

Year/Class: 2

Teacher: Miss 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
English	<p>SPAG: Using the suffix ness</p> <p>Talk to the children about the rule. When ness is added to the end of a word you are changing a noun into an adjective. Remind children of the rule, if you have a y it changes to an i.</p> <p>Sadness</p> <p>Happy - happiness</p> <p><b>What we are learning (LO):</b> I can answer questions about a text</p> <p><b>Must:</b> Use my retrieval skills <b>Should:</b> Underline the information to write my answer <b>Could:</b> Infer meaning further</p> <p><b>Activity:</b> Explain to the children that our topic this term is the great fire of London. What do we already know about events during this time? When was it? Talk about Samuel Pepys being a significant person in History. Re-introduce the reading viper, highlight the skill we are focusing on. Shared reading of the text, discuss the features and the vocabulary, model how to answer the questions.</p>	<p>SPAG: Using the suffix ly</p> <p>Explain how the suffix changes the word from a verb to an adverb. Recap what an adverb is. An adverbs describes how the verb is carried out</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zqghtyc">https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zqghtyc</a></p> <p>Quick – quickly</p> <p>Lazy- lazily</p> <p><b>What we are learning (LO):</b> I can bullet point information</p> <p><b>Must:</b> Apply my phonics and reading strategies <b>Should:</b> Bullet point key information about Samuel Peyps <b>Could:</b> organise my ideas so they link together</p> <p><b>Activity:</b> Children to recap prior learning, what facts did you learn about Samuel Pepys from our comprehension activity. Explain we are going to find out more information about Peyps. Model how to bullet point, purpose of bullet pointing. Share the facts from the</p>	<p>SPAG Using the suffix ful</p> <p>Changes the verb or the noun into an adjective</p> <p>Hope – hopeful</p> <p>Care-careful</p> <p>Thought-thoughtful</p> <p><b>What we are learning (LO):</b> I can plan a piece of factual writing</p> <p><b>Must:</b> Use my bullet pointed facts <b>Should:</b> Use the sentence openers to structure my writing <b>Could:</b> Extend my ideas using adjectives</p> <p><b>Activity:</b> Children to have their bullet pointed facts in front of them. What can you tell us about Samuel Peyps? Children to recall facts. Quick fire quiz!</p> <p>Explain to the children we will be planning a piece of factual writing. Introduce the sentence openers to structure ideas.</p> <p>Many years ago, Interestingly, Did you know, Another interesting fact is</p>	<p><b>World Book Day!</b></p> <p>Start the day with a shared story. What is your favourite book? Who is your favourite book character why?</p> <p>Explain to the children that we are going to be making our own books, we are going to become authors!</p> <p>Model how to make a few examples of a book.</p> <p>Give the children the task of creating their own stories. Who are your characters? What will your story be about? How will you illustrate your book? Will you draw your pictures? Use photographs? Images from the web? Will it be a fiction text or a non fiction text? What is the difference?</p>	<p>SPAG: Using the suffix less</p> <p>Changes a verb or a noun into an adjective</p> <p>Thought – thoughtless</p> <p><b>What we are learning (LO):</b> I can produce a piece of factual writing about Samuel Pepys</p> <p><b>Must:</b> Use the sentence openers <b>Should:</b> Include key facts <b>Could:</b> Extend my ideas through the use of adjectives</p> <p><b>Activity:</b> Recap prior learning, what have we learnt about Samuel Peyps? Which sentence openers have we been using to start our sentences? Show an example of a couple of sentences that have been written.</p> <p>Years ago, there lived a man called Samuel Peyps. Interestingly, he buried cheese in his garden.</p> <p>Children to evaluate what has been written so far. Has this person extended their ideas and learning? Have they challenged themselves. Children with support, to uplevel the sentences on a whiteboard.</p> <p>Shared writing:</p>

		<p>powerpoint. Children to bullet point the facts as they go.</p> <p>Children to read a range of fact files, underline and bullet point key information.</p> <p>Resources: Powerpoint with facts, fact files, SPAG resources</p>	<p>Teacher to orally model use of sentence starters and transfer these ideas to the planning frame</p> <p><b>Resources:</b></p> <p>Factual writing frame, word bank, bullet pointed facts from previous lesson</p>		<p>Model how to create a piece of factual writing using the openers and extension of ideas.</p> <p><b>Resources:</b></p> <p>Published writing frame, planning grid</p>
Phonics – phase 6	<p><b>Spelling unfamiliar words</b></p> <p>Look at the strategies on the link <a href="https://www.spellingplay.co.uk/planning-and-resources/general-resources/route-to-spelling">https://www.spellingplay.co.uk/planning-and-resources/general-resources/route-to-spelling</a> and then practice using them to help you spell 5 unfamiliar words. These might be from your writing, from your reading books or simply some you know you find tricky to write.</p>	<p><b>Spelling unfamiliar words</b></p> <p><a href="https://www.spellingplay.co.uk/assets/resources/public/pdfs/general/monster-spelling-board-game.pdf">https://www.spellingplay.co.uk/assets/resources/public/pdfs/general/monster-spelling-board-game.pdf</a> recap strategies from yesterday and have a go at the board game on the link above. Play with your family to practice strategies to spell tricky words.</p>	<p><b>Suffix recap</b></p> <p>Remind yourself about suffixes (something that is added to the end of a word) and make a list of all the ones you can remember. How does the meaning of the word change?</p> <p>Play the game <a href="https://www.phonicsbloom.com/uk/game/suffix-factory-set-1?phase=6">https://www.phonicsbloom.com/uk/game/suffix-factory-set-1?phase=6</a></p>	<p><b>Suffix recap</b></p> <p>Think about the rules when adding suffixes and play the game to practice: <a href="https://www.phonicsbloom.com/uk/game/suffix-factory-set-2?phase=6">https://www.phonicsbloom.com/uk/game/suffix-factory-set-2?phase=6</a></p>	<p><b>Plural revision</b></p> <p>What is a plural (more than one thing)? What happens when a word becomes plural? What are the rules? discuss and play game to recap prior learning. <a href="https://www.phonicsplay.co.uk/resources/phase/6/pond-life-plurals">https://www.phonicsplay.co.uk/resources/phase/6/pond-life-plurals</a></p>
Maths	<p><b>Mental starter:</b> I can subtract <a href="https://www.topmarks.co.uk/mathsgames/mental-maths-train">https://www.topmarks.co.uk/mathsgames/mental-maths-train</a> (up to 20 minus single digit)</p> <p><b>What we are learning (LO):</b> I can recognise 3D shapes</p> <p><b>Must:</b> match the name to the shape <b>Should:</b> describe the shape <b>Could:</b> identify real life 3D shapes</p> <p><b>Activity:</b> Look through PPT. Name the 3D shapes. Describe the properties of the shapes. Chn then go on a 3D shape hunt to identify these shapes in their home or in the classroom. Complete the table of what is found.</p>	<p><b>Mental starter:</b> I can count on and back <a href="https://www.topmarks.co.uk/learning-to-count/helicopter-rescue">https://www.topmarks.co.uk/learning-to-count/helicopter-rescue</a> (count on and back 1-100)</p> <p><b>What we are learning (LO):</b> I can count the faces on 3D shapes</p> <p><b>Must:</b> explain what a face is on a 3D shape <b>Should:</b> mark each face as I count <b>Could:</b> identify a 2D shape on a face of a 3D shape <b>Activity:</b> Look through PPT. Recall the names of the 3D shapes. Describe what a face on a 3D shape is (a flat or curved surface). Chn are to try and identify the 2D shape of a face on a 3D shape. Chn then</p>	<p><b>Mental starter:</b> I can add three numbers <a href="https://ictgames.com/funkyMummy/index.html">https://ictgames.com/funkyMummy/index.html</a></p> <p><b>What we are learning (LO):</b> I can count the edges and vertices on 3D shapes</p> <p><b>Must:</b> count carefully <b>Should:</b> mark each edge and vertex as I count <b>Could:</b> identify the shape by the number of edges and vertices it has <b>Activity:</b> Look through PPT. Explain what an edge on a 3D shape is and remind what a vertex is. Look through examples and count the edges and vertices of the shapes. It would</p>	<p><b>Mental starter:</b> I can recall number bonds to 100 <a href="https://ictgames.com/funkyMummy/index.html">https://ictgames.com/funkyMummy/index.html</a></p> <p><b>What we are learning (LO):</b> I can sort 3D shapes</p> <p><b>Must:</b> count the edges and faces <b>Should:</b> describe how they are sorted <b>Could:</b> say how else they can be sorted <b>Activity:</b> Look through PPT. Recap properties of 3D shapes (3D shapes have faces, edges and vertices). Look at the selections of 3D shapes. How have they been sorted? How could they be sorted? How many different ways could they be sorted? Chn to</p>	<p><b>Mental starter:</b> I can identify odd and even numbers <a href="https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even">https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even</a> (1-100)</p> <p><b>What we are learning (LO):</b> I can find lines of symmetry</p> <p><b>Must:</b> fold the shape correctly <b>Should:</b> find a line of vertical symmetry <b>Could:</b> draw a line of symmetry <b>Activity:</b> Look through PPT. Explain that vertical means going down. With shapes pre-cut, fold the shapes in half to find a vertical line of symmetry. Go through PPT showing how to find the lines and sorting the</p>

	<p><b>Resources:</b> PPT, paper, whiteboard, pen, pencil</p>	<p>identify how many faces a selection of 3D shapes have. Can they describe a 3D shape stating how many faces it has? Chn then complete mild, hot or spicy.</p> <p><b>Resources:</b> PPT, paper, whiteboard, pen, pencil, selection of 3D shapes (baked bean cans, tissue boxes, dice, football etc) for the chn to look at</p>	<p>be helpful if children have some real examples of these shapes in front of them. Chn then complete mild, hot or spicy activities.</p> <p><b>Resources:</b> PPT, paper, whiteboard, pen, pencil, selection of 3D shapes (baked bean cans, tissue boxes, dice, football etc) for the chn to look at, scissors, glue</p>	<p>complete mild, hot or spicy activity: sort the 3D shapes into correct groups by cutting them out and sticking correctly. Then complete the table.</p> <p><b>Resources:</b> PPT, paper, whiteboard, pen, pencil, scissors, glue</p>	<p>shapes accordingly. Chn can then complete mild, hot or spicy. They have to cut out the shapes, find a line of symmetry (if it has one) and place into the table accordingly. Then complete the other questions. There is an extension to complete if time allows.</p> <p><b>Resources:</b> PPT, pre-cut shapes, scissors, glue</p>
<p><b>Foundation Subjects</b></p>	<p><b>Science</b></p> <p><b>What we are learning (LO):</b> <u>I can distinguish between an object and the material from which it is made.</u></p> <p><b>Must:</b> I can describe the simple physical properties of everyday materials.  <b>Should:</b> I can compare materials used in modern day London and London in the past.  <b>Could:</b> I can think about what properties would protect my house from fire and include it in my design.</p> <p><b>Activity:</b> look at properties of modern-day homes and materials used during the great fire. What's different? What's the same?  Think about why the houses during the great fire caught fire so quickly, how did the material used effect this? Can you design a home that would be safer from fire? What materials would you use? Why? How would they be different from ones used in 1666?  <b>Resources:</b> Power Point.</p>	<p><b>Geography</b></p> <p><b>What we are learning (LO):</b> <u>I can compare hot and cold locations.</u></p> <p><b>Must:</b> Look at the features of a hot and cold place.  <b>Should:</b> Think about things that are the same and things that are different about them.  <b>Could:</b> Draw comparisons between the two and explain why they are different.</p> <p><b>Activity:</b> Look through PDF information looking at similarities and differences between the two climates and discuss throughout. Can you split your page in half and draw/label features of a hot place and then on the other half complete the same with a cold place? Can you write a few sentences to compare the climates and think about some of the things that are the same and some that are different?</p> <p><b>Resources:</b> PDF</p>	<p><b>History</b></p> <p><b>What we are learning (LO):</b> <u>I can investigate historical events and put them in chronological order.</u></p> <p><b>Must:</b> I can say what I already know about the Fire of London.  <b>Should:</b> I can listen to eye witness accounts to find out more.  <b>Could:</b> I can put events in chronological order.</p> <p><b>Activity:</b>  Sing 'London's Burning!' and revisit the questions recorded on the f/c in previous session by asking chn to read them out aloud. Remind chn that they are being history reporters and one-way reporters find out answers is by interviewing 'eye witnesses'. <i>These are people who were actually there and saw something happen.</i>  <i>Listen to 2 characters, a cat and Samuel Pepys give their account of events</i>  <a href="https://www.youtube.com/watch?v=weEveQt+nz4g">https://www.youtube.com/watch?v=weEveQt+nz4g</a> . So, we learn when the fire started, (pin 1<sup>st</sup> label onto working wall) and how long it lasted, (pin remaining labels to wall). What happened on each day? Finding the answer to this is our task for today! We are going to start our investigation! Chn to research and record facts for that day to begin a chronological account of the 5 days. Play</p>	<p>RE</p> <p><b>What we are learning (LO):</b> <u>To be able to recall the Easter story and describe how the characters in the story might have felt when the events unfolded.</u></p> <p><b>Must:</b> I can recall the main events from the Easter story.  <b>Should:</b> I can put myself into the characters shoes to imagine how they may have felt.  <b>Could:</b> I can consider a range of views and opinions.</p> <p><b>Activity:</b> Recap the Easter story briefly with pupils. What were the main events/days? (Palm Sunday, Easter Sunday, Maundy Thursday, and Good Friday) what happened on each of the days? Explain to pupils that today we are going to be thinking about how the people in the Easter story may have been feeling at the time and describing how they may have felt in sentence (link to literacy and the character descriptions).  Watch the video to remind everyone of the Easter story.  <a href="https://www.youtube.com/watch?v=HL8RI58Ujpt">https://www.youtube.com/watch?v=HL8RI58Ujpt</a>.  choose a character from the story and think about how they might have felt.</p>	<p><b>Music</b></p> <p><b>What we are learning (LO):</b> I can experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Must:</b> I can listen to a song.  <b>Should:</b> I can experiment with sounds.  <b>Could:</b> I can experiment by adding layers to a piece of music.</p> <p><b>Activity:</b> play the game from the link below and think about how you can layer/combine sounds. Experiment with different sounds and decide what works. What could you make better?  <b>Resources:</b>  <a href="https://www.bbc.co.uk/teach/bring-the-noise/eyfs-ks1-music-play-it-bring-the-noise/z4sq9?p">https://www.bbc.co.uk/teach/bring-the-noise/eyfs-ks1-music-play-it-bring-the-noise/z4sq9?p</a></p>

			<p>the account once more for chn to make notes as they listen. Explain that other people have been history reporters too and they have written the information in papers, journals and books. Children use non-fiction books and other information to find interesting and relevant information to add to paper.</p> <p>Then play the <a href="http://www.fireoflondon.org.uk/game/">game</a>  <a href="http://www.fireoflondon.org.uk/game/">http://www.fireoflondon.org.uk/game/</a>  chn write any additional information they find onto their sheet.</p> <p>Then, order the events from each day in chronological order using the pictures/dates a guide.</p> <p><b>Children will</b></p> <ul style="list-style-type: none"> <li>• Develop some understanding of chronology</li> <li>• Find answers to their questions about the Great Fire of London</li> <li>• Learn about the events of the Great Fire of London</li> </ul> <p><b>Resources:</b> Power Point, song/video links:  <a href="http://www.fireoflondon.org.uk/game/">http://www.fireoflondon.org.uk/game/</a>  <a href="https://www.youtube.com/watch?v=weFveQ4nz4g">https://www.youtube.com/watch?v=weFveQ4nz4g</a>  Task sheet to order.</p>	<p>In school choose a few characters to hot seat and question – you may try this at home with family members and ask them about things that happened in an interview style questioning.</p> <p>Hot seating – Jesus (scared, worried, proud, anxious, understanding) Mary Magdalene (upset, confused, worried), Peter/disciples (puzzled, frightened, bewildered, doubtful, faithful), Angel (delighted, calm, relaxed, heartfelt, sincere) etc.</p> <p>Remind pupils to think about their emotions if they had lost one of their friends.</p> <p><b>Resources:</b></p>	
<p>Art</p> <p><b>What we are learning (LO):</b> I can experiment using warm colours and colour mixing to create a background.</p> <p><b>Must:</b> I can look at an image and give an opinion.</p> <p><b>Should:</b> I can use warm colours to paint.</p> <p><b>Could:</b> I can use colour mixing to create a fiery background.</p> <p><b>Activity:</b> Look at illustrations and images of the fire of London/people etc on the IWB. Discuss why there are no photos of this time. Discuss what children know</p>	<p>PHSE</p> <p><b>What we are learning (LO):</b> I can think about what makes me, me by understanding what might change and what might stay the same about myself.</p> <p><b>Must:</b> discuss different feelings I can see.</p> <p><b>Should:</b> Think about when I felt that way and how it affected.</p> <p><b>Could:</b> Talk about how to manage those emotions when I feel them .</p> <p><b>Activity:</b> Understanding my feelings – happy/proud.</p>				

from the images seen. What has the artist/illustrator tried to show in the composition? What colours have been used? What is happening in the fore/background? How did the artist know what the fire looked like? Are the images seen pretend or real? Play 'Jump into the Picture'. How would it have felt, smelt? Show children a section of an image. Role play what is happening outside the image seen (fire fighters, people running, shouting etc.). Look at the painting Lieve Verschuier's, The Great Fire of London. Discuss: do they like it or dislike it? Why? Remind chd about warm colours, colour mixing skills learnt previously. Chd to use water colour paints to create a fiery background (this will be used as a stimulus for Literacy sessions later on).

**Resources:** PowerPoint, paints.

Remind the children of the circle time skills  
Use the photocards 'happy' and use them to initiate talk with the child about what the characters in the pictures are thinking and how they are feeling.



Scaffold the child's thinking with facilitative questions, for example:

- Who do you think the boy is?
- What do you think is happening?
- How do you think he is feeling?
- Why is he feeling . . . ?
- Can you show me how you are feeling?
- How can you tell he is feeling . . . ?
- Can you think of some things that make you feel . . . ?

Children can draw a picture of something that makes them feel happy and proud like the child in the photograph.  
The children's pictures could be made into a class display.

**Resources:** Power Point.

