

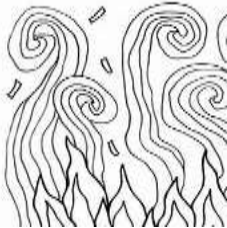


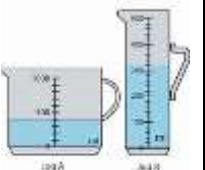





M	<p><b>Phonics</b>  <b>Learning challenge:</b> to be able to use the different spellings for the 'r' sound correctly in all writing.</p> <p><b>Today we are focusing on</b> the 'r &amp; rr' spellings of the r sound.          Write each sound on a separate piece of paper before building each word carefully.</p> <p>bright - b/r/igh/t          friend - f/r/ie/n/d          fright - f/r/igh/t</p> <p>Choose one/two of these words to write in interesting sentence.</p> <p><b>Sound swap – introducing the 'rr' spelling of the r sound.</b></p> <p>c a r r o t p b m o w</p> <p>Write each of the sounds on a separate piece of paper. Now build the first word very carefully. Say the second word out loud - which sound do you need to add, take away or swap. Now repeat with the new word.</p> <p>carrot, parrot, parrob, marrob, marrow</p> <p>NB - some of the words are real and some are nonsense.</p>	<p><b>English</b>  <b>Learning challenge:</b>          To be able to think about the causes of the Great Fire of London</p> <p><b>Success Criteria</b>          I can talk about what the causes of the fire were.          I can use adjectives to describe the fire and how it made people feel.          I can talk about why the people used the River Thames to throw their belongings into.</p> <p><b>Task</b>  <b>Click on the link to watch the clip</b>  <a href="#">During the Great Fire of London - YouTube</a></p> <p>What words were used to describe the fire?          Where was the fire?          How did It begin?          What steps had to be carried out to put the fire out?</p> <p>Why were people throwing their belongings into the River Thames? Or onto boats?</p> <p>Can you draw a picture of what the fire must have looked like in Pudding Lane around the bakery?</p> <p>Label this picture with words that best describe the fire. Take a photo of this and upload it to your Purple Mash account.</p>	<p><b>Maths</b>  <b>Learning Objective:</b>          To be able to compare capacity and volume.</p> <p><b>Remember:</b>          - Think about how volume and capacity are different.          - The size of the container does not always mean it has more capacity.</p> <p>Work though the PowerPoint entitled '<a href="#">Monday Maths Capacity 2</a>'.</p> 	<p><b>Art</b>  <b>Learning challenge:</b> To draw as a way of recording experiences &amp; feelings</p> <p>As we begin to learn about the Great Fire of London we are starting to create our own modern day interpretation of the fire.</p> <p>Today we are starting with the background.</p> <p>Create own swirl background to represent the great fire.          Make the lines bold with a biro now.</p>  	<p><b>Reading</b>          Reading via Bug Club or your allocated reading book(s).</p>  <p><a href="#">Click here for Bug Club Login</a></p>	<p><b>PE</b>  <b>Learning challenge:</b>          To be able to pass, retrieve a moving ball in different ways.</p> <p><b>Success Criteria:</b>          I can follow a ball and retrieve it from a distance.          I can throw a ball and move ahead of it and allow the ball to pass through my legs.          I can reflect on how fitness makes me feel.</p> <p><b>Warm up.</b>          Mark a distance of 10 metres.          Can you travel in different ways from one marker to the next?          Encourage a partner at home to copy your movements. Can you link more than one movement together?</p> <p><b>Lesson</b>          Create a starting and finish line.          In pairs one person to move the ball aiming for it to move towards the finish target. The other person is to chase the ball, get in front of it and collect it in a balanced position. Repeat this.</p> <p><b>Challenge-</b> Can you catch the ball from standing in front of it before it reaches the finish marker?</p>
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<p>T</p>	<p><b>Phonics</b>  <b>Learning challenge:</b> to be able to use the different spellings for the 'r' sound correctly in all writing.</p> <p><b>Today we are focusing on</b> the 'rr, rh, &amp; wr' spelling of the r sound.  Write each sound on a separate piece of paper before building each word carefully.</p> <p><b>Sound swap – revising the 'rr' spelling of the r sound.</b></p> <p>c a r r o t p l s h c k</p> <p>Write each of the sounds on a separate piece of paper. Now build the first word very carefully. Say the second word out loud - which sound do you need to add, take away or swap. Now repeat with the new word.</p> <p>carrot, parrot, parrol, sharrol, sharrock</p> <p>NB - some of the words are real and some are nonsense.</p> <p>One sound different spelling - introducing rh &amp; wr.</p> <p>Write each of the words below on a separate piece of paper.  rh - rhino, rhombus, rhubarb  wr - wrapper, wreath, wreck, write</p>	<p><b>English</b>  <b>Learning challenge:</b>  To understand the ways in which we can know about the past.</p> <p><b>Success Criteria</b>  I know that people used their experiences to talk openly about events that have happened.  I know that people can explain how this made them feel.</p> <p><b>Task</b>  Click on the link to play the <a href="#">Great Fire of London Game</a>  What were the names of those who witnessed the fire from their homes? How do you think they must of felt? Why do you think this?</p>  <p>Now watch the clip <a href="#">The Great Fire of London - Animated - YouTube</a></p> <p>Can you take on the role of a newspaper reporter and write down from the perspective of someone who witnessed the fire at that time?</p> <p>Click on the template entitled '<a href="#">newspaper template</a>' to write your report onto.</p> <p><b>Remember to:</b>  -Write in first person  -Include feelings of how the fire made you feel.  -How others helped one another that day.</p>	<p><b>Maths</b>  <b>Learning Objective:</b>  To be able to accurately measure capacity and volume using ml.</p> <p><b>Remember:</b>  -Measure carefully and accurately.  -Check the scale carefully.  -Measure in millilitres (ml).</p> <p>Work though the PowerPoint entitled '<a href="#">Tuesday Maths Capacity 2</a>'.</p> 	<p><b>Music</b>  <b>Learning objectives:</b>  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 &amp; I know why some music may have been composed &amp; performed.)</p> <p><b>Success criteria:</b>  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><b>Task</b>  Show the <a href="#">video clip of a fire</a>. Have you ever seen a real fire, when? 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'  <a href="https://www.youtube.com/watch?v=zrA6lY4c9io&amp;safe=active">https://www.youtube.com/watch?v=zrA6lY4c9io&amp;safe=active</a>  Challenge your child to talk about the song – Can they explain what this</p>	<p><b>Reading</b>  Reading via Bug Club or your allocated reading book(s).</p>  <p><a href="#">Click here for Bug Club Login</a></p>	<p><b>PE</b>  Click on <a href="#">cosmic yoga</a>. Use this session to support your mindfulness.</p> <p><a href="#">Goldilocks And The Three Bears   A Cosmic Kids Yoga Adventure (App Preview) - YouTube</a></p> <p>Make sure that you drink plenty of water and are wearing appropriate clothing and footwear.</p>
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	<p>Read each word carefully and underline the 'r' spelling. Group the words together according to their 'r' spelling.</p> <p>Listen to the dictation sentence and write it very carefully thinking about the different 'r' spellings - <a href="#">T6 week 4 dictation 'r' Tuesday</a></p>			<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 '<a href="#">Music London's Burning song words</a>'</p>		
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<p>W</p>	<p><b>Phonics</b></p> <p><b>Learning challenge:</b> to be able to use the different spellings for the 'r' sound correctly in all writing.</p> <p><b>Today we are focusing on</b> the 'r, rr, wr &amp; rh' spelling of the r sound.</p> <p><b>One sound different spelling – revising 'r, rr, wr &amp; rh'</b></p> <p>Write each word on a separate piece of paper. Underline the 'r' spelling in each word.</p> <p>r – Henry rr – lorry rh – rhythm wr – wrist</p> <p>Listen to the dictation sentence and write it very carefully thinking about the different 'r' spellings – <a href="#">T6 week 4 dictation 'r' Wednesday</a></p>	<p><b>English</b></p> <p><b>Learning challenge:</b> To learn about the differences and similarities between modern buildings today and those that were around in 1666 during the time of the fire.</p> <p>To design and create a Tudor House.</p> <p><b>Success Criteria</b> .I can talk about the similarities and differences between modern buildings today in relation to houses or buildings during 1666.</p> <p>Click on the link below to learn more about the houses in London in 1666 during the Great Fire of London in comparison to our modern buildings today. Our buildings today are made mostly from brick, cement which are less flammable than the materials originally used in the past.</p> <p><a href="#">1666 Great Fire of London - did thatched roofs cause the fire to spread? - YouTube</a></p> <p><b>Task</b> Today I want you to draw and design your own Tudor thatched roof house that you would find in London during 1666. Follow the resource entitled '<a href="#">How to create a Tudor House</a>'.</p> <p>Take a photo of your creation and upload this onto your Purple Mash account.</p> <p>To make your Tudor house you will need:</p> <ul style="list-style-type: none"> <li>• cereal boxes</li> <li>• sticky tape</li> <li>• coloured felt-tip pens</li> <li>• coloured paper</li> <li>• hay/ dried spaghetti</li> <li>• glue</li> <li>• scissors</li> </ul>	<p><b>Maths</b></p> <p><b>Learning Objective:</b> To be able to accurately measure capacity and volume using l.</p> <p><b>Remember:</b></p> <ul style="list-style-type: none"> <li>- Measure carefully and accurately.</li> <li>-Check the scale carefully.</li> <li>-Measure in millilitres (ml).</li> <li>-That 1 litre is more than 1ml.</li> </ul> <p>Work though the PowerPoint entitled '<a href="#">Wednesday Maths Capacity 2</a>'.</p>	<p><b>Reading</b></p> <p>Reading via Bug Club or your allocated reading book(s).</p> <p></p> <p><a href="#">Click here for Bug Club Login</a></p>	<p><b>Computing</b></p> <p><b>Learning Objectives:</b> Use logical reasoning to predict the behaviour of simple programs and to control the nature of events using simple commands.</p> <p><b>Remember to:</b> To think about commands one at a time to control direction and movement, including more complex commands.</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><b>Task</b> Today we are continuing to think coding in computer science. Log onto <a href="#">Code.org - Classic Maze</a> and continue to practice your coding skills, working your way through the Angry birds levels. If you cannot remember your code.org login details please contact your class teacher via the year2 email.</p> <p></p> <p><b>Classic Maze</b></p> <p>Try the basics of computer science. Millions have given it a shot.</p> <p><a href="#">View teacher guide</a></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>TH</p>	<p><b>Phonics</b></p> <p><b>Learning challenge:</b> to be able to use the different spellings for the 'r' sound correctly in all writing.</p> <p><b>Today we are focusing on</b> all the spellings we have looked at this week.</p> <p>Write each of the words on a separate piece of paper &amp; underline the 'r' spelling.</p> <p>r - refuse rr - hurry rh - rhombas wr - write</p> <p><b>Sound review –</b> Write each of these words on a separate piece of paper and underline the 'r' spelling</p> <p>Now sort all of the words from today into their 'r' spelling pattern.</p>	<p><b>English</b></p> <p><b>Learning challenge:</b> To create a poster that describes safety tips.</p> <p><b>Success Criteria</b> Recognise how the fire started Understand what happened as a result of the fire Create a poster that describes safety tips Use graphic and phonetic knowledge to aid writing</p> <p><b>Task</b> Watch the clip <a href="#">Clifford: The Firehouse Dog by Norman Bridwell - YouTube</a></p> <p><i>What do you think a fire rescue dog does? (He is a dog that is specially trained to help in emergencies.)</i></p> <p><i>Do you think Clifford could have helped during the Great Fire of London? (He could have helped to find people that were trapped.)</i></p> <p>In the clip Clifford showed us what to do if someone's clothing is on fire. He said this was called: Stop, drop and roll. <i>What does this technique do? (Smother the flames.)</i></p> <p>Practice this technique at home.</p> <p><i>What would you do if you saw a fire in a bakery? (Leave the building straight away and tell an adult.)</i></p> <p>Click on the resource entitled '<a href="#">fire safety tips</a>'. Look at page 2 on this resource.</p> <p><i>Can you create a poster that would inform others on what to do if they saw a fire?</i></p>	<p><b>Maths</b></p> <p><b>Learning Objective:</b> To be able to measure temperature in °C.</p> <p><b>Remember:</b> -Read the scale carefully. -Check what the scale goes up in</p> <p>Work though the PowerPoint entitled '<a href="#">Thursday Maths Temperature 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 objective:</b> To be able to form the ascenders and descenders in a word correctly.</p> <p>Can you practice forming these words?</p> <p>father, pretty improve, clothes climb, whole</p> <p>Click on the link entitled '<a href="#">Handwriting wb 28.06.21</a>'</p>	<p><b>Grammar</b></p> <p><b>Learning objective</b> To know what subordination is. To identify which words can be used to join two clauses together.</p> <p><b>Success Criteria:</b> To know that words like 'because', 'if', 'while' and 'until' are used to add more information to a sentence.</p> <p>A <b>subordinating</b> clause is a part of a sentence that adds additional information to the main clause. A <b>subordinating</b> conjunction is simply the word/words that is used to join a <b>subordinating</b> clause to another clause or sentence.</p> <p><b>Task</b> Complete slide 5 on the powerpoint entitled <a href="#">Session 3 Grammar-main-and-subordinate-clauses</a></p> <p>Read the statements and carefully decide which subordination to use: <b>if, when, after, before, because</b></p> 	<p><b>RE</b></p> <p><b>Learning challenge:</b> To describe some religious objects/ places/ people &amp; practices &amp; begin to be aware of similarities in religion To begin to suggest meanings for some religious actions &amp; symbols &amp; describe how religious belief is expressed in different ways</p> <p><b>Success Criteria:</b> I can list the things that are the same and different about mosques around the world. I can name and describe special objects that can be found inside. I understand why a mosque is an important place by describing what happens there. I can talk about other places where Muslims can worship. I can list rules for how to behave in a mosque.</p> <p><b>Task</b> Work though the PowerPoint entitled '<a href="#">Thursday RE - Places of Worship Mosque presentation</a>' and use the resource '<a href="#">Thursday RE - Places of Worship Mosque sheet</a>' to label the different features of a Mosque.</p> 
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Morning physical activity – <http://jumpstartjonny.co.uk/>

Break

Break

Break

Lunch break

<p>F</p>	<p><b>Phonics</b>  <b>Learning challenge:</b> to be able to use the different spellings for the 'r' sound correctly in all writing.  <b>Today we are focusing on</b> spelling polysyllabic words containing an 'r' sound.  Write each word on a piece of paper before cutting it into its syllables.  <b>rhinoceros -</b>  rhin / o / cer / os  <b>repetitive -</b>  re/pet/i/tive  <b>responsibility -</b>  res/pon/sib/il/i/ty</p>	<p><b>English</b>  <b>Learning challenge:</b>  To sequence the Great Fire of London chronologically.  <b>Success Criteria:</b>  I can read the description on the cards and order the events from the Great Fire of London.  <b>Task</b>  Click on the resourced entitled '<a href="#">sequence cards for Great Fire of London</a>'. Cut and paste the cards into chronological order with an adult at home. Around these cards can you write emotions you would feel at these different points of the Fire-scared/brave/uncertain/worried?  Begin to write up a diary entry about this using the cards to help you.  How do you feel as the fire becomes bigger and bigger? What makes you feel concerned?  <b>Remember to write:</b>  -in detailed sentences.  -every sentence needs to begin with a capital letter and end with a full stop.  -Use 'I' as a pronoun as you are writing from the point of view of someone who was witnessing this Fire take place.</p>	<p><b>Maths</b>  <b>Learning Objective:</b>  To be able to measure temperature in °C.  <b>Remember:</b>  -Read the scale carefully.  -Check what the scale goes up in  Work though the PowerPoint entitled '<a href="#">Friday Maths Temperature 2</a>'.</p> 	<p><b>Science</b>  <b>Learning objective:</b>  To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food  <b>Remember to:</b> think carefully about what you have already learnt this year.  <b>Task</b> – print out and cut up the matching game. Match the animals to the products that they provide for us to eat.  Now cut up the food chains and see if you can put them back together correctly. Remember the arrow shows the direction of the energy e.g from the worm to the bird.</p> 	<p><b>Jigsaw</b>  <b>Learning objectives:</b>  Understand and respect the changes that they see in others  <b>Task</b>  There are parts of our bodies that are for us only. When we feel uncomfortable by a touch given by someone else we must speak up or tell a grown up that we trust.  Follow the link to sing along with <a href="#">Pantosaurus</a>. We need to remember these important steps in order to be safe.</p>  	<p><b>FAMILY TIME!</b>  <b>Feel good Friday</b>  Go to our Wellbeing and Nurture web page.  Click on this <a href="#">link</a> to access it and choose an activity that best supports your Friday afternoon.  Have a wonderful weekend, love the Year 2 Team.</p> 
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