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<p>T</p>	<p><b>Phonics</b></p> <p><b>Learning challenge:</b> to use our phonics effectively in all writing</p> <p><b>Today we are focusing on</b> revising some of the sounds and spellings we have been learning this term.</p> <p>Choose a book and be a sound detective looking for v/ve spellings that we focused on last week. Record the words on the table provided.</p> <p><a href="#">Term 5 week 6 – v – ve spellings</a></p> <p>Remember to underline the spelling in each word very carefully.</p> <p>Choose one/two of these words to write in interesting sentence.</p>	<p><b>English</b></p> <p><b>Learning challenge:</b> To formulate an argument.</p> <p><b>Success Criteria</b> I can reflect on the story so far.</p> <p>I can talk about whether I feel that Rapunzel should or should not leave the tower.</p> <p>I can share my reasons why.</p> <p><b>Task</b> Click on the link entitled '<a href="#">Rapunzel story</a>'. Recap the story so far and continue to read on until '<a href="#">climbed out of the window</a>' - slide 20.</p>  <p>Talk with your child about the Witch initially threatening Rapunzel earlier on in the story ('I'll put a terrible curse on you') Consider the witch's threat to put a terrible curse on Rapunzel if she ever tries to escape and pose the following question to the class: should Rapunzel try to escape the tower and follow her plan? .</p> <p>Click on the powerpoint slide entitled '<a href="#">Tuesday English slides</a>'.</p> <p>Print off the slide and fill in your reasons FOR/AGAINST Rapunzel leaving the tower.</p> <p><b>**Take a photograph of this and upload this onto your Purple Mash account.</b></p>	<p><b>Maths</b></p> <p><b>Learning Objectives</b> To be able to understand that there are 24 hours in one day and 60 minutes in an hour.</p> <p><b>Remember to...</b> -How many seconds are in one minute. -How many minutes are in one hour. -How many hours are in one day.</p> <p>Follow the slides on the PowerPoint entitled '<a href="#">Tuesday Maths Time 2</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>Handwriting</b></p> <p><b>Learning Objectives</b> To practice spelling common exception words</p> <p>Click on the resource entitled '<a href="#">Year 2 handwriting common exception words Tuesday</a>'</p> <p>Have a go at:</p> <ol style="list-style-type: none"> <li>1- Saying the word aloud</li> <li>2- Saying the sounds in the word to write it as a whole word.</li> <li>3- Covering the word</li> <li>4- Then writing it as a whole</li> <li>5- Checking the word.</li> </ol>	<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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<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 'g' sound.</p> <p><b>Today we are focusing on</b> the 'g &amp; gg' spellings of the g sound.</p> <p>g -  <b>big - b/i/g</b>  <b>bug - b/u/g</b>  <b>girl - g/ir/l</b>  <b>tangle - t/a/n/g/le</b></p> <p>gg -  <b>begging - b/e/gg/i/ng</b>  <b>bigger - b/i/gg/er</b>  <b>giggle - g/i/gg/le</b>  <b>waggle - w/a/gg/le</b></p> <p>Write each sound on a separate piece of paper before building each word and reading it accurately.</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><b>Start creating yourself a post to remember all the different spellings of the g sound.</b></p> <p><i>Morning physical activity – <a href="http://jumpstartjonny.co.uk/">http://jumpstartjonny.co.uk/</a></i></p>	<p><b>English</b></p> <p><b>Learning challenge:</b>  To create a story map  To be able to describe your favourite part of the story.</p> <p><b>Success Criteria</b>  I can reflect on the story from the beginning to now.</p> <p>I can choose my favourite part of the story and draw this part onto a story map.</p> <p>I can write in full sentences about why this is my favourite part of the story and explain why I chose it.</p> <p><b>Task</b></p> <p><b>Reread the whole story. Click on the resource entitled 'Rapunzel story'.</b></p> <p>Ask your child to describe their favourite part of the story. Provide your child with an oral scaffold for example: <i>the most memorable part of the story was... because...; my top moment in the story was... because...</i></p> <p>Encourage your child to give reasons for their choices.</p> <p>Can they draw a story map of their favourite part of the story?  Once they have drawn the pictures, can they retell that part of the story?</p> <p>Click on the resources entitled '<a href="#">Rapunzel Story map</a>' and '<a href="#">Rapunzel sequencing</a>' to support you.</p> <p>To write your favourite part of the story remember to split this up into three parts: 1) a beginning 2) a middle and 3) an end.</p> <p>Use '<b>2write</b>' on your <b>Purple Mash</b> account to write your story and save this in your folder.</p>	<p><b>Maths</b></p> <p><b>Learning Objectives</b>  To be able to identify the start and finish time of an event and use these times to work out how long an event has lasted.</p> <p><b>Remember to:</b>  -Check what time is showing on each clock.  -Count in intervals of 5 minutes.  -Draw any hands on clocks carefully to make it clear which is the minute hand and which is the hour hand.</p> <p>Follow the slides on the PowerPoint entitled '<a href="#">Wednesday Maths Time 2</a>'</p> <p><b>Break</b></p> 	<p><b>Reading</b></p> <p>Reading via Bug Club or your allocated reading book(s).</p> <p>  <b>Bug Club</b></p> <p><a href="#">Click here for Bug Club Login</a></p> <p><b>Break</b></p>	<p><b>Grammar</b></p> <p><b>Learning Objective</b>  To be able to add 'ies' to a root word to make it plural if the letter 'y' is present.</p> <p><b>Success Criteria:</b>  I know that when there is more than one thing I need to add an s to the noun.</p> <p>If a word ends in x, ch,sh, ss, s, or z I need to add the suffix 'es' to make it a plural.</p> <p>If a word ends in a y I know I need to add 'ies' as a suffix to make it plural.</p> <p><b>Task</b>  Click on the powerpoint entitled '<a href="#">Session 4 grammar adding ies</a>'.</p> <p>Revisit all the grammar rules associated with making a singular noun a plural. Introduce 'ies' as a plural.</p> <p><b>Rule:</b> When the letter <u>before</u> a 'y' is a consonant, change the 'y' to an 'i' before adding an 'es'. For example:  puppy → puppies.</p> <p>Click on the resource entitled '<a href="#">session 4 grammar adding ies</a>'.</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/b00jdlm2/cbeebies-bedtime-stories">https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories</a> and choose a story you have not heard before</p> <p><b>Lunch break</b></p>
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<p>TH</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 'g' sound.</p> <p><b>Today we are focusing on</b> the 'gh &amp; gu' spellings of the g sound.</p> <p><b>ghost - gh/o/s/t</b> <b>ghastly - gh/a/s/t/l/y</b></p> <p><b>guess - gu/e/ss</b> <b>quest - gu/e/s/t</b></p> <p><b>Write each sound on a piece of paper before building the words carefully and reading them to be sure they make sense.</b></p> <p>Choose several of these words to write in interesting sentences making sure you have included all the correct punctuation.</p> <p><b>Add these spellings to the 'g' poster that you started yesterday and keep it close by so that you can look at it when you are writing.</b></p>	<p><b>English</b></p> <p><b>Learning challenge:</b> To create a poster</p> <p><b>Success Criteria:</b> I can talk about what a poster is used for.</p> <p>I can distinguish between what a villain is and a heroine.</p> <p>I can create a poster searching for a villain.</p> <p>I know that my poster needs to have a clear title, message, picture and information of who to contact.</p> <p><b>Task</b> Click on the powerpoint entitled '<a href="#">Rapunzel story</a>' to re-read the whole book again and focus on the final spread in the book in which Rapunzel is shown riding on her horse chasing other witches (slide 25 and 26). On this page a series of 'wanted posters' are displayed.</p> <p></p> <p>Draw your child's attention to this- discuss what a wanted poster is. Why are there posters? Who is wanted?</p> <p><b>Task-</b> Can your child make a wanted poster of other villains that Rapunzel needs to catch?</p> <p>Here are a few examples below</p> <p><b>Your poster needs to include:</b></p> <ul style="list-style-type: none"> <li>-It needs to have a catchy and clear title.</li> <li>-It needs to have a clear picture of who they are searching for.</li> <li>-It needs to have a description of that character- what they may look like, sound like, smell like</li> <li>-What they are wanted for.</li> <li>-Who to contact if they are found.</li> </ul> <p>Upload a photo of your final poster to your Purple Mash account.</p> <p></p>	<p><b>Maths</b></p> <p><b>Learning Objectives</b> To be able to compare times using 'longer' and 'shorter'. To be able to order times from longest to shortest and shortest to longest.</p> <p><b>Remember to...</b></p> <ul style="list-style-type: none"> <li>-Read each time carefully, checking where the minute and hour hands are.</li> <li>-What 'longer' and 'shorter' means.</li> <li>-Convert hours into minutes or minutes into hours to help you to compare times more easily.</li> </ul> <p>Follow the slides on the PowerPoint entitled '<a href="#">Thursday Maths Time 2</a>'</p> <p></p>	<p><b>Art</b></p> <p><b>Learning objective:</b> To apply learnt techniques to create a fairy-tale building to add to our landscape using basic printing and rubbing techniques.</p> <p><b>Remember to:</b> Draw the basic outline of your building first.</p> <p>Print using a variety of materials, objects and techniques including layering.</p> <p><b>Task</b> Using techniques learnt last week, draw a basic outline of a castle, tower or cottage. Then using objects around the house, print to create the effect of bricks / stone.</p> <p>Follow the instructions on the PowerPoint entitled '<a href="#">Thursday Art session 6</a>'</p> <p></p>	<p><b>Jigsaw</b></p> <p><b>Learning objectives:</b> I can express my appreciation for the people in my special relationships</p> <p>I am comfortable accepting appreciation from others</p> <p>In reflection of our PSHE unit this term, reflect on what we have learnt so far. <b>Can you choose one of the following below?</b></p> <ul style="list-style-type: none"> <li>•The different relationships we have in our families and how to get along with everyone;</li> <li>• The importance of physical contact, and that there is physical contact (touch) we like and don't like;</li> <li>• Why friends sometimes fall out and how we can problem solve when this happens;</li> <li>• Good secrets and worry secrets;</li> <li>• Why trust is important and knowing who to trust;</li> </ul> <p><b>Task</b> Can you create a poster that shows a clear picture of one of the above and write some sentences to explain its importance?</p>	<p><b>PE</b></p> <p><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

F

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

### Phonics

**Learning challenge:** to be able to read and spell 'g' in it's different forms

**Today we are focusing** on revising the spellings taught this week

Read these words very carefully and underline where the 'gf' sound is. Recognize that the g sound is spelt in different ways

**girl, tangle,  
giggle,  
Goldilocks,  
bigger, ghost,  
ghoul, guide,  
guest**

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

To practice spelling the 'g' sound have a go at writing this dictated sentence.

[Term 5 week 5 dictation - g](#)

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

**The ghost grew  
bigger and bigger  
giggling in a ghoulish  
way.**

Break

### English

**Learning challenge:**

To observe other versions of Rapunzel and make comparisons.

**Look at the ending to the story of Rapunzel- how are these versions different or similar to one another?**

[Disney Tangled The ending - YouTube](#)

[Rapunzel | Fairy Tales | Giggibox - YouTube](#) – play from 4.38 seconds to the end

If you could rewrite the ending to Rapunzel, how would your story end? Would it be a 'happy ever after'?



Break

### Maths

**Learning Objectives**

To be able to understand what information I can find on an analogue clock and how I can use that information to read the time.

To be able to solve problems involving time.

Follow the slides on the PowerPoint entitled '[Friday Maths Time 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 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.

