

Year/Class: 2

Teacher: Miss Burne/Mrs Roberts/Mrs Pritchard

Class email*: cuttysarkclass@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>SPAG: Recap suffix endings est, ing, ed. What are the rules to change them to the past tense? Children to write the correct word and apply the suffix ending</p> <p>What we are learning (LO): I can infer meaning</p> <p>Must: Make predictions Should: Give reasons using my thoughts and feelings Could: Ask questions to find out more</p> <p>Activity:</p>  <p>Mind map your ideas, what do you think the image is about? Who are the men? What are doing? Where is the picture set? How do you know? Who are the men? Why is a man in the shadows?</p> <p>What is George Below's picture all about?</p> <p>https://www.youtube.com/watch?v=xcpQWBoQbSQ</p> <p>We know this picture is about men waiting to go to work on the ship. Why are they going on the ship? What sort of work do you think the men will do on the ship? Where do you think the ship will take them? Where does the picture take place? How do you think the men are</p>	<p>SPAG: Children to look at a selection of sentences, which punctuation is missing from each sentence</p> <p>What we are learning (LO): I can write a diary</p> <p>Must: Use the features of a diary Should: Include my thoughts and feelings Could: Include a question</p> <p>Activity:</p>  <p>Read the powerpoint carefully to find out more about the picture. Who the men are, why they are in the dockyard, where the dockyard is. Children to think carefully about the thoughts and feelings of this character after being turned down. Children to take on the role of the character and write a diary entry.</p> <p>Resources:</p> <p>Image of rejected man, features of a diary checklist</p>	<p>SPAG: Recap nouns. What is a noun? A noun is a person, place or an object. Children to identify the nouns in the sentences</p> <p>What we are learning (LO): I can plan a story</p> <p>Must: Draw what happens within each stage of the story Should: Make a note of story language Could: Include a story opener</p> <p>Activity:</p> <p>Children to learn a bit more about the painting. Who are the men, why they are standing alongside the ship, where the ship is going. What these sorts of boats were used for in the past?</p> <p>Explain to the children that this boat is very similar to one in the past called the Titanic. Passengers travelled on the ship as a cruise liner. Show the children a clip about the Titanic, the accommodation for 1st class, 2nd class and 3rd calss passengers.</p> <p>https://www.bbc.co.uk/bitesize/topics/z8mpfg8/articles/zkg9idx</p> <p>Pretend you are waiting to board the ship. Does it look like you are a passenger waiting to board the ship or a worker? What job do you have to do on the ship? Where will the ship take you? What will the problem be? How will it be resolved?</p> <p>Resources:</p> <p>Plain paper</p>	<p>SPAG: Recap verbs, what is a verb? A verb is a doing word. Children to apply their knowledge to identify the verbs in the sentences.</p> <p>What we are learning (LO): I can write the beginning of my story</p> <p>Must: Follow my story map Should: Have a good opener, describing my characters and setting Could: Use a range of punctuation</p> <p>Activity:</p> <p>Recap prior learning. What did we learn about George Bellows picture 'Men of the Dock?' What was the picture about? Who were the men? What sort of ship was it? How have ships been used in the past? How are they used now?</p> <p>Children to write the beginning of their story, thinking carefully about their sentence opener, describing their character and their setting.</p> <p>Resources:</p> <p>Story map from previous lesson, sound mats</p>	<p>SPAG: Recap the difference between statement, exclamations and questions. Children to look at the different sentence types and to change them into questions</p> <p>What we are learning (LO): I can write the middle and end of my story</p> <p>Must: Continue my story on from the beginning using my story map Should: Extend my ideas Could: Use a range of punctuation in my writing</p> <p>Activity:</p> <p>Children to continue to write their story, following on from yesterdays writing and following their word bank.</p> <p>Resources:</p> <p>Word banks common exception words</p> <p>Story map and beginning of story from prior learning</p>

	<p>feeling waiting for work? What happens if they do not get any?</p> <p>Resources:</p> <p>Speech bubble/inverted comma resources</p>				
Guided Reading	https://vimeo.com/434314963 Phase a-e password: 2ZR	https://vimeo.com/434316559 Phase 5 e-e password: 2ZR	https://vimeo.com/435703413 Phase 5 i-e password: 2ZR	https://vimeo.com/436044621 Phase 5 o-e password: 2ZR	https://vimeo.com/436382159 Phase 5 u-e password: 2ZR
Phase 6	<p>Homophones</p> <p>A homophone is a group of words that might sound the same but have different spellings/meanings e.g. see/sea. Can you write down both sets of words and draw pictures to show their meaning.</p> <p>see/sea maid/made sum/some which/witch pair/pear eight/ate grate/great</p> <p>https://vimeo.com/user113667761/review/502628778/79eeb0c0a0 Password: Two</p>	<p>Homophones</p> <p>Look at these word pairs and look up their meaning in the dictionary. Can you then use them correctly in a sentence?</p> <p>know/no knight/night be/bee hair/hare right/write hole/whole hear/here</p> <p>https://vimeo.com/user113667761/review/502629025/6777508a82 Password: Two</p>	<p>Homophones</p> <p>Look through your reading books/other books and home and go on a homophone search. What meaning do the words have? How do you know? Can you check using a dictionary? Start your own homophone dictionary and add to it as you read more books. You can also use it as a resource to check your spellings.</p> <p>Re-watch videos from previous lessons if in need of a recap and then complete the activity.</p>	<p>Homophones</p> <p>Homophone hunt (use sheet provided) – use the sheet to look for the words, can you colour the matching pairs in the same colour? Challenge: choose two-word pairs and use them in a sentence, make sure you know which is which!</p> <p>Re-watch videos from previous lessons if in need of a recap and then complete the activity.</p>	<p>Homophones</p> <p>Bingo (use sheet provided) Have a go at homophone bingo, you may want to play with a family member/s. remember to put the word in a sentence so you know which meaning we are talking about.</p> <p>Re-watch videos from previous lessons if in need of a recap and then complete the activity.</p>
Maths	<p>Mental starter: I can order money https://www.topmarks.co.uk/money/c oins-game</p> <p>What we are learning (LO): I can make equal groups through sharing</p> <p>Must: share out objects equally Should: write the sum that matches Could: show jottings when solving a problem</p> <p>Activity: Look through PPT. PPT shows examples of numbers being</p>	<p>Mental starter: I can partition https://www.ictgames.com/sharkNumbers/mobile/index.html</p> <p>What we are learning (LO): I can make equal groups through sharing</p> <p>Must: count carefully Should: show jottings Could: write matching division sum</p> <p>Activity: Look through PPT. Read the questions and use the pictures to help find the answers. Children can</p>	<p>Mental starter: I can recall number bonds to 20 https://www.ictgames.com/mobilePage/funkyMummy/index.html</p> <p>What we are learning (LO): I can share by grouping</p> <p>Must: group objects carefully Should: show jottings Could: write the sum that matches</p> <p>Activity: Look through PPT. Read the questions and group the objects to</p>	<p>Mental starter: I can identify doubles https://www.ictgames.com/mobilePage/archeryDoubles/index.html</p> <p>What we are learning (LO): I can make equal groups by grouping</p> <p>Must: group objects carefully Should: show jottings Could: write the sum that matches</p> <p>Activity: Look through PPT. Read the questions and on</p>	<p>Mental starter: I can identify odd and even numbers https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even</p> <p>What we are learning (LO): I can divide by sharing and grouping</p> <p>Must: count objects carefully Should: decide whether to share or group Could: write the sum that matches</p>

	<p>shared equally into groups. Can children solve the sums before they see the answers? Children then complete a mid/hot/spicy sheet involving division sums. Show working out where possible</p> <p>Resources: PPT, pasta/smarties/sweets anything small that children may wish to share practically with</p>	<p>have apparatus in front of them to move practically if needed. Children then use their problem solving skills to answer division questions.</p> <p>Resources: PPT, cubes, counters, pasta, smarties etc if needed</p>	<p>find the answers. Children may wish to have apparatus in front of them to practically solve the sums.</p> <p>Resources: PPT, cubes, counters, pasta, smarties etc if needed</p>	<p>paper/whiteboard children show jottings to solve the questions. Remember to group the objects carefully. Children then choose mild/hot/spicy to complete.</p> <p>Resources: PPT</p>	<p>Activity: Look through PPT. Read the questions and decide whether you need to share or group the amounts. Solve the problems by underlining the key vocabulary and show jottings. Children then choose mild/hot/spicy. Write sums in books and then solve showing jottings. (Questions are on last slide of PPT)</p> <p>Resources: PPT</p>
<p>Foundation Subjects</p>	<p>Geography – Lesson 1 (Monday)</p> <p>What we are learning (LO): <u>I can identify and explain some of the different ways people use the River Thames.</u></p> <p>Must: I can talk what a river is. Should: I can complete a drawing to show how the Thames is used. Could: I can write an explanation of one way that people use the River Thames.</p> <p>Activity: “Can you surf on a river?” Show video of Severn Bore http://www.youtube.com/watch?v=IKA39LQOick – explain how it works, and that humans have always used rivers for both work and play.</p> <p>Show map of Thames on IWB. Start at Oxford and move boat along river, highlighting the activities with pictures along the way:</p> <p>Locks (Abingdon)</p> <p>Renewable energy – Archimedes screw turbine</p> <p>Henley – rowing</p> <p>London Wetland Centre</p> <p>Docks – now often marinas and recreational Sewage works – near</p>	<p>History – lesson 2 (Tuesday)</p> <p>What we are learning (LO): <u>I can make comparisons about how the River Thames has been used over time.</u></p> <p>Must: look at pictures from the past. Should: Notice differences between the pictures. Could: Make comparisons to how the use of the river has changed over time.</p> <p>Activity: Your Task: choose one of the places on the river from the interactive map and make a poster to show how it was used and compare it to how it is used now. You can include pictures, drawings, diagrams as you wish.</p> <p>You may want to include questions for the reader e.g. did you know that...? Can you guess what the building used to be called?</p> <p>Resources: Power Point, Interactive map http://riverthames.lgfl.org.uk/map.php and paper/pencils.</p>	<p>Art – lesson 3 (Wednesday)</p> <p>What we are learning (LO): <u>I can experiment using collaging.</u></p> <p>Must: I can talk about what a collage is. Should: I can collect a range of materials and think about colours, textures. Could: I can experiment using materials to layer, create contrast and depth in my collage.</p> <p>Activity: What is a collage? https://www.bbc.co.uk/teach/class-clips-video/art-and-design-using-textured-materials-landscape-collage/zfrfbdm Explain to chd that a collage is a piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing. Chd to Go on a hunt around your home and gather any materials you can find (check with an adult first) that you could use on a collage. You can even use things from the garden/outside! Think about different textures, materials, shapes and sizes. How could you layer these materials? Look back at our take one picture ‘Men on the docks’ as shown on Power Point and ask chd: How could we use this image to experiment</p>	<p>DT lesson 4: (Thursday)</p> <p>What we are learning (LO): <u>I can to plan, develop and improve through evaluation and redesign.</u></p> <p>Must: I can talk about what went well. Should: I can think about some things I would change to make my work even better. Could: I can plan and design a collage including my improvements.</p> <p>Activity: discuss ideas of making a collage and remind chd about previous lessons looking at what the River Thames is used for and discuss. Refer back to take one image and share questions on the Power Point. ask chd to evaluate their work from previous lesson using the following prompting questions: How will you create layer/textures?</p> <ul style="list-style-type: none"> • What material would be suitable for rivers/buildings? Why? • What materials worked well when experimenting in the previous lesson? Why? • What would you change this time? Why? <p>Chd to use this evaluation to inform their planning. Explain that chd will be making</p>	<p>DT/Art lesson 5 (Friday)</p> <p>What we are learning (LO): <u>I can create a collage following a plan.</u></p> <p>Must: I can collect suitable materials. Should: I can follow my design and evaluate changes. Could: I can create a collage independently using a range of materials.</p> <p>Activity: recap features of a collage and look over plans from yesterdays lesson. Make sure you have all the materials you need ready and things you can use to attach the materials e.g. glue, tape, stapler etc. Explain to chd that today you are going to follow your plan to make your own collage showing the changes of time on the River Thames. How will you show life on the Thames? How will you make it 3D? Please send us in pictures of your completed work. If you can please also take pictures of you creating your art work.</p> <p>Resources: PowerPoint, something to create your collage on e.g. large piece of card/paper, materials, scissors, glue/tape, camera (to take pictures).</p> <p>Example:</p>

Greenwich (north side) (use story of David Walliams to show pollution in River.

Thames Barrier

Indicate how the children will practice and apply this new learning, include details of how different groups/individuals will be challenged while also ensuring they are successful.

Ask chn (in their groups) to choose one of the activities we discussed – a different one for each person in the group.

They will draw a picture (and colour) of their chosen activity and write a few lines as an explanation.

Explain that this is going to become our new class display.

Challenge: can use computers to research an extra fact about their chosen activity online if they finish their explanation early.

Plenary:

Activity and key questions to consolidate and extend children's learning against the learning objective (planned in advance but also responding to informal assessments made during the lesson).

Discuss their choices with the class. Spot q's: "One example of how we use the river for fun?"

"What does the Thames Barrier do?"

Resources: Video link, Power Point.

using collaging techniques?

What textures can you see?

What materials could you use to create this effect?

Can you now experiment with this style to create your own boat collage?

Things to think about when experimenting with your own collage techniques:

Consider composition. This collage uses movement to bring the eye around the image from right to left. ...

It is usually based around a theme. ...

Use contrast to build tension. ...

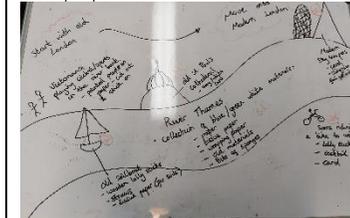
Work with patterns and textures. ...

Play around with colour. ...

Use a range of materials to add depth

their own collage to show how the river has been used over time (can focus on modern usages or take a journey through time to show how it has changed. Chd to draw out their ideas (not making today) and label it with what materials they will use.

Example plan:



Resources: Power point, paper to plan on and materials ready for tomorrow's lesson.



--	--	--	--	--	--