

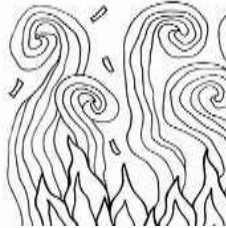












<p>M</p>	<p>Phonics Learning challenge: to be able to use the different spellings for the 't' sound correctly in all writing.</p> <p>Today we are focusing on the 't & tt' spellings of the r sound. Write each sound on a separate piece of paper before building each word carefully.</p> <p>t - cats, met, trip, stamp</p> <p>Choose one/two of these words to write in interesting sentence.</p> <p>Sound swap – introducing the 'tt' spelling of the t sound.</p> <p>b u t t e r m f l</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>butter, mutter, rutter, rflutter, flutter</p> <p>NB - some of the words are real and some are nonsense.</p>	<p>English Learning challenge: To create a newspaper report.</p> <p>Success Criteria I can recall an event from the past. I can use past tense –ed I can use my senses to describe what I might see/hear/smell/touch</p> <p>Task Revisit your sequenced cards of the Great Fire of London from last week. Talk through this with a grown up at home.</p> <p>Now click on the video link below: History KS1: 1. Why did The Great Fire of London happen? - BBC Teach</p> <p>Think back to that night, how would you feel if you were Thomas Farriner inside the burning bakery? Compare this newspaper report to one you wrote from last week. Can you describe how you may have felt? Think carefully about what you had experienced that night.</p> <p>Remember to: -Write from the perspective of Thomas Farriner. -Talk about how you felt when you realised there was a fire in your bakery -Use your senses: what sounds did you hear? What did you see? etc.</p> <p>Write this into a newspaper report. You could begin your report with: <i>On the night of</i></p> <p>Click on the resource entitled Monday English Newspaper Report</p>	<p>Maths This week in maths we will be revising everything we have learnt in year 2 about number.</p> <p>Today we will be thinking about counting and place value.</p> <p>Click the link below and complete the activities entitled 'Counting 2', 'Place value to 30', 'Place value ten's and one's'</p> <p></p> <p></p>	<p>Art Learning challenge: To draw as a way of recording experiences & feelings</p> <p>Building on from last week's work we are now going to be adding colour to our outlined swirls.</p> <p></p> <p>Look at some fire pictures to remind yourself of the colours they include – red, orange, yellow, brown, black etc</p> <p></p> <p>Keeping the detail of your swirls now add colour to bring your 'fire' to life. Use whatever you have a home – pencils, felt pens, paints, collage etc</p> <p>Keep your work safe as we will need it again next week.</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>PE Learning challenge: To be able to move creatively in different ways.</p> <p>Success Criteria: I can re-enact an animal in the woods I can creatively move like that animal. I can collect and object from my back from a balanced position.</p> <p>Warm up: The Hairy, Scary woods</p> <p> Lie down on your front curled up as if you were a squirrel in the woods. Now carefully turn over onto your back. Carefully think about how you may move from your back to hide away and search for nuts. You might want to scurry across the floor, or reach up high to retrieve the nuts from off the tree. Can you jump up high, or reach down low or move side to side in search for the nuts? Reach your hands out in different directions.</p> <p>Can a family member hoot like an owl? When you hear this signal, turn around, jump and face your family member and freeze. Hold this position.</p> <p> Think carefully about other animals in the woods who can help you: worms/foxes – how might they move? Challenge 1- yellow From a seated position – can you reach up and point to the ceiling with either hand in a mini front support? Challenge 2- green Can you place an object on your back from being two hands and two knees facing downwards on the floor? Use your</p> <p> hand to collect the object from your back each time changing hands to retrieve the object. Warm down- curl outwards and inwards, shake your arms and body to stretch out your muscles - Drink plenty of water - Wear appropriate clothing.</p>
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T	<p>Phonics</p> <p>Learning challenge: to be able to use the different spellings for the 't' sound correctly in all writing.</p> <p>Today we are focusing on the 'bt, & te' spelling of the t sound. Write each sound on a separate piece of paper before building each word carefully.</p> <p>Sound swap – teaching the 'bt' spelling of the t sound.</p> <p>d e bt a ou sh ch</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>debt, dabt, doubt, shoubt, choubt</p> <p>NB - some of the words are real and some are nonsense.</p> <p>One sound different spelling - introducing bt & te.</p> <p>Write each of the words below on a separate piece of paper.</p> <p>te - taste, paste, granite, haste bt - debt, doubt, subtle Read each word carefully and underline the 't' spelling. Group the words together according to their 't' spelling.</p> <p>Listen to the dictation sentence and write it very carefully thinking about the different 'r' spellings - T6 week 5 dictation 't' Tuesday</p>	<p>English</p> <p>Learning challenge: To recognise what a diary is · To understand what an eyewitness is about the part played by artists and Samuel Pepys in recording the events of the Great Fire</p> <p>Success Criteria I can talk about what an eye witness account is. I can talk about the importance of a diary entry and what it is. I can explore the meaning of the words in the diary entry. I can write my own diary entry from the perspective of Samuel Pepys.</p> <p>Task Fire of London - source 1 - The National Archives Look at the names of people who were living in Pudding Lane BEFORE the fire took place. What type of people do you see?</p> <p>Click on the powerpoint slides entitled 'Tuesday English Samuel Pepys'.</p> <p>Ask: What is a diary? Why are diaries considered to be important? What information do they tell us?</p> <p>Explain to your child that diary entries create an eye witness account for those living in Pudding Lane during that time.</p> <p>Task What does Samuel's diary inform us? Write down a summary of this diary. Write this using full sentences.</p>	<p>Maths</p> <p>This week in maths we will be revising everything we have learnt in year 2 about number.</p> <p>Today we will be thinking about estimates and place value.</p> <p>Click the link below and complete the activities entitled 'simple estimates', 'Number and place value 2 – OW'</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. 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? <i>1. Before the fire, 2. Fire starts, 3. Fire spreads, 4. Fire put out.</i> 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 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. See song words to learn entitled 'Music London's Burning song words'</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>PE</p> <p>Click on cosmic yoga. Use this session to support your mindfulness. Firefighter Fit Kids - Road Safety HIIT (Part 1) - YouTube</p> <p>Make sure that you drink plenty of water and are wearing appropriate clothing and footwear.</p>
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<p>W</p>	<p>Phonics</p> <p>Learning challenge: to be able to use the different spellings for the 't' sound correctly in all writing.</p> <p>Today we are focusing on the 't, tt, bt & te' spelling of the t sound.</p> <p>One sound different spelling - revising 't, tt, bt & te'</p> <p>Write each word on a separate piece of paper. Underline the 't' spelling in each word.</p> <p>t - bright tt - sitting bt - doubt te - taste</p> <p>Listen to the dictation sentence and write it very carefully thinking about the different 'r' spellings - T6 week 5 dictation 'r' Wednesday</p>	<p>English</p> <p>Learning challenge: To begin to understand the importance of the diary writing of Samuel Pepys and John Evelyn.</p> <p>Task</p> <p>Can you read both diary entries? How are they similar or different to one another? What makes you say that?</p> <p>We have lots of questions about life a long time ago and these two men help us to know some of the answers because they both loved to write diaries! They both lived through the Great Fire of London and wrote about it in their diaries. These diaries are very old but are still around today – which is how we know so much about that time!</p> <p>Ask your child <i>'What is a diary? Revisit this from yesterday.</i></p> <p>Read Samuel Pepys diary entry. Click on the resource entitled 'Wednesday English samuel pepys diary and questions' and compare it to John Evelyn. Samuel Pepys Diary 1666 – Great Fire timalderman</p> <p>What do you notice?</p> <p>How would you feel if you were one of these characters?</p> <p>Would you have reacted differently?</p>	<p>Maths</p> <p>This week in maths we will be revising everything we have learnt in year 2 about number.</p> <p>Today we will be thinking about addition.</p> <p>Click the link below and complete the activities entitled 'Introducing written methods', 'Adding 2 digit numbers'.</p> <p></p> <p></p>	<p>Reading</p> <p>Reading via Bug Club or your allocated reading book(s).</p> <p></p> <p>Click here for Bug Club Login</p>	<p>Computing</p> <p>Learning Objectives: Use logical reasoning to predict the behaviour of simple programs and to control the nature of events using simple commands.</p> <p>Remember to: 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>Task Today we are continuing to think coding in computer science. Log onto Code.org and select the course 'Minecraft' on your dashboard.</p> <p>Watch the videos and using the skills learnt so far continue to practice your coding skills, working your way through the Minecraft levels. If you cannot remember your code.org login details please contact your class teacher via the year2 email.</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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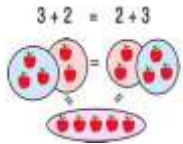


Morning physical activity - <http://jumpstarttonny.co.uk/>






Break

Break

Break

Lunch break

<p>TH</p>	<p>Phonics Learning challenge: to be able to use the different spellings for the 't' sound correctly in all writing.</p> <p>Today we are focusing on all the spellings we have looked at this week.</p> <p>Write each of the words on a separate piece of paper & underline the 't' spelling.</p> <p>t - trousers tt - flutter bt - subtle te - haste</p> <p>Sound review – Write each of these words on a separate piece of paper and underline the 't' spelling</p> <p>t - trip, switch tt - putting, sitting bt - doubt, subtle te - paste, taste</p> <p>Now sort all of the words from today into their 't' spelling pattern.</p> <p><i>Morning physical activity – http://jumpstartjonny.co.uk/</i></p>	<p>English Learning challenge: To be able to express an opinion.</p> <p>Success Criteria I can recall events from the past in 1666 I can talk about how this event affected many lives and how the fire had begun. I can talk about how diary entries were particularly important during this time.</p> <p>Task Watch the video School Radio - KS1 Music: History - Famous People - 5. Samuel Pepys and The Great Fire of London - part 3 (bbc.co.uk)</p> <p>Think about: How was food, drink and shelter arranged for people? How were the fires stopped? How long did the fire go on for? What was the name of the architect who rebuilt new churches with spires? How does the song in the clip differ to the chants we have learnt in our music sessions? What message does the song give us?</p> <p>Upload your responses onto your 'Purple Mash account'.</p>	<p>Maths This week in maths we will be revising everything we have learnt in year 2 about number.</p> <p>Today we will be thinking about addition crossing the tens and commutativity.</p> <p>Click the link below and complete the activities entitled 'Sums crossing 10's' and 'Commutativity: addition'.</p> <p><i>Break</i></p> <p></p> <p></p> <p><i>Break</i></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>Handwriting Learning objective: To be able to form the ascenders and descenders in a word correctly.</p> <p>Can you practice forming these words? money, again break, behind bath, path</p> <p><i>Break</i></p>	<p>Grammar Learning objective Learning objectives: To understand what coordinating conjunctions are. To understand what the function of a coordinating conjunction is.</p> <p>Success Criteria: I can say what a coordinating conjunction is. I can use 'and' 'or' 'but' 'so' to extend my sentences. I can choose the correct conjunction that best suits the sentence that I read.</p> <p>Coordinating conjunctions help us to extend our sentences. They link our thought processes together. An easier way to remember them is 'FANBOYS' → For And Nor But Or Yet So</p> <p>Click on the powerpoint slide entitled Thursday Grammar Coordination session 5.</p> <p>On SLIDE 3 discuss the sentences with your child and think carefully about what coordinating conjunction is best suited to the sentence shown.</p> <p>Now click on the activity to support this entitled Thursday Grammar Coordination session 5 activity</p> <p>On page 1- read through the conjunctions and the statements and write the correct conjunction into the sentences.</p> <p><i>Lunch break</i></p>	<p>RE Learning challenge: To describe some religious objects/ places/ people & practices & begin to be aware of similarities in religion To begin to suggest meanings for some religious actions & symbols & describe how religious belief is expressed in different ways</p> <p>Success Criteria: I can talk about some important things that Hindus believe. I can name and talk about some important parts of a mandir.</p> <p>Task Work though the PowerPoint entitled 'Thursday RE lesson presentation Hindu Mandir' and use the resource 'Thursday RE Hindu Mandir sheet' to label the key features of a Mandir.</p> <p></p>
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<p>F</p>	<p>Phonics Learning challenge: to be able to use the different spellings for the 't' sound correctly in all writing.</p> <p>Today we are focusing on spelling polysyllabic words containing a 't' sound.</p> <p>Write each word on a piece of paper before cutting it into its syllables.</p> <p>temperature - temp / er / a / ture</p> <p>thermometer - ther / mom / e / ter</p> <p>alliteration - a / llit / er / a / tion</p>	<p>English Learning challenge: To understand how the great fire of London spreads.</p> <p>Success Criteria I can watch a video clip and take notes of how the fire spread. I can think about the materials that were used in 1666 and what we use nowadays to build our houses.</p> <p>Task</p> <p>Click on the link 5. The Great Fire spreads - BBC Teach</p> <p>Think about the following: Were many involved in the fire? How did people manage to save their belongings? (sending them out on boats/burying them under the ground)</p> <p>Can you draw the changes that would need to be made to London that would of prevented the 'Great Fire' from taking place? (eg building houses further apart/wider streets/different materials) Draw this onto a blank a4 piece of paper and upload a photo of this onto your Purple Mash account.</p> <p>Label your picture. To challenge yourself further- Can you write down some instructions you would carry out to keep safe if the fire was to happen again? Use time conjunctions to show the order of events.</p> <p>E.g First you need to keep at a safe distance. Next you need to...</p>	<p>Maths</p> <p>This week in maths we will be revising everything we have learnt in year 2 about number.</p> <p>Today we will be thinking about addition and subtraction</p> <p>Click the link below and complete the activities entitled 'subtract single digits' and 'addition and subtraction 2 – OW'.</p> <p>Break</p> <p></p> <p></p>	<p>Science Learning objective: To revise everything we have learnt about plants and animals this year.</p> <p>Remember to: think carefully about what you have already learnt this year.</p> <p>Task – design your own garden to include and attract the plants and animals that you think are important in a garden.</p> <p>Make a detailed drawing of your garden and label it clearly.</p> <p>Remember to consider what each plant or animal needs to survive.</p> <p>Break</p> <p></p>	<p>Jigsaw Learning objectives: To identify what you are looking forward to next year.</p> <p>Task Think about your next transition. You will be moving into the Juniors after the holidays. How are you feeling about this?</p> <p>Could you make a jar of all the things that you are excited by? <i>For example: I am excited to learn about the different lessons I will be doing.</i></p> <p>Wirte on strips of paper all of the things you are looking forward to as you make this change in the school year. Then fold it in half and put it into the jar.</p> <p>Take a strip out each day and use this jar as a countdown until you begin the next Academic year.</p> <p>Lunch break</p> <p></p>	<p>FAMILY TIME! Feel good Friday</p> <p>Go to our Wellbeing and Nurture web page.</p> <p>Click on this link to access it and choose an activity that best supports your Friday afternoon.</p> <p>Have a wonderful weekend, love the Year 2 Team.</p> <p></p>
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