At the park I saw 32 animals. I saw 12 dogs, 15 squirrels, and some frogs. How many frogs did I see?</p> </div> </div> <p style="background-color: yellow; margin-top: 10px;"><b>Number of the week challenge:</b> (sheet at end of planning) Is <math>\underline{\quad}</math> an odd or even number? Can you share it? Can you write the number <math>\underline{\quad}</math> as a word? Write the number <math>\underline{\quad}</math> correctly.</p>  |
| 30-40 mins | Lunch time                                    |  |
| 30-40 mins | Topic/English Activity                        | <p>Reading comprehension <b><u>The Layers of the Ocean</u></b></p> <p>Oceans cover two thirds of the Earth and there are five main Oceans: Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean and Southern Ocean. The Ocean is deeper in some places than others. There are five layers in the ocean. Read on to find out how they are all different...</p> <ol style="list-style-type: none"> <li><b>1. The Sunlight Zone</b> is up to 200 metres below the surface of the ocean <ul style="list-style-type: none"> <li>• The sunlight can reach this layer.</li> <li>• The water is <b>warm</b>.</li> <li>• <b>Most</b> of the oceans animals and plants live here, including seaweed.</li> <li>• Both humans and fish swim here.</li> </ul> </li> <li><b>2. The Twilight Zone</b> is up to 1000 metres below the surface of the ocean <ul style="list-style-type: none"> <li>• Sunlight can't get to this layer, so it is very dark.</li> <li>• Animals that live here have big eyes to help them see.</li> </ul> </li> <li><b>3. The Midnight Zone</b> is up to 4000 metres below the surface of the ocean. <ul style="list-style-type: none"> <li>• No sunlight can get to this layer, so it is black.</li> <li>• Animals that live here make their own light, such as the lantern fish, to hunt for prey.</li> </ul> </li> <li><b>4. The Abyss</b> is up to 6000 metres below the surface of the ocean. <ul style="list-style-type: none"> <li>• No sunlight can get to this layer, so it is pitch black and near freezing.</li> <li>• Only a few animals can live here, mainly invertebrates, such as starfish and crabs.</li> </ul> </li> <li><b>5. The Trench</b> is 11,000 metres below the surface of the ocean. <ul style="list-style-type: none"> <li>• The trench is also called the ocean floor.</li> <li>• It is freezing cold here.</li> </ul> </li> </ol> <p><b>Did you know ...?</b> More of the Earth is covered by oceans than land? The deepest part of the ocean is called the Mariana Trench. The Pacific Ocean is the largest and the deepest of the oceans.</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. How many layers of the ocean are there?</li> <li>2. Which layer is near freezing?</li> <li>3. Where can you find most of the ocean's animals and plants?</li> <li>4. Name the five Oceans?</li> <li>5. What is the deepest part of the ocean called and where is it found?</li> </ol> |

# Year 2 Weekly Plan 13.07.2020

|                      |   |   |
|----------------------|---|---|
|                      |   | <p><b>6. Why do the animals that live in the Twilight zone often have big eyes? Give to reasons why.</b></p> <p>Write your answers to your questions in a sentence using: Capital letters, finger spaces and full stops. If you are not sure of your answer carefully read the comprehension piece again for the answers.</p> |
| 10 mins              | Golden Mile/Physical Activity   |   |
| 30-40 mins           | PSHE/Topic (For PPA day) RE   | <p><b>Special ways of living</b> – Ask the children to think about the times and ways in which they care for others, e.g. helping a younger sibling to get dressed, helping their mother/father/carer or a friend. Discuss how they feel when they have helped others. How do I help others?</p>                              |
| 10-20 mins           | Story time/Read a text. <a href="https://www.youtube.com/watch?v=1ArwPfnNgSKE">https://www.youtube.com/watch?v=1ArwPfnNgSKE</a> The layers of the ocean, explained. |   |
| <b>Friday</b>        |   |   |
| <b>Non-Pupil Day</b> |   |   |

Date \_\_\_\_\_

Choose the correct ai word and then complete the sentence.

snail
air
rains
paint

stain
straight
upstairs
waist

1. I wear a coat when it \_\_\_\_\_.
2. I drew a \_\_\_\_\_ line.
3. It is nice to breathe in fresh \_\_\_\_\_.
4. Dad will \_\_\_\_\_ the room.
5. The bedrooms are \_\_\_\_\_.
6. My sister has a small \_\_\_\_\_.
7. A \_\_\_\_\_ is very slow.
8. There is a \_\_\_\_\_ on my shirt.













| Look and say | Look, say o |
|--------------|-------------|
| said         |             |
| have         |             |
| like         |             |
| so           |             |

| Look and say | Look, say o |
|--------------|-------------|
| do           |             |
| some         |             |
| come         |             |
| were         |             |

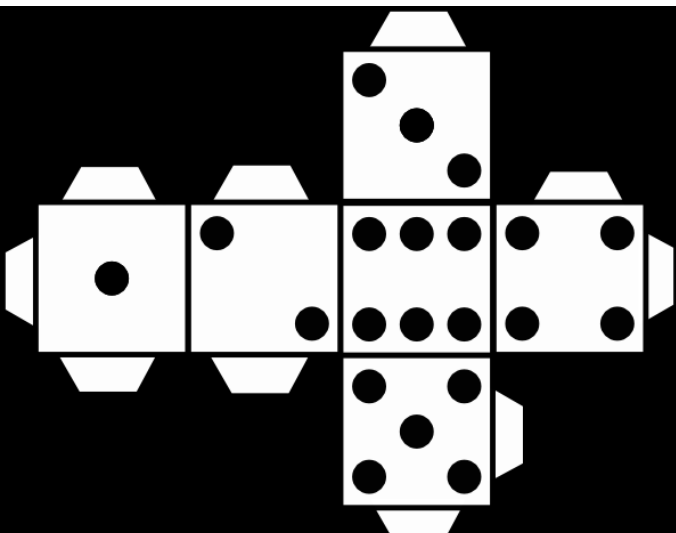
| Look and say | Look, say o |
|--------------|-------------|
| there        |             |
| little       |             |
| one          |             |
| when         |             |

| Look and say | Look, say and write | Cover and write |
|--------------|---------------------|-----------------|
| out          |                     |                 |
| what         |                     |                 |
|              |                     |                 |
|              |                     |                 |

These two syllable words are all jumbled - can you sort out the letters to spell them correctly?

-  l i n d w i m -----
-  b n r a i o w -----
-  r a i r s h b u h -----
-  e a p t u c -----
-  o x c h l n u b -----
-  a r l i g h t s t l -----
-  l c k t i i p -----
-  o o s h p a m -----
-  p t o r t e e -----
-  c h s i a w n d -----

**Extra challenge!** Can you choose 4 of the words to put into sentences and write them in your book?



# Year 2 Weekly Plan 13.07.2020



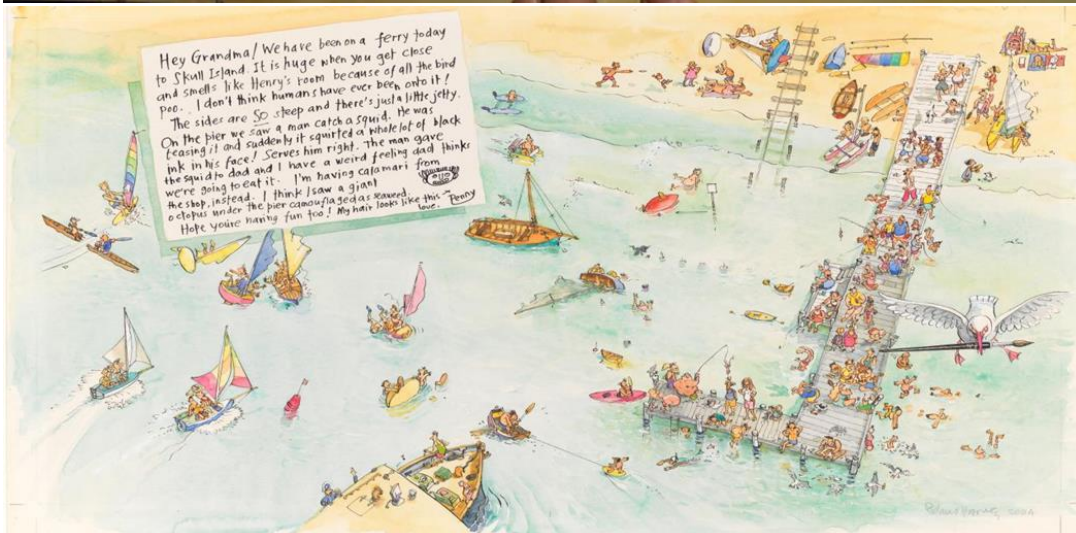
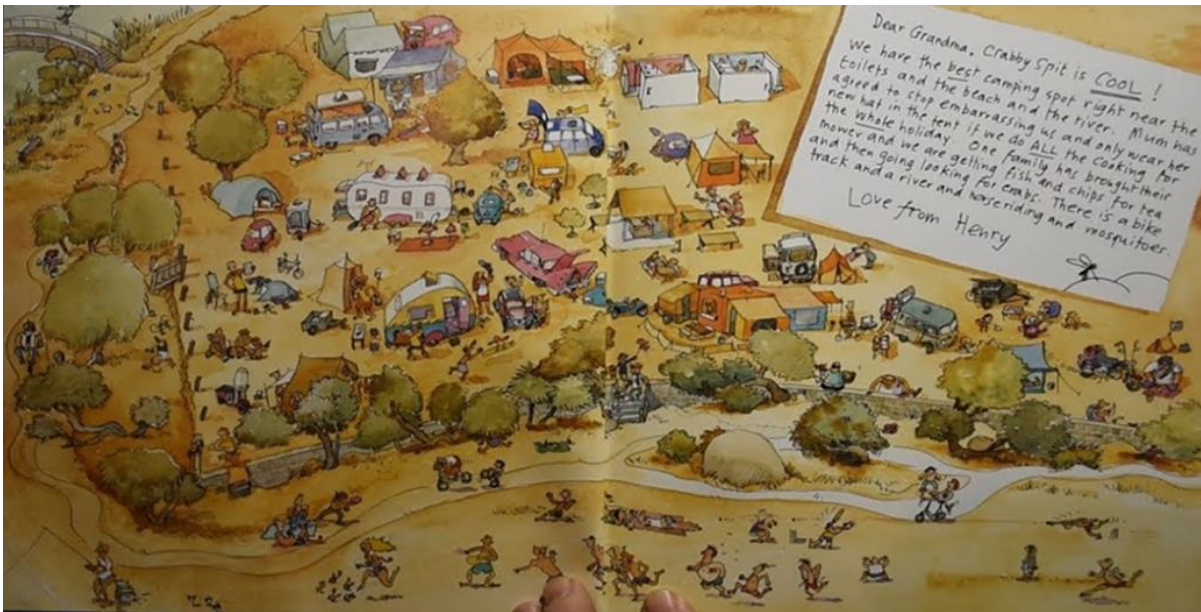
## Roll and Read - Phase 4



|          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|
| from     | spin     | flag     | drop     | spear    | sport    |
| spot     | track    | grip     | clap     | tree     | spoon    |
| stop     | grab     | glad     | swim     | smell    | train    |
| frog     | trip     | twin     | gran     | steep    | fresh    |
| step     | plan     | sniff    | plum     | spoil    | green    |
| <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> |

Roll your dice, read a word from the numbered column and colour it in when correct! Simple!

Look and read the postcards from the story book "At The Beach" By Roland Harvey.







# Year 2 Weekly Plan 13.07.2020

## Read Write Inc. Spelling Sounds charts

### Consonant sounds

|         |                           |           |         |         |                |   |                     |               |               |                     |          |
|---------|---------------------------|-----------|---------|---------|----------------|---|---------------------|---------------|---------------|---------------------|----------|
| b       | c                         | ch        | d       | f       | g              | h | j                   | l             | m             | n                   | ng<br>nk |
| b<br>bb | c<br>k<br>ck<br>ch<br>que | ch<br>tch | d<br>dd | f<br>ff | g<br>gg<br>gue | h | j<br>g<br>ge<br>dge | l<br>ll<br>le | m<br>mm<br>mb | n<br>nn<br>kn<br>gn | ng<br>nk |

|         |    |               |                                |                            |         |    |         |         |   |   |                    |
|---------|----|---------------|--------------------------------|----------------------------|---------|----|---------|---------|---|---|--------------------|
| p       | qu | r             | s                              | sh                         | t       | th | v       | w       | x | y | z                  |
| p<br>pp | qu | r<br>rr<br>wr | s<br>ss<br>se<br>c<br>ce<br>sc | sh<br>si<br>ti<br>ci<br>ch | t<br>tt | th | v<br>ve | w<br>wh | x | y | z<br>zz<br>s<br>se |

### Vowel sounds

|   |         |        |                        |  |   |                            |                            |                                   |
|---|---------|--------|------------------------|--|---|----------------------------|----------------------------|-----------------------------------|
| a | e       | i      | o                      | ay   | ee  | igh                        | ow                         | oo                                |
| a | e<br>ea | i<br>y | o<br>a<br>u<br>o<br>ou | ay<br>a-e<br>ai<br>eigh<br>a<br>ei<br>ey<br>aigh | ee<br>e-e<br>ea<br>e<br>y<br>ey<br>ei<br>ie | igh<br>i-e<br>y<br>ie<br>i | ow<br>o-e<br>oa<br>o<br>oe | oo<br>u-e<br>ew<br>ue<br>oe<br>ou |

|    |         |                  |               |                   |                |          |          |     |            |     |
|----|---------|------------------|---------------|-------------------|----------------|----------|----------|-----|------------|-----|
| oo | ar      | or               | aw            | air               | ir             | ou       | oy       | ire | ear        | ure |
| oo | ar<br>a | or<br>ore<br>oor | aw<br>au<br>a | air<br>are<br>ear | ir<br>ur<br>er | ou<br>ow | oy<br>oi | ire | ear<br>eer | ure |

# Year 2 Weekly Plan 13.07.2020

## Speed Sounds Set 2

|                          |                             |                         |                            |                           |
|--------------------------|-----------------------------|-------------------------|----------------------------|---------------------------|
| ay<br><br>may I play?    | ee<br><br>what can you see? | igh<br><br>fly high     | ow<br><br>blow the snow    | oo<br><br>poo at the zoo  |
| oo<br><br>look at a book | ar<br><br>start the car     | or<br><br>shut the door | air<br><br>that's not fair | ir<br><br>whirl and twirl |

## Speed Sounds Set 3

|                           |                              |                           |                               |                             |
|---------------------------|------------------------------|---------------------------|-------------------------------|-----------------------------|
| ea<br><br>cup of tea      | oi<br><br>spoil the boy      | ou<br><br>shout it out    | oy<br><br>toy for a boy       |                             |
| ā-e<br><br>make a cake    | i-e<br><br>nice smile        | ō-e<br><br>phone home     | ū-e<br><br>huge brute         | aw<br><br>yawn at dawn      |
| are<br><br>care and share | ur<br><br>nurse with a purse | er<br><br>a better letter | ow<br><br>brown cow           | ai<br><br>snail in the rain |
| oa<br><br>goat in a boat  | ew<br><br>chew the stew      | ire<br><br>fire, fire!    | ear<br><br>hear with your ear | ure<br><br>sure it's pure   |

# Year 2 Weekly Plan 13.07.2020

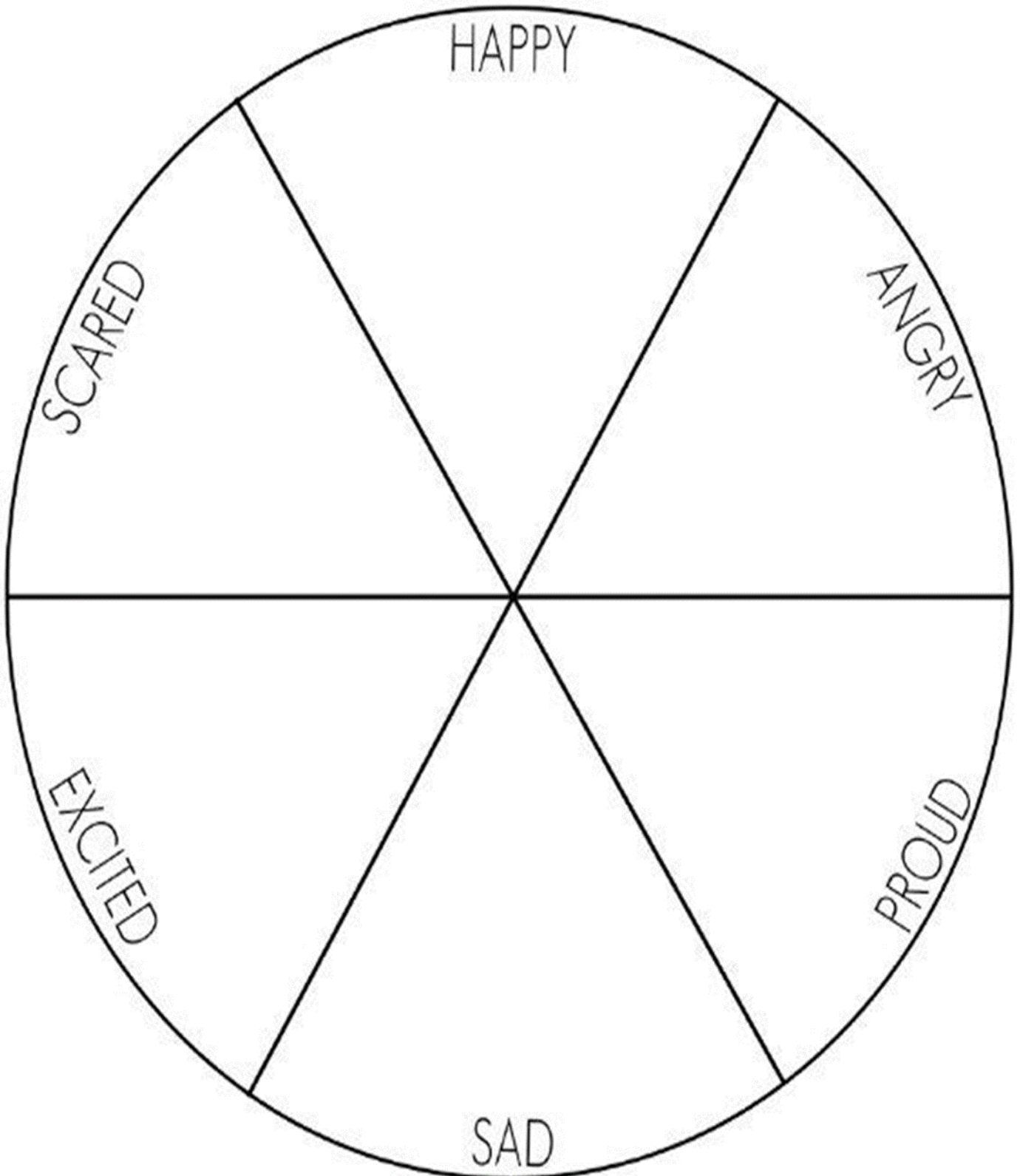
|   |   |   |
|---|---|---|
| <p><b>Monday</b><br/>Draw a tally mark to represent</p> <hr/> <p>Draw a group of things to represent<br/>(e.g. ___ hearts or ___ teddies)</p>   | <p><b>Tuesday</b><br/>What is greater than</p> <div style="text-align: center;"> </div> <p>What is less than</p> <div style="text-align: center;"> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">This week's number</p> </div>  | <p><b>Wednesday using the + - signs</b><br/>How many number sentences can you make?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> |
| <p><b>Thursday</b><br/>Is an odd or even number? Can you share it.</p> <div style="display: flex; justify-content: space-around; height: 40px;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <p>Can you write the number as a word?</p> <hr/> <p>Write the number correctly.</p> <p style="font-size: small;">Check the number rhymes below.</p> | <p><b>Friday</b>                      <b>times table</b></p> <p>1x =                              ÷ 1 =</p> <p>2x =                              ÷ 2 =</p> <p>3x =                              ÷ 3 =</p> <p>4x =                              ÷ 4 =</p> <p>5x =                              ÷ 5 =</p> <p>6x =                              ÷ 6 =</p> <p>7x =                              ÷ 7 =</p> <p>8x =                              ÷ 8 =</p> <p>9x =                              ÷ 9 =</p> <p>10x =                             ÷ 10 =</p> <p>11x =                             ÷ 11 =</p> <p>12x =                             ÷ 12 =</p> | <p><b>What else can you tell me about the number ?</b></p>  |

## Number of the week challenge (you choose your own number).

|   |  |    |     |
|---|--|----|-----|
| 1 |  | 6  | ### |
| 2 |  | 7  | ### |
| 3 |  | 8  | ### |
| 4 |  | 9  | ### |
| 5 |  | 10 | ### |

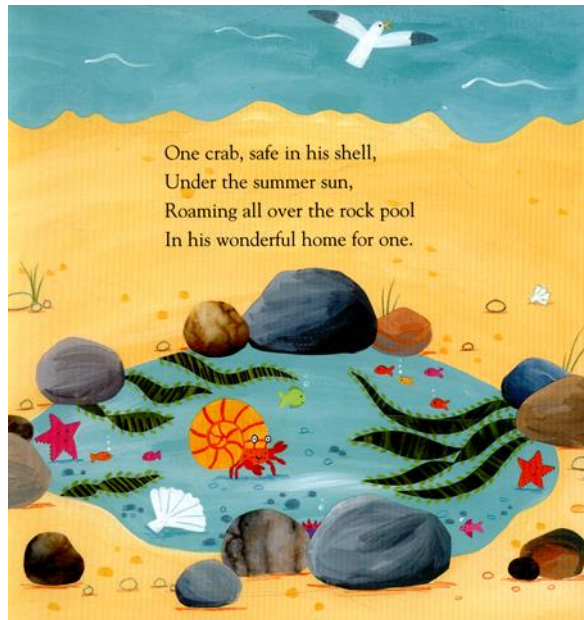
|   |   |  |
|---|---|--|
| <p style="font-size: x-small;">Around and around<br/>And around we go...<br/>When we get home we have a zero.</p> | <p style="font-size: x-small;">Number 1 is like a stick.<br/>A straight line that is very quick.</p>                      | <p style="font-size: x-small;">Around and back on the railroad track.<br/>Two, two, Two, two!</p>              |
| <p style="font-size: x-small;">Around a tree,<br/>Around a tree,<br/>That's the way to make a three!</p>          | <p style="font-size: x-small;">Down and over,<br/>Down once more,<br/>That's the way to make a four!</p>                  | <p style="font-size: x-small;">Straight line down,<br/>Then around,<br/>Hat on top<br/>And five's a count!</p> |
| <p style="font-size: x-small;">Make a curve,<br/>Then make a loop,<br/>There are no tricks to make a six!</p>     | <p style="font-size: x-small;">Across the sky<br/>And down from heaven,<br/>That's the way to make a seven!</p>           | <p style="font-size: x-small;">Make an S<br/>And do not wait,<br/>Go back up<br/>And that's an eight!</p>      |
| <p style="font-size: x-small;">A loop and a line,<br/>That makes a nine!</p>                                      | <p style="font-size: x-small;">Straight line down,<br/>Then around with a grin,<br/>That's the way<br/>To make a ten!</p> |  |

# MY EMOTIONS WHEEL

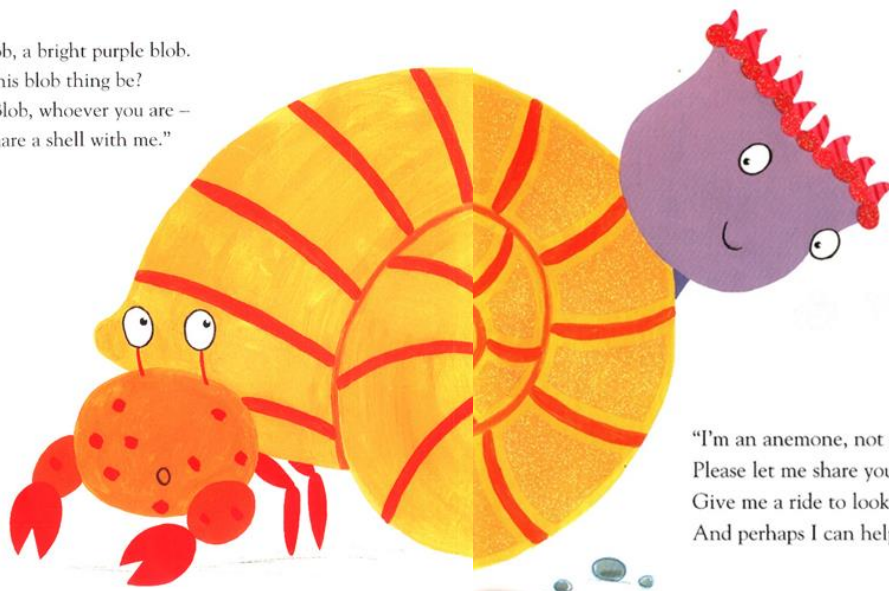


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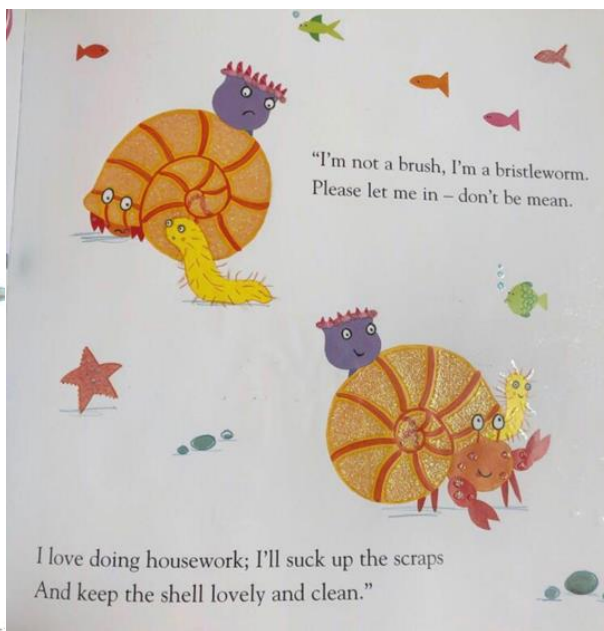
Sharing a shell by Julia Donaldson



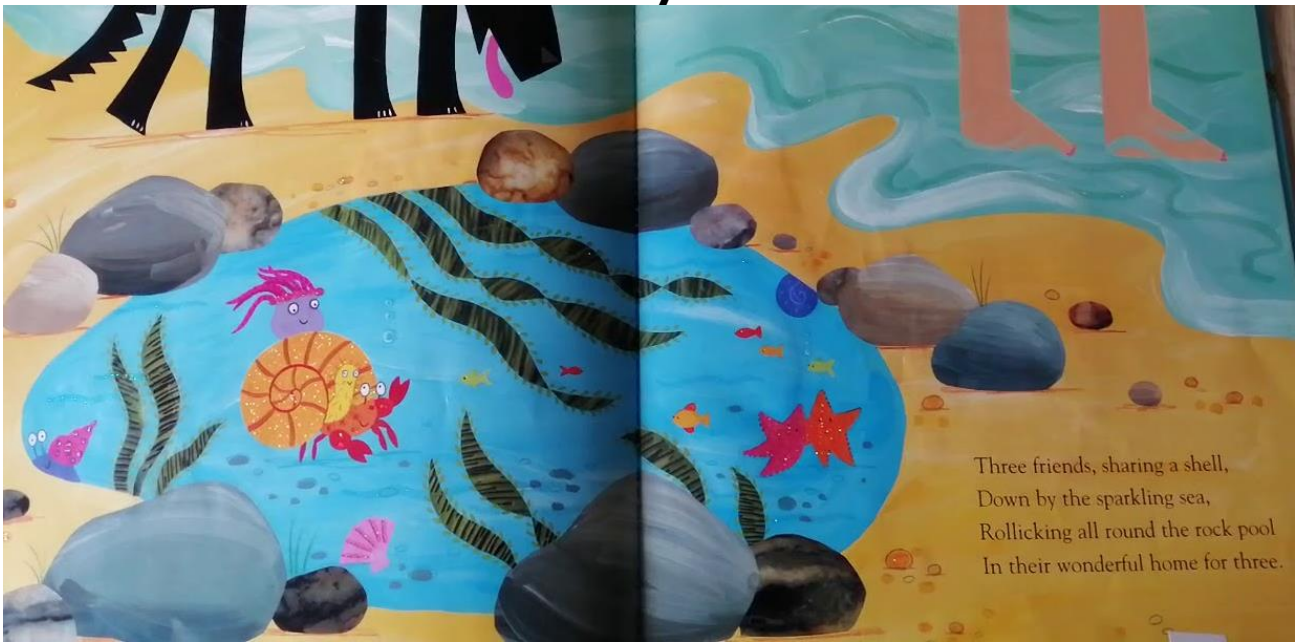
Look! A blob, a bright purple blob.  
What can this blob thing be?  
“Go away, Blob, whoever you are –  
You can’t share a shell with me.”



“I’m an anemone, not a blob.  
Please let me share your shell.  
Give me a ride to look for some food  
And perhaps I can help you as well.”



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Three friends, sharing a shell,  
Down by the sparkling sea,  
Rollicking all round the rock pool  
In their wonderful home for three.

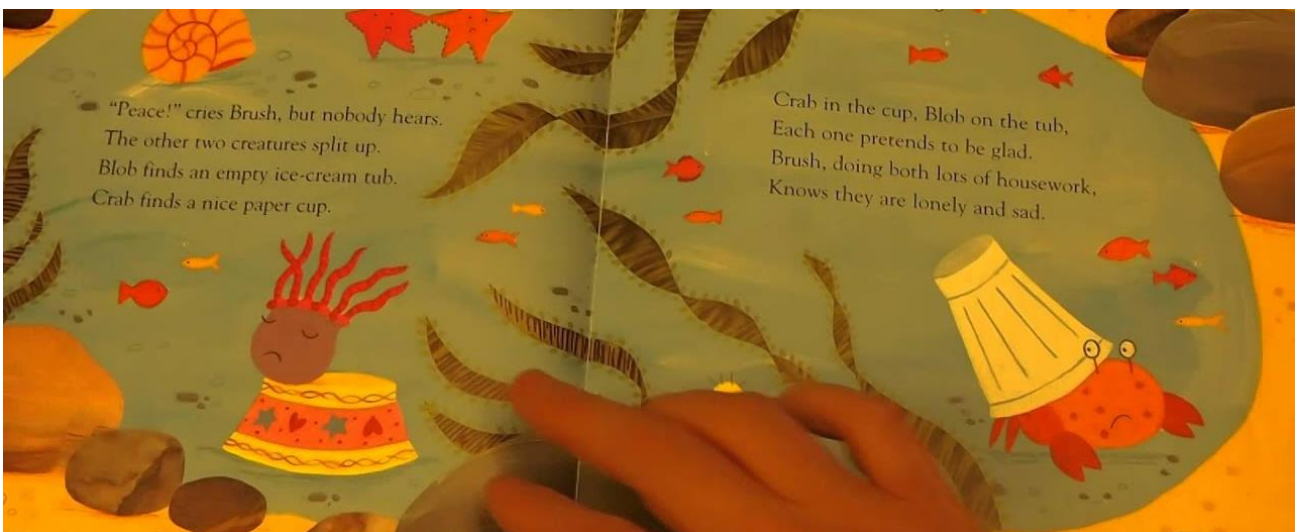
But look how they've grown! The shell is too small.  
"You're getting too heavy," says Crab.  
"I'm fed up with being your taxi."  
It's time that you found a new cab."



"Really!" says Blob. "How ungrateful!  
Here I am, slaving away,  
Scaring off all the fierce fishes.  
If that's how you feel, I won't stay."

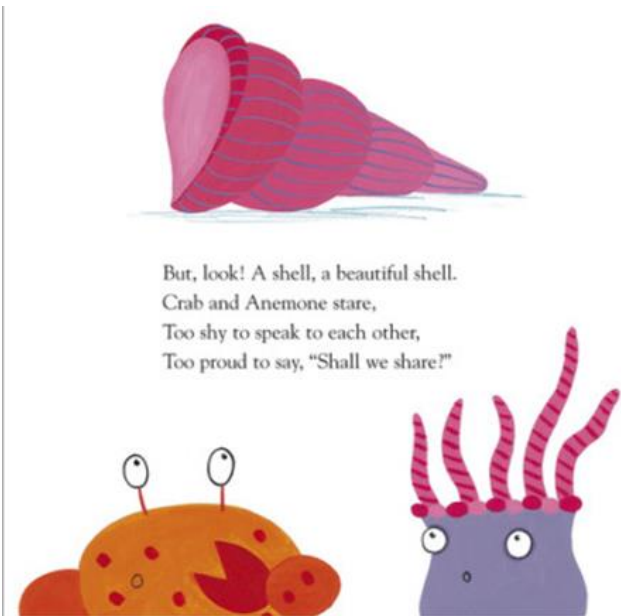
"Peace!" cries Brush, but nobody hears.  
The other two creatures split up.  
Blob finds an empty ice-cream tub.  
Crab finds a nice paper cup.

Crab in the cup, Blob on the tub,  
Each one pretends to be glad.  
Brush, doing both lots of housework,  
Knows they are lonely and sad.

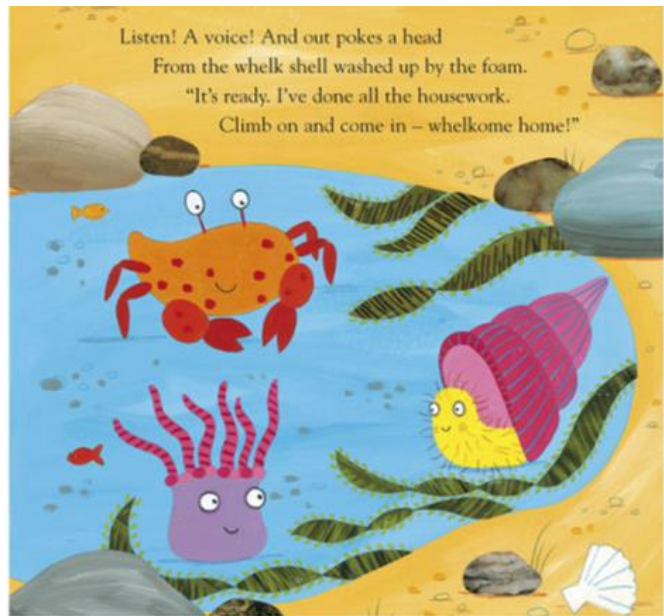




Look! A storm, a terrible storm,  
Crashing and flashing all night.  
Two homes, smashed on the rocks.  
Oh, what a terrible sight!



But, look! A shell, a beautiful shell.  
Crab and Anemone stare,  
Too shy to speak to each other,  
Too proud to say, "Shall we share?"



Listen! A voice! And out pokes a head  
From the whelk shell washed up by the foam.  
"It's ready. I've done all the housework.  
Climb on and come in – welcome home!"



Rocketing all round the rock pool  
In their wonderful home for three!

Three friends, sharing a shell,  
Happy as housemates can be,