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| <p>M</p> | <p>Phonics Learning challenge: This week we are revising our knowledge of the different ways to spell the 'j' sound. Today we are focusing on – the j spelling of j sound. These are the words we are building today. Remember to write each sound on a different piece of paper before you start. jacket – j/a/ck/e/t jam – j/a/m Jem – j/e/m Jill – j/i/ll jolly – j/o/ll/y These are some challenge words for you to read and spell. Write out each word and study it closely. When you are ready cover it over and then write it again without looking. j – jumper, jungle, jiggle Begin to create yourself an 'j' phonics poster to help you to remember all of these different spellings Choose one of today's words and write it in an interesting sentence. Remember to check you have all the punctuation you need and clear finger spaces.</p> | <p>English Learning challenge: To be able to make inferences. To make connections to other texts. Success Criteria I can make inferences using connections to what I have read in the story so far and read from other stories. I can make connections to other texts and give my responses. Task Reread the story so far. Follow the powerpoint slides entitled 'Rapunzel's story' up to slide 11. Then follow the powerpoint slides entitled 'Monday 10th May English'. How is this version of the story different to the Traditional version? Can you explain what the differences are? Use the 'Tell Me' questions to guide their initial responses to the Clare Bevan poem: - <i>Tell me...was there anything you liked about this poem?</i> - <i>Was there anything that you particularly disliked...?</i> - <i>Was there anything that puzzled you?</i> <i>What is Bevan trying to make us visualise here?</i> <i>Do you notice any patterns in the language such as repetition or alliteration?</i> - <i>Were there any memorable words or phrases that stood out to you?</i> - <i>Did you notice the rhythm of the poem?</i> - <i>How would it feel if we recited the poem and walked around at the same time?</i> - <i>What images came to mind as you heard the poem said aloud?</i> - <i>What do you think helped create these images for you?</i> Click on the resource entitled 'tell me grid'. Add your responses onto this. Remember to: -Write in full sentences. -Always use a capital letter and full stop</p> | <p>Maths Learning objective: To be able to make a given total using coins and notes. Remember to -Read the total carefully. -Check the coins that I am using. -Only use real coin values. Follow the slides on the PowerPoint entitled 'Monday Maths Money 2' </p> | <p>Science Learning objective: -To share information about the needs of bulbs. -To discuss hydroponics and the concept of growing bulbs in water. -To plant a bean in a bag and record its growth. -To discuss what might happen to the bean and its growth. Watch the clip https://www.youtube.com/watch?v=EKx4ZwoJqXY Think about what plants need in order to grow strong and healthy. Talk to your child about the word "hydroponics" Explain that this means 'growing plants in water'. Follow the slides on the PowerPoint entitled 'Science Monday hydroponics'. 1) Write down 3 facts that you have learnt. Take a photo of this and upload it to your Purple Mash account. 2) Using a 'bean' seed, place this into a plastic sandwich bag. In one section add some water and then firmly staple the centre of the bag to keep the water separate from the top part of the bag. Add in a damp paper towel and place the seed into the top section of the bag and then seal it. Attach the bag to a window using some tape. Monitor your seed's growth each day.</p> | <p>Reading Reading via Bug Club or your allocated reading book(s).  Bug Club Click here for Bug Club Login</p> | <p>PE Learning objectives: ...to maintain a good 'ready position'. ...to lean forward to help move quickly. ...to move feet, rather than stretch Warm up To run from one end of the room to the other slowing down and then increasing your pace. Using a small ball or a rolled up pair of socks, can you walk and throw the object up using two hands and retrieve it from the air using two hands? Activity Can you practice throwing a ball up in the air using one hand and catching with two hands? Remember to.. Keep eye contact on the ball. Don't throw higher than your chest. Today can you challenge yourself to throw and catch a ball in 30 seconds? 60 seconds? Or longer? Now choose your level of challenge below: Yellow – start 1m away, catch a ball dropped from shoulder height after 2 bounces Green – react quickly and catch a tennis ball dropped from shoulder height after 1 bounce Red – react quickly and catch a small ball dropped from shoulder height after 1 bounce, balancing on 1 leg</p> |
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| T | <p>Phonics Learning challenge: This week we are revising our knowledge of the different ways to spell the 'j' sound.</p> <p>Today we are focusing on – the g spelling of j sound.</p> <p>These are the words we are building today. Remember to write each sound on a different piece of paper before you start.</p> <p>gentle – g/e/n/t/l/e giant – g/i/a/n/t genie – g/e/n/ie</p> <p>These are some challenge words for you to read and spell. Write out each word and study it closely. When you are ready cover it over and then write it again without looking.</p> <p>g – germ, gym, gem</p> <p>Add to your 'j' phonics poster to help you to remember all of these different spellings</p> <p>Choose one of today's words and write it in an interesting sentence. Remember to check you have all the punctuation you need and clear finger spaces.</p> | <p>English Learning challenge: To respond to a poem. To perform a poem using intonation, actions.</p> <p>Success Criteria I can reflect on a poem and talk about what I like and dislike. I can perform a poem using effects such as intonation, voice change, speaking in unison etc.</p> <p>Task Then follow the powerpoint slides entitled 'Tuesday 11th May English'.</p> <p>Can you reflect on the poems from yesterday's lesson? What did you like or dislike about these? Why? Can you draw an illustration to match one of the poems from yesterday? You can draw this on your Purple Mash account on '2'paint'. Can you then add text to this illustration to label the nouns from the poem?</p> | <p>Maths Learning Objectives To be able to find the total value of money using different methods.</p> <p>Remember to... -Check the value of each coin you are using. -To add carefully and check your work.</p> <p>Follow the slides on the PowerPoint entitled 'Tuesday Maths Money 2'</p>  | <p>Reading Reading via Bug Club or your allocated reading book(s).</p>  <p>Click here for Bug Club Login</p> | <p>Handwriting Learning Objectives To write the months of the year. Can you write the months of the year?</p>  <p>Use the template entitled 'handwriting sheet' to practice forming these months.</p> <p>Remember that every month needs to have a capital letter at the beginning. Think carefully about your presentation.</p> | <p>Story Time Please share one of your favourite books with an adult, or visit https://home.oxfordowl.co.uk/reading/free-ebooks/ and choose a story you have not heard before</p> |
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Morning physical activity - <http://jumpstartjonny.co.uk/>

Break

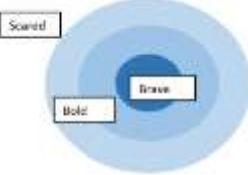


Break

Break

Lunch break

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| <p>W</p> | <p>Phonics Learning challenge: This week we are revising our knowledge of the different ways to spell the 'j' sound. Today we are focusing on – the ge spelling of j sound.</p> <p>These are the words we are building today. Remember to write each sound on a different piece of paper before you start.</p> <p>garage – g/a/r/a/ge bulge – b/u/l/ge hinge – h/i/n/ge huge – h/u/ge</p> <p>These are some challenge words for you to read and spell. Write out each word and study it closely. When you are ready cover it over and then write it again without looking.</p> <p>ge – large, merge, huge</p> <p>Dictation – to practice writing each of these spellings correctly have a go at writing down the dictated sentences. Find if on – T5 W4 phonics dictation.</p> <p>Ask someone to read it to you slowly whilst you write it down. Remember to think about your punctuation, capital letters, finger spaces and full stops.</p> <p>Choose one of today's words and write it in an interesting sentence.</p> | <p>English Learning challenges: To make a prediction To be able to share a response.</p> <p>Success Criteria I can make a prediction based on the question raised in the text. I can refer back to my tell me grid and role on the wall and express how I feel now about the story so far. I can write my response in a full sentence</p> <p>Task Read the Rapunzel Story up until slide 10. How is Rapunzel feeling here? Why is the Witch threatening her?</p> <p>Read aloud the book so far and on until 'But was Rapunzel frightened?' (slide 11) Ask your child to tell you what they think the answer to this question should be. Let your child respond to the question and discuss their predictions about what will happen next.</p> <p>Can your child draw their prediction and write some sentences about it? Encourage your child to write in full sentences and use story language.</p> <p>Now, read on until 'she started to explore' (slide 13) revealing that Rapunzel was not frightened and that she escapes the tower. Ask your child 'what do they think Rapunzel might do and do next?' You can record this as a video or take a photo of their response and upload this onto your child's Purple Mash account.</p> | <p>Maths Learning Objectives .To be able to find the total of two amounts of money by adding.</p> <p>Remember to:</p> <p>-Use your knowledge of adding. -Consider the most efficient way.</p> <p>Follow the slides on the PowerPoint entitled 'Wednesday Maths Money 2'</p> <p style="text-align: center;">  Break </p> | <p>Reading Reading via Bug Club or your allocated reading book(s).</p> <p style="text-align: center;">  Bug Club Click here for Bug Club Login </p> | <p>Grammar Learning challenge: To understand how to change a noun from being singular to plural.</p> <p>Success Criteria I know that a noun that ends in x, sh, ch, ss, s or z I need to add 'es' to make it plural.</p> <p>I know that a noun that ends in any other consonant I need to just add 's' to make it plural.</p> <p>Task Follow the slides entitled 'Grammar adding s and es session 2'.</p> <p>Can you read the slides and discuss how you would sort the objects on slide 1?</p> <p>On slide 5 – print the shopping list. Refer to slide 6 and 7 and think carefully about what items you would buy at the shop and add the rule of adding 'es' or 's' to the nouns you have bought to move from a singular noun to a plural.</p> <p>Carrot → carrots toothbrush → toothbrushes</p> | <p>Story Time Please share one of your favourite books with an adult, or visit https://www.bbc.co.uk/iplayer/episodes/b00idlm2/cbeebies-bedtime-stories and choose a story you have not heard before</p> |
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| | <p>Remember to check you have all the punctuation you need and clear finger spaces.</p> <p>Add to your 'j' phonics poster to help you to remember all of these different spellings</p> | | | | | |
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| <p>TH</p> | <p>Phonics</p> <p>Learning challenge: This week we are revising our knowledge of the different ways to spell the 'j' sound.</p> <p>Today we are focusing on – the dge spelling of j sound.</p> <p>These are the words we are building today. Remember to write each sound on a different piece of paper before you start.</p> <p>fridge – f/r/i/dge badge – b/a/dge hedge – h/e/dge</p> <p>These are some challenge words for you to read and spell. Write out each word and study it closely. When you are ready cover it over and then write it again without looking.</p> <p>dge – nudge, sledge, smudge</p> <p>To practice reading the 'j' sounds read 'A postcard from Jack' on T5 week 4 reading</p> <p>Add to your 'j' phonics poster to help you to remember all of these different spellings</p> <p>Choose one of today's words and write it in an interesting sentence. Remember to check you have all the punctuation you need and clear finger spaces.</p> | <p>English</p> <p>Learning challenge: To be able to explore Rapunzel's feelings.</p> <p>Success Criteria: I can discuss key words used to describe Rapunzel's emotions in the story so far.</p> <p>I can talk to the other children in my group about what these words mean and where I think they should go</p> <p>Task Refer to document entitled 'English Thursday zone of Relevance'.</p> <p>Think back to the story so far. Follow the slides on the powerpoint presentation entitled 'Rapunzel's story' (up to slide 11) and what has happened to Rapunzel and how she may be feeling.</p>  <p>The zone of relevance shows how she is feeling in the center but as you move further out, her feelings are beginning to show her showing fear or feeling scared. Think carefully about what adjectives you could use here to describe how her inner feelings may be in comparison to the feelings she may be showing on the outside.</p> <p>You may wish to use words such as: <i>strong willed, anxious, worried, unsure, aware.</i></p> | <p>Maths</p> <p>Learning Objectives To be able to find the difference between two values.</p> <p>Remember to... -Check the values of the money you are using. -Count on or back to find the difference between two numbers. -'Find the difference' means how much more or how much less there is between two numbers.</p> <p>Follow the slides on the PowerPoint entitled 'Thursday Maths Money 2'</p>  | <p>ART</p> <p>Learning objective: To apply learnt techniques to create a fairy-tale setting landscape using watercolours.</p> <p>Remember to Use techniques I have learnt and practiced.</p> <p>Think about what a fairy-tale setting looks like.</p> <p>Add detail using smaller brushes / more pigmented paint (less water).</p> <p>Task Using the techniques learnt at school paint a fairy-tale scene. If you do not have watercolours at home log onto Purple Mash to create digital art.</p> <p>Follow the instructions on the PowerPoint entitled 'Thursday Art session 4'</p>  | <p>Jigsaw</p> <p>Learning objectives: I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this Jig</p> <p>Task- discussion task Share the PowerPoint slide entitled 'Thursday PSHE Jigsaw'. Look closely at the images of the two children where one is looking happy and the other is looking worried. Ask your child which one of these children is keeping a good secret? How can they tell?</p> <p>Discuss the feelings associated with keeping good secrets.</p> <p>Now focus on the other child in the picture and explain that this child is keeping a 'worry secret'.</p> <p>What do you think a good secret/ worry secret both may be?</p> <p>Explain to your child that good secrets help make us feel happy and usually lead to good surprises. But some secrets can make us worry and feel sad or frightened. These are 'worry' secrets.</p> | <p>PE</p> <p>Learning objectives: ...to maintain a good 'ready position'. ...to lean forward to help move quickly. ...to move feet, rather than stretch</p> <p>Warm up To run from one end of the room to the other slowing down and then increasing your pace. Using a small ball or a rolled up pair of socks, can you walk and throw the object up using two hands and retrieve it from the air using two hands?</p> <p>Activity Can you practice throwing a ball up in the air using one hand and catching with two hands?</p> <p>Remember to.. Keep eye contact on the ball. Don't throw higher than your chest.</p> <p>Now choose your level of challenge below: Yellow – start 1m away, catch a ball dropped from shoulder height after 2 bounces Green – react quickly and catch a tennis ball dropped from shoulder height after 1 bounce Red – react quickly and catch a small ball dropped from shoulder height after 1 bounce, balancing on 1 leg</p> <p>Remember to: -dress appropriately -warm up before you carry out the task -drink plenty of water -take a rest if you need to.</p> |
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Morning physical activity - <http://jumpstartjonny.co.uk/>

Break

Break

Break

Lunch break

F

Morning physical activity - <http://jumpstartjonny.co.uk/>

Phonics

Learning challenge: This week we are revising our knowledge of the different ways to spell the 'j' sound.

Today we are focusing on reminding ourselves about the 'j' spellings we have looked at this week.

Write each word on a piece of paper, read each of the words carefully and identify where the 'j' spelling is in each word.

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| large |
| bulge |
| genie |
| jacket |
| jumper |
| badge |
| sledge |
| giant |
| gentle |
| jealous |

Organize the words into their spelling patterns.

Write a sentence that includes more than one of the words in the list. Remember to think about your capital letters, fingers spaces and full stops as well as the spelling!

English

Learning challenge: To show empathy and understand a character's emotion and viewpoint.

Success Criteria
I can create a freeze frame to show how Rapunzel feels.

I can use my understanding of the story by referring back to parts of the text to explain the character's viewpoints.

I can answer questions in character whilst explaining my answers based on how she might be feeling (excited by nature, escapism)

I can make comparisons between the text and the film.

I can write a prediction and give my reasons why for this.

Task
Revisit the story again. Follow the slides on the powerpoint entitled '[Rapunzel's story](#)' (Slide12). Return back to the text looking back over the moment in which Rapunzel leaves the tower. Ask your child to think about how it must feel to be Rapunzel in this moment-her first time outside of the tower.

Can you create a freeze frame to show what Rapunzel's face may look like as she leaves the tower for the first time? Can you ask an adult to take a photo of this?

Are there any more words to show how Rapunzel may be feeling here? (energetic, excited, happy, free) Add these new feelings to your 'Zone of Relevance' from yesterday's lesson in a different colour.

Break

Maths

Learning Objectives

To be able to find and give change.

Remember to:
-Check how much money I have to begin with.

-Remember to find out how much money I am spending on an item.

-Remember to subtract carefully.

Follow the slides on the PowerPoint entitled '[Friday Maths Money 2](#)'



Break

Music

Learning challenge: To make a Rapunzel Composition using Body and Vocal Percussion.

Task
Look carefully at each slide and use our imagination to hear what each picture sounds like and make your own composition to match those sounds using your voice of body percussion.

Perform your composition to someone at home or record it and upload it to your teacher via Purple Mash.

Follow the slides on the PowerPoint entitled '[Friday Music week 4](#)'



Break

D&T

Learning challenge: To build my tower using a range of materials, tools and finishing equipment (e.g. cutting, shaping, joining and finishing).

Success criteria
- Use a range of equipment to cut, shape and join my tower.

- Evaluate my work as I build, thinking about areas for development?

- Make my tower more sturdy, stronger or more stable.

Task

Using materials at home, build a tower for Rapunzel using the design brief to help you.

Follow the slides entitled '[Friday DT Rapunzel's Tower Lesson 4](#)'



FAMILY TIME! Feel good Friday

Go to our Wellbeing and Nurture web page.

Click on this [link](#) to access it and choose an activity that best supports your Friday afternoon.

Have a wonderful weekend, love the Year 2 Team.

