







<p>M</p>	<p><b>Phonics</b>  <b>Learning challenge:</b> This week we are developing our knowledge of the different ways to spell the 'v' sound.  <b>Today we are focusing on</b> – the v &amp; vv spellings of v sound.                  These are the words we are building today.                  Remember to write each sound on a different piece of paper before you start.                  Dave – d/a-e/v                  Beaver – b/ea/v/er                  Convict – c/o/n/v/i/c/t                  Navy – n/a/vv/y                  These are some <b>challenge words</b> 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.  <b>even</b> (yr 2 core word)  <b>deliver, serving, heavy</b>                  Begin to create yourself an 'v' 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><b>English</b>  <b>Learning challenge:</b>                  To show empathy and understand a character's emotion and viewpoint.  <b>Success Criteria</b>                  I can use my understanding of the story by referring back to parts of the text to explain the character's viewpoints.                  I can make comparisons between the text and the film.                  I can write a prediction and give my reasons why for this.  <b>Task</b>                  Return back to the text looking back over the moment in which Rapunzel leaves the tower. Click on the resource entitled '<a href="#">Rapunzel story</a>' and go to slide 12.                  Ask your child to consider how it must feel to be Rapunzel in this moment as her first time outside of the tower.                  Can you draw a picture showing how her face might look as she leaves the tower? What emotions may she be feeling and why?                  Write 2-4 detailed sentences about what her experiences may be.                  Include writing about her senses: things she might see, hear, smell, or taste.                  Ask your child how does this version of Rapunzel differ to the film Rapunzel? <a href="https://bit.ly/2KCh1vT">https://bit.ly/2KCh1vT</a>                  Discuss how Rapunzel leaves the tower and feels a mix of excitement, fear and guilt:</p>	<p><b>Maths</b>  <b>Learning objective:</b>                  To be able to read the time to the hour on an analogue clock.  <b>Remember to</b>                  -Place the hour hand on the number and the minute hand on 12 to make an o'clock time.                  Follow the slides on the PowerPoint entitled '<a href="#">Monday Maths Time 1</a>'  </p>	<p><b>Science</b>  <b>Learning objective:</b>                  To recall knowledge about plants' needs.                  To know what cress seeds need and plant them in contrasting locations.                  To make predictions about cress growth and keep records.  <b>Success Criteria</b>                  -I can talk about what plants need in order to grow.                  -I can talk about how important the location is for a plant to grow.                  -I can predict what changes may occur to a plants growth overtime.  <b>Activity</b>                  What do plants need in order to grow strong and healthy? Can you write these down? Click on the <a href="#">time lapse clip of cress growing</a>.                  Draw the stages of the cress changing. What changes do you notice to the plant over time? Can you draw these stages in 4 pictures?                  Click on the resource entitled '<a href="#">cress diary Monday</a>' and record the changes to the cress seed that is happening from the video clip.                  Remember to 1) firstly draw the seed 2) draw the shell of the seed expanding 3) roots coming out of the seed case 4) cress growing.</p>	<p><b>Reading</b>                  Reading via Bug Club or your allocated reading book(s).    <a href="#">Click here for Bug Club Login</a></p>	<p><b>PE</b>  <b>Learning objectives:</b>                  To be able to throw and catch a ball accurately.                  To be able to move in and out of different directions.                  To be able to work collaboratively with others.  <b>Warm up</b>                  Can you walk and in and out of spaces whilst throwing a ball or a pair of socks up into the air? If you increase your pace do you notice a difference in how much control you have over the ball?  <b>Task 2</b>                  Can you roll a ball towards another member in your household? Bend your knees as you bend down to use one hand to push the ball in the opposite direction from yourself.    <b>Task 3</b>                  Can you use both right and left hands to throw the ball to a family member allowing it to bounce in the centre of you both before the other person receives it?    <b>Remember</b>                  -To take it in turns.                  -Always look in the direction you are throwing the ball.                  -Drink plenty of water and take breaks if you need to.</p>
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<p>T</p>	<p><b>Phonics</b></p> <p><b>Learning challenge:</b> This week we are developing our knowledge of the different ways to spell the 'v' sound.</p> <p><b>Today we are focusing on</b> – the ve spellings of v sound. These are the words we are building today. Remember to write each sound on a different piece of paper before you start.</p> <p>Above – a/b/o/ve Groove – g/r/oo/ve Sleeve – s/l/ee/ve Olive – o/l/i/ve</p> <p>These are some <b>challenge words</b> 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><b>have, captive</b></p> <p><b>move, prove, improve</b> (yr 2 core words)</p> <p><b>love</b> (yr 1 core word)</p> <p>Add to your 'v' 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><b>English</b></p> <p><b>Learning challenge:</b> To write a diary entry</p> <p><b>Success Criteria</b> I can write from the perspective of Rapunzel. I can write using 'I' as a pronoun. I can talk about Rapunzel's experiences from the start of the story up until now. I can make sure that each sentence starts with a capital letter and ends with a full stop.</p> <p><b>Task</b> Can you write a diary entry in the role of Rapunzel and talk about her experiences outside of the tower?</p> <p>Use the <a href="#">Rapunzel story</a> to support you (slide 13)</p> <p>Within this entry, try to show her personality from the beginning part of the story to now. How has her emotions changed? (initially timid, shy and now she has shown to be brave and courageous)</p> <p><b>Remember to:</b> -Use words such as 'dear diary' -Write in first person narrative -Explain how you felt as you left the tower. -Your experiences outside of the tower -What you might do if you see the Witch again.</p> <p>Submit your diary entry onto your <b>Purple Mash account</b>.</p>	<p><b>Maths</b></p> <p><b>Learning Objectives</b> To be able to read the time to half past the hour on an analogue clock.</p> <p><b>Remember to...</b> -Place the minute hand on the 6 for half past. -The hour hand goes between the numbers.</p> <p>Follow the slides on the PowerPoint entitled '<a href="#">Tuesday Maths Time 1</a>'</p> 	<p><b>Reading</b></p> <p><b>Learning challenge:</b> To comment on what I see, think or wonder about an illustration.</p> <p>Look at this picture</p>  <p>What can you see?</p> <p>Click on the resource entitled '<a href="#">Tuesday reading task</a>' to view this image.</p> <p>What do you think is happening here? What makes you say that?</p> <p>What do you think is happening?</p> <p>Can you think of any wondering questions you may wish to ask or want to find out more about?</p>	<p><b>Handwriting</b></p> <p><b>Learning Objectives</b> To continue to write the months of the year.</p> <p>Can you record the Months of the year?</p> <p>Have a go at reciting these first by listening to this song: <a href="#">Months Of The Year Song - YouTube</a></p> <p>Click on the resource entitled '<a href="#">handwriting Tuesday months of the year</a>' to practice writing these.</p>	<p><b>Story Time</b></p> <p>Please share one of your favourite books with an adult, or visit <a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a> 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

<p>W</p>	<p><b>Phonics</b></p> <p><b>Learning challenge:</b> This week we are developing our knowledge of the different ways to spell the 'v' sound.</p> <p><b>Today we are focusing on</b> reminding ourselves about the 'v' spellings we have looked at this week.</p> <p>Write each word on a piece of paper, read each of the words carefully and identify where the 'v' spelling is in each word.</p> <p>Organize the words into their spelling patterns.</p> <p><b>survive, arrive, visitor, forgive, captive, living, travel, silver, clever</b></p> <p>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!</p> <p>To practice spelling the 'v' sound have a go at writing this dictated sentence. <a href="#">T5week5 phonics – dictation v</a></p> <p>Listen to the sentences very carefully before writing it down including all the punctuation.</p> <p><b>Rapunzel was captive in the tower living all alone until a visitor arrived.</b></p>	<p><b>English</b></p> <p><b>Learning challenge:</b> To write a diary entry</p> <p><b>Success Criteria</b>          I can write from the perspective of Rapunzel.          I can write using 'I' as a pronoun.          I can talk about Rapunzel's experiences from the start of the story up until now.          I can make sure that each sentence starts with a capital letter and ends with a full stop.</p> <p><b>Task</b>          Continue to finish writing your diary entry.</p> <p>Have you checked over your spellings?</p> <p>Click on the resource entitled '<a href="#">Wednesday Year 1 and Year 2 common exception word mat</a>' to access this.</p> <p>Use the year 1 and year 2 common exception word mats and check your entry, can you make these changes using a green pen?</p> <p>Check through the steps to success here:</p> <ul style="list-style-type: none"> <li>-Use words such as 'dear diary'</li> <li>-Write in first person narrative</li> <li>-Explain how you felt as you left the tower.</li> <li>-Your experiences outside of the tower</li> <li>-What you might do if you see the Witch again.</li> </ul>	<p><b>Maths</b></p> <p><b>Learning Objectives</b>          To be able to read o'clock and half past times and can write the hands on an analogue clock.</p> <p><b>Remember to:</b>          check where the minute hand is.          Check where the hour hand is.</p> <p>Remember to position the hands carefully on the clock.</p> <p>Follow the slides on the PowerPoint entitled '<a href="#">Wednesday Maths Time 1</a>'</p> 	<p><b>Reading</b></p> <p>Reading via Bug Club or your allocated reading book(s).</p>  <p><a href="#">Click here for Bug Club Login</a></p>	<p><b>Grammar</b></p> <p><b>Learning Objective</b>          To be able to add 's' or 'es' to a root word to make it plural.</p> <p><b>Success Criteria:</b>          I know that when a noun is on its own its called singular.          I know that if there is more than one thing I need to add an s to the noun.          If a word ends in x,ch,sh, ss, s, or z I need to add the suffix 'es' to make it a plural.          I can write a sentence using plurals with an 's' or 'es'.</p> <p><b>Task</b>          Click on the powerpoint presentation entitled '<a href="#">Session 4 Grammar adding ies to a singular word</a>'</p> <p>Have a go at completing the activities from the slides- can you apply the rule in dropping the 'y' at the end of a root word and adding the suffix 'ies' to make the root word plural?</p>	<p><b>Story Time</b></p> <p>Please share one of your favourite books with an adult, or visit <a href="https://www.bbc.co.uk/iplayer/episodes/b00idlm2/cbeebies-bedtime-stories">https://www.bbc.co.uk/iplayer/episodes/b00idlm2/cbeebies-bedtime-stories</a> and choose a story you have not heard before</p>
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<p>TH</p>	<p><b>Phonics</b>  <b>Learning challenge:</b> to recognize that 'gh' can be read as f and g.</p> <p><b>Today we are focusing on</b> the gh spelling of the f sound.</p> <p>Read these words very carefully and underline where the 'f' sound is. Recognize that the f sound is spelt with a gh.</p> <p>cough, draught, enough, laugh, rough, tough</p> <p>Choose several of these words to write in interesting sentences making sure you have included all the correct punctuation.</p>	<p><b>English</b>  <b>Learning challenge:</b> To write an explanation</p> <p><b>Success Criteria:</b>  I can write an explanation to Rapunzel to describe how she can defeat the Witch.</p> <p>I can use a range of subordination and coordination in my sentences.</p> <p>I can give Rapunzel advice.</p> <p>I must use a variety of persuasive language (you must try to, be careful when you...Don't leave the tower during this time )</p> <p>I can reread my work back to make sure that it makes sense to the reader.</p> <p><b>An explanation text is a piece of text that is organised with a focused question and then the information is written under subheadings.</b></p> <p><b>Y2 Information Text: Explanation Example Text</b></p> <p><b>How Can We Stay Healthy?</b>  There are lots of things we can do to stay healthy and to keep illness away. Changing what we eat and how much we exercise can help us to improve our health. Read on for lots of useful facts and tips to help you to be the healthiest you can be.</p> <p><b>Food and Drink</b>  All living things need food and drink to survive. The type of food we eat and the types of drinks we have are important.</p> <p><b>Food Types</b>  There are six groups of food. These are fruit and vegetables, starchy foods, meat, dairy, fats and sugary foods. Some of these foods are better for us than others.</p> <p><b>Fruit and Vegetables and Starchy Food</b>  Fruit, vegetables and starchy foods are very good for us because they contain vitamins and minerals. Vitamins and minerals help our bones, skin and muscles to stay strong and healthy. We should try to include these in every meal and to eat them as snacks. You could swap your chocolate snack for a crunchy apple or try a juicy pear.</p> <p><b>Meat and Dairy</b>  Meat and dairy food like cheese and milk are also good for us but we shouldn't eat these more than two or three times a day. Meat and dairy foods help us to have strong bones and muscles. A cold glass of milk with your breakfast or lunch is a good choice!</p> <p><b>Sugary and Fatty Foods</b>  Foods like chocolate and cake are yummy but they are very high in sugar and fat. This kind of food isn't good for us. These foods should only be eaten as a treat so more than once a day.</p> <p><b>Did You Know?</b>  Sugary treats are bad for your teeth. You shouldn't eat these too much and you should try to eat them at meal times.</p> <p>Return back to the story of Rapunzel. Click here to access the 'Rapunzel Story'. Re-read aloud the story so far and on until '<b>It's a shame about that witch, she thought to herself</b>'. (slide 14)</p>	<p><b>Maths</b>  <b>Learning Objectives</b>  To be able to read quarter past times and can write the hands on an analogue clock.</p> <p><b>Remember to...</b>  Check where the minute hand is.  Check where the hour hand is.  Position the hands carefully on the clock.</p> <p>Follow the slides on the PowerPoint entitled '<a href="#">Thursday Maths Time 1'</a></p> 	<p><b>Art</b>  <b>Learning objective:</b>  To experiment with basic printing techniques and rubbings.</p> <p><b>Remember to:</b>  Design patterns of increasing complexity and repetition.</p> <p>Experiment with using a variety of materials, objects and techniques.</p> <p>Talk about the processes used and produce a simple print.</p> <p><b>Task</b>  Experiment with different techniques to create printing and rubbings, using objects you have at home.</p> <p>Follow the instructions on the PowerPoint entitled '<a href="#">Thursday Art session 5'</a></p> 	<p><b>Jigsaw</b>  <b>Learning objectives:</b>  I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I understand how it feels to trust someone</p> <p><b>Task- Discussion</b>  Ask: What does it mean to trust someone? Talk about the things that help trust grow, e.g. honesty, always being there, keeping good secrets, being a good listener, standing up for you, etc.</p> <p>Ask your child for their ideas.</p> <p>Using a balloon or cupping your hands in front of your mouth, with each new suggestion add a small puff of air to the balloon/ or cupped hands. Explain to the children that trust builds overtime; just as the balloon or your hand feels as though it is growing each time, so does trust.</p> <p>Now ask your child:  <b>How does someone damage another person's trust?</b> e.g. telling lies, talking about somebody behind their back, being unreliable etc.</p> <p>After</p>	<p><b>PE</b>  <b>Learning objectives:</b>  To perform yoga actions.</p> <p>Click on the link to access a yoga exercise.  <a href="#">Cosmic Kids Yoga - YouTube</a></p> <p><b>Remember to:</b>  Take deep breaths as you perform each move.  Make sure you stop for a drink and a rest.</p>
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Morning physical activity - <http://jumpstartjonny.co.uk/>

Break

Break

Break

Lunch break

		<p>Encourage your child to look closely at the image which accompanies this page. Ask your child to consider why there is more than one image of Rapunzel on this page, what is the illustrator trying to tell us?</p> <p><b>Task</b> Can you write an explanation to Rapunzel to encourage her to escape from the tower? Describe how she can defeat the witch and send it to her so that she can escape the tower permanently.</p> <p>Remember to:</p> <ul style="list-style-type: none"><li>- Use a question as a focus for the explanation Eg How can Rapunzel defeat the Witch?</li><li>- Have subheadings- Eg The Tower / How to escape</li></ul>				<p>each suggestion let a little air out of the balloon or begin to open up your cupped hand. Explain that when a person does something like this it's a bit like letting some of the air out of the 'trust balloon'/cupped hands. If they keep doing these things, one day all their trust will be gone and the trust balloon/cupped hand of air will be empty.</p> 	
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F

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

### Phonics

**Learning challenge:** to recognize that 'gh' can be read as f and g.

**Today we are focusing on** the gh spelling of the g sound.

Read these words very carefully and underline where the 'f' sound is. Recognize that the f sound is spelt with a gh.

aghost, ghost, ghoul, ghetto, Ghana, dinghy

Choose several of these words to write in interesting sentences making sure you have included all the correct punctuation.

To practice spelling the 'f' & 'g' sound with gh have a go at writing this dictated sentence. [T5week5 phonics – dictation gh](#)

Listen to the sentence very carefully before writing it down including all the punctuation.

**The ghost laughed and coughed in a rough tone.**

### English

**Learning challenge:** To write a detailed escape plan.

#### Success Criteria

I can think of different ways that Rapunzel can escape the tower.

I can write these suggestions into full sentences.

I can use persuasive language to inform Rapunzel of this escape plan. Eg I think you need to...you must.... Try to...

#### Task

Can you write an escape plan to help Rapunzel flee from the tower safely from the Witch? What must she do?

Remember to: Write in full sentences, reread your sentences through and check that you have suggested 3-4 ways of how she might escape the tower.

You can write this escape plan up onto '2write' on your Purple Mash account, OR you can draw an escape route for Rapunzel and annotate your drawing OR you can ask a grown up to record your suggestions for Rapunzel that could be shown to her.



Break

### Maths

#### Learning Objectives

To be able to read and show analogue to 5 minute intervals.

#### Remember to:

Count in 5's carefully.

Check where the minute hand is.

Check where the hour hand is.

Position the hands carefully on the clock.

Follow the slides on the PowerPoint entitled '[Friday Maths Time 1](#)'



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 5](#)'



Break

### D&T

#### Learning challenge:

To be able to evaluate my tower against my design criteria.

#### Success criteria

- Complete my tower; making suggestions of how it could be improved or developed further.

- Evaluate my friends work with a star and a wish.

#### Task

Now that you have finished building your tower it is time to evaluate it.

Follow the slides entitled '[Friday DT Rapunzel's Tower Lesson 5](#)' and complete the resource '[Friday DT My tower evaluation – Session 5](#)'.



### 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.

