

READING

Week commencing: 23.11.20

Year group: 2

Teacher: Mr Flynn

Monday – Cracking Comprehension

Teaching points

Ask your child 'what are big cats?' discuss with them (they might want to look at some pictures of some). Ask your child 'what do you think big cats and little cats might have in common?' discuss with them. Ask your child to read the text and underline any words they are unfamiliar with. Discuss these words with them and any questions they may have about the text. Complete the questions below.

Questions

1 Why do big cats nap during the day? Choose one.

They are tired.

They can sleep for 20 hours.

They hunt at night.

They do not like the light.

2 Which kind of cat can sleep for longer: big cats or little cats?

3 Big cats' teeth are "like knives".

Why does the writer tell you this? Choose the best reason.

so you do not put your hands in their mouths

to help you to understand how sharp the teeth are

because their teeth are knives

because we use knives to cut up Meat


4 What do big cats and little cats both have?

Resources


Text (attached below)

Tuesday – Book Talk – supported


Reading Lens

Lens:  **action**

You are looking for things that happen in the story.

Lens:  **character**

You are thinking about the main character / characters




Lens:  **predict**

What will happen next?

Activities

<p>Choose a reading book from home and read the first two pages aloud.</p> <p>Stop after the second page and talk about what has happened so far in the book thinking about the action.</p> <p>Write and complete this sentence: The actions in the story are.... Help your child to find evidence of actions in the story.</p>	<p>Read the next two pages aloud. Stop after page four and talk about the characters in the book.</p> <p>Write and complete this sentence: The main character is; ... Help your child to find evidence in the text of the character's personality e.g happy, upset</p>	<p>Read the next two pages aloud. Stop after page six and talk about what might happen next.</p> <p>Write and complete this sentence: I think.....will happen next because... Help your child to find evidence in the story to support their prediction.</p>
Resources		

Wednesday – Book Talk – independent

Reading Lens		
 <p>Action You are looking for things that happen in the story.</p>	 <p>Character You are thinking about the main character / characters</p>	 <p>Predict What will happen next?</p>
Activities		
<p>Continue reading your book from yesterday read the next two pages aloud.</p> <p>Stop after page eight and talk about what has happened so far in the book thinking about the action.</p> <p>Write and complete this sentence: The actions in the story are.... Encourage your child to find evidence of actions in the story independently.</p>	<p>Read the next two pages aloud. Stop after page ten and talk about the characters in the book.</p> <p>Write and complete this sentence: The character _____ is ... Encourage your child to find evidence in the text of a character's personality e.g happy, upset independently.</p>	<p>Read the next two pages aloud. Stop after page twelve and talk about what might happen next.</p> <p>Write and complete this sentence: I think.....will happen next because... Encourage your child to find evidence in the story to support their prediction independently.</p>
Resources		

Thursday – Cracking Comprehension

Teaching Points
<p>'What is a dolphin?' Discuss with your child and maybe show them an image of one. Ask your child to read the text and underline any words they are unfamiliar with. Discuss these words with them and any questions they may have about the text. Complete the questions below.</p>
Questions

1 Dolphins are not fish. How are they not like fish? Tick **one**.

Dolphins cannot breathe in water.

Dolphins get air from the fish they catch.

Dolphins spend all of their lives in the water.

Dolphins live in oceans and seas.

2 Who has more teeth: dolphins or adult humans?

3 A dolphin's teeth are "*like a net*" (lines 8–9). Why does the writer tell you this?
Tick **one**.

so you do not put your hands in their mouths

to help you to understand how they use their teeth

because their teeth are nets

because their teeth have holes in them

4 How do dolphins swallow their food?

5 Tick ✓ to show the fact is true. Cross ✗ to show it is not.

Dolphins are fish.

Dolphins have up to 100 teeth.

They chew their food with their sharp teeth.

They get water by eating fish.

Resources

Text (attached below)

Friday – Home reader

Teaching points

Ask your child choose a book from home, it may be a story book, a poetry book, a non-fiction book, a comic or a magazine. Enjoy sharing their chosen book.

Activity

When your child is reading the text ask them the meanings of certain words and questions what is happening in the text. When they have read for at least 20 minutes then ask your child to design a new front cover for the book.

Resources

Book cover template (attached below)

WRITING

Week commencing: 23.11.20

Year group: 2

Teacher: Mr Flynn

Text for the week: Look up! By Nathan Byron

Monday

Teaching points

GP starter

- Adjectives

Writing task

Read the story again to the children – **Who was Rocket really interested in and why?** TTYP and feedback. Explain to the children we are going to learn more about Mae Jemison. Watch the following video with the children <https://www.youtube.com/watch?v=rvUfEQV7Xfl>

What facts did you learn about Mae

Jemison? TTYP and feedback. T to use facts the children learnt and use them to create a fact file about her.

Activities

Watch the video to learn about adjectives

<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc>

Create a poster/fact file about Mae Jemison.

Resources

Video - adjectives

Book – video of the book being read <https://www.youtube.com/watch?v=c71fPrOMEFs>

Tuesday

Teaching points

GP starter

- Adjectives

Writing task

Recap the story and what you have learnt.

Lots of people are wanting to go and see another meteor shower now they have heard what it is like, but they don't know what they will need. **What do you think they will need?**

Blanket, warm clothing, snack, warm drink, binoculars, camera

Activities

- Show the children sentences containing adjectives.
- Ask the children to spot the adjective.

The stars in the night sky were sparkling.

Tom was happy with his trainers.

Outside was chilly and damp.

Write a set of instructions about what you will need to for a meteor shower.

You need;

Introduction – try to use a rhetorical question

Time connectives

Resources

Examples of sentences with the question marks missing

Whiteboards and pens

Book - <https://www.youtube.com/watch?v=c71fPrOMEFs>

Writing book

Wednesday

Teaching points

<p>GP starter</p> <ul style="list-style-type: none"> • Adjectives 	<p>Writing task</p> <p>Everyone in Rocket's town has now seen the meteor shower and are thrilled with what they saw. They want to say thank you to Rocket for telling them to go.</p> <p>What could we do to say thank you?</p> <p>We are going to write a thank you letter to Rocket - what will we need to include?</p>
<p>Activities</p>	
<ul style="list-style-type: none"> • Show the children different sentences where the adjectives are missing. • Ask the children to re-write the sentences and choose an adjective to add in. <p>Tom was _____ about his party.</p> <p>The grass was _____ and green.</p> <p>The flowers smelt _____.</p>	<p>Write a thank you letter to Rocket.</p> <p>Explain what you saw, how you felt and how grateful you are.</p> <p>Include adjectives and conjunctions – and, so, but, or, because</p>
<p>Resources</p> <p>Examples of sentences with adjectives missing</p> <p>Whiteboards and pens</p> <p>Book - video of the book being read https://www.youtube.com/watch?v=c7ifPr0MEFs</p> <p>Writing book or lined paper</p>	
<p>Thursday</p>	
<p>Teaching points</p>	
<p>GP starter</p> <ul style="list-style-type: none"> • Adjectives 	<p>Writing task</p> <p>Re-read the rest of the story to the children.</p> <p>Explain to the children that Reception are learning about space and what to know about Rocket. They've asked we can re-tell them the story.</p>
<p>Activities</p>	
<ul style="list-style-type: none"> • Show the children different test style questions about adjectives and ask the children to answer them (attached below) 	<p>Retell the story.</p>
<p>Resources</p> <p>Examples of test questions</p> <p>Book - video of the book being read https://www.youtube.com/watch?v=c7ifPr0MEFs</p> <p>Writing book or lined paper</p>	

Learning focus: Time

Monday

Teaching points:

- Using a clock, discuss what each hand on the clock symbolises (minute and hour hand). Explain that the minute hand does one complete turn which equals 60 minutes. The hour hand moves from one to the next in 1 hour.
- Explain to your child that 1 = 5 minutes past, 2 = 10 minutes past, repeat for each number.
- Show your child 8 o'clock on the clock and explain that this is 8 o'clock. Move the minute hand to the 1 and explain that it is 5 minutes past 8. repeat for other times (you could explain that we count in 5's to move around the clock).

Activity

1. Label the clock face attached showing what each number symbolises when the minute hand is on it.
2. Using a clock, move the minute hand around and ask your child to explain how minutes past the hour the clock is showing.

You can photograph this activity.

Resources

Clock or interactive clock <https://www.topmarks.co.uk/time/teaching-clock>
Blank clock face (attached below)

Tuesday

Teaching points:

- Using a clock, arrange the hands to show 20 past 8. Explain that we write this time as 8:20 (remind them about counting in 5's to find how many minutes past the hour it is). Repeat for 8:50, 8:45 and 8:35.
- Practice by changing the clock and asking your child to record the time shown e.g 7:40

Activity

1. Complete the activity attached – record the time shown on the clock.

Resources

Clock or interactive clock <https://www.topmarks.co.uk/time/teaching-clock>
Time worksheet (attached below)

Wednesday

Teaching points:

- Explain that we use p.m to talk about time just after noon to just before midnight.
- Explain we use a.m to talk about time just after midnight to just before noon.
- Using a clock show 3:15 and ask them what the time is. Describe something that they may be doing at this time (e.g leaving school) and ask them if it is a.m or p.m. repeat for different things they do during the day and ask them to if it is a.m or p.m

Activity

1. Complete Wednesday's task to show a.m or p.m

Resources

Clock or interactive clock <https://www.topmarks.co.uk/time/teaching-clock>

Time worksheet (attached below)

Thursday**Teaching points**

- Explain – Millie has a swimming lesson at 8:00am (show on the clock) and it finishes at 9:00am (move the hands to show).
- 9:00am is exactly 1 hour after 8:00am. 8:00am is 1 hour before 9:00am.
- We can use the letter h to show hour. We read 1h as 1 hour.
- Explain – Mia gets on the school bus at 3:00pm and arrives home at 3:30pm (show the times on the clock). How long is her ride home?
- 3:30pm is 30 minutes after 3:00pm. 3:00pm is 30 minutes before 3:30pm.
- We can use mins as a way of writing minutes. We read 30 mins as 30 minutes.

Activity

1. Complete the worksheet attached.

Resources

Clock or interactive clock <https://www.topmarks.co.uk/time/teaching-clock>

Time worksheet (attached below)

Friday**Teaching points**

Revision

Go over everything that has been taught this week to ensure your child has fully understood time. Anything they are struggling with re-look at today and practice.

Activity

1. Complete your MyMaths homework on time

Resources

Clock or interactive clock <https://www.topmarks.co.uk/time/teaching-clock>

MyMaths homework

Weekly planner

Week commencing: 23.11.20

Year group: 2

Teacher: Mr Flynn

Religious Education

Teaching points:

Lesson focus – Advent

Ask your child about things we prepare for – birthdays, school, holidays. What do we do to prepare?

As we enter the season of Advent think about how we prepare for Christmas. Discuss with your child all the things we do to prepare for Christmas e.g Decorations , presents etc

This video may give you some more ideas <https://www.bbc.co.uk/programmes/p02mwyn6>

Activities:

On the Christmas bauble template, write down how you prepare for Christmas with your family.

Resources:

Christmas bauble template (attached below)

Science

Teaching points:

Discuss with your child how we can make and hear all kinds of noises. Remind them how the tube helped the message travel well in Chinese whispers but material muffled it.

Collect ideas about how the sound is travelling? Do words travel through the air?

Get the chn to put their hands across their throat and hum their favourite tune – what do they feel?

VIBRATIONS.

So do our ears flap around when we hear with all the noise? Does anyone know the part of the ear which does vibrate and send messages onwards towards our brain?

Activities:

Place cling film over a cup. Put a spoonful of rice or salt or sugar on top of the cling film.

Using a pan and a spoon, step 10 steps away from the cup and hit the pan. Does the rice or salt or sugar move? Move two steps closer and repeat.

What happens to the rice or salt or sugar the closer the sound gets?

Resources:

Cup

Cling film

Rice or salt or sugar

History/Geography/Art

Teaching points:

This week we are learning about a US president Barack Obama. Follow the link and read the information about him.

<https://www.bbc.co.uk/newsround/16415436>

Activities:

Imagine you got to interview Obama – what would you ask him?

Write down some interview questions that you could ask him.

Resources

Notebook template (attached below)

PHONICS

Today's sound is oi

Watch the video and practise Set 1 sounds with your child.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Day 1 teaching:

Say the sound.

1. Say the sound oi and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 2 sounds for pronunciation.
2. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. oi spoil the boy. Ask your child to repeat it.
3. Say the words at the bottom of the page below using Fred Talk (saying each sound to build up the word).

e.g. s p oi l = spoil

4. Say the sounds as you write each word.
5. If you can, write the word in a sentence.

Today's sound is igh

Watch the video and practise Set 1 sounds with your child.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Day 2 teaching:

Say the sound.

1. Say the sound igh and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 2 sounds for pronunciation.
2. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. e.g fly high. Ask your child to repeat it.
3. Say the words at the bottom of the page below using Fred Talk (saying each sound to build up the word).

e.g. h igh = high

4. Say the sounds as you write each word.
5. If you can, write the word in a sentence.

Today's sound is o-e

Watch the video and practise Set 1 sounds with your child.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Day 3 teaching:

Say the sound.

1. Say the sound o-e and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 2 sounds for pronunciation.
2. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. phone home. Ask your child to repeat it.
3. Say the words at the bottom of the page below using Fred Talk (saying each sound to build up the word).

e.g h o m e = home

4. Say the sounds as you write each word.
5. If you can, write the word in a sentence.

Today's sound is or
Watch the video and practise Set 1 sounds with your child.
<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Day 4 teaching:

Say the sound.

1. Say the sound or and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 2 sounds for pronunciation.
2. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. shut the door. Ask your child to repeat it.
3. Say the words at the bottom of the page below using Fred Talk (saying each sound to build up the word).

e.g. s n or t = snort

4. Say the sounds as you write each word.
5. If you can, write the word in a sentence.

Today's sound is tion
Watch the video and practise Set 1 sounds with your child.
<https://www.youtube.com/watch?v=TkXcabDUg7Q>

Day 5 teaching:

Say the sound.

1. Say the sound tion and ask your child to repeat. Repeat 3 times. Use the above video link to find the Set 2 sounds for pronunciation.
2. Show the picture below and talk about what is happening. Repeat the phrase written on the card e.g. attention!. Ask your child to repeat it.
3. Say the words at the bottom of the page below using Fred Talk (saying each sound to build up the word).

e.g. p o s i tion – position

4. Say the sounds as you write each word.
5. If you can, write the word in a sentence.

Cracking Comprehension Text – Monday

Big Cat, Little , Little Cat by Lisa Regan

Big cats like to take naps In the wild, big cats can sleep for up to 20 hours a day. They nap in the day because they hunt at night. Little cats nap too. They can sleep up to 18 hours a day. Little cats also like to hunt for food at night. Big cats have sharp teeth Big cats eat meat so their teeth need to be extra sharp. They have long, pointed front teeth. These are for biting and killing. Their back teeth are like knives. They are used for tearing meat from bones. Little cats have sharp teeth too Little cats' teeth are not as big, but they are still very sharp! Little cats love meat too. They catch rabbits and birds.

Cracking Comprehension Text – Thursday

Dolphins

Are dolphins fish?

No, dolphins are not fish – they are mammals that spend all of their lives in water. Fish can breathe in water, but dolphins can't. Dolphins need to come up to the surface of the ocean and breathe air into their lungs.

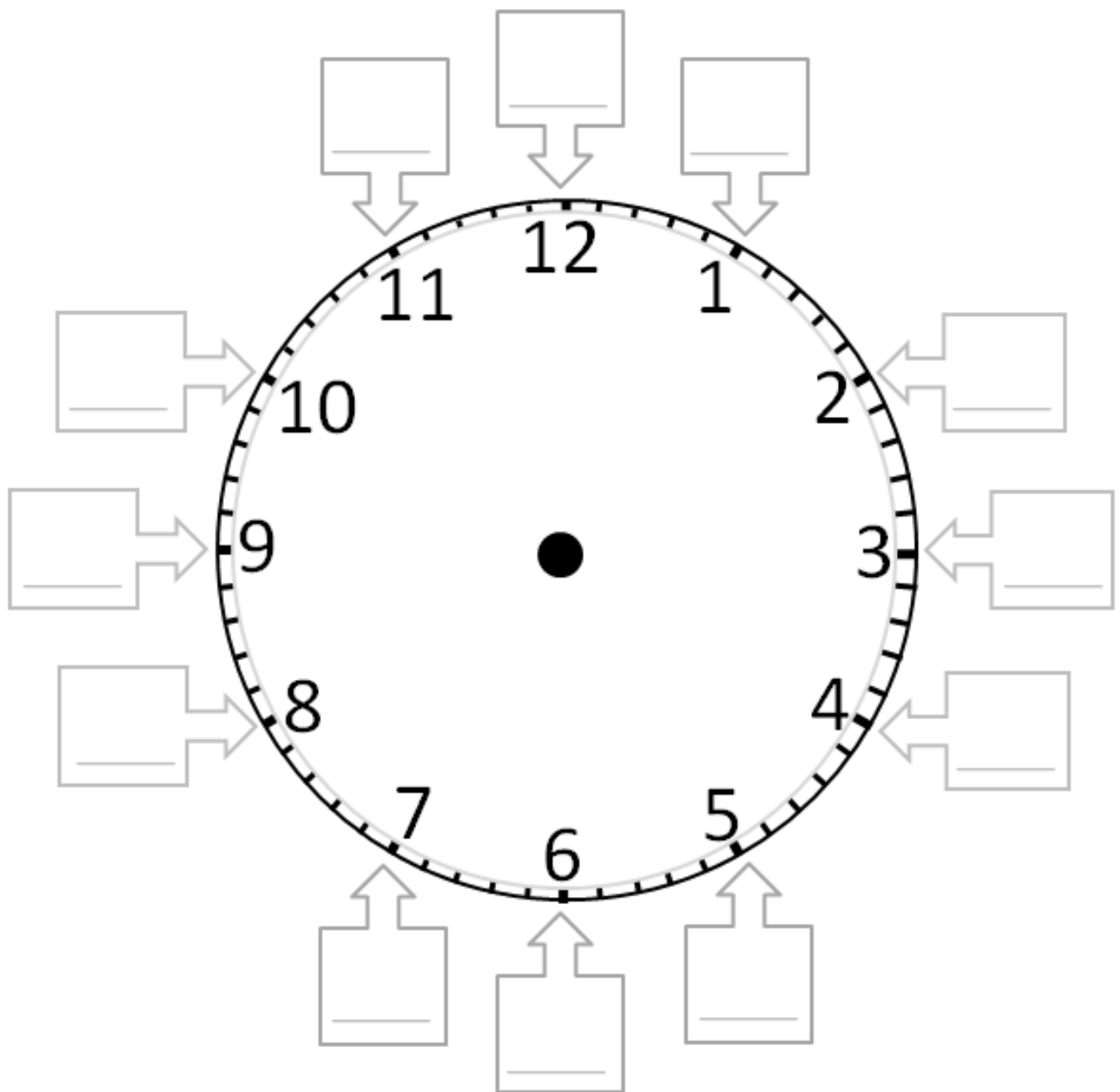
How do dolphins eat?

Dolphins have up to 100 teeth. (Adult humans have 44.) They only have one set of teeth so they don't have any baby teeth. They don't use their teeth to chew their food. They use their teeth to catch their food, like a net. They swallow their food whole, without chewing it.

Do dolphins drink water?

No. Dolphins live in salty water which is not good to drink. Instead, they get water from the fish they catch.

Maths – Monday



Maths – Tuesday

Determine the time shown on the clock.

1)



2)



3)



4)



5)



6)



7)



8)



9)



10)



11)



12)



Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Maths – Wednesday

1. Omar wakes up at 7:30 _____
2. He has his breakfast at 7:50 _____
3. Omar goes cycling in the afternoon at 3:30 _____
4. At 6:30 _____ Omar and his sister eat their dinner.
5. The sun sets about 7:25 _____
6. Omars uncle likes to run at night. He runs at 8:00 _____

Phonics – Sound Cards



oi



igh



o-e



or

Practise reading

con/vers/a/tion

.....

cel/e/bra/tion

.....

ex/plor/a/tion trad/i/tion

.....

con/grat/u/la/tion a/tten/tion

.....



SPaG Test Questions

Circle the **two** adjectives in the sentence below.

The new supermarket is the biggest in town.

Circle the **adjective** in the sentence below.

The tree was taller than the house.

Circle the **adjective** in the sentence below.

Take a blue crayon from the box to colour
in the sky.

