

# READING

**Week commencing:** 30.11.20

**Year group:** 2

**Teacher:** Mrs Murley

## 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



**Lens:** feeling

**You are looking for how the character are feeling in the story.**



**Lens:** setting

**You are thinking about the main setting**






**Lens:** language

**you are thinking about what language has been used**

<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 character; are feeling ....</b> Help your child to find evidence that shows how the characters are feeling.</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 setting is; ...</b> Help your child to find evidence in the text of the main setting.</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>The author has used these words; . . .</b> Help your child to find evidence in the story of new vocabulary they have not heard before (choose three words)</p>
<b>Resources</b>		

### Wednesday – Book Talk – independent

<b>Reading Lens</b>		
 <p><b>Lens: feeling</b></p> <p><b>You are looking for how the character are feeling in the story.</b></p>	 <p><b>Lens: setting</b></p> <p><b>You are thinking about the main setting</b></p>	 <p><b>Lens: language</b></p> <p><b>you are thinking about what language has been used</b></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 character; are feeling ....</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 other; settings; are...</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>The author has used these words; . . .</b> Encourage your child to find evidence in the story for new vocabulary they have not heard before (choose three words) 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: Mrs Murley

**Text for the week: Look up! By Nathan Byron**

## 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 have 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:

<p><b>GP starter</b></p> <ul style="list-style-type: none"> <li>Pronouns</li> </ul>	<p><b>Writing task</b></p> <p>Read to page 7 – <b>what has happened? How is Sulwe feeling?</b> Talk and feedback.</p> <p><b>What is emotive language?</b> Talk and feedback. Discuss with your child language we can use to show our emotions.</p> <p>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.</p>
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**Activities**

<p>What pronoun could we use to replace the name?</p> <ol style="list-style-type: none"> <li>Tom went to school and <b>Tom</b> worked hard.</li> <li>Sally went for a long walk; <b>Sally</b> was wrapped up warm.</li> </ol> <p>Henry was waiting patiently for <b>Henry's</b> treats.</p>	<p>Write about how she is feeling and what has happened.</p> <p>Adjectives (emotive language) and conjunctions</p>
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**Resources**

Examples of sentences with pronouns

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

Paper and pencil

**GP starter**

Pronouns

**Thursday**

**Teaching points**

<p><b>GP starter</b></p> <ul style="list-style-type: none"> <li>Pronouns</li> </ul>	<p><b>Writing task</b></p> <p>Read to page 15 – <b>what have we learnt about Sulwe now?</b> Talk and feedback.</p> <p>Sulwe really wants to be a star but she doesn't know how she can be. <b>How are we stars every day?</b> Talk and feedback.</p> <p>We are going to write some advice for Sulwe about how she can be a star.</p>
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**Activities**

<p>Test stye questions attached below</p>	<p>Explain how she can be a star.</p> <p>Adjectives</p> <p>Conjunction – and/ because/so/but</p>
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**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

**Teacher:** Mrs Murley

## 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.

$$153 + 4 = \quad 181 + 6 = \quad 371 + 24 = \quad 706 + 83 = \quad 623 + 254 = \quad 456 + 231 = \quad 346 + 245 =$$

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

#### Resources

### 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.

$$408 - 6 = \quad 299 - 8 = \quad 655 - 40 = \quad 348 - 27 = \quad 568 - 123 = \quad 679 - 235 =$$

1. 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.

$$\begin{array}{r} 347 \\ +129 \\ \hline 6 \end{array}$$

- 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  $136 + 127 =$

1.

### Activity

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

$424 + 439 =$

$318 + 528 =$

$706 + 274 =$

$405 + 588 =$

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

#### 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.

$$\begin{array}{r} 182 \\ + 93 \\ \hline 75 \end{array}$$

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

### Activity

Complete these additions using the column method and regrouping.

$490 + 135 =$

$384 + 552 =$

$535 + 174 =$

$266 + 522 =$

$730 + 98 =$

1. 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:** Mrs Murley

### Religious Education

#### Teaching points:

Talk about what you know about Advent. Use the following powerpoint to learn more about Advent <https://www.twinkl.co.uk/resource/t-t-2544933-ks1-advent-powerpoint>.

What do you know about the Advent wreath? Talk about what each candle represents.

#### Activities:

Using the template below create your own Advent wreath. You could colour, paint or use materials to add colour to the candles.

On a piece of paper write down what each candle represents.

#### Resources:

Advent wreath template

### Science

#### Teaching points:

Do you know how the ear works? Discuss with your child. Watch the following video about how the ear works <https://www.youtube.com/watch?v=mptjEoHF2al>. After watching the video, discuss how it works or any words they are unsure about.

#### Activities:

Create a poster to explain how the ear works. You'll need a title, pictures and explanations. You can use pens and pencils to make it colourful.

#### Resources:

Video  
Paper  
Pens/pencils

### History/Geography/Art

#### Teaching points:

ART

This week we are thinking about autumn and how the leaves change colour. Talk about what colours the leaves change to and what happens to them. Do you know any types of trees?

#### Activities:

Collect some leaves to create different animals (see image attached). You could add eyes to them, cut the leaves up or draw body parts the leaf.

#### Resources:

Leaves  
Paper  
Image (attached below)



## PHONICS

### Today's sound is cious/tious

Watch the video and practise Set 1 sounds with your child.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

#### Day 1 teaching:

Say the sound.

1. Say the sound cious/tious and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 2 sounds for pronunciation.
2. Say the words at the bottom of the page below using Fred Talk (saying each sound to build up the word).

e.g. d e l i c i o u s = delicious

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

### Today's sound is ear

Watch the video and practise Set 1 sounds with your child.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

#### Day 2 teaching:

Say the sound.

1. Say the sound ear and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 2 sounds for pronunciation.
2. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. e.g. hear with your ear. 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. h e a r = hear

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

### Today's sound is ew

Watch the video and practise Set 1 sounds with your child.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

#### Day 3 teaching:

Say the sound.

1. Say the sound ew and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 2 sounds for pronunciation.
2. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. chew the stew. 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 t e w = stew

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

## Today's sound is Oa

Watch the video and practise Set 1 sounds with your child.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

### Day 4 teaching:

Say the sound.

1. Say the sound oa and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 2 sounds for pronunciation.
2. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. goat in a boat. 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. B oa t = boat

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

## Today's sound is ai

Watch the video and practise Set 1 sounds with your child.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

### Day 5 teaching:

Say the sound.

1. Say the sound ai and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 2 sounds for pronunciation.
2. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. snail in the rain. 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 n ai l = snail

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."

## SPaG Test Questions

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.

↓

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.

↓

↓

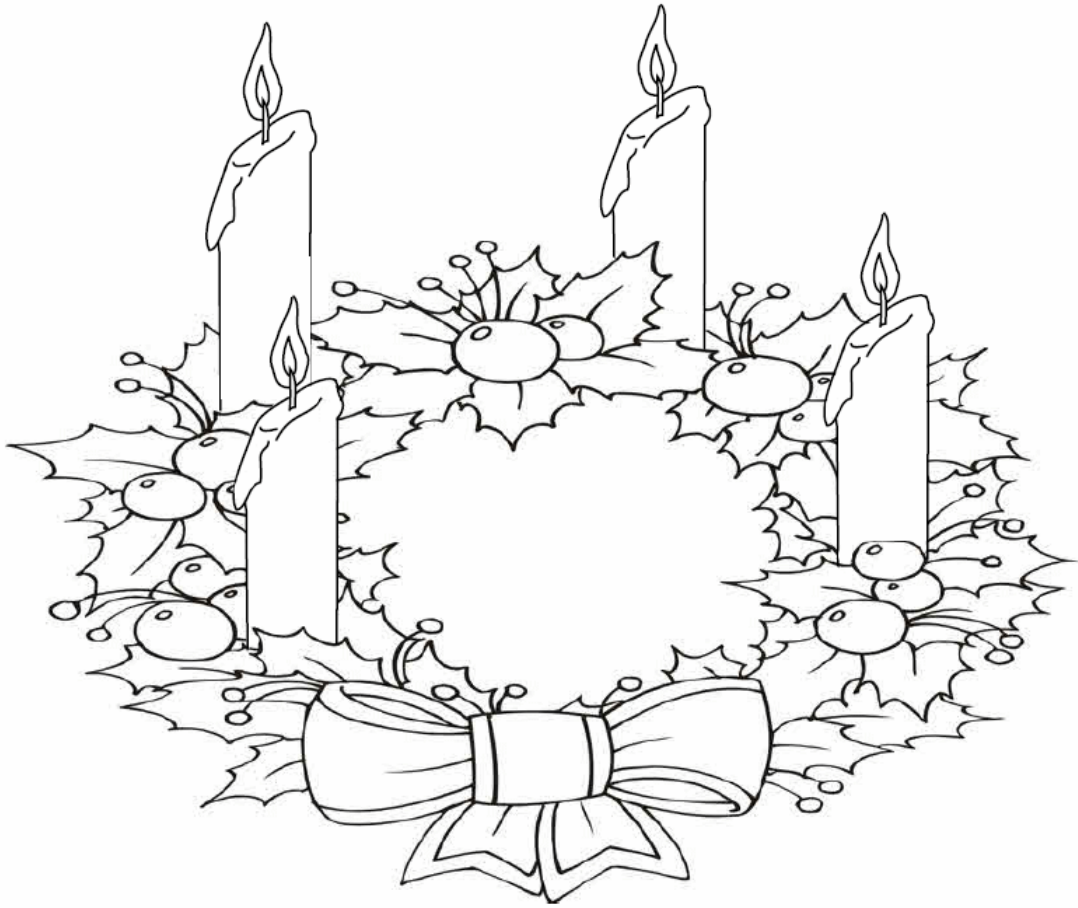
Replace the underlined word or words in each sentence with the correct **pronoun**.

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

↓

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

↓



**Art – leaf animals**



**Phonics – Sounds Cards**



hear with your ear

3. ear, hear, dear, fear, gear, near, rear, tear, year, spear

ear



chew the stew

3. new, knew, flew, blew, few, crew, newt, screw, drew, grew, stew

ew

Practise reading

de/li/cious

. . . . .

sus/pi/cious

. . . . .

vi/cious scrump/tious

. . . . .

pre/cious fe/ro/cious

. . . . .

scrumptious  
delicious



goat in a boat

3. toad, oak, road, cloak, throat, roast, toast, loaf, coat, coal, coach

oa



snail in the rain

3. paid, snail, tail, drain, paint, Spain, chain, train, rain, stain

ai