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T	<p>Phonics</p> <p>Learning challenge: to be able to use the different spellings for the 'k' sound correctly in all writing.</p> <p>Today we are focusing on the 'ck' spelling of the k sound.</p> <p>Write each sound on a separate piece of paper before building each word carefully.</p> <p>brick - b/r/i/ck bucket - b/u/ck/e/t neck - n/e/ck pickle - p/i/ck/le</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>great, break, steak, again</p> <p>Remember to use your best joined up handwriting.</p>	<p>English</p> <p>Learning challenge: To understand what it was like to live in London during 1666 and make comparisons to today.</p> <p>Success Criteria I can talk about how the buildings in London were different in the past. I can talk about how people travelled differently in London in the past. I can talk about people from London in the past and present. I can compare past and present London to say what things are different and similar.</p> <p>Task Click on the powerpoint entitled Tuesday English slides GFOL. (The Great Fire of London)</p> <p>Talk to your child about the differences between London in 1666 to London today.</p> <p>Make links to the fire they observed yesterday- Explain to them that this was a fire that was created in a street called Puddling Lane. What do they think caused the fire that happened in Puddling Lane?</p> <p>Introduce the activity sheets entitled 'Tuesday English resource sheets' as you flick through the powerpoint, Encourage your child to fill in the sections of their sheets between London today and London in 1666.</p> <p>Remember to write in full sentences. Re-read your sentences to check that they make sense.</p>	<p>Maths</p> <p>This week we will be learning about mass.</p> <p>Log into MyMaths by clicking the link below and look at the lesson before completing the activity entitled 'Measures'</p>  	<p>Music</p> <p>Learning objectives: To begin to develop an understanding of the history and context of music (I can show some understanding of how to recognise music from different points in history & I know why some music may have been composed & performed.)</p> <p>Success criteria: talk about the pulse in a piece of music so that I can show my understanding of what it is talk about the rhythm in a piece of music so that I can show my understanding of what it is</p> <p>Task Show the video clip of a fire. <i>Have you ever seen a real fire, when?</i> Together talk about how you make a fire and the cycle of a fire and what steps we would need to do in order to put it out.</p> <p>On '2write' in your Purple Mash account can you write down the following steps? 1. Before the fire, 2. Fire starts, 3. Fire spreads, 4. Fire put out. Can you describe what type of sounds you may hear from a fire? (crackling, tapping)</p> <p>Play 'London's Burning' https://www.youtube.com/watch?v=zrA6iY4c9io&safe=active Challenge your child to talk about the song – Can they explain what this</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>Beauty And The Beast ♫ A Cosmic Kids Yoga Adventure (App Preview) - YouTube</p> <p>Make sure that you drink plenty of water and are wearing appropriate clothing and footwear.</p>
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					<p>song is about? How is the song sung?</p> <p>*Explain to your child that they are going to be learning the song 'London's Burning'. The tune to London's Burning was composed before 1666. It was composed in 1544 and was originally used to sing about a fire that happened in the Capital city of Scotland – Edinburgh. The words were changed after The Great Fire of London to be about London.</p> <p>See song words to learn entitled 'Music London's Burning song words'</p>		
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<p>W</p>	<p>Phonics Learning challenge: to be able to use the different spellings for the 'k' sound correctly in all writing.</p> <p>Today we are focusing on the 'ch' spelling of the k sound. Write each sound on a separate piece of paper before building each word carefully.</p> <p>anchor - a/n/ch/or chemist - ch/e/m/i/s/t echo - e/ch/o school - s/ch/oo/l</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>most, only, both, steak, again</p> <p>Remember to use your best joined up handwriting.</p>	<p>English Learning challenge: To be able to speak in a way that is clear and easy to understand</p> <p>Success Criteria I can talk about the GFOL and what I think started the fire in Pudding Lane. I can begin to sympathize with the people who lost loved ones, or their homes during that time.</p> <p>Task Recap yesterday's learning- the GFOL (The Great Fire of London) and some of the questions they want to find out about it. https://www.youtube.com/watch?v=Er3GKw8Z3R4 Now watch this clip https://www.literacyshed.com/puddinglane.html</p> <p>- Take your back in time to the night before The Great Fire. Recap the story- what event happened in pudding lane? - Ask your child what they notice about London at this time. Is it what they expected? - What are the differences? What are the similarities? - Why is the washing hung across the streets and pigs hanging outside buildings? - Discuss the following people's roles at that time and how they must of felt.</p>	<p>Maths This week we will be learning about mass.</p> <p>Log into MyMaths by clicking the link below and look at the lesson before completing the activity entitled 'Unit of measure'</p> <p></p> <p></p>	<p>Reading Reading via Bug Club or your allocated reading book(s).</p> <p></p> <p>Click here for Bug Club Login</p>	<p>Computing Learning Objectives: To understand that an algorithm is a series of steps for solving problems and a code is a series of steps that machines can execute by following precise and unambiguous instructions (creating a programme)</p> <p>To control the nature of events: repeat, loops, single events and add and delete features.</p> <p>Remember to: To think about the commands one at a time to control direction and movement, including, straight, forwards, backwards, turn.</p> <p>Consider which way you are/ the object is facing before you start.</p> <p>Think about which direction you need to go-left/ right.</p> <p>How many steps will you need?</p> <p>Task Today we are thinking more about what code is in computer science. Follow the PowerPoint entitled 'Wednesday Computing Session 3'</p> <p></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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TH	Phonics	English	Maths	Reading	Grammar	RE
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Morning physical activity – http://jumpstartjonny.co.uk/</p>	<p>Learning challenge: to be able to use the different spellings for the 'k' sound correctly in all writing.</p> <p>Today we are focusing on the 'cc' spelling of the k sound.</p> <p>Write each sound on a separate piece of paper before building each word carefully.</p> <p>hiccup – h/i/cc/u/p piccolo – p/i/cc/o/l/l/o raccoon – r/a/cc/oo/n</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>every, everybody, great, break</p> <p>Remember to use your best joined up handwriting.</p>	<p>Learning challenge: To understand why the fire broke out</p> <ul style="list-style-type: none"> To understand about the main events of the fire To understand about the results of the Fire To carry out research on GFOL. <p>Success Criteria I can explain how the fire broke out. I can talk about how different people may have felt and why. I know that the fire has led the government and the public to understand how together we can stop a fire.</p> <p>Task Watch 'Magic grandad' BBC Watch Magic Grandad - Samuel Pepys - Great Fire of London - YouTube</p> <p>Talk to your child about the effects that the fire had on London in 1666. Can they explain why all the buildings were affected during this time? Are our buildings like this nowadays? How do they know?</p> <p>Who witnessed this fire and wrote a diary about it? Why do you think a diary was seen to be important back then?</p> <p>Key questions: How did the fire start? Where did it start? Why did it spread so quickly?</p> <p>What did they learn from this video? Can they write this down and add it to their Purple Mash account?</p>	<p>This week we will be learning about mass.</p> <p>Log into MyMaths by clicking the link below and look at the lesson before completing the activity entitled 'Comparing capacity'</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>Most Only Both Every Everybody Great Break steak again</p> <p>Click on the resource entitled 'handwriting 21.06.21'</p>	<p>Learning objective To understand subordination and why it is used. To know that it can be used to join two separate sentences together.</p> <p>Success Criteria: I know that it joins two sentences together. I know that it can be used in the middle of a sentence or at the beginning.</p> <p>Task Click on the powerpoint entitled 'Grammar Thursday main-and-subordinate-clauses'. Recap subordination – use your class working walls as a reference for this. Words like 'because', 'if', 'while' and 'until' are called subordinating conjunctions.</p> <p>Subordinating conjunctions help to add the extra information that tells us when, why or where something happens.</p> <p>Watch the video clips below to learn more about subordinating conjunctions/clauses.</p> <p>Understanding subordinating conjunctions - Year 2 - P3 - English - Home Learning with BBC Bitesize - BBC Bitesize</p> <p>Exploring subordinate clauses - Year 3 - P4 - English - Home Learning</p>	<p>Learning challenge: To describe some religious objects/ places/ people & practices & begin to be aware of similarities in religion</p> <p>To begin to suggest meanings for some religious actions & symbols & describe how religious belief is expressed in different ways</p> <p>Success Criteria: ...recall & name different beliefs and practices, including worship, rituals & ways of life, in order to find out about the meanings behind them. (A1) ...recognise some different symbols & actions which express a community's way of life, appreciating some similarities between communities. (A3) ...ask questions about puzzling aspects of life & experience & suggest answers, including religious ones.</p> <p>Task Please follow the PowerPoint entitled 'Thursday RE - Lesson Presentation Christian Church' and resource 'Thursday RE - Plan of a Church Activity Sheet'</p> 
			<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Break</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Break</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Break</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lunch break</p>

								<p>with BBC Bitesize - BBC Bitesize</p> <p>Activity: slide 8-Can your child rewrite this neatly onto the resource entitled 'Thursday Handwriting sheets Grammar'?</p>	
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Morning physical activity - <http://jumpstartjonny.co.uk/>

Phonics

Learning challenge: to be able to use the different spellings for the 'k' sound correctly in all writing.

Today we are focusing on revising all the spellings we have looked at this week – c, k, ch, cc.

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

Comic, attic, baker, joke, school, anchor, piccolo, raccoon

Now practice all of this week's spellings by writing the dictated sentence. [T6 week 3 phonics 'k' dictation](#)

The crab ate a pickle which gave him a hiccup as he scuttled round the anchor on his way to school.

English

Learning challenge:

To understand why the fire spread so far for so long
· To understand what makes cities safer from great fires today
-To write a description recalling an event.

Success Criteria:

I can talk about what the cause of the fire was.
I can talk about how there were changes that took place to make fire safety different today than it was in 1666.
I can write in the perspective from a person who lived in Pudding Lane.
I can use 'I' as a pronoun and write how this person may have felt, or what they may have seen during that time.

Ask your child: Why do you think the fire spread so far and stayed alight for so long?

Click on the powerpoint entitled [Friday English slides GFOI](#) to use as a support for this.

Show your child pictures of typical seventeenth-century houses, churches and street scenes. Encourage them to describe the street scene and what the houses are made from. Discuss with your child the reasons why the fire spread rapidly and why people took refuge in churches and in boats on the river.

Show resource entitled [Friday English map to show fire spread](#) to show your child how the fire spread across London. Discuss this. Encourage your child to think about who helps to fight fires today. Explain that there was no fire brigade at the time. What do they think the people had to do to try and stop the fires? Do you think anyone called 999?

Task

Recap the type of people who would be working in Pudding Lane. Explain that today they will be writing a description from the perspective of someone who lived in Pudding Lane at that time.

Break

Maths

This week we will be learning about mass.

Log into MyMaths by clicking the link below and look at the lesson before completing the activity entitled 'Comparing measures 2'



Break

Science

Learning objective:

To understand that different habitats provide for the basic needs of different kinds of mini-beasts and plants and that they depend on each other.
To plan and create micro-habitats with the right conditions to attract specific living things.

Remember to: go outside to see what mini-beast you can find first.

Task – Go into your garden, down to the park or find a hedgerow near your house and have a look at the mini-beasts that you can find. Make a list of the bugs that you find.

Now make a 'hotel' for one of the bugs that you found. Remember to create little spaces for them to hide in and feel safe. Use things you can find at home or out and about.



Break

Jigsaw

Learning objectives:

I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old
I feel proud about becoming more independent

Task

What is the difference between a baby/toddler/adult/grown up?

What do each of these do differently? Record these differences down under each of the labels.

Eg baby learns how to smile/communicate through crying or showing gestures.

Click on the resource entitled: [PSHE Jigsaw Friday Changing me labels](#)

Order the labels and underneath each label write down the differences shown between these ages.

Lunch break

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.

