



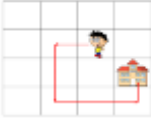








<p>M</p>	<p>Phonics Learning challenge: to be able to use the different spellings for the 'm' sound correctly in all writing. Today we are focusing on the 'm' spelling of the m sound. Write each sound on a separate piece of paper before building each word carefully. animal - a/n/i/m/a/l criminal - c/r/i/m/i/n/a/l grimy - g/r/i/m/y match - m/a/tch Choose one/two of these words to write in interesting sentence. Our challenge words this term are all linked to the Year 2 core words. Practice reading, writing and spelling each word until you can do it without looking. child, children, wild, climb Remember to use your best joined up handwriting.</p>	<p>English Learning challenge: To be able to discuss different versions of a story. Success Criteria I can talk about the story of Rapunzel and the different parts of it. I can talk about the different elements that make up a fairy tale and their importance. I can play the game and create my own versions of fairy tales using the pictures on the game board to help me. I can begin to create a plan and think about how the story should begin, what I want to happen in the middle and the ending. Task Re-read the whole story here. Click on the Powerpoint entitled 'Rapunzel's story'. How do this version of Rapunzel differ to the Traditional version? Discuss the type of personality traits we have witnessed from Rapunzel: shy, timid, brave, confident, sly. If you could change the story in any way what would you change? How would you portray Rapunzel? What type of setting would you want her to be in? (tower in London/ supermarket/ prison/garden shed/under water cave) Does it need to be a tower? Does she need to be kind? Write down some ideas of an alternative story you would like to create for Rapunzel. This can be presented in short sentences. Take a photo of this and upload this onto your purple mash account.</p>	<p>Maths Learning objective: To be able to describe and identify a turn correctly drawing what the turn could be. Remember to -Think about your starting position, where you/ the object is facing. -Which direction are you turning- left/ right/ clockwise/ anticlockwise -Look closely at the direction you/ object stopped in. Follow the PowerPoint entitled 'Monday Maths Wk2' </p>	<p>Art Learning challenge: To explore different crafts people. This week we are looking at the super detailed work of Stephen Wiltshire Stephen Wiltshire - Originals, Limited Editions and Prints Visit his website and read all about him and his amazing artwork. Choose one of his paintings of London and look at it very closely (with a magnifier if you have one). Print the one saved on the system entitled – Art- Monday, Stephen Wiltshire List all the different landmarks that you can see.</p>	<p>Reading Reading via Bug Club or your allocated reading book(s).  Click here for Bug Club Login</p>	<p>PE Learning challenge: To be able to run in and out of a space To be able to throw, retrieve and catch a ball. Success Criteria: I can warm my body up by running in and out of spaces on a given command. I can talk about how my body feels when I move different parts of my body. I can drop a ball from a height and signal my partner when to receive it. I can give my family member some ways to improve their strategy or way of receiving the ball for next time. Challenges  Yellow challenge Can a family member roll a ball and on command, can you run to retrieve it from the front in the opposite direction? See if you can beat your score each time.  Green challenge Can you throw the ball towards a target? You may wish to put out socks or tin cans to mark the target. Then throw the ball and run to retrieve it before it passes the end of the target.</p>
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T	<p>Phonics</p> <p>Learning challenge: to be able to use the different spellings for the 'm' sound correctly in all writing.</p> <p>Today we are focusing on the 'mm' spelling of the m sound. Write each sound on a separate piece of paper before building each word carefully.</p> <p>Common - c/o/mm/o/n Hammer - h/a/mm/er Mummy - m/u/mm/y Summer - s/u/mm/er</p> <p>Choose one/two of these words to write in interesting sentence.</p> <p>Our challenge words this term are all linked to the Year 2 core words.</p> <p>Practice reading, writing and spelling each word until you can do it without looking.</p> <p>old, hold, gold , told, cold</p> <p>Remember to use your best joined up handwriting.</p>	<p>English</p> <p>Learning challenge: To create a story map.</p> <p>Success Criteria I can recall what a story needs. I can create a story map of my own alternative version of Rapunzel. I can draw pictures of the beginning, and build up. I can say my sentences out loud before writing them down. I can use expanded noun phrases or annotations around my story map.</p> <p>Task 1-Have a go at playing roll and make up a story. Click on the resource entitled 'alternative story board london game'. Get a dice, roll the dice with a family member. Whatever number the dice falls on, choose a picture and begin to make up an alternative story for Rapunzel. Click on the powerpoint entitled 'Tuesday 15th June 2021 English Slides' to see an example of an alternative version of Rapunzel. 2-Can you create a story map of your own alternative version of Rapunzel? – refer to slide 4 to support you with this. Draw each part of your story onto plain paper. You may wish to annotate around your drawings. What type of character would you like Rapunzel to be in your story? How might your version begin? What problems might she face? How will she resolve them?</p>	<p>Maths</p> <p>Learning objective: To be able to describe movement and be able to record it.</p> <p>Remember to</p> <ul style="list-style-type: none"> -Know your starting position and end destination. -Record how many steps you move. -Write which direction the turn is. <p>Follow the PowerPoint entitled 'Tuesday Maths Wk2'</p> 	<p>Dance</p> <p>Learning objectives: To listen to an extract of music and interpret movement.</p> <p>Success criteria: I can listen to a piece of music. I can think about how fire might move to the sounds in the music. I can alternate between small and big movements.</p> <p>Task Practice swaying to the music. How do you think an ignited flame would move in the wind? In a warm environment? Create a simple dance to the extract below. African Music African Conga Drums Traditional African Drum Music - YouTube</p>	<p>Reading</p> <p>Reading via Bug Club or your allocated reading book(s).</p>  <p>Bug Club</p> <p>Click here for Bug Club Login</p>	<p>PE</p> <p>Click on cosmic yoga. Use this session to support your mindfulness.</p> <p>Make sure that you drink plenty of water.</p> <p>Beauty And The Beast ♫ A Cosmic Kids Yoga Adventure (App Preview) - YouTube</p> <p>Task</p>
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W	<p>Phonics</p> <p>Learning challenge: to be able to use the different spellings for the 'm' sound correctly in all writing.</p> <p>Today we are focusing on the 'mb' spelling of the m sound.</p> <p>Write each sound on a separate piece of paper before building each word carefully.</p> <p>Lamb - l/a/mb Climb - c/l/i/mb Comb - c/o/mb Crumb - c/r/u/mb</p> <p>Choose one/two of these words to write in interesting sentence.</p> <p>Our challenge words this term are all linked to the Year 2 core words.</p> <p>Practice reading, writing and spelling each word until you can do it without looking.</p> <p>Child, children, old, hold, gold</p> <p>Remember to use your best joined up handwriting.</p>	<p>English</p> <p>Learning challenge: To continue to finish a story map.</p> <p>Success Criteria I can recall what a story needs.</p> <p>I can create a different version of Rapunzel's character and make a plan of this.</p> <p>I can say my sentences out loud before writing them down.</p> <p>I can use expanded noun phrases to describe the beginning of my stories draft.</p> <p>I can share my story map with a partner and discuss what I would like to happen next in my alternative version of the story.</p> <p>Task Begin to add some annotations/key vocabulary to your story map.</p> <p>Now have a go at acting it out with a family member to help you to identify the different parts of your alternative version.</p>	<p>Maths</p> <p>Learning Objectives</p> <p>To be able to make, describe patterns using shapes and continue ones looking at the direction of the shape and describing it.</p> <p>Remember to... -Think about what the next shape will look like. -Which direction will it be facing? -Use language which has been taught to describe its position.</p> <p>Follow the PowerPoint entitled 'Wednesday Maths Wk2'</p> 	<p>Reading</p> <p>Reading via Bug Club or your allocated reading book(s).</p>  <p>Click here for Bug Club Login</p>	<p>Computing</p> <p>Learning Objectives</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p> <p>To control the nature of events: repeat, loops, single events and add and delete features.</p> <p>Remember to:</p> <p>To give commands one at a time to control direction and movement, including, straight, forwards, backwards, turn.</p> <p>Improve or change your sequence of commands by debugging.</p> <p>Task Today we are continuing to explore the app 'Lightbot'. If possible it would be helpful to download the free app 'Lightbot' and work through the different levels.</p> 	<p>Story Time</p> <p>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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TH	<p>Phonics</p> <p>Learning challenge: to be able to use the different spellings for the 'm' sound correctly in all writing.</p> <p>Today we are focusing on the 'mb' spelling of the m sound. Write each sound on a separate piece of paper before building each word carefully.</p> <p>Autumn - au/t/u/mn Column - c/o/l/u/mn Hymn - h/y/mn</p> <p>Choose one/two of these words to write in interesting sentence.</p> <p>Our challenge words this term are all linked to the Year 2 core words.</p> <p>Practice reading, writing and spelling each word until you can do it without looking.</p> <p>Wild, climb, told, cold</p> <p>Remember to use your best joined up handwriting.</p>	<p>English</p> <p>Learning challenge: To draft the beginning and build up to a story.</p> <p>Success Criteria I can use my plan and story openers to help me to write the first part of my story.</p> <p>I can use expanded noun phrases to describe the characters in my story, setting and how they might be feeling.</p> <p>Task Can you add the 'problem' and 'resolution' to your story map? Click on the powerpoint entitled Thursday 17th June 2021 English slides</p> <p>Today you will be 'drafting'. This is beginning to write your ideas for the beginning of your story.</p> <p>Refer to the powerpoint to see effective story openers. How have Fairy Tales begun in the past? How do you want to start the beginning to your story?</p> <p>Now begin to write the start and middle of your story.</p> <p>Remember to: Proof read your sentences to make sure that they make sense. To use expanded noun phrases To vary your use of expanded noun phrases.</p>	<p>Maths</p> <p>Learning Objectives To be able to make, describe patterns using shapes and continue ones looking at the direction of the shape and describing it.</p> <p>Remember to: -Think about what the next shape will look like. -Which direction will it be facing? -Use language which has been taught to describe its position.</p> <p>Follow the PowerPoint entitled 'Thursday Maths Wk2' and resource 'Thursday Maths Challenge Cards'</p> 	<p>Reading</p> <p>Reading via Bug Club or your allocated reading book(s).</p>  <p>Click here for Bug Club Login</p> <p>Handwriting</p> <p>Learning objective: To be able to form the ascenders and descenders in a word correctly.</p> <p>Can you practice forming these words?</p> <p>Child Children Wild Climb Old Hold Gold Told cold</p> <p>Click on the resource entitled 'handwriting 14.06.21'</p>	<p>Grammar</p> <p>Learning objective To be able to understand plural possession</p> <p>Success Criteria: I know that plural means more than one thing. I know that possession means belonging to someone. I know that if something belongs to more than one person, the apostrophe comes at the end of the whole word.</p> <p>Recap singular possessive apostrophes from last week. Explain that today we will be focusing on plural possessive apostrophes. This means that something belongs to more than one person, it may be a group.</p> <p>E.g witches' broom. The apostrophe comes at the end of the whole word.</p> <p>Refer to slides entitled 'Grammar plural possessive apostrophes'. Decide whether you think it is a singular possessive apostrophe or a plural possessive apostrophe.</p> <p>Click on the resource entitled 'Grammar plural possessive apostrophes- sorting activities'.</p> <p>Can your child create a table on a piece of paper by dividing it into two halves? Can they write the headings 'singular apostrophes' and 'plural apostrophes' and sort the nouns into the right categories?</p>	<p>RE</p> <p>Learning challenge: To describe some religious objects/ places/ people & practices & begin to be aware of similarities in religion</p> <p>Success Criteria talk about a place that is special to me. ...know what worship is. ...name and talk about some examples of places of worship. ...discuss how a place of worship is a special place to religious believers. ...ask & respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Task Can you think about the different places that different religions may go and worship their God? (Mosque/Synagogue/Church/Temple)</p> <p>What would the similarities and differences be between these places?</p> <p>Click on the resource entitled 'RE places of worship sorting cards' and the powerpoint entitled 'RE places of Worship'.</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 use the different spellings for the 'm' sound correctly in all writing.

Today we are focusing on revising all the spellings we have looked at this week – m, mm, mb, mn.

Write each word on a piece of paper and underline the 'm' sound in each word. Now arrange them according to their spelling pattern.

Animal, match, summer, mummy, lamb, crumb, autumn, hymn

Now practice all of this week's spellings by writing the dictated sentence. [Term 6 week 2 – dictation 'm'](#)

The lambs are common on the Spring but the pond is full of life in the Summer. In the Autumn the leaves will fall.

Break

English

Learning challenge:

To continue to finish writing the beginning and buildup of a story.

To begin to write the problem (cliff hanger/dilemma of the story)

Success Criteria:

I can use my plan and story openers to continue to help me to finishing writing the first and build up to the story.

I can use expanded noun phrases to describe the characters in my story, setting and how they might be feeling.

Task

Begin to write the 'middle' 'problem/cliffhanger' and 'ending' to your story. Think carefully about the problem you want your character of Rapunzel to face and how she may or may not be free/ or rescue another character within your story.

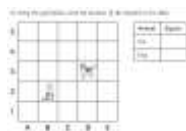
Break

Maths

Learning Objectives

To be able to use my knowledge of position and direction in order to answer questions.

Follow the PowerPoint entitled '[Thursday Maths Wk2'](#)



Break

Science

Learning objective: to identify the basic needs of plants

Remember to: Think back to our work when we grew the beans hydroponically. What did they need to grow safely?

Food – water – sunshine – a safe place to grow.

Task – if we were to create an allotment at school to grow some plants in how would we keep the insects and birds away from the young plants and seeds?

Design a DIY bird scaring sculpture to put next to the plants and protect them from the animals.

[How to make a Bird Scarer - YouTube](#)



Lunch break

Jigsaw

Learning objectives: To be able to tell you about the natural process of growing from young to old and understand that this is not in my control

To identify people I respect who are older than me

Task
Look at the pictures on the resource entitled '[PSHE Changing me 1](#)', '[PSHE changing me 2](#)' and '[PSHE Changing me 3](#)' – can you order these photographs from the youngest to the oldest?

Can you name **two** changes that you might visibly see on an old person?

How else might our bodies have overtime?

*Encourage your child to think about the pace in which someone might move, their appearance (wrinkles, hunched over- needing a walking stick).

Explain that with some changes to our bodies we have no control of it. We can't stop growing from a baby to a toddler to a child, to a teenager and then to an adult.

Task
On the leaf template entitled '[PSHE Leaf template](#)'. Can you draw a picture of either a grandparent or someone who is old that you are close to or admire?
In the leaf can you then write one thing that you

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.



								respect/love or like about them.	
								Remember to: -start your sentence using a capital letter and to finish your sentence using a full stop.	