


W/C 18/05/2020 **Year 2 Weekly Learning** Here is a timetable to plan your day if you are finding it difficult to pick and choose when to complete an activity. Enjoy your learning and we look forward to seeing what you have done on Class Dojo! This week we are looking at the work of Enid Blyton as she is a famous British Author who was alive during World War 2.

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
10 minute daily practice	Maths - Keep going with times tables practise, counting forwards and backwards to 100 and continue to practise telling the time.				
	Spellings – Continue your spelling practise. Use the spelling guidance and resources in the class story to help you.				
	Reading- Read or listen to a story for 15 minutes. Complete a reading activity from the sheet in your home learning book. Find more books using the link you have been sent on ClassDojo.				
Physical exercise	Get active at least twice a day – see the 'Englefield Challenges' ideas on Class Story. Get outdoors every day! The government recommend at least 60 minutes of exercise each day.				
Morning tasks					
English (am) This week we are going to be studying Zog by Julia Donaldson	<p>If you have the Enchanted Wood by Enid Blyton, you could continue reading it. In chapter 8, Joe meets The Magic Snowman Or continue listening to it here. https://www.youtube.com/watch?v=iPiOHF3g1AU</p> <p>He is not a very nice snowman! Can you think of some words to describe him and draw a picture. Don't forget to use a thesaurus!</p>	<p>In chapter 9, the others meet The Three Bears. Can you tell someone the story of Goldilocks and the three bears? Perhaps you make a story board or act it out.</p>	<p>The children and the bears end up in a battle with the Snowman. Could you act this out or draw what happens with some good battle words like pow and whack and thump? Maybe you could draw it like a comic strip?</p>	<p>Now, create your own battle like the one in the story. Would you use fairy-tale characters like Enid Byton? What happens in this battle? Write about your battle and draw pictures to help you. Ensure you use a variety of conjunctions and, so, but, because, if, then, also and a range of adjectives.</p>	<p>Eventually, by chapter 12, the children manage to defeat the snowman by making him melt! Could you do an experiment with melting. Get some ice and try and melt it as quickly as you can. Does it help if you shake it or put it somewhere warm? How could you stop it from melting? Write down what you discover</p>
Phonics (AM) Your child is working on PHASE 4	<p>Continue to login to Phonics Play. Username: march20 Password: home Rehearse all the phase 3 sounds: https://new.phonicsplay.co.uk/resources/phase/4/f-lashcards-speed-trials Make a note of the sounds they find tricky and that will be your focus. Teach- Choose one sound that is still tricky when you have been reading. Play 'My turn, your turn'. Display a three letter word that begins with today's sound. Sound-talk the word and then tell the child the word. The child should then echo what you have done. Practise- Choose a phase3/4 activity on Phonics play. Apply- There are some sentence ideas here https://new.phonicsplay.co.uk/resources/phase/4/sentences-4 Adults can either dictate the sentence or children can read it, try and remember it and then write it. Allow children to check it and spot mistakes without help. Can they correct them? This is a good time to check letter formation and to ensure spaces between words.</p>	<p>Continue to login to Phonics Play. Username: march20 Password: home Rehearse all the phase 3 sounds: https://new.phonicsplay.co.uk/resources/phase/4/f-lashcards-speed-trials Make a note of the sounds they find tricky and that will be your focus. Teach- Choose one sound that is still tricky when you have been reading. Play 'My turn, your turn'. Display a three letter word that begins with today's sound. Sound-talk the word and then tell the child the word. The child should then echo what you have done. Practise- Choose a phase3/4 activity on Phonics play. Apply- There are some sentence ideas here https://new.phonicsplay.co.uk/resources/phase/4/sentences-4 Adults can either dictate the sentence or children can read it, try and remember it and then write it. Allow children to check it and spot mistakes without help. Can they correct them? This is a good time to check letter formation and to ensure spaces between words.</p>	<p>Continue to login to Phonics Play. Username: march20 Password: home Rehearse all the phase 3 sounds: https://new.phonicsplay.co.uk/resources/phase/4/f-lashcards-speed-trials Make a note of the sounds they find tricky and that will be your focus. Teach- Choose one sound that is still tricky when you have been reading. Play 'My turn, your turn'. Display a three letter word that begins with today's sound. Sound-talk the word and then tell the child the word. The child should then echo what you have done. Practise- Choose a phase3/4 activity on Phonics play. Apply- There are some sentence ideas here https://new.phonicsplay.co.uk/resources/phase/4/sentences-4 Adults can either dictate the sentence or children can read it, try and remember it and then write it. Allow children to check it and spot mistakes without help. Can they correct them? This is a good time to check letter formation and to ensure spaces between words.</p>	<p>Continue to login to Phonics Play. Username: march20 Password: home Rehearse all the phase 3 sounds: https://new.phonicsplay.co.uk/resources/phase/4/f-lashcards-speed-trials Make a note of the sounds they find tricky and that will be your focus. Teach- Choose one sound that is still tricky when you have been reading. Play 'My turn, your turn'. Display a three letter word that begins with today's sound. Sound-talk the word and then tell the child the word. The child should then echo what you have done. Practise- Choose a phase3/4 activity on Phonics play. Apply- There are some sentence ideas here https://new.phonicsplay.co.uk/resources/phase/4/sentences-4 Adults can either dictate the sentence or children can read it, try and remember it and then write it. Allow children to check it and spot mistakes without help. Can they correct them? This is a good time to check letter formation and to ensure spaces between words.</p>	<p>Continue to login to Phonics Play. Username: march20 Password: home Rehearse all the phase 3 sounds: https://new.phonicsplay.co.uk/resources/phase/4/f-lashcards-speed-trials Make a note of the sounds they find tricky and that will be your focus. Teach- Choose one sound that is still tricky when you have been reading. Play 'My turn, your turn'. Display a three letter word that begins with today's sound. Sound-talk the word and then tell the child the word. The child should then echo what you have done. Practise- Choose a phase3/4 activity on Phonics play. Apply- There are some sentence ideas here https://new.phonicsplay.co.uk/resources/phase/4/sentences-4 Adults can either dictate the sentence or children can read it, try and remember it and then write it. Allow children to check it and spot mistakes without help. Can they correct them? This is a good time to check letter formation and to ensure spaces between words.</p>

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<p>Maths (am)</p>	<p>Write down the numbers to 20. Circle number a number. What comes before, what comes after? Make a tower of a number to 20. What do I need to do to make one more, one less?</p> <p style="text-align: center;"><i>or</i></p> <p>Maths Whizz. See the guide and login in your home learning book.</p> <p style="text-align: center;"><i>Also</i></p> <p>Take a look at White Rose Hub Year 1 https://whiterosemaths.com/homelearning/year-1/ Continue to work your way through.</p>	<p>There are 7 days in a week and 7 colours in a rainbow. Can the children name them in order? Help the children write the days of the week and put them in order. If today is Tuesday, what day was it yesterday? What day will it be tomorrow? Make a rainbow and explore colour mixing. If you mix red and yellow – what colour do you get? Where is orange on the rainbow? What colours are next to it? What else do you notice?</p> <p style="text-align: center;"><i>or</i></p> <p>Maths Whizz. See the guide and login in your home learning book.</p> <p style="text-align: center;"><i>Also</i></p> <p>Take a look at White Rose Hub Year 1 https://whiterosemaths.com/homelearning/year-1/ Continue to work your way through.</p>	<p>Encourage the children to sort collections of objects into different amounts. E.g. 7 and not 7. How could you check if there are more than 7 or less than 7?</p> <p style="text-align: center;"><i>or</i></p> <p>Maths Whizz. See the guide and login in your home learning book.</p> <p style="text-align: center;"><i>Also</i></p> <p>Take a look at White Rose Hub Year 1 https://whiterosemaths.com/homelearning/year-1/ Continue to work your way through.</p>	 <p>Using bricks or blocks make a staircase of Numberblocks. What do they notice? Can they use the words 'more' and 'less'? Can they add some more, how many are there now? Can they take some away, how many are there now?</p> <p style="text-align: center;"><i>or</i></p> <p>Maths Whizz. See the guide and login in your home learning book.</p> <p style="text-align: center;"><i>Also</i></p> <p>Take a look at White Rose Hub Year 1 https://whiterosemaths.com/homelearning/year-1/ Continue to work your way through.</p>	<p>Create tower blocks of numbers to 20 and follow the example below: Create a tower of 7 blocks or bricks, or use the children's toys lined up in a row. Split the objects using the sentence: 7 is 1 more than 6, 7 is 2 more than 5, 7 is 3 more than 4 etc.</p> <p style="text-align: center;"><i>or</i></p> <p>Maths Whizz. See the guide and login in your home learning book.</p> <p style="text-align: center;"><i>Also</i></p> <p>Take a look at White Rose Hub Year 1 https://whiterosemaths.com/homelearning/year-1/ Continue to work your way through.</p>
<p>Afternoon tasks</p>					
<p>Pick and Mix Learning (pm)</p>	<p>Find one you have not completed so far! There's plenty to keep you busy.</p>				
<p>Daily Diary (eve)</p>	<p>Keep writing a daily diary. Remember to use your conjunctions (and, so, but, because, if, then, also), interesting vocabulary including adjectives. Use the wordlist attached to Class Story to make sure you spell the 'common exception words' correctly.</p>				