

READING

Week commencing: 16.11.20

Year group: 2

Teacher: Mrs Murley

Monday – Cracking Comprehension

Teaching points:

Ask your child to read the story, 'Timid Tim and the Cuggy Thief'. Ask them to underline or highlight any unfamiliar words and talk about their meaning together. Talk together about the character of the Tim. What has happened to Tim? How is feeling?

Questions:

1 Which word tells us about Tim?

Choose one.

brave

messy

shy

unhappy

2 What did Tim like?

3 Why do you think Tim kept his blanket with him all the time?

4 Why did the other children tease Tim? Choose one.

He always had his cuggy.

They did not like him.

They liked singing.

They wanted him to play with them.

5 'A chilling blast of air blew through the bedroom'

What does the word chilling mean in this sentence? Choose one.

dark

gentle

playful




scary

6 Why did Tim yell at the top of his voice?




Resources

Tuesday – Book Talk – supported

Reading Lens

 <p>Lens: action</p> <p>You are looking for things that happen in the story.</p>	 <p>Lens: character</p> <p>You are thinking about the main character / characters</p>	 <p>Lens: predict</p> <p>What will happen next?</p>
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....</p> <p>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; ...</p> <p>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...</p> <p>Help your child to find evidence in the story to support their prediction.</p>
Resources		

Wednesday – Book Talk – independent

Reading Lens		
 <p>Action</p> <p>You are looking for things that happen in the story.</p>	 <p>Character</p> <p>You are thinking about the main character / characters</p>	 <p>Predict</p> <p>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....</p> <p>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 ...</p> <p>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...</p> <p>Encourage your child to find evidence in the story to support their prediction independently.</p>
Resources		

Thursday – Cracking Comprehension

Teaching Points
<p>Ask your child to read the story, 'Dogger'. Ask them to underline or highlight any unfamiliar words and talk about their meaning together. Talk together – who is Dogger? Who is Bella? How was Dave feeling at the beginning of the story compared to the end of the story?</p>

Questions

1 What time of day was it at the beginning of the story? Tick one.

lunch-time bath-time

tea-time bed-time

2 What did Dave want?

3 Why do you think Mum looked under the bed?

4 Why was Dave anxious? Tick one.

because Bella had Dogger because Dogger was missing

because Joe had Dogger because he was tired

5 Bella turned out her own toy box.

What does "turned out" mean in this sentence? Tick one.

put all her toys away in it

took everything out to check inside it

tidied it carefully so she could see all the teddies

turned it upside down

6 Why did Bella lend Dave a teddy?

Resources

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 complete the book review below

Resources

Book review template

WRITING

Week commencing: 16.11.20

Year group: 2

Teacher: Mrs Murley

Text for the week: Look up! By Nathan Byron

Monday

Teaching points:

GP starter

- Questions marks

Writing task

Show the children the front cover of the book Look Up!
– **what do you think our story will be about? Who is the main character?** TTYP and feedback.

Read to page 7 – **What has happened so far in our story?** TTYP and feedback.

Show the children the following video about what Rocket wants to go and see

– <https://www.youtube.com/watch?v=VpjguoTyu8>

Rocket has asked for our help – she has made some flyers to get people to come and watch the meteor shower but wants use to make some more, describing how amazing it will be.

Activities:

Watch the following video about how to use question marks;

<https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zcm3qhv>

Create a flyer to help Rocket get more people to come and watch the meteor shower.

Time

Place

What to bring

Description of what they will see

Resources

Video – question marks

Book

Writing books

Tuesday

Teaching points:

GP starter

- Question marks

Writing task

What has happened so far in our story? TTYP and feedback. Rocket is really interested in space and really wants to go and see the meteor shower.

What is Rocket always wearing? TTYP and feedback. **If you could have a space suit, what would it be like?** TTYP and feedback.

T model – colour, material (use science lessons), special features e.g insulated pocket for chocolate, special compartment for dog treats etc.

Activities:

- Show the children sentences where the question marks are missing.
- Ask the children to add in the question marks in the correct place.

Design their own space suit;

- Colour

- Material – why

Special features – describe

Resources

Examples of sentences with the question marks missing
 Whiteboards and pens
 Book
 Writing book

Wednesday

Teaching points

GP starter

- Question marks

Writing task

Read the rest of the story to the children.

What have we now learnt from our story? TTYP and feedback. Discuss how Rocket was feeling in the different parts of the story.

Explain that the newspapers have been in touch and want to know all about the meteor shower.

Discuss what the 5w's are – who, what, where, when and why.

Activities

- Show the children different sentences where the question marks aren't being used correctly.
- Ask the children to re-write the sentences and put in the question marks in the correct place.

Write a newspaper report about the meteor shower;

- Title
- Introduction – 5 w's

Resources

Examples of sentences with the question marks in the wrong place
 Whiteboards and pens
 Book
 Writing book

Thursday

Teaching points

GP starter

- Question marks

Writing task

Re-read the rest of the story to the children.

What have we now learnt from our story? TTYP and feedback. Discuss how Rocket was feeling in the different parts of the story.

Remind the children that the newspapers have been in touch and want to know all about the meteor shower.

We have written our introduction now we need to describe what has happened.

Activities

- Show the children different test style questions about question marks and ask the children to answer them.

Newspaper report –

Describe who was there, what they say, how they felt, what they did

Resources

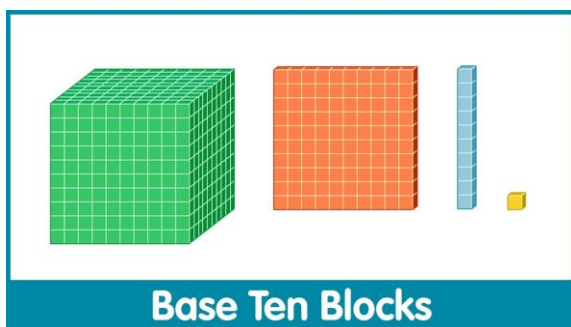
Examples of test questions
 Whiteboards and pens
 Book
 Writing book

Learning focus: Numbers to 1000

Monday

Teaching points:

COD – BACK OF MATHS BOOKS



Base Ten Blocks

Explain to the children that orange = 100, blue = 10 and yellow = 1

- Count with your child in 10's until you reach 100
- Once we reach 100 we can keep counting – ask them to count to 108 – explain that each time we are adding 1. Ask them to write the number 108 in digits and in words on paper.
- Show your child the number 352 – we can count to 352 by starting at 100, 200, 300, 310, 320, 330, 340, 350, 351, 352

Hundreds	Tens	Ones

- Ask your child to write down the number that is represented in the place value chart – can they write it in words?

Task – pages 5 and 6

Activity

1 – COD – $45 - 29 =$

2. Workbook - pages 5 and 6

Resources

Maths journals
Textbooks
Workbooks

Tuesday

Teaching points:

COD – BACK OF MATHS BOOKS

- Explain when we count in ones we are adding one each time – show them the number 234 the next number would be 235 – explain how the ones column has changed by adding 1.
- Ask your children to write the next three numbers (adding 1) after 424, _____, _____, _____
- Explain when we count in tens we are adding ten each time – show them the number 563 the next number would be 573 – explain how the tens column has changed by adding 10.

- Ask your children to write the next three numbers (adding 10) after 519, _____, _____, _____
- Explain when we count in hundreds we are adding 100 each time – show them the number 260 the next number would be 360 – explain how the hundreds column has changed by adding 100.
- Ask your children to write the next three numbers (adding 100) after 435, _____, _____, _____

Activity

1 – COD – $26 + 25 =$

2. Workbook – pages 7 and 8

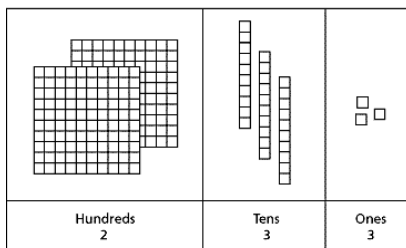
Resources

Maths journals
Textbooks
Workbooks

Wednesday

Teaching points

COD – BACK OF MATHS BOOKS



- Look at the place value chart above- discuss each digit and its value e.g 2 is in the hundreds column so has a value of 200
- We can also write this number as $200 + 30 + 3 = 233$
- Show the children the number 758 – ask your child what each digit's value is – can they write an addition calculation to make 758?

Task – pages 9 - 14

Activity

1 – COD – $12 \times 2 =$

2. workbook – pages 9 – 14

3. extension – game on page 13 of the pupil textbook

Resources

Maths journals
Textbooks
Workbooks

Thursday

Teaching points

COD – BACK OF MATHS BOOKS

H	T	O
2	3	6
H	T	O
1	2	5

- Look at the place value chart above and read the numbers.
- Which numbers is the greatest? – explain that we would look at the hundred's column first – 2 is greater than 1. 236 is greater than 125.

H	T	O
2	3	6
H	T	O
2	8	5

- Look at the place value chart above and read the numbers.
- Which numbers is the greatest? – explain that we would look at the hundred's column first, if it is equal we would move to the ten's column – 8 is greater than 3. 286 is greater than 236.

H	T	O
4	3	0
H	T	O
4	3	5

- Look at the place value chart above and read the numbers.
- Which numbers is the greatest? – explain that we would look at the hundred's column first, if it is equal we would move to the ten's column, if that is equal we would then go to the one's column – 5 is greater than 0. 435 is greater than 430.
- Give your child two numbers and ask them to compare them – repeat for other numbers

Activity

1 – COD – $14 \div 2 =$

2 – workbooks – pages 15 and 16

3 – extension – game on page 18 of the pupil textbook

Resources

Maths journals
Textbooks
Workbooks

Friday

Teaching points

COD – BACK OF MATHS BOOKS

Hundreds	Tens	Ones
4	5	9
2	7	4
7	5	8

- Ask your child to put these numbers in order, starting with the smallest – remember to look at the hundred's column first, then move to the tens, then to the ones.
- Ask them which number is greater, which number is the smallest

Activity

1 – COD – $46 - 21 =$

2 – Maths journal – page 20 from pupils textbook

Resources

Maths journals
Textbooks
Workbooks

Weekly planner

Week commencing: 16.11.20

Year group: 2

Teacher: Mrs Murley

Religious Education

Teaching points

Lesson focus – Judaism

Briefly revise story of creation and the seventh day where God rested.

Watch BBC Learning Zone Clip 4744 - Shabbat Pt 1 · <https://www.bbc.com/bitesize/clips/zs2hyrd>

The Sabbath begins at nightfall on Friday and lasts until nightfall on Saturday. God commanded the Jewish People to observe the Sabbath and keep it holy as the fourth of the Ten Commandments. The idea of a day of rest comes from the Bible story of the Creation: God rested from creating the universe on the seventh day of that first week, so Jews rest from work on the Sabbath. Jews often call the day Shabbat, which is Hebrew for Sabbath, and which comes from the Hebrew word for rest. Talk about where Jews worship and the clothes some Jews wear. Jews celebrate Shabbat on the Sabbath which meant "he rested". They begin to celebrate Shabbat on Friday night when it gets dark and it lasts until Saturday evening. Before that there is plenty to be done. Have a globe, black cloth and figures to act out (animals, people etc) cards with words on Shabbat, holy Saturday, Hebrew.

Activities

Using the following website www.wordart.com create a picture using the words you have learnt in today's lesson.

Resources

Video

Computer

Science

Teaching points

Silence: Listen for 1 minute. Write down all of the sounds you hear. Share sounds we heard. How did you recognise it? Why do we not normally hear some of those things? Any sounds you couldn't identify?

What sounds can we make with our body – take it in turns, like popcorn, to stand up and make a noise when no one else is doing it. I will start. Chn continue to make sounds.

Chinese whispers game One group normal Chinese whispers Another Chinese whispers with a tube Another Chinese whispers with a piece of thin fabric over the ear Discuss: Which one was most successful? Why wouldn't it be fair if I had put a different amount of people in each group? Why not? Would it be fair? Out onto the field.

Activities

Take a noise maker. Choose two children to take part in the listening task. Stand in position. Ask another 2 or 3 children to stand where they predict the two children will be when they become unable to hear the sound anymore. Rest to remain with teacher for discussion. Start making the sound. Children to move steadily away then stop when they become unable to hear the sound anymore. Who predicted closest?

Resources

- noise maker e.g tambourine, whistle, bell
- outside area
- camera

History/Geography/Art

Teaching points

- Today we are going to learn about Nelson Mandela - Who is Nelson Mandela? TTYP and feedback.
- Show the children a picture and ask them to TTYP and then feedback.
- Show the children the clip – <https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs>
- Answer questions the children have about what they have watched.

Activities

Activity 1 – children work in groups to match the events that happened to Nelson Mandela to her photo.

Activity 2 – create their profile of Nelson Mandela

Resources

Picture of Nelson Mandela

Video

Pictures and events matching game

Profile template

PHONICS

Today's sound is a-e

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 a-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. a-e make a cake. 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. m a k e = make

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

Today's sound is ea

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 ea 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. ea cup of tea. 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. b ea t = beat

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

Today's sound is are

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 are 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. Care and share. 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. c - are = care

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

Today's sound is ire

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 ire 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. Fire, fire!. 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. f – ire = fire

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

Today's sound is ur

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 ur 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. nurse with a purse. 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 – ur – se = purse

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

Cracking Comprehension Text – Monday


Timid Tim and the Cuggy Thief by John Prater Tim was a shy little boy. He wasn't very brave, and didn't like noisy, messy fun or being splashed or rough and tumbles. He didn't like big adventures. He only wanted to be still and quiet, with his special soft and sleepy blanket, his cuggy. He took his cuggy everywhere, and kept it close by him always. The other children would sometimes tease him by singing the CUGGY THIEF SONG! Look out! Beware the cuggy thief Who creeps around at night, And steals away your favourite things If you don't hold them tight! They say he can be frightened off If you put up a fight! But none of us would ever dare Face such an awful sight. One dark and windy night Tim lay in bed holding his cuggy tight. But when he fell asleep, he tossed and turned – and let it go! A chilling blast of air blew through the bedroom, and Tim woke to find his cuggy gone. He let out a little cry, which grew bigger, and bigger, and bigger until he yelled at the top of his voice, "Come back you thief! You rascal! Give me back my cuggy!"

Cracking Comprehension Text – Thursday

Dogger Shirley Hughes At tea-time Dave was rather quiet. In the bath he was even quieter. At bed-time he said: "I want Dogger." But Dogger was nowhere to be found. Mum looked under the bed. She looked behind the cupboard. She searched in the kitchen and underneath the stairs. Dave watched anxiously through the banisters. Joe watched through the bars of his cot. Bella joined in to look for Dogger. She turned out her own toy box in case he was in there, but he wasn't. When Dad came home he looked for Dogger too. He searched in the shed and down the garden path with a torch. But Dogger was quite lost. Dave was very sad when he went to bed. Bella

kindly lent him one of her teddies to go to sleep with but it was not the same thing as Dogger. Dave kept waking up in the night and missing him.

Phonics – Sound Cards




make a cake
3. make, shake, cake, name,
same, game, save,
brave, late, date

a-e



cup of tea
3. eat, tea, neat, real, clean, please,
leave, dream, seat, scream

ea




care and share
3. care, share, dare, bare, spare,
scare, flare, square, Clare, software

are



fire, fire!
3. fire, hire, wire, spire, bonfire,
inspire, conspire

ire



nurse with a purse
3. burn, turn, luck, hurt, burn, burp,
sleep, nurse, purse, hurt

ur

Reading – Book Review

Book Review

My name: _____

Title of Book: _____

Author: _____

Non fiction

Fiction

What is the book about?

Did you enjoy the book? Why/Why not? (use the words to help you)

Would you/would you not recommend the book? Why? (use the words to help you)

Rating: ☆☆☆☆☆

Personal opinion helpful words:



Could not put it down Uplifting Magical
Engrossing Inspiring Gripping read Unforgettable
Thrilling Well-written Carefully crafted Charming
Page-turner Beautifully told Gut-wrenching
Vivid and realistic development of... Elevates your spirit
Wholeheartedly recommend Fascinating Non-stop read
Action-packed Highly satisfying Fast-paced
Addictive Breath-taking Magnificent tale



Disappointing Wasn't sure where it was heading
Ridiculous read A little lacking in.... Unbelievable
Left feeling numb and unsure It fell short in these areas: ...
Underdeveloped characters Tedious Clumsy
Couldn't connect with it Unrealistic Dull Boring
Plot was feeble and predictable Disconnected in parts
Uninspiring Failed to enlist empathy