

# READING

**Week commencing:** 30.11.20

**Year group:** 2

**Teacher:** Mr Flynn

## Monday – Cracking Comprehension

### Teaching points

Ask your child to read the text and underline any words they are unfamiliar with. Discuss these words with them and any questions they may have about the text. Complete the questions below.

### Questions

- 1 Choose **three** facts we know about Something Else from the first sentence.

He looked odd.

He lived on a windy hill.

He had no friends.

He was an alien.

He lived alone.

- 2 "*He knew that was what he was because everyone said so.*" (lines 4–6)

Who do you think "everyone" was?

\_\_\_\_\_

- 3 Write **two** things from the text that Something Else did to try to be like the others.

\_\_\_\_\_

- 4 How do you think Something Else felt when they said, "*You don't belong*" (line 9)?

Choose the best answer.

sad

excited

angry

bored

- 5 Why did he bring his lunch in a paper bag?

\_\_\_\_\_

- 6 Where do you think Something Else went at the end of this text?




\_\_\_\_\_

### Resources

Text (attached below)




## Tuesday – Book Talk – supported

### Reading Lens

<p>Lens:  <b>action</b></p> <p><b>You are looking for things that happen in the story.</b></p>	<p>Lens:  <b>character</b></p> <p><b>You are thinking about the main character / characters</b></p>	<p>Lens:  <b>predict</b></p> <p><b>What will happen next?</b></p>
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<b>Activities</b>		
<p>Choose a reading book from home and read the first two pages aloud.</p> <p>Stop after the second page and talk about what has happened so far in the book thinking about the action.</p> <p>Write and complete this sentence: <b>The actions in the story are....</b> Help your child to find evidence of actions in the story.</p>	<p>Read the next two pages aloud. Stop after page four and talk about the characters in the book.</p> <p>Write and complete this sentence: <b>The main character is ...</b> Help your child to find evidence in the text of the character's personality e.g happy, upset</p>	<p>Read the next two pages aloud. Stop after page six and talk about what might happen next.</p> <p>Write and complete this sentence: <b>I think.....will happen next because...</b> Help your child to find evidence in the story to support their prediction.</p>
<b>Resources</b>		

### Wednesday – Book Talk – independent

<b>Reading Lens</b>		
 <p><b>Action</b> You are looking for things that happen in the story.</p>	 <p><b>Character</b> You are thinking about the main character / characters</p>	 <p><b>Predict</b> What will happen next?</p>
<b>Activities</b>		
<p>Continue reading your book from yesterday read the next two pages aloud.</p> <p>Stop after page eight and talk about what has happened so far in the book thinking about the action.</p> <p>Write and complete this sentence: <b>The actions in the story are....</b> Encourage your child to find evidence of actions in the story independently.</p>	<p>Read the next two pages aloud. Stop after page ten and talk about the characters in the book.</p> <p>Write and complete this sentence: <b>The character _____ is ...</b> Encourage your child to find evidence in the text of a character's personality e.g happy, upset independently.</p>	<p>Read the next two pages aloud. Stop after page twelve and talk about what might happen next.</p> <p>Write and complete this sentence: <b>I think.....will happen next because...</b> Encourage your child to find evidence in the story to support their prediction independently.</p>
<b>Resources</b>		

### Thursday – Cracking Comprehension

<b>Teaching Points</b>
<p>'What is sports day?' Discuss with your child what it is and can they remember their own. Ask your child to read the text and underline any words they are unfamiliar with. Discuss these words with them and any questions they may have about the text. Complete the questions below.</p>
<b>Questions</b>

1 Who did not feel well at the beginning of this text? Tick **one**.

the person who is telling the story  Dilly

Mother

2 Who is telling the story? Tick **one**.

Mother  Dilly's friend

Father  Dilly's sister

Dilly

3 Write **two** places that Dilly pointed to from the text.

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4 Why do you think Mother winked at Father? Tick **one**.

She was worried that Dilly was ill.

She was angry with Dilly.

She had something in her eye.

She wanted Father to know that she understood Dilly's problem.

5 What did Mother think was the reason for Dilly not to be feeling well?

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6 What do you think Mother decided to do?

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**Resources**

Text (attached below)

**Friday – Home reader**

**Teaching points**

Ask your child choose a book from home, preferably a story book with characters in or a non-fiction book about a person. Enjoy sharing their chosen book.

**Activity**

When your child is reading the text ask them the meanings of certain words and questions what is happening in the text. When they have read for at least 20 minutes then ask your child to create a character profile about one of the characters.

Draw a picture in the middle of a piece of paper and around the outside write down facts about them and adjectives to describe them.

**Resources**

Paper

# WRITING

Week commencing: 30.11.20

Year group: 2

Teacher: Mr Flynn

## Text for the week: *Sulwe* By Lupita Nyong'o

### Monday

#### Teaching points

##### GP starter

- Pronouns

##### Writing task

Look at the front cover of the story and ask your child to think about what the story could be about.

Read to page 3 – discuss what we have learnt e.g main character etc

**How is Sulwe feeling now?** Talk and feedback. **Ask your child how they ever felt like that?** Discuss

#### Activities

Watch the following video about pronouns

<http://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrwx>

Draw themselves and write adjectives to describe themselves.

Repeat for a friend.

Task – use three pieces of alliteration

##### Resources

Video – pronouns

Book – video of the book being read <https://www.youtube.com/watch?v=vujbTOuzg2Q>

### Tuesday

#### Teaching points

##### GP starter

- Pronouns

##### Writing task

Read to page 4 – **what have we learnt now about Sulwe?** Talk and feedback. Sulwe doesn't seem to have many friends because of the colour of her skin.

**How can we make sure we are a good friend?** Talk and feedback.

Explain that we are going to make a guide for Sulwe's school about how to be a good friend. We need to include the conjunctions but, so, or, because, and

#### Activities

Spot the pronouns in these sentences

- Tom was so happy that he couldn't wait to play.
- She was reading quietly.
- They were excited for Christmas

Write a guide about how to be a good friend.

Use conjunctions – and /because/so/but/or

##### Resources

Examples of sentences with pronouns

Book - <https://www.youtube.com/watch?v=vujbTOuzg2Q>

Paper and pencil

## Wednesday

### Teaching points

#### GP starter

- Pronouns

#### Writing task

Read to page 7 – **what has happened? How is Sulwe feeling?** Talk and feedback.

**What is emotive language?** Talk and feedback. Discuss with your child language we can use to show our emotions.

We are going to think about what it must be like for Sulwe. We are going to write a diary entry as Sulwe explaining what has happened and how we are feeling.

### Activities

What pronoun could we use to replace the name?

- Tom went to school and Tom worked hard.
- Sally went for a long walk; Sally was wrapped up warm.
- Henry was waiting patiently for Henry's treats.

Write about how she is feeling and what has happened.

Adjectives (emotive language) and conjunctions

#### Resources

Examples of sentences with pronouns

Book - <https://www.youtube.com/watch?v=vujbTOuzg2Q>

Paper and pencil

## Thursday

### Teaching points

#### GP starter

- Pronouns

#### Writing task

Read to page 15 – **what have we learnt about Sulwe now?** Talk and feedback.

Sulwe really wants to be a star but she doesn't know how she can be. **How are we stars every day?** Talk and feedback.

We are going to write some advice for Sulwe about how she can be a star.

### Activities

Test stye questions attached below

Explain how she can be a star.

Adjectives

Conjunction – and/ because/so/but

#### Resources

Examples of test questions

Book - <https://www.youtube.com/watch?v=vujbTOuzg2Q>

Paper and pencil

# MATHS

Week commencing: 30.11.20

Year group: 2

Teachers: Mr Flynn

## Learning focus: Time

### Monday

#### Teaching points:

- Looking at a number and identifying the hundreds, tens and ones.
- Show  $123 + 5 =$  and show how we are adding 5 ones.
- Write  $123 + 5$  using the column method and explain that we add from right to left (Ones first, then tens and finally hundreds)
- Write  $271 + 27$  using the column method and explain we add from right to left again.
- Write  $431 + 227$  using the column method and explain we add from right to left again.

#### Activity

Complete these additions using the column method.

$$153 + 4 =$$
$$245 =$$

$$181 + 6 =$$

$$371 + 24 =$$

$$706 + 83 =$$

$$623 + 254 =$$

$$456 + 231 =$$

$$346 +$$

Peter sells 445 raffle tickets. Miya sells 321 raffle tickets. How many raffle tickets do they sell altogether?

#### Resources

Paper  
Pencil

### Tuesday

#### Teaching points:

- Looking at a number and identifying the hundreds, tens and ones.
- Show  $384 - 3 =$  and show how we are subtracting ones.
- Write  $384 - 3 =$  using the column method and explain that we subtract from the left to the right (First ones, then tens, Finally hundreds)
- Write  $459 - 46 =$  using the column method and explain that we subtract from the left to the right (First ones, then tens, Finally hundreds)
- Write  $249 - 134 =$  using the column method and explain that we subtract from the left to the right (First ones, then tens, Finally hundreds)

#### Activity

Complete these subtractions using the column method.

$$408 - 6 =$$

$$299 - 8 =$$

$$655 - 40 =$$

$$348 - 27 =$$

$$568 - 123 =$$

$$679 - 235 =$$

Farha picks 363 apples and pears at an orchard. She picks 23 pears. How many apples does Farha pick?

#### Resources

Paper  
Pencil

### Wednesday

#### Teaching points:

- Explain that we will be adding by regrouping the ones.
- Write  $347 + 129 =$  using the column method.
- Explain that  $7 + 9$  makes 16 and that we can't write 16 in the ones column so we regroup and put the 6 ones in the ones column and move the 10 into the tens column.

$$\begin{array}{r} 347 \\ +129 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \hline 1 \end{array}$$

- We then add the tens and add the extra ten underneath.
- Finish by adding the hundreds but check that there aren't any underneath.
- Repeat method for  $136 + 127 =$

### Activity

**Add these numbers using the column method and regrouping.**

$424 + 439 = \quad 318 + 528 = \quad 706 + 274 = \quad 405 + 588 =$

37 children and 257 adults watch a parade. How many people watch the parade altogether?

At the fair Peter sells 162 scoops of vanilla ice cream and 119 scoops of chocolate ice cream. How many scoops of ice cream does Peter sell altogether?

### Resources

Paper  
Pencil

## Thursday

### Teaching points

- Explain that we are going to add by regrouping the tens.
- Write the addition  $182 + 93 =$  using the column method.
- Start by adding the ones. Do we have to regroup? No because it doesn't make more than 10.
- Add the tens. Do we have to regroup? Yes because it makes more than 10 tens. We've got 17 tens so we regroup by writing the 7 tens in the tens column and the 10 tens moves into the hundreds column.

$$\begin{array}{r} 1 \ 8 \ 2 \\ + \ 9 \ 3 \\ \hline 7 \ 5 \end{array}$$

- Add the hundreds together with the 1 extra underneath.
- Repeat method for  $361 + 170 =$

### Activity

Complete these additions using the column method and regrouping.

$490 + 135 = \quad 384 + 552 = \quad 535 + 174 = \quad 266 + 522 = \quad 730 + 98 =$

543 cars and 274 buses pass Ella's school. How many cars and buses pass Ella's school altogether?

### Resources

Paper  
Pencil

## Friday

### Teaching points

- Explain that we are going to add by regrouping the tens and the ones.
- Write the addition  $278 + 386 =$  using the column method.
- Add the ones. Do we have to regroup? Yes because it is more than 10. Write the 4 in the ones column and move the 1 ten under the tens column.
- Add the tens including the 1 ten below. Do we need to regroup? Yes because it more than 10 tens. Write the 6 tens in the tens column and move the 1 hundred under the hundreds column.
- Add the hundreds and the extra hundred.
- Repeat method for  $153 + 449 =$

### Activity

Complete the additions by regrouping tens and ones.

$$768 + 156 = \quad 372 + 379 = \quad 318 + 485 = \quad 68 + 132 = \quad 459 + 273 = \quad 74 + 436 =$$

Millie sold 436 apples this morning. She sold another 276 apples in the afternoon. How many apples did Millie sell altogether?

**Resources**

Paper

Pencil



## Weekly planner

**Week commencing:** 30.11.20

**Year group:** 2

**Teacher:** Mr Flynn

### Religious Education

#### Teaching points

What does preparing mean? What is Advent? Explain that people had waited for the birth of Jesus for a long time. The prophet Isaiah lived a long time before Jesus. (8th century BC) He acted as a messenger of God, listening to God's words and helping the people of Israel to love and trust in God at all times. Sometimes the people lost their way and were not sure what to do. Isaiah told the people of God's promise to send them his Son, who would be like a light to guide them and bring them joy.

#### Activities

Read the following passage:

**Once a long time ago, people felt as though they were living in the dark. Then something happened. It was as though a great light brightened up their lives and brought them joy. A child has been born to us. A son is given to us. And these are the names he has been given: Strong Friend, Powerful God, Ever-loving Father, Bringer of Peace**

Based on Isaiah 9:2, 6

(God's Story 2)

Draw a picture of Isaiah and write the names Isaiah gave to Jesus around the picture.

#### Resources

Paper  
Colouring pencils

### Science

#### Teaching points

Silence: Listen for 1 minute. Write down all of the sounds you hear. Share sounds we heard. How did you recognise it? Why do we not normally hear some of those things? Any sounds you couldn't identify?

#### Activities

Try sending a message to a family member by whispering the name of an animal. Could they hear it? Put a piece of fabric over their ear and try whispering the name of an animal. Could they hear it?

Experiment with different materials and record which materials you could pass a message through and which materials you couldn't.

#### Resources

Table below.

### History/Geography/Art

#### Teaching points

Show a picture of Barak Obama. Do we know anything about him?  
Read fact page about Barak Obama- [https://kids.kiddle.co/Barack\\_Obama](https://kids.kiddle.co/Barack_Obama)

#### Activities

Create a fact poster of Obama. Draw picture in the middle and write 3-5 facts around the picture.

**Resources**

[https://kids.kiddle.co/Barack\\_Obama](https://kids.kiddle.co/Barack_Obama)

## PHONICS

### Today's sound is

Watch the video and practise Set 3 sounds with your child.

[https://www.youtube.com/watch?v=Obt\\_WB57GFU](https://www.youtube.com/watch?v=Obt_WB57GFU)

#### Day 1 teaching:

Say the sound.

1. Say the sound i\_e and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 3 sounds for pronunciation.
2. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. i\_e nice smile. Ask your child to repeat it.
3. Say the words at the bottom of the page below using Fred Talk (saying each sound to build up the word).

e.g. s m i l e = smile

4. Say the sounds as you write each word.
5. If you can, write the word in a sentence.

### Today's sound is

Watch the video and practise Set 3 sounds with your child.

[https://www.youtube.com/watch?v=Obt\\_WB57GFU](https://www.youtube.com/watch?v=Obt_WB57GFU)

#### Day 2 teaching:

say the sound.

4. Say the sound o\_e and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 3 sounds for pronunciation.
5. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. o\_e phone home. Ask your child to repeat it.
6. Say the words at the bottom of the page below using Fred Talk (saying each sound to build up the word).

e.g. h o m e = home

4. Say the sounds as you write each word.
5. If you can, write the word in a sentence.

### Today's sound is

Watch the video and practise Set 3 sounds with your child.

[https://www.youtube.com/watch?v=Obt\\_WB57GFU](https://www.youtube.com/watch?v=Obt_WB57GFU)

#### Day 3 teaching:

say the sound.

7. Say the sound u\_e and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 3 sounds for pronunciation.
8. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. u\_e huge brute. Ask your child to repeat it.
9. Say the words at the bottom of the page below using Fred Talk (saying each sound to build up the word).

e.g. t u n e = tune

4. Say the sounds as you write each word.
5. If you can, write the word in a sentence.

## Today's sound is

Watch the video and practise Set 3 sounds with your child.

[https://www.youtube.com/watch?v=Obt\\_WB57GFU](https://www.youtube.com/watch?v=Obt_WB57GFU)

### Day 4 teaching:

say the sound.

10. Say the sound aw and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 3 sounds for pronunciation.
11. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. i\_e yawn at dawn. Ask your child to repeat it.
12. Say the words at the bottom of the page below using Fred Talk (saying each sound to build up the word).

e.g. p a w = paw

4. Say the sounds as you write each word.
5. If you can, write the word in a sentence.

## Today's sound is

Watch the video and practise Set 3 sounds with your child.

[https://www.youtube.com/watch?v=Obt\\_WB57GFU](https://www.youtube.com/watch?v=Obt_WB57GFU)

### Day 5 teaching:

Say the sound.

13. Say the sound are and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 3 sounds for pronunciation.
14. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. are care and share. Ask your child to repeat it.
15. Say the words at the bottom of the page below using Fred Talk (saying each sound to build up the word).

e.g. c are = care

4. Say the sounds as you write each word.
5. If you can, write the word in a sentence.

### Cracking Comprehension Text – Monday

Something Else by Kathryn C thryn Cave

On a windy, hill, alone, with nothing to be friends with lived Something Else. He knew that was what he was because everyone said so. If he tried to sit with them, or walk with them or join in their games, they always said: "Sorry. You're not like us. You're something else. You don't belong." Something Else did his best to be like the others. He smiled and said "Hi!" like they did. He painted pictures. He played their games when they let him. He brought his lunch in a paper bag like theirs. It was no good. He didn't look like them, or talk like them. He didn't see the things they saw. He didn't play the way they played. As for his packed lunches... "You don't belong here," they said. "You're not like us. You're something else."

### Cracking Comprehension Text – Thursday

Dilly's Sports Day

Tony Bradman

"Mother," said my little brother Dilly at breakfast this morning. "I don't feel well." Mother felt his forehead. He didn't have a temperature so she asked him if he had a pain. Dilly nodded. "Where does it hurt?" said Mother. "Here," said Dilly. He pointed to his stomach. "And here, and here, and here, and here ..." he said, pointing to his head, his tail and lots of places in between. Mother looked up and winked at Father over Dilly's head. "I see," she said with a smile. "This doesn't have anything to do with it being your school sports day today, does it?" "No, Mother," said Dilly. "Of course not."

### Phonics – Sound Cards

**SPaG Test Questions**

**Q1.**

Replace the underlined words with the correct **pronoun**. Write one pronoun in each box.

When Jack's grandmother came to stay, she gave Jack some money.

Jack used his money to buy a game called Gables. Jack could not

wait to get home and play the new game.

1 mark

**Q2.**

Replace the underlined word or words in the sentence below with the correct **pronouns**.

For his ninth birthday, James visited his grandparents

and his grandparents took James to the cinema.

1 mark

**Q3.**

Replace the underlined word or words in each sentence with the correct **pronoun**.

When Sara came to the end of the road, Sara turned right.

The pavement had a large hole and Sara fell into the hole.

**Science –**

<b>Material</b>	<b>Could you hear?</b>
<b>No material</b>	
<b>Fabric</b>	