

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

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* 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: Contractions</p>	<p>SPAG: Vocabulary Ninja: Sentence writing using nouns, adverbs and adverbs</p> <p>Recap adjectives and adverbs. Children to look at a selection of sentences, children to up level them.</p> <p>What we are learning (LO): I can follow a set of instructions</p> <p>Must: Use my phonics to read the instructions Should: Complete the instructions in the correct order Could: Infer meaning through problem solving</p> <p>Activity: Explain to the children they are going to follow a set of instructions to make a penguin. Children to have pre gathered the required resources to make a penguin using a selection of materials. Make a not on your instructions, what was missing? Which part of the instructions did you find challenging? Why?</p> <p>Resources: black paper, orange paper, white paper, scissors, glue</p>	<p>SPAG: Adding the suffix 'ing' to root words</p> <p>Children to look carefully at root words, apply 'ing' suffix. Applying words to sentence.</p> <p>What we are learning (LO): I know the features of instructions</p> <p>Must: identify the features Should: identify the features in a set of instructions Could: Improve an set of instructions through editing</p> <p>Activity: Recap the instructions we followed yesterday to make a penguin. Were they good instructions? If not, why not? What do you think was missing?</p> <p>Look at examples of other instructions, identify the features in the instructions. Look at another example of instructions, add the features that are missing.</p> <p>Resources: Examples of instructions,</p>	<p>SPAG: Using commas to separate a list</p> <p>Children to be shown a comma, what is a comma, why is a comma used? Use of commas to separate items in a sentence. Modelled and practise.</p> <p>What we are learning (LO): I can up level a set of instructions</p> <p>Must: know and include the features of instructions Should: Use imperative verbs Could: extend by ideas using adjectives and adverbs</p> <p>Activity: Recap prior learning, we made a penguin, the instructions were not very good. We looked at the features yesterday. Re look at the penguin instructions. What features ae missing? How could we improve these instructions further? Model task and shared writing</p> <p>SEND: Ordering a set of instructions so they are in chronological order. Number them and use an imperative</p>	<p>SPAG: Inverted commas</p> <p>Children to look at an extract of text, what could be improved in this paragraph? Children to insert inverted commas in the correct place.</p> <p>What we are learning (LO): I can write a set of instructions</p> <p>Must: Use the imperative verb Should: Number the instructions with chronological order Could: Use pictures for each instruction</p> <p>Activity: Recap prior learning, the children will now write their own set of instructions using their up levelled examples from the day before. Children to include all of the features of instructions</p> <p>SEND: Children to have the images on a writing frame. Children to focus on sentence writing.</p> <p>Resources: photographs of each stage, imperative verb word bank</p>	<p>SPAG: Apostrophe's</p> <p>Recap apostrophes as a contracted form. Explain that we will look at a different use for an apostrophe. Possessive apostrophe. The location of the apostrophe and the reason it is used.</p> <p>Jack's drink Emily's hat and gloves.</p> <p>What we are learning (LO): I can write a set of instructions</p> <p>Must: Use the imperative verb Should: Number the instructions with chronological order Could: Use pictures for each instruction</p> <p>Activity: Recap prior learning, what are the features, what is included in a good set of instructions? Ask the children to create a set of instructions of their choice. You need to provide Teacher with a set of instructions. You might write a set of instructions for making a sandwich? Playing a game you have created</p>

			<p>Resources: Children to have a writing frame with images. Children to stick the photos in the correct order, number them and use the imperative verb.</p>		<p>Resources: imperative word bank, instructional writing checklist, sound mats, instruction writing frame</p>
<p>Guided Reading</p>	<p>Phase 5 – revise ‘ie’ sound https://vimeo.com/427357180 Password: 2ZR</p> <p>Phase 6 – the rule of ‘e’ when adding suffixes.</p> <p>Words to practice: (add ing, ed, fully to those applicable and see if you need to keep or take away the e). safe hope phone use hope shine complete amaze</p>	<p>Phase 5 – revise ‘wh’ sound https://vimeo.com/431435371 Password: 2ZR</p> <p>Phase 6 – changing the ‘y’ to an ‘i’ rule. Words to practice adding different suffixes e.g. ies, er, ed etc. baby happy carry lazy silly sunny</p>	<p>Phase 5 – revise ‘ph’ sound https://vimeo.com/431779161 Password: 2ZR</p> <p>Phase 6 – revision of double consonant rule and adding different suffixes. Words to practice (add different suffixes e.g. er, est, ed, ing and double the consonant): big hot bag stop shop tap</p>	<p>Phase 5 – revise ‘ew’ sound https://vimeo.com/432129719 Password: 2ZR</p> <p>Phase 6 – past and present tense. Looking at correct tenses. Can you change these words to the past tense: see go swim fly catch drink eat ring</p>	<p>Phase 5 – revise ‘oy’ sound https://vimeo.com/427732883 Password: 2ZR</p> <p>Phase 6 – past and present tense. Creating new words by adding suffixes to root words. Does it change the meaning?</p> <p>Practice yesterday’s words but use multiple different suffixes that could make sense e.g. go – going, went See – seeing – saw Fly – flying - flew</p>
<p>Maths</p>	<p>Mental starter: I can count in 5s Clock work on PPT</p> <p>What we are learning (LO): I can solve multiplication and division problems using arrays.</p> <p>Must: can draw a picture to help me solve a problem. Should: can make an array from a context. Could: can make a context from an array.</p>	<p>Mental starter: I can recall doubles https://www.youtube.com/watch?v=At0quRa90rs</p> <p>What we are learning (LO): I can solve problems by multiplying and dividing by 2</p> <p>Must: can double and halve a number Should: can multiply and divide by 2</p>	<p>Mental starter: I can recall my 2x tables https://www.youtube.com/watch?v=BGWMPqh04o4</p> <p>What we are learning (LO): I can divide by 2</p> <p>Must: use objects to divide by 2 Should: use objects and numbers to divide by 2 Could: use problem solving skills to answer word problems on dividing by 2</p>	<p>Mental starter: I can recall my 5x tables https://www.youtube.com/watch?v=gFRVYPfecE</p> <p>What we are learning (LO): I can divide by 5</p> <p>Must: can divide by 5 using pictures Should: can divide by 5 using multiplication and division Could: can solve word problems by dividing by 5</p>	<p>Mental starter: I can recall my 10x tables https://www.youtube.com/watch?v=8yxMJUHBSlY</p> <p>What we are learning (LO): I can divide by 10</p> <p>Must: use objects to divide by 10 Should: use objects and numbers to divide by 10 Could: use problem solving skills to answer word problems</p>

	<p>Activity: Look through PPT. Can the children identify what is the same/different between the arrays? Can the children draw an array to match the puzzle? Look at examples on PPT. Children then match/write an array to its context.</p> <p>Resources: PPT</p>	<p>Could: can link multiplying by 2 to doubling</p> <p>Activity: Look through PPT. Can the children find the different ways to describe the arrays? Look through examples. Explain that when we double a number the answer is higher (we add more) and when we halve a number the answer is smaller (we share). Can the children help Mr Banks and the Nursery children complete the recipes? Children then complete their recipe cards and create one for a friend. Children can use objects to double or halve if it helps.</p> <p>Resources: PPT, objects to sort (optional)</p>	<p>Activity: Look through PPT. Children use their knowledge of the 2x table to help divide by 2. How do we know a number can be divided by 2? (the number ends in a 0,2,4,6, or 8) Children then complete mild/hot/spicy work using pictures/objects to assist.</p> <p>Resources: PPT, objects to share out</p>	<p>Activity: Look through PPT. Children use their knowledge of the 5x table to help divide by 5. How do we know a number can be divided by 5? (the number ends in a 0 or 5) Children then complete mild/hot/spicy work using pictures/objects to assist.</p> <p>Resources: PPT, objects to share out</p>	<p>on dividing by 10</p> <p>Activity: Look through PPT. Children use their knowledge of the 10x table to help divide by 10. How do we know a number can be divided by 10? (the higher number ends in a 0)Children then complete mild/hot/spicy work using pictures/objects to assist</p> <p>Resources: PPT, objects to share out</p>
<p>Foundation Subjects</p>	<p>Science</p> <p>What we are learning (LO): <u>I can investigate the properties of materials.</u></p> <p>Must: I can name some properties of materials.</p> <p>Should: I can test the properties of materials.</p> <p>Could: I can plan an investigation.</p> <p>Activity: Recap some of the properties of materials and try at home to look at what materials you can find around the house. What are they used for? What are</p>	<p>Geography</p> <p>What we are learning <u>L.O. I can understand the causes and effects of climate change.</u></p> <p>Must: I can say what might cause changes in the environment.</p> <p>Could: I can talk about what the changes might be.</p> <p>Should: I can think about changes I could make to help look after the environment.</p>	<p>History</p> <p>What we are learning (LO): <u>I understand how the Ice Age began and changed when humans arrived.</u></p> <p>Must: Talk about what the Ice Age was like.</p> <p>Should: Name an animal that lived during this time.</p> <p>Could: Name an impact of humans crossing the channel.</p> <p>Activity: Discuss what Britain would have looked like during the Ice Age. This is a quick</p>	<p>RE</p> <p>What we are learning (LO): <u>I can find out about the origins of Buddhism.</u></p> <p>Must: Find out about where Buddhism began.</p> <p>Should: I can talk about some of the main beliefs of a Buddhist.</p> <p>Could: I can think about how to apply the noble truths to every day life.</p> <p>Activity: Look through PP together and discuss. Then use</p>	<p>Music</p> <p>What we are learning (LO): <u>I can understand how pitch can change.</u></p> <p>Must: Talk about pitch and notice how it can change.</p> <p>Should: Think about what pitch I prefer.</p> <p>Could: Notice how volume can also be changed.</p> <p>Activity: Glass Sounds: Pour water into the glass at the different levels marked. Gently hit the spoon against the glass –</p>

	<p>they like? Can they change shape? collect as many of the materials as you can listed from the recording sheet and talk about what it means to be waterproof. Can you test each material to see if it is waterproof? If so, why might that be useful? What could it be used for? After the task, talk with your child about the investigation, was your test reliable?</p> <ul style="list-style-type: none"> • How could you make it better? • Was it a fair test? • What worked well? What would you do next time to make it better? <p>Resources: materials, PowerPoint, recording sheet.</p>	<p>Activity: chd to look through PP and discuss how/where plastic is used. How is it usefeul? How can it be damaging? Look at images and discuss. What can be done? Spend a couple of minutes talking together about how we could reduce our use of single use plastic and how this would help. This does not have to be written down (can just be discussion). Then watch video on PP https://www.youtube.com/watch?v=07PYCbcMgio and discuss. What has happened to the ice? Why do you think this has happened? Write down the answers to the above questions in your books. You could include pictures of the changes if you want to. Think about what is happening and how we could help. Can you create a poster to show your ideas?</p>	<p>journey through prehistoric Britain from Horrible Histories, and clips from a BBC documentary. Show children the map of Ice Age Europe. Study the woolly mammoth and discovery of Lubyra, a frozen Mammoth calf in Siberia. Chd to write a description of a Woolly Mammoth using vocabulary from the word bank.</p> <p>Resources: PP, word bank, send template and video links: https://www.youtube.com/watch?v=QdTk5OvtvM4 https://www.bbc.co.uk/programmes/p00bxklg</p>	<p>the scenario cards to discuss some everyday issues. How could the noble truths be applied? Chd to work in small pairs/groups and discuss. Create a freeze frame from a chosen scenario and take a picture for books. Can they write an explanation of what they could do? This could be done in form of speech if it applies for role play they come up with.</p> <p>Resources: PP, dilemma scenarios.</p>	<p>what do you hear? What is the difference in sound with different levels of water? Record your findings. Chd to then sort the pictures into loud/quiet sounds.</p> <p>Resources: Volume pictures to sort, glass jars with water, PP.</p>
<p>Art</p> <p>What we are learning (LO): <u>I can use the washing technique.</u></p> <p>Must: I can blend and dilute</p>	<p>PHSE</p> <p>What we are learning (LO): <u>I can set a personal goal.</u></p> <p>Must: Think about what I want</p>				

	<p>water colours.</p> <p>Should: I can think about how I can change my brush strokes.</p> <p>Could: I can apply my skills to create a sky wash background.</p> <p>Activity: Recap blending and colours from last weeks lesson. Look at a brief history of water colours and discuss. Introduce the skill of washing and model. Children to draw a square in their books (or on paper) and have a go at washing one water colour). Then look at how it has been used in example on the board. Can chd create their own picture using washing technique.</p>	<p>to achieve.</p> <p>Should: Think about the steps I need to achieve my target.</p> <p>Could: Think about why my goal is important to me.</p> <p>Activity: discuss idea of goal setting and talk about what you want to achieve. What steps will you take to achieve this? Chd to create mind map based on one on the board with their own goals and links to achieve them.</p> <p>Resources: PP.</p>			
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