

Reading / Phonics	Weekly Spellings	Creative
<ul style="list-style-type: none"> Two reads (one TA and one Teacher)  Use www.oxfordowl.co.uk to find online texts for your child to read (free to use) or read any books you have at home. Use the questions sent home to encourage your child to discuss the book they are reading. Please practise the phonics sounds with your child (the ones sent home at the start of October). Encourage your child to read a range of words containing those sounds too, using their 'Fred fingers' to sound them out.	<p>Group 1 - To continue to practise the 45 key word spellings.</p> <p>Group 2 - school, so, some, there, today, were, where, your</p> <p>Group 3 - Mr, Mrs, old, only, parents, pass, past, path</p>	<p>Art: Continue with printing, sewing and enhancing their work depicting a scene or prop from a fairy tale. These will need to be ready to be sold as a calendar in December.</p>  Choose a fairy tale and draw a series of pictures which re-tell the story. Use these to tell the story to someone at home. You could make some stick puppets to go with the story. <p>Music: Listen and appraise Suspicious Minds by Elvis Presley (lesson 4 Charanga) Play the flexible games and warm up voices tracks.</p>
<p align="center">Emotional and Physical Wellbeing:</p> <p>WWO- Continue Promoting Connectedness (See Place 2 Be Planning) Working together to help one another. Discuss how if we listen to one another and share the workload we can make jobs easier. Activity: work in groups: use newspaper and masking tape - create an outfit for a favourite fairy tale character, show the rest of the class in a fashion show.</p>  Music/Mindfulness: Listen to 'Lean on Me' by Bill Withers (YouTube) and join in with singing - learn the chorus. Are there any other songs about helping others that you can find?		<p>Start to learn some Christmas songs for a performance that will be recorded for parents to watch. Use percussion instruments, play correctly and find the pulse of the songs.</p>  Can you listen to song Christmas songs? Which is your favourite and why? Try and learn the words to 'We Wish You a Merry Christmas' and 'Away in a Manger'.



Are there any jobs that you share as a family to help each other? E.g. getting dinner ready/laying the table/washing up?

 **Physical Activity:** Jump Start Jonny <https://www.jumpstartjonny.co.uk/> Have a go at some of the activities!; Cosmic kids yoga on YouTube 'Little Red Riding Hood' (18:11)

PE in school

Monday - Cheerleading with Mrs Knight specialist PE teacher

Outside times - Use equipment provided for each class and think about personal targets - how could they improve throughout the week? Bats and balls, skipping ropes, large balls, quoits, beanbags, hula-hoops

Science:

Remember to water grass heads and look at bulb for any changes.

Literacy - Fairy tales

Learning Objectives

- To write in sentences using capital letters, full stops, adjectives, connectives
- To form letters correctly and begin to join letters together
- To use noun phrases to describe
- To read real and nonsense words by recognising then blending the phonemes together
- To use key words/ learnt spellings

Introduction		Activities	Key Questions/Extension Activities/How to adapt at home
1	Model Handwriting - use ictgames handwriting repeater so the children can continue to watch the formation again while writing	er, ir, ur, or, aw, au	 Practise letter formation of these letters on lined paper. If you don't have lined paper, then please draw lines for your child. Look at

			the correct formation in the pack we sent home before half term.
2	Reading Robot - Practise Phonics check - encourage children to 'spot the phoneme' before sounding out word with Fred Fingers.	Phonics- Formal Phonics Assessment	 Go to www.phonicsplay.co.uk Click on 'Free Resources' and have a go at playing one of the games. Choose 'Phase 5'.
3	Choose a character from a well know fairy tale/ traditional tale. Use the headings looks, personality, behaviour and likes/dislikes.	Choose a character from a fairy tale to describe. Split the page into the four headings- looks, personality, behaviour and likes/dislikes. Write a list of adjectives, noun phrases and key words under each heading.	 Choose a character from a fairytale to describe. Split the page into the four headings- looks, personality, behaviour and likes/dislikes. Write a list of adjectives, noun phrases and key words under each heading.
4	Model how to write character profile in the form of a wanted, reward or missing poster using the class word bank from yesterday's session.	Children to use their word bank from yesterday's session to create their own wanted, reward or missing poster. Write in full sentences.	 Children to use their word bank from yesterday's session to create their own wanted, reward or missing poster. Write in full sentences.
5	Children to edit their work in their books using a purple pen and check against the sucess criteria. Copy their final draft up in best onto their chosen poster with their painting of their character, (This may need to be carried over to next week due to time constraints).		 Get your child to read back through their work from yesterday. They then need to edit their work using a different coloured pen. Check for capital letters, full stops, spellings and adjectives.

6	<p>Dictation for spelling sessions</p> <p>At school today, we were looking for the big bad wolf. We didn't know where he was so we looked in the woods. There were some footprints and your glasses on the ground.</p> <p>Mr and Mrs Bear's parents were old. They went for a walk along the path, past the pond and to the only shop in the town. They had to pass the shopping to each other on the way home because it was heavy.</p>	 Use these sentences or think of some of your own to help your child to practise their spellings.
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Mathematics - Money

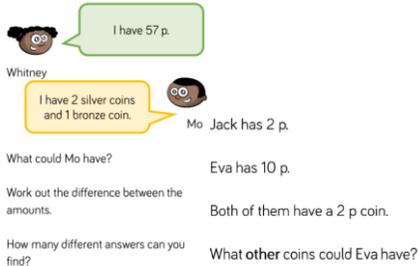
Flashback 4 - morning activity twice a week.

 Complete the daily White Rose Maths lesson and complete corresponding activity sheets (these will be emailed to you)
www.whiterosemaths.com/homelearning

Concrete resources needed: 10 frames, counters, counting objects, Numicon, Base 10, 100 squares, money - coins and notes, objects to buy in a shop

Learning Focus & Learning Objective	Whole Class Input	Activities for Children Working Towards	Activities for Children Expected and Greater Depth	Key Questions / Mathematical Talk / Key vocabulary
<p>Monday Compare Money To compare different amounts of money</p>	<p>Use today's White Rose Powerpoint teaching slides to introduce the comparison of two amounts. Look at the examples on p.17 as a class.</p>	<p>Use different amounts of 1p coins and talk about which is more, which is less or if they are equal. Can the children use the numbergator cards to show the comparison? Take photos.</p>	<p>Children to make two amounts using coins, draw them and put the correct symbol between them. Then try these problems.</p>	<p>What do you notice about the amounts you have compared? What's the same? What's different? How do you know who has the most, when they both have 64? Can you add a value that will go in between the greatest and the least?</p>

	<p>Recap the comparison vocabulary greater / less than and the use of the inequality symbols.</p>		<p>True or False?</p> <p>Annie has three coins in her hand. Jack says,</p>  <p>Is he correct? Explain why.</p> <p>5 copper coins can be worth more than 1 silver coin. Four 5 pence coins are worth more than two 10 pence coins.</p>  <p>Do you agree? Explain why.</p>															
<p>Tuesday Find the total To add amounts of money together</p>	<p>Show the children a variety of prices and ask children to select two items to buy in the shop. On their whiteboards can they find the total? What methods did they use? Discuss representing it as a bar model, solve by counting on, partitioning and regrouping. Focus on 2-digit and 2-digit 2-digit and ones 2-digit and tens 3-single digits Have a go with three items.</p>	<p>Play shops - the children can buy two items (up to 10p each). Add prices up to 10p together. Use 1p coins to support the addition. Record as a number sentence.</p>	<p>Children to continue adding two or three items from the shop and finding the total. Children to show how they have worked it out. Move on to these problems when ready.</p> <p>Here is a shopping list.</p> <table border="1" data-bbox="1406 821 1545 949"> <thead> <tr> <th>Item</th> <th>Price</th> </tr> </thead> <tbody> <tr> <td>Rubber</td> <td>20 p</td> </tr> <tr> <td>Ruler</td> <td>18 p</td> </tr> <tr> <td>Pencil</td> <td>32 p</td> </tr> <tr> <td>Crayon</td> <td>27 p</td> </tr> <tr> <td>Pen</td> <td>45 p</td> </tr> <tr> <td>Glue</td> <td>36 p</td> </tr> </tbody> </table> <p>Dexter has these coins and notes.</p>  <p>He makes an amount greater than £20 but less than £30</p> <ul style="list-style-type: none"> I spend exactly 50 p. Which two items did I buy? I bought two of the same item and it cost me 90 p. What was the item? Choose two items. How many different amounts can you make? What is the closest you can get to 65 p? <p>Draw the money he could have used. You can use each coin or note more than once.</p> <p>How many different ways can you find?</p>	Item	Price	Rubber	20 p	Ruler	18 p	Pencil	32 p	Crayon	27 p	Pen	45 p	Glue	36 p	<p>How did you find the missing amounts? Share your strategies with a friend. Was your method different to a friend? What is the most efficient method? Why? Can you write a worded question for a friend? What was the greatest amount you found?</p>
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<p>Wednesday</p>	<p>Explore and Learn Maths - What can you show me? (During Phonics Check Time) N.B This session will be swapped with Thursday's for Willow class only</p>																	

<p>Thursday Find the difference To find the difference between two amounts of money</p> <p>(Wed for Willow Class)</p>	<p>Model counting on and counting back to find the difference between two amounts. Discuss with the children which is the most efficient way depending on the question.</p> <p>Use the questions on p. 21 to share together with whiteboards on the carpet.</p>	<p>Compare two amounts of money (using 1p coins) and use the numicon (after matching it with the number of pence - maybe stick on the coins?) to find the difference between the two. Record as a subtraction if appropriate.</p>	<p>Give children two amounts to find the difference between. Is it better to count on or count back? Why? The children can then choose one of the following to try.</p>  <p>Whitney: I have 57 p. Mo: Jack has 2 p. Eva has 10 p. Both of them have a 2 p coin.</p> <p>What could Mo have? Work out the difference between the amounts. How many different answers can you find?</p>	<p>Which costs more? How do you know? How can you work out how much more?</p> <p>What's the difference?</p> <p>How much less?/How many fewer?</p> <p>What method did you use to work this out?</p>
<p>Friday Find the change To work out how much change would be given when buying different items</p>	<p>Focus on subtraction and discuss how important it will be to convert £1 to 100p when trying to solve the problems when giving change. Recap previous learning on methods in solving subtractions.</p>	<p>Introduce the 5p coin and 10p coins. Ask children to buy items from the shop (items priced up to 9p) using first the 5p coin and then the 10p coin. With support, children to count on from the price to the 5p or the 10p. Adult to model giving change in 1p coins.</p>	<p>Give children a selection of items to buy and tell them the money they have to buy one item (differentiated levels of subtraction needed). How much change would they get?</p>  <p>I have 20 p. My change is more than 5 p but less than 10 p. What could I have bought?</p> <p>Sweet: 7 p Apples: 10 p Chocolate: 12 p Banana: 4 p</p> <p>I paid for my shopping with one coin. Here is my change.</p> <p>What could I have paid with and how much would the item have been?</p>	<p>How much does Dora have? How do you know? Can you write a calculation to work out how much she will have left?</p> <p>Why is it important to use the £ or p symbol?</p> <p>What strategy did you use to find the change? Did you use concrete objects to help?</p>



Weekly Overview for School and Home Learning ()

Year Group: 2

Week Beginning: 23rd November 2020

