

Montbelle Primary School: Interim Weekly Planning Format (Revised for use in Autumn 2020 school term in preparation for potential of immediate move to remote learning)

Year/Class: 2

Teacher: Ms Burne/Mrs Roberts/Mrs Pritchard

Class email*: cuttiysark.class@montbelle.org.uk/goldenhindeclass@montbelle.org.uk

* In the event that remote learning is put in place, class emails will be monitored at 10am and 2pm daily.

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>English</p> <p>Key vocab:</p> <p>Grammar focus:</p>	<p>What we are learning (LO): <u>I can write a letter.</u></p> <p>Must: Use features of a letter. Should: Explain what I would like using conjunctions. Could: Use paragraphs to organise my writing.</p> <p>Activity: Letters to Father Christmas Recap features of letters using PowerPoint and discuss what they would like for Christmas? Why do you want it? Challenge: can you explain to Father Christmas why you deserve it? Persuade him using conjunctions and emotive language. Send to make a list of all the things they would like and describe. Start each sentence by writing "I would like..." (modelled on first by TA on WB) Challenge to use a conjunction because to explain why they would like it.</p>	<p>What we are learning (LO): <u>I can write a story using varied sentence openers.</u></p> <p>Must: Talk about the parts of a story. Should: Use different sentence openers. Could: Use paragraphs to organise my writing.</p> <p>Activity: Recap story problem and look at ideas from previous lesson. What makes a good story? Refer to structure, adjectives and look at examples of interesting openers. Chd to use word mats on their table to write their stories, thinking carefully about story structure. Send: chd to write sentences in order using plan from previous lesson to support. Use Christmas word mat to support understanding and spelling.</p>	<p>What we are learning (LO): <u>I can use conjunctions to explain an event.</u></p> <p>Must: Talk about what the elf has done. Should: Use time conjunctions to order my writing. Could: Use paragraphs to organise my writing.</p> <p>Activity: Use the class elf as hook. (use video link if you do not have one https://www.bing.com/videos/search?q=Elf+On+the+Shelf+Funny+Videos&view=detail&mid=85F5C8FE3D27D52B535E85FE5C8FE3D27D52B535E8&FORM=VRDQAR&ru=%2Fvideos%2Fsearch%3Fq%3DElf%2BOn%2Bthe%2BShelf%2BFunny%2BVideos%26FORM%3DVRIBQP) Think about what the class elf has been up to and the antics they have done in class. Mind map as a class. Model writing some of the things they got up to using time conjunctions and paragraphs. e.g. First thing in the morning they.... then..... later that day they.....because. Send: to use writing template to write basic sentences about what they saw. e.g. I saw the elf.... Support in reading through sentences and checking spelling and punctuation.</p> <p>Resources: https://www.bing.com/videos/search?q=Elf+On+the+Shelf+Funny+Videos&view=detail&mid=85F5C8FE3D27D52B535E85FE5C8FE3D27D52B535E8&FORM=VRDQAR&ru=%2Fvideos%2Fsearch%3Fq%3DElf%2BOn%2Bthe%2BShelf%2BFunny%2BVideos%26FORM%3DVRIBQP</p>		

<p>Phonics</p> <p>Split digraph revision</p>	<p>https://vimeo.com/434314963</p> <p>Phase5 - a-e</p>	<p>https://vimeo.com/434316559</p> <p>Phase 5 e-e</p>	<p>https://vimeo.com/435703413</p> <p>Phase 5 i-e</p>	<p>https://vimeo.com/436044621</p> <p>Phase 5 o-e</p>	
<p>Maths</p> <p>Consolidation week</p> <p>Subtraction strategies</p>	<p>Mental starter: I can compare length and height</p> <p>What we are learning (LO): I can subtract a 2 digit number using a number line</p> <p>Must: Jump backwards showing my jumps of 10 and 1</p> <p>Should: Draw my own number line</p> <p>Could: Use a hundred square to find 10 less</p> <p>Activity: Children to recap subtracting using a numberline. Children to remember to jump backwards as the number gets smaller, starting with the largest number. Model to show a jump of 10 and then jumps of 1</p>	<p>Mental starter: I can compare weight</p> <p>What we are learning (LO): I can subtract 10 using place value</p> <p>Must: Use jottings to show the place value of the largest number</p> <p>Should: Subtract from the largest number</p> <p>Could: Cross out the correct number of tens and ones</p> <p>Activity: Recap place value, identify hundreds, tens and ones in each digit. Children to draw the place value of the largest number, tens and ones to be accurately recorded. Children to cross through tens and ones to find the answer</p>	<p>Mental starter: I can compare weight</p> <p>What we are learning (LO): I can subtract using the column method</p> <p>Must: Put my numbers into the correct column</p> <p>Should: Subtract the ones and then subtract the tens</p> <p>Could: Use the inverse to check my answer is correct</p> <p>Activity: Children to be given a number sentence, identify the HTU in each number sentence. Explicit modelling of turning the number sentence into the column, highlight importance of each number being in the correct column. Address misconceptions. Reminder subtract the ones and then the tens</p>	<p>Mental starter:</p> <p>What we are learning (LO): I can solve problems involving subtraction</p> <p>Must: Read the problem carefully,</p> <p>Should: Subtract the smallest number from the largest number</p> <p>Could: Choose a strategy of my choice to solve the problem</p> <p>Activity:</p> <p>Read the question carefully, underline key information. Model how to solve the problem using the strategies recapped over the week Address misconceptions</p>	
<p>Foundation Subjects</p>	<p>Science</p> <p>What we are learning:</p> <p>I can say what I have learnt about animals including humans</p> <p>Vocabulary: babies, growth, change, needs, healthy, exercise, hygiene</p> <p>Must: create a mind map</p> <p>Should: identify 5 things they have learnt</p> <p>Could: write a paragraph about what</p>	<p>RSE/PSHE</p> <p>What we are learning:</p> <p>I can think about presents that can be given that I can't see</p> <p>Vocabulary: present, invisible gift</p> <p>Must: describe an invisible gift</p> <p>Should: say why they would give that gift</p> <p>Could: say what invisible gift they would like and why</p>	<p>RE</p> <p>What we are learning (LO):</p> <p>I can retell the Christmas Story</p> <p>Vocabulary: Christmas, Jesus, Mary, Joseph, Bethlehem</p> <p>Must: sequence pictures</p> <p>Should: write sentences about the story</p> <p>Could: say why Christmas is important to Christians</p>	<p>History</p> <p>What we are learning (LO):</p> <p>I can create a timeline of space travel</p> <p>Vocabulary: space, astronauts, technology, timeline, sequence</p> <p>Must: sequence 4 pictures correctly</p> <p>Should: sequence all pictures correctly</p> <p>Could: write a fact I have learnt</p>	

	<p>has been learnt</p> <p>Activity: Create a mind map of what they have learnt throughout this topic. <i>Animal babies, growth and change, basic needs, healthy eating, exercise, keeping clean.</i> Recap what we have learnt this term. Use PPT to help.</p> <p>Resources: PPT</p>	<p>Activity: Show chn a picture of a Christmas tree with presents underneath it. Explain that people enjoy giving presents to their family and friends. This is one way they show people that they care about them and want to make them happy. Explain that not all presents can be wrapped and put under the Christmas tree. Sometimes the best presents are presents that can't be wrapped. Can the chn think of something that can be given that can't be wrapped? Show the chn the examples of 'invisible gifts'. Give each child a heart template. Chn write on them who they love and which 'invisible gift' they would give them and why.</p> <p>Resources: PPT, heart template</p>	<p>Activity: Read through PPT. Discuss what happened. Why do they think Christmas is important to Christians? Chn sequence pictures and add sentences.</p> <p>Resources: PPT, pics to sequence</p>	<p>about space travel</p> <p>Activity: Look through PPT. Chn sequence pictures in books. Write a fact about space travel that they have learnt</p> <p>Resources: PPT, pictures</p>	
--	--	---	--	--	--