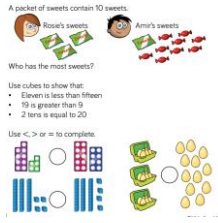
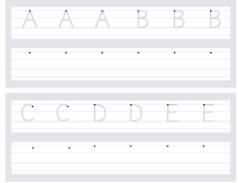


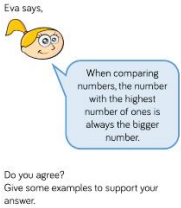






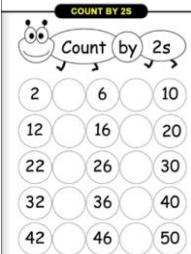

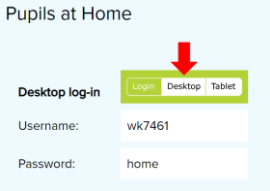





M	<p>Phonics</p> <p>Overall learning To become familiar with the different spellings of the 'o' sound. To revise the different spellings of the 'oy' sound.</p> <p>Learning objective - 1 To be able to read and spell using the 'o' spelling of the o sound.</p> <p>Word building Make a small card for each sound – b o t t l e c t d d</p> <p>Say each of the following words very clearly and slowly before building each word and reading it back.</p> <p>bottle, cot, odd</p> <p>Learning objective -2 To be able to read and spell using the 'oi/oy' spellings of the oy sound.</p> <p>Write each of the following words on a piece of paper. Read each word carefully and underline the 'oi/oy' spelling in each word. Now sort the words into 2 piles for oi/oy</p> <p>choice, moist, boil enjoy, royal, toy</p> <p>Now write a silly sentence to include as many of these words as you can!</p>	<p>English</p> <p>Learning objective: To make a prediction. Success criteria: I can use the front cover to predict what I think the story might be about. I can talk about how I think the character is feeling and why.</p> <p>Task Share the (hardback) front cover image of the tower, Rapunzel in the tower and the lower ground. Invite the children to share their initial impressions and responses. Ask: What is the first word, phrase or association that comes to mind when you look at this image? What does the image remind you of? Who do you think the person could be? Why? Does it remind you of anyone you know in real life or that you have seen in other stories or pictures? What do you think the character is looking at? Why? How does the image make you feel?</p> <p>Click on the powerpoint entitled 'Week 1 Rapunzel English' to access today's lesson.</p> <p>Click on the file entitled 'Rapunzel story' to see the story. DO NOT read the whole story. Only share the front cover for today.</p>	<p>Maths</p> <p>Learning Objective: Compare objects and numbers using the vocabulary more than, less than and equal to and the symbols < > =</p> <p>Remember to... Use the crocodile representation to help you remember he eats the largest number. Check the biggest number has more.</p> <p>Follow the PowerPoint entitled 'Monday Maths' and complete the activities.</p> 	<p>Handwriting</p> <p>Learning objective To form the letters correctly. To explore how these letters are used in words.</p> <p>Click on the resource entitled 'Monday Handwriting Capital letters'.</p> <p>On the sheet carefully form the letters from the centre dot in the page.</p> <p>Take your time when forming the letters and try not to rush.</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>Learning objective: To be able to travel in different ways.</p> <p>Warm up: Can you travel on your side? Can you travel in a zig zag?</p> <p>Task one skill Can you hop skotch forwards and backwards? Can you travel on your side and then pivot to the other side?</p> <p>Can you skip with your knee (opposite) in the air swinging your arms as you travel?</p>  <p>Red challenge: Can you travel in a zig zag by side stepping? How can you make this challenge even harder/easier? Share this with a family member at home.</p>
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T	<p>Phonics</p> <p>Overall learning To become familiar with the different spellings of the 'o' sound. To revise the different spellings of the 'oy' sound.</p> <p>Learning objective - 1 To be able to read and spell using the 'o' spelling of the o sound.</p> <p>Sound swap Make a small card for each sound – c o t m s l s</p> <p>Build the first word in the list – cot. Now listen to the next word in the list and decide whether you need to add, take away or exchange a sound to make the next word. Repeat with all the words in the list. cot→mot→sot→slot→slots</p> <p>Learning objective -2 To be able to read and spell using the 'oi/oy' spellings of the oy sound.</p> <p>Sound Sort Write each of the following words on a piece of paper. Read each word carefully and underline the 'oi/oy' spelling in each word. Now sort the words into 2 piles for oi/oy</p> <p style="padding-left: 40px;">boy, joy, oyster coin, coil, join</p> <p>Dictation Listen to the silly sentence very carefully before writing it down. Remember to use the correct spellings.</p> <p>The boy wanted to join the oyster with a coil.</p>	<p>English</p> <p>Learning intention: To predict what might happen on the basis of what has been read</p> <p>Writing – ☑ use simple conjunctions to link subordinate and co-ordinating clauses</p> <p>Task Share the title page showing Rapunzel sitting in the window (page straight after front cover). What story do you think it is now & why? Was your prediction from yesterday correct? Tell your child the title.</p> <p>Explain that this story has been around for many years and has several different versions.</p> <p>Discussion Task: Show the children a selection of Rapunzel images in chronological order. Study the images of Rapunzel closely. Focus on facial expression, clothing & body language. Ask: How is Rapunzel being portrayed here?</p> <p>Activity: Can you order the Rapunzel pictures from the oldest to the most recent version of RAPUNZEL?</p> <p>Can you write down in full sentences how these versions of Rapunzel differ from one another? Think carefully about the type of character she is, what she is wearing etc.</p> <p>Click on the powerpoint entitled 'Week 1 Rapunzel English' to access today's lesson.</p>	<p>Maths</p> <p>Learning Objective: Use the symbols < > = to write number sentences.</p> <p>Recall the multiples of 10 below and above any given 2 digit number e.g. say that for 67 the multiples are 60 and 70</p> <p>Remember to... Solve which side of the calculation is greater. Use the crocodile representation to help you remember he eats the largest number.</p> <p>Follow the PowerPoint entitled 'Tuesday Maths' and complete the activities.</p> <div data-bbox="1025 906 1205 1114">  <p>Eva says, When comparing numbers, the number with the highest number of ones is always the bigger number.</p> <p>Do you agree? Give some examples to support your answer.</p> </div>	<p>Jigsaw</p> <p>Learning objectives: To identify some of my hopes and fears for this year. To recognise when I feel worried and know who to ask for help.</p> <p>Task: Talk to a family member at home. What do you hope to achieve this year? Were there any areas of the Curriculum that you found hard last year that you want to improve on this year?</p> <p>Can you write a list of the steps you would need to take if you felt worried and needed help?</p> <p>1- 2-- 3- 4- 5-</p>	<p>Reading</p> <p>Reading via Bug Club or your allocated reading book(s).</p> <div data-bbox="1720 256 1809 360">  <p>Bug Club</p> </div> <p>Click here for Bug Club Login</p> <p>Click on the link below to access high quality, audio children's books.</p> <p>Challenge your child by asking them questions about the story.</p> <p>Stories - KS1 English - BBC Bitesize</p>	<p>ART</p> <p>Learning challenge: To be able to create in 3D using paper.</p> <p>Remember to Collect a range of different papers from around the house and be creative.</p> <p>Task</p> <div data-bbox="1944 512 2132 810">  </div> <p>Explore how you can make paper 'stand up' on the paper. Try folding it, curling it & pleating it. Stick you creation together to create an amazing 3D sculpture.</p>
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W	<p>Phonics</p> <p>Overall learning To become familiar with the different spellings of the 'o' sound. To revise the different spellings of the 'oy' sound.</p> <p>Learning objective - 1 To be able to read and spell using the 'o' spelling of the o sound.</p> <p>Building polysyllabic words Write the word curiosity very carefully with the lines going through it.</p> <p>cur/i/o/si/ty Now read the word very carefully by blending the sounds together.</p> <p>What do you think it means? Discuss</p> <p>Learning objective -2 To be able to read and spell using the 'oi/oy' spellings of the oy sound.</p> <p>Dictation Listen to the sentence very carefully before writing it down. Remember to use the correct spellings.</p> <p>They enjoyed taking the toy boat across the soil.</p> <p>Underline the different spellings of the 'oy' sound that you wrote.</p>	<p>English</p> <p>Learning challenge: To understand the qualities of a character.</p> <p>Success Criteria: Remember to include – Key words & phrases</p> <p>I can talk about how the character of Rapunzel has been portrayed so far in the story. I can talk about her qualities based on what the author has told me. I can describe her appearance using adjectives. I can share my ideas with others. I can begin to formulate an opinion.</p> <p>Read up until slide 4. What do we know about the character of Rapunzel so far?</p> <p>Click on the powerpoint entitled 'Week 1 Rapunzel English' to access today's lesson.</p> <p>Think about: what do you like about the story so far? Is it different to any other versions of Rapunzel you have already heard?</p> <p>Task: Think about Rapunzel and how she might be feeling. Record her feelings inside the image of her. Click on the resource 'English Wednesday role on the wall resource'.</p> <p>Click on the powerpoint entitled 'Rapunzel story' to see the story.</p> <p>Click on slide 21 to access this.</p>	<p>Maths</p> <p>Learning Objective: Order numbers and objects from the smallest to the greatest or greatest to smallest.</p> <p>Remember to... Look at the tens column to help you identify the bigger number. Check using a number line or 100 square.</p> <p>Follow the PowerPoint entitled 'Wednesday Maths' and complete the activities.</p> <p>The diagrams represent different numbers.  Circle the greatest number. Circle the smallest number. Complete the number sentence _____ > _____</p>	<p>Science</p> <p>Learning Objectives: To be able to talk about the properties of different materials.</p> <p>To understand the term – 'rigidity'</p> <p>Find something in your house that is made of – wood, metal, plastic & card.</p> <p>Explore each of the objects very carefully to see how 'rigid' they are.</p> <p>How bendy are they? Not at all bendy? Really bendy?</p> <p>Order the objects from the bendiest to the least bendy. Draw and label each object to show your thinking.</p> <p>NB – rigid means does not bend!</p> <p></p> <p>Wood is...</p> <p></p> <p>bendy soft rigid</p>	<p>Computing</p> <p>Learning Objectives: To recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of identifying cyberbullying.</p> <p>To be able to identify kind and unkind behaviour online.</p> <p>Remember to: I can identify unkind online behaviour. I know what to do if I think someone is being unkind to me online. I can identify when to ask an adult for advice about accessing a website. I know what to do if a website makes me uncomfortable in any way.</p> <p>Follow the PowerPoint entitled 'Computing Wednesday Lesson 3 Presentation being kind online' and complete the activities.</p> <p></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>Overall learning To become familiar with the different spellings of the 'o' sound. To revise the different spellings of the 'oy' sound.</p> <p>Learning objective - 1 To be able to read and spell using the 'a' spelling of the o sound.</p> <p>Word building Make a small card for each sound – w a n t w h sh</p> <p>Say each of the following words very clearly and slowly before building each word and reading it back. want, what, wash</p> <p>Learning objective - 2 To be able to read and spell using the 'oi/oy' spellings of the oy sound.</p> <p>Seek the sound Read the sentences on the PP – T1 week 3 phonics Thursday Underline all the 'oy/oi' sounds as you read them in the sentences.</p> <p>Dictation Listen to the sentence very carefully before writing it down. Remember to use the correct spellings.</p> <p>I am Roy and I enjoy joining in with Troy from next door.</p> <p>Underline the different spellings of the 'oy/oi' sound that you wrote.</p>	<p>English</p> <p>Learning challenge: To understand the qualities of a character. To use subordination</p> <p>Success Criteria: I can talk about how the character of Rapunzel has been portrayed so far in the story. I can talk about her qualities based on what the author has told me. I can describe her appearance. I can use subordination to link two clauses together and add description to my sentence.</p> <p>What is subordination? Click on the link to find out more: What are subordinating conjunctions? - BBC Bitesize</p> <p>Explain that subordination enables us to add more detail to the sentences that we write. It helps us to join together two clauses/ideas.</p> <p>eg Rapunzel is sad in the tower</p> <p>Rapunzel is feeling sad and alone because she has been entrapped in this tower for a long time</p> <p>Can you use your role on the wall from yesterday to write some detailed sentences about Rapunzel and how she is feeling at this point of the story?</p> <p>Click on the powerpoint entitled "Week 1 Rapunzel English" to access today's lesson. (slides 22-26)</p>	<p>Maths</p> <p>Learning Objectives: Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.</p> <p>Remember to... Count carefully in the steps. Use magic fingers to help you. Remember the patterns to help you.</p> <p>Follow the PowerPoint entitled 'Thursday Maths' and complete the activities.</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>Handwriting</p> <p>Learning challenge: To practice forming lower case and capital letters.</p> <p>Sign on to www.letterjoin.co.uk</p> <p>Sign in with the details below:</p> <p>Pupils at Home</p>  <p>Access the interactive videos to support your child in forming both lower and upper case letters.</p>	
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F	<p>Phonics</p> <p>Overall learning To become familiar with the different spellings of the 'o' sound. To revise the different spellings of the 'oy' sound.</p> <p>Learning objective - 1 To be able to read and spell using the 'o' spelling of the o sound.</p> <p>Sound swap Make a small card for each sound – w a sh l t n th s</p> <p>Build the first word in the list – wash. Now listen to the next word in the list and decide whether you need to add, take away or exchange a sound to make the next word. Repeat with all the words in the list. Wash→was→wasl→wast→want→thant</p> <p>Learning objective -2 To be able to read and spell using the 'oi/oy' spellings of the oy sound.</p> <p>Spelling To practice writing the spellings of the 'oy/oi' sound that you have been learning have a go at spelling each of the following words. Underline the 'oy/oi' spelling in each word.</p> <p>enjoy, toy, boy choice, join, coin</p>	<p>English</p> <p>Learning Objective: To share a viewpoint or opinion with others.</p> <p>To analyse a character</p> <p>Success Criteria I can talk about what a story map is. I can begin to describe the character of the Witch/Rapunzel. I can say what I dislike/like about the story so far.</p> <p>I can begin to analyse the character of the Witch</p> <p>Task Follow the slides 'Week 1 Rapunzel English' to access today's lesson. Can you create a story map of Rapunzel so far from slides 1-10 of 'Rapunzel's story'?</p> <p>Then on 'Week 1 Rapunzel English' can you think about the role of the Witch and the type of character she is?</p> <p>Think of adjectives you can use to describe this character: cunning, evil.</p>	<p>Maths</p> <p>Learning objectives: Count on and back in 3's from any multiple of 3.</p> <p>Remember to... Count carefully in the steps. Use apparatus to help you add on 3 each time. Use a jotting to help you solve the problems.</p> <p>Follow the PowerPoint entitled 'Friday Maths' and complete the activities.</p> 	<p>Music</p> <p>Learning objective: To know how the body can be used in different ways to make a variety of sounds & to understand how to use their bodies to make sounds that have different tempos and timbres. To know why we use sounds to create texture. Understand that texture describes the layers within music</p> <p>Remember to: Explore changing tempo, learn how to use their bodies to create a representation through sounds e.g a winter storm.</p> <p>Explore tempo, timbre and texture through body percussion, to make sounds.</p> <p>Follow the PowerPoint entitled 'Friday Music Session 2' and complete the activities.</p> 	<p>Mindfulness</p> <p>Learning objectives: To be able to listen and follow instructions.</p> <p>Task Click on the link below to carry out Yoga activities.</p> <p>Remember to: -Dress appropriately -Exercise in a large and clear space -Drink plenty of water</p> <p>The Listening Game Cosmic Kids Zen Den - Mindfulness for kids - YouTube</p>	<p>FAMILY TIME!</p> <p>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> 
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