

READING

Week commencing: 7.12.20

Year group: 2

Teacher: Mrs Murley and 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 What happens if you add other ingredients to your dough?

You make bigger loaves of bread.

You make different kinds of bread.

You make a better dough.

You make bread by baking the dough.

2 Find and copy two things that you always need to make dough for bread.

3 Which sentence is an instruction? Choose **one**.

Which types of bread have you eaten?

Making Bread

What you have to do

Bake the bread for 20–25 minutes.

4 “Mix them up and knead them.”

The word “knead” in this sentence is closest in meaning to (choose one):

squeeze and press them.

mix and stir them.

tell them they are important to you.

stamp and kneel on them.

5 What do you think happens after you have followed instruction 7?

6 Number these events to show the order in which they happen.

Make the dough into a mound.

Put a clean cloth over the dough.

Put the dough onto a baking tray.




Mix the ingredients together.

Resources




Text (attached below)

Tuesday – Book Talk – supported

Reading Lens

<p>Lens:  asking</p> <p>You are looking for questions the characters are asking or questions you could ask.</p>	<p>Lens:  layout</p> <p>You are thinking about the layout of the book.</p>	<p>Lens:  navigating genres</p> <p>You are thinking about what genre the book is.</p>
Activities		
<p>Choose a reading book from home and read the first two pages aloud. Stop after the second page and talk about what has happened so far in the book thinking about the asking.</p> <p>Write and complete this sentence: I would like to ask Help your child to find evidence to create their question and answer it.</p>	<p>Read the next two pages aloud. Stop after page four and talk about how the page is set out.</p> <p>Write and complete this sentence: The layout of this book is ... Help your child to find evidence in the text of how the book is set out.</p>	<p>Read the next two pages aloud. Stop after page six and talk about what genre they think the story is.</p> <p>Write and complete this sentence: The genre of this book is ... Help your child to find evidence in the story the shows what genre the book is.</p>
Resources		

Wednesday – Book Talk – independent

Reading Lens		
<p>Lens:  asking</p> <p>You are looking for questions the characters are asking or questions you could ask.</p>	<p>Lens:  layout</p> <p>You are thinking about the layout of the book.</p>	<p>Lens:  navigating genres</p> <p>You are thinking about what genre the book is.</p>
Activities		
<p>Continue reading your book from yesterday read the next two pages aloud. Stop after page eight and talk about what has happened so far in the book thinking about questions you would like to ask.</p> <p>Write and complete this sentence: I would like to ask ... Encourage your child to find evidence to help them write their questions in the book independently.</p>	<p>Read the next two pages aloud. Stop after page ten and talk about the layout of the book.</p> <p>Write and complete this sentence: The layout of the book is ... Encourage your child to find evidence in the text to show how the book is laid out.</p>	<p>Read the next two pages aloud. Stop after page twelve and talk about what genre the book is.</p> <p>Write and complete this sentence: The genre of this book is ... Encourage your child to find evidence in the book to help them explain what genre the book is.</p>
Resources		

Thursday – Cracking Comprehension

Teaching Points
<p>What are bulbs? Discuss with your child what they are. 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>

Questions

1 Why are most spring flowers grown from bulbs? Tick **one**.

so the flowers have bright colours

so you plant them in the autumn

so the flowers have food to grow

so they flower in the spring

2 Find and copy two places you can plant a bulb.

3 Which sentence is an instruction? Tick **one**.

Have you ever noticed the bright colours of spring flowers?

How to plant a bulb:

Planting Bulbs

Dig a hole that is three to four times as deep as the bulb.

4 "The roots will grow down and the bud will sprout up."

The word "sprout" in the sentence is closest in meaning to (tick **one**):

green vegetable.

grow.

stem.

leaf.

5 "Wait and watch."

Write what you think will happen next.

6 Number these events to show the order in which they happen.

Enjoy the spring flowers.

Let the leaves turn yellow.

Plant the bulb.

Let the roots grow down.

Resources

Text (attached below)

Friday – Home reader

Teaching points

Ask your child choose a book from home, a non-fiction book. 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. Ask your child what they like about the book and what they have learnt. Ask your child to write down 5 facts they have learnt from the book.

Resources
Paper

WRITING

Week commencing: 7.12.20

Year group: 2

Teacher: Mrs Murley and Mr Flynn

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

Monday

Teaching points

GP starter

- Exclamation marks

Writing task

Read to page 21 – **what has happened now?** Talk to your child. **Who are the new characters we have learnt about?** Talk and feedback, Look at the page with day and night on – **how are they different?** Discuss

Activities

Watch the following video about exclamation marks
<https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/z3dcm3g>

Describe day and night from the story.

Try to use adjectives, similes and alliteration

Resources

Video – exclamation marks

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

Tuesday

Teaching points

GP starter

- Exclamation marks

Writing task

Read to page 25 – **what has happened? How is day feeling? How are the people feeling about day?** Discuss.

Day really wants night to come back and needs our help. We are going to write a letter to night from day asking her to come back.

What will we need to include? Discuss.

Activities

Look at the sentences below. Tick the sentences that need an exclamation mark and cross the ones that don't.

- You're a star
- Tomorrow is Wednesday
- Shut the door
- It is windy outside

Imagine you are day, write a letter to night asking her to come back. Think about why you want her to come back.

You need to include;

- Who you are writing
- Short introduction about why you are writing
- Explain why she needs to come back

Resources

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

Paper and pencil

Wednesday

Teaching points

<p>GP starter</p> <ul style="list-style-type: none"> Exclamation marks 	<p>Writing task</p> <p>Read the rest of the story and discuss with the children.</p> <p>How was night in the beginning of the story? Discuss.</p> <p>How is night at the end? Discuss.</p>
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Activities

<p>Have a look at these sentences below and decide whether the exclamation mark is being used correctly.</p> <ol style="list-style-type: none"> You're amazing! Its freezing outside so you'll need a coat! Shut the door! How are you feeling! 	<p>Think about how night was the beginning of the story and how she is now.</p> <p>Write a paragraph comparing her from the start to at the end.</p>
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Resources

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

Thursday

Teaching points

<p>GP starter</p> <ul style="list-style-type: none"> Exclamation marks 	<p>Writing task</p> <p>Discuss what the story has taught us about people especially Sulwe.</p> <p>We are going to interview Sulwe – what would you like to ask her? Write down your questions. Pick one of the questions – what do you think Sulwe would say? Discuss</p>
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Activities

<p>Test stye questions attached below</p>	<p>Write down the questions you would like ask Sulwe. Once you have written down your questions, imagine your Sulwe. Try to answer your questions.</p>
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Resources

Examples of test questions
 Book - <https://www.youtube.com/watch?v=vujbTOuzg2Q>
 Paper and pencil

MATHS

Week commencing: 7.12.20

Year group: 2

Teacher: Mrs Murley and Mr Flynn

Learning focus: Time

Monday

Teaching points:

- Explain that we are going to subtract by regrouping the tens and the ones.
- Write the addition $242 - 128 =$ using the column method.
- Subtract the ones. Do we have to regroup? Yes because we don't have enough. Remove a ten from and replace with 10 ones. Subtract 8 ones. How many are left? Write 4 in the ones column.
- Subtract the tens, remember we have lost a ten and have 3 tens now. Do we need to regroup? No because we can subtract 2 from 3. Write the 1 under the hundreds column.
- Subtract the hundreds. Write 1 in the hundreds column.
- Repeat method for $763 - 207 =$

Activity

Complete these subtractions using the column method.

$$548 - 319 = \quad 977 - 459 = \quad 880 + 656 = \quad 992 + 879 = \quad 783 + 69 = \quad 416 - 307 =$$

A car park has 781 spaces. 472 spaces are taken. The rest are empty. How many spaces are empty?

Resources

Paper
Pencil

Tuesday

Teaching points:

- Explain that we are going to subtract by regrouping the hundreds and tens.
- Write the subtraction $537 - 272 =$ using the column method.
- Subtract the ones. Do we have to regroup? No because we have enough. Subtract 2 ones from the 7 ones. Write 5 in the ones column.
- Subtract the tens. Do we need to regroup? Yes because we don't have enough. Remove a hundred from the hundreds and regroup it for 10 tens so that we have 13 tens. Subtract the 7 tens. How many have we got left? Write 6 in the tens column.

$$\begin{array}{r} 4 \ 5 \ 13 \ 7 \\ + \ 2 \ 7 \ 2 \\ \hline \quad \quad 5 \end{array}$$

- Subtract the hundreds, remember that we have a lost 1 hundred when we regrouped. Subtract 2 from 4 hundreds. Write 2 in the hundreds column.
- Repeat method for $719 - 383 =$

Activity

Complete these subtractions using the column method.

$$647 - 267 = \quad 915 - 824 = \quad 336 - 154 = \quad 589 - 493 = \quad 604 - 232 = \quad 854 - 762 =$$

Miya has 235 stickers. Farha has 153 fewer stickers than Miya. How many stickers does Farha have?

Resources

Paper
Pencil

Wednesday

Teaching points:

- Explain that we are going to subtract by regrouping the hundreds, tens and ones.
- Write the addition $432 - 178 =$ using the column method.
- Subtract the ones. Do we have to regroup? Yes because we don't have enough. Remove a ten from and replace with 10 ones. Subtract 8 ones from the 12 ones. How many are left? Write 4 in the ones column.
- Subtract the tens. Do we need to regroup? Yes because we don't have enough. Remove a hundred from the hundreds and regroup it for 10 tens so that we have 12 tens. Subtract the 7 tens. How many have we got left? Write 5 in the tens column.

$$\begin{array}{r} 34 \text{ } 23 \text{ } 12 \\ + 278 \\ \hline 154 \end{array}$$

- Subtract the hundreds, remember that we have a lost 1 hundred when we regrouped. Subtract 2 from 3 hundreds. Write 1 in the hundreds column.

Repeat method for $235 - 149 =$

Activity

Subtract these numbers using the column method and regrouping.

$532 - 379 =$ $673 - 198 =$ $824 - 568 =$ $812 - 568 =$

There are 612 boys in a school. There are 138 fewer girls in the school. How many girls are there?

Resources

Thursday

Teaching points

- Explain that we are going to subtract with numbers that have zero.
- Write the addition $200 - 18 =$ using the column method.
- Start by subtracting the ones. Do we have to regroup? Yes because we don't have enough.
- Explain that there are no tens so we need to regroup from the hundreds first. Remove 1 hundred and put 10 tens in the tens column.
- Now regroup a 1 ten from the tens column leaving 9 tens and 10 ones. Subtract 8 from 10 ones. Write 2 in the ones column.
- Subtract 1 ten from the 9 tens. Write 8 in the tens column.
- Subtract 0 hundreds from the 1 hundred left. Write 1 in the hundreds column.
- Repeat method for $300 - 72 =$

Activity

Complete these subtractions using the column method and regrouping.

$100 - 72 =$ $600 - 308 =$ $900 - 734 =$ $300 - 254 =$ $800 - 89 =$ $500 - 487 =$

Jack has 200 stickers. He gives away 24 stickers. How many stickers are left? Recap on methods from this week and repeat any that you found tricky.

Resources

Paper
Pencil

Friday

Teaching points

Recap on methods from this week and repeat any that you found tricky.

Activity

Resources

Paper
Pencil

Weekly planner

Week commencing: 7.12.20

Year group: 2

Teacher: Mrs Murley and Mr Flynn

Religious Education

Teaching points:

In this lesson we are thinking about the Annunciation. Watch the following video to find out about what happened. https://www.youtube.com/watch?v=5wuzJ_Ga58Y

Think about;

- Who was there?
- What happened?
- How were they feeling?

Look at the painting below of the annunciation. Answer the questions.

Activities:



1. Who do you see in the picture?
2. What is happening?
3. Why is the Angel special?
4. How does Mary feel when she sees the Angel?
5. What does the Angel say?
6. How does Mary feel after this?
7. Why did Mary say she would be the mother of Jesus?

Resources

Paper

Science

Teaching points:

Think about what you have learnt so far about sound. Do you know how the ear works? Discuss. Watch the following video to find out more <https://www.youtube.com/watch?v=mptjEoHF2al>

Activities:

Using the information you have learnt, create a poster explaining how the ear works.

Resources

Paper

History/Geography/Art

Teaching points:

Think about the significant people we have looked at so far, Rosa Parks, Nelson Mandela and Barak Obama. In this lesson we are thinking about Martin Luther King. **Do you know who he is and why he is famous?** Discuss. Click on the link below to find out more about him.

<https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zknmrj6>

Activities

MLK had a dream to make the world a better place. Think about what your dream is for the world. Write down a short speech about what your dream world be like.

Resources

Paper
Pens

PHONICS

Today's sound is are

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

https://www.youtube.com/watch?v=Obt_WB57GFU

Day 1 teaching:

Say the sound.

1. 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.
2. 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.

Today's sound is er

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

https://www.youtube.com/watch?v=Obt_WB57GFU

Day 2 teaching:

Say the sound.

1. Say the sound er 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. e.g a better letter. 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. n e v er = never

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

Today's sound is ow

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

https://www.youtube.com/watch?v=Obt_WB57GFU

Day 3 teaching:

Say the sound.

1. Say the sound ow 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. brown cow. 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 c ow = cow

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

Today's sound is er

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

https://www.youtube.com/watch?v=Obt_WB57GFU

Day 4 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 3 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.

Today's sound is oa

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

https://www.youtube.com/watch?v=Obt_WB57GFU

Day 5 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 3 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. g oa t = goat

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

Cracking Comprehension Text – Monday

Making Bread by Kate Ruttle

People all over the world make some form of bread by baking a dough which is made mostly of flour and water. People in different countries change the amounts of flour and water and sometimes add other ingredients to the dough to make different kinds of bread. Which types of bread have you eaten?

The ingredients you will need to make one large loaf of white bread are:

- 500g strong white bread flour
- 300ml warm water
- 1 sachet or ½ teaspoon fast action dried yeast
- 1 tablespoon olive oil

What you have to do:

Step 1: Measure out all the ingredients into a large bowl.

Step 2: Mix them up and knead them for at least 30 kneading movements to make the dough.

Step 3: Leave for 10 minutes, then knead the dough again with at least 30 kneading movements.

Step 4: Put a clean cloth over the bowl and leave the dough in a warm place for 30 minutes.

Step 5: Knead the dough for about 10 kneading movements and shape it into a small mound.

Step 6: Place the mound on a greased baking sheet and leave it for another 30 minutes.

Step 7: Bake the bread for 20 – 25 minutes at 230°C.

Cracking Comprehension Text – Thursday

Planting Bulbs

Have you ever noticed the bright colours of spring flowers? Most of them are grown from bulbs, which contain the food that the flower needs to grow. If you want your flowers to appear in the spring, you will need to plant your bulbs in the autumn, either in the garden or in a pot.

How to plant a bulb:

1. Dig a hole that is three to four times as deep as the bulb.
2. Plant most bulbs with the round bit facing down and the pointy bit facing up. If you're not sure which is which, plant the bulb on its side. The roots will grow down and the bud will sprout up.
3. If you're growing bulbs in a garden, mark the spot where you have planted the bulb. Write the name of the flower on a lollipop stick and push it into the ground above the bulb.
4. Wait and watch.
5. Once the bulbs have finished flowering, leave the leaves until they begin to turn yellow. This lets the bulb make the food it needs to flower again next year.

SPaG Test Questions

Add one **exclamation mark** in the correct place below.

Our school play was amazing I loved the costumes.

Which sentence uses an **exclamation mark** correctly?

Tick **one**.

What a beautiful picture you've drawn!

Do you like art!

How did you make the colour so bright!

Can you help Samir finish his painting!

Which sentence must **not** end with an **exclamation mark**?

Tick **one**.

You really must wear a coat

What a dreadful day I had

What is the temperature now

The wind is very strong today

Phonics – Sounds Cards