

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: Miss Burne/Mrs Roberts/Mrs Pritchard

Class email*: cuttysarkclass@montbelle.org.uk/goldenhindclass@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: Spelling visualisation strategies for HFW</p> <p>Tell children our focus HFW for the session. Teach the correct spelling. Children two write the correct spelling on their board. Visualisation strategies, spraying on the wall, writing on backs, eyes close, speed writing</p> <p>What we are learning (LO): <u>I can answer questions about a text and summarise it</u></p> <p>Must: Read the text carefully Should: Write the answer to my question Could: Scan the text and highlight the information I have found</p> <p>Explain that we are going to be learning more about Antarctica. What do you already know? Re-introduce Reading Vipers to the children – focus on the skill of retrieval. Model how to read the question carefully, locate the information in the text and write a response. Once you have finished the comprehension, ask children to summarise the information they have learnt about penguins.</p> <p>Activity:</p> <p>Children to complete differentiated reading comprehensions linked to Antarctica</p>	<p>SPAG: Children to look at examples of sentence types and to apply the correct punctuation to the sentence using full stops, question marks, exclamation marks</p> <p>What we are learning (LO): <u>I can plan a story</u></p> <p>Must: Plan a beginning, middle and end Should: Use adjectives to describe my setting, character Could: Use a story opener</p> <p>Talk to the children about gathering content. We are going to be getting ideas for an Arctic story of choice, however, we need to understand what life is like in Antarctica. We need to explore what it looks like? How to travel around Antarctica to generate ideas for our story.</p> <p>Virtual tour of Antarctica https://www.youtube.com/watch?v=XPmpfiWFEw</p> <p>Preparing for an Arctic expedition: https://www.theordinaryadventurer.com/adventure/norway-expedition/how-to-manage-the-cold-on-polar-and-arctic-expeditions/</p> <p>Show children examples of ice breaking ships. How they look, what their purpose is.</p> <p>Activity:</p> <p>Children to draw a story map, character to be appropriately dressed, labelled with adjectives. The map shows how the explorer travels e.g husky, sledge, ice breaker ship. Clear beginning, middle, end</p>	<p>SPAG: Children to look at sentences with missing words and to apply the correct conjunction to the sentence.</p> <p>What we are learning (LO): <u>I can write the beginning of a story</u></p> <p>Must: Use an exciting opener Should: Introduce the character and setting using adjectives, ambitious vocabulary Could: Extend my ideas</p> <p>Recap prior learning with the children, what do we know about Antarctica, who has travelled there? How do you get there, how do you travel about once your there?</p> <p>Children to have their story maps in front of them</p> <p>What makes a good opener to a story. Generate ideas that are appropriate to our setting. On whiteboards, children to write their opener and first sentence.</p> <p>Modelled write:</p> <p>Model how to write the beginning of your story using the story map as a guide.</p> <p>Activity:</p> <p>Children to write the beginning of their story, use of adjectives to describe the character and the setting, Children to use word banks, sound mats, conjunction resources as an aid to their writing.</p>	<p>SPAG: Children to look at sentence types and to tick whether they are statements, exclamations, questions</p> <p>What we are learning (LO): <u>I can write the middle of a story</u></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>Recap learning so far, we looked at a range of different videos and found out more about the Antarctic through our comprehension task. We planned our story using the map we created.</p> <p>Modelled writing:</p> <p>Re-read the beginning of the story from yesterday, model how to use the story map to continue and link ideas together. Model grammatical features whilst writing, correct use of tense, commas to separate idea.</p> <p>Activity:</p> <p>Children to write the middle of their story copying their plan, organising and extending ideas.</p>	<p>SPAG: Children to look at the describing sentences, children to correctly apply commas to the right place. Model and address misconceptions</p> <p>What we are learning (LO): <u>I can write the end of a story</u></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>Show the children an example of a story with a beginning, middle and end. Does the end link to the first two parts of their story? Why not.</p> <p>Modelled/Shared writing:</p> <p>How could we up level and extend the end section to make it a really good story. Model through use of green and orange highlighters, extending ideas and improving grammatical spelling.</p> <p>Activity:</p> <p>Children to write the end of their story copying their plan, organising and extending ideas. Children to re-read their writing, checking it makes sense. Children to go back and check their whole story. Make amendments to capital letters, full stops where required. Up level and extend idea varied ambitious vocab.</p>

Guided Reading	https://vimeo.com/431779161 Phase 5 phonics phase 5 password: 2ZR	https://vimeo.com/432129719 Phase 5 ew password: 2ZR	https://vimeo.com/432131304 Phase 5 oe password: 2ZR	https://vimeo.com/433591766 Phase 5 au password: 2ZR	https://vimeo.com/433952698 Phase 5 ey password: 2ZR
Phase 6	<p>Adding ies (change the y to an i and add ies).</p> <p>baby – babies poppy puppy penny fairy lolly jelly pony lady</p> <p>https://vimeo.com/user113667761/review/500893530/0c60830ef1 Password: Two</p>	<p>Adding 'ves' to plural words</p> <p>elf leaf wolf loaf half thief calf</p> <p>https://vimeo.com/user113667761/review/500898372/a7d1bed9fe Password: Two</p>	<p>Using 'umble' words</p> <p>tumble stumble crumble fumble humble mumble</p> <p>https://vimeo.com/user113667761/review/502592849/6bfa2f8d+f Password: Two</p>	<p>Compound words (words made up of two words in their own right e.g. catfish)</p> <p>toothbrush bowtie lighthouse fireman jellyfish pancake cupcake newspaper hairbrush sailboat</p> <p>Why not go on a hunt around your house and see what compound words you might find? E.g. you might see a 'toothbrush'.</p> <p>https://vimeo.com/user113667761/review/502593424/94c6b242ff password: Two</p>	<p>Multisyllabic words and breaking them down to spell.</p> <p>Wednesday September baby umbrella blueberry dangerous dinosaur hospital potato slippery</p> <p>https://vimeo.com/user113667761/review/502593977/e0b7a85b63 Password: Two</p>
Maths	<p>Mental starter: I can recognise place value</p> <p>https://www.topmarks.co.uk/learning-to-count/place-value-basketball</p> <p>What we are learning (LO): I can draw a pictogram</p> <p>Must: gather data in a tally chart Should: draw symbols and include a key Could: answer questions about the pictogram</p> <p>Activity: Look through PPT. The</p>	<p>Mental starter: I can recall doubles.</p> <p>https://www.topmarks.co.uk/mathsgames/hit-the-button (doubles to 10 then doubles 5-15 for a challenge)</p> <p>What we are learning (LO): I can complete pictograms</p> <p>Must: use the key Should: add symbols Could: solve problems involving pictograms</p>	<p>Mental starter: I can recall my times tables</p> <p>https://ictgames.com/funkyMummy/index.html (2x, 5x, 10x tables)</p> <p>What we are learning (LO): I can interpret pictograms</p> <p>Must: use the key Should: identify key words in the question Could: answer a problem solving question</p>	<p>Mental starter: I can recall division facts</p> <p>https://www.topmarks.co.uk/mathsgames/mental-maths-train (divide by 2 then divide by 5)</p> <p>What we are learning (LO): I can create and interpret a block diagram</p> <p>Must: count the blocks carefully Should: underline the key vocabulary in the question Could: complete a block diagram using the data given</p>	<p>Mental starter: I can interpret a pictogram</p> <p>https://www.softschools.com/math/data_analysis/pictograph/games/</p> <p>What we are learning (LO): I can interpret a block diagram</p> <p>Must: read the information carefully Should: underline the key vocabulary in the question Could: answer a problem solving question</p> <p>Activity: Look through PPT. Read</p>

	<p>PPT reminds us what a pictogram looks like and what it tells us. How do we get this data? (We create a tally chart.) We are going to slightly change how we record the data onto the pictogram. We are going to show that each picture represents 2 people. Look at examples on the PPT. Look closely at how to represent 1 person (we halve the symbol). Chn create their own pictogram.</p> <p>In school: Chn choose a title for their pictogram. Eg: favourite colour/food/animal/ice cream flavour. Chn then tally, by asking each other in class, and then convert to a pictogram using 1 symbol for 2 people.</p> <p>At home: Choose a title for data: Favourite colour/ animal/ food/colour. Then ask family members or friends, possibly through messaging or face timing them, gather data in a tally chart and then put data into a pictogram making sure that each symbol represents 2 people.</p> <p>Resources: PPT, tally grid template, pictogram template</p>	<p>Activity: Look through PPT. Look at data in a tally chart. Look at the key. How many people does the symbol represent? Complete the pictogram using the tally chart information. Chn answer questions carefully.</p> <p>Resources: PPT</p>	<p>Activity: Look through PPT. Answer the questions using the key and information carefully. Identify the key vocabulary in the questions to determine how to solve the question. Chn to then answer questions based on the information given. Remember to look at the key carefully.</p> <p>Resources: PPT</p>	<p>Activity: Look through PPT. A block diagram (or block graph) is slightly different to a pictogram. It uses blocks not symbols to represent data and doesn't need a key as numbers are along one side of the graph. Look at examples on PPT and answer questions along the way. Chn then complete block graphs and answer questions</p> <p>Resources: PPT</p>	<p>the questions and find the answers in the graphs. Identify the vocabulary used in the questions. Chn then look at graphs and information on their sheet and fine the answers giving reasons.</p> <p>Resources: PPT</p>
<p>Foundation Subjects</p>	<p>Science</p> <p>What we are learning (LO): <u>I know that materials have different properties that make them useful in different ways.</u></p> <p>Must: I can name different materials. Should: I can think about their properties.</p>	<p>Geography</p> <p>What we are learning (LO): <u>I can name the 5 Oceans.</u></p> <p>Must: Name the 5 Oceans of the world. Should: Locate them using a map. Could: Be able to compare them using</p>	<p>History</p> <p>What we are learning (LO): <u>I understand the journey of Earnest Shackleton.</u></p> <p>Must: Look at the story retell main parts. Should: Talk about why Earnest</p>	<p>RE</p> <p>What we are learning (LO): <u>I can create my own Mandala.</u></p> <p>Must be aware of what a Mandala is and can illustrate how it fits in with Buddhist beliefs. Should can give examples of what a</p>	<p>Music</p> <p>What we are learning (LO): <u>I can create a theme song.</u></p> <p>Must: I can design a superhero. Should: I can think about the personality and how I can use music to convey this.</p>

	<p>Could: I can evaluate their suitability.</p> <p>Activity: Look through the power point and discuss the properties of different materials and why are they used. Can you answer the questions on the quiz? Can you complete the task sheet to explain why each material has been used? E.g. a window is made from glass because it is strong and also translucent (see through) so you can look out of it.</p> <p><i>Alternatively: If you would prefer to do something more practical at home, go on a material hunt around the house/garden and see what you can find. Can your child explain why it has been used? If you are finding writing difficult in the afternoons, please try this instead and take pictures of what you find. You can verbally discuss rather than writing in full sentences.</i></p> <p>Resources: Task sheet, Power point.</p>	<p>key facts.</p> <p>Activity: Children to look at the fact sheet of the 5 oceans, what do you already know, was there anything that surprised you? Can you find out any more facts using books or the internet? If you have an atlas at home, try locating the oceans on a map, if not, you may want to try using the internet to find them and compare where they are located. Can you then fill in the fact sheet about one of the oceans you have found out about. If you would prefer to use the computer and make a poster or present your work in another way please feel free. Adapt task as needed to suit you at home.</p> <p>Resources: Ocean fact sheet, writing template, atlas (if available).</p>	<p>Shackleton is remembered.</p> <p>Could: Retell Shackleton's story in my own way.</p> <p>Activity: Look at te Power Point and video all about Earnest Shackleton and his amazing adventure. Once you've read through you may want to talk about the main parts of his journey with your family. What surprised you? Why do we remember him?</p> <p><i>You are going to retell Shackleton's amazing story. You can do this however you wish, you may want to:</i></p> <ul style="list-style-type: none"> • Act it out and video it • Write the story • Make a comic strip to show his journey • Use toys or Lego • Use playdough <p>Resources: Recap video you may want to use: https://www.bbc.co.uk/news/science-environment-47000896 https://www.youtube.com/watch?v=2QrNlbcz7XE</p>	<p>Mandala is and can give examples of where you might find similar pieces of art.</p> <p>Could can give their own opinion about the importance of the Mandala in Buddhism and explain why they think this.</p> <p>Activity: Look at the power point and discuss what a Mandala is. explain that <i>we are going to build a piece of art work</i> You can use one of the templates from the PowerPoint or you may wish to create your own. If you prefer to create your own using materials, playdough, beads etc rather than colouring, then please feel free.</p> <p><i>Extra challenge: you must make sure no colours the same are touching.</i></p> <p>Resources: power point, colouring pencils, printed template (if using).</p>	<p>Could: I can use objects around my home to create different sounds for my theme song.</p> <p>Activity: What have we learnt so far about pitch? What is a high pitch sound? What is a low pitch sound? Listen to the theme songs from the link on the Power Point and notice the speed, pitch of the music. What instruments have been used? What kind of hero do you think they are? Can you design your own super hero (quick drawing is fine) and look around your house and see if you have anything you can use to may sounds? E.g. if they fly can you find anything to make a swooshing sound, if they're invisible maybe you want someone quiet like they're sneaking in someone. You can either make a note of the instruments around your drawing or if you want to have a go at playing it, why not video it and send it in to us.</p> <p>Resources: PowerPoint, Link of theme songs, instruments fashioned from objects around the house.</p>
<p>Art</p> <p>What we are learning (LO): <u>To use a range of colours and skills to create texture to a painting.</u></p> <p>Must: Look at the paintings and discuss techniques that have been used.</p> <p>Should: Paint my own picture using techniques taught.</p> <p>Could: Give an opinion of my</p>	<p>PHSE</p> <p>What we are learning (LO): I understand how to express myself.</p> <p>Must: I can talk about why expressing ourselves is important.</p> <p>Should: I can name some ways we might express ourselves.</p> <p>Could: I can think about how I feel</p>				

	<p>favourite technique and say why.</p> <p>Activity: Talk about the different painting techniques we have already practiced and recap how we used them.</p> <p>You have had a practice using these, now we want you to put everything you have learnt together to create your very own piece of art.</p> <p>We will be creating paintings of Antarctica so you will need to think about:</p> <ul style="list-style-type: none"> • Cool colours • Blending techniques • How to layer your paints/colours • How to use the glazing technique. • Any other skills you have learnt previously. <p>This is your chance to show off everything you have learnt so far! Look through slides on the Power point and discuss:</p> <p>Notice how colour has been used</p> <ul style="list-style-type: none"> • How have they layered and blended paints together to create different textures. • The cool colours have been used (blues, whites, greens, purples) • A variety of different shades of blue etc have been used to add depth. • You may want to choose a picture to copy, having 	<p>after expressing myself.</p> <p>Activity: Explain to the children that this week is mental health week. When we think of mental health it is all to do with how we are feeling and our emotions. Look through the Power Point and talk about ways we could express ourselves.</p> <p>Then discuss how you might express yourself. The task for this activity is very open/free. Chd are to choose something that would make them be happy e.g. dancing with some music on, drawing/painting/ making something/getting some exercise. Chd to have a go at their chosen activity and then discuss how they felt after. How will you keep yourself mentally happy?</p> <p>Resources: Power Point.</p>			
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a go at using these techniques, or you can find your own picture to paint or simply create one from your imagination! **I can't wait to see them!**

Resources: Power point, paints, paper, paint brush.

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