

Year 2 Weekly Plans
Week commencing 15th March 2021
Phonics plans on separate sheet

<p>Monday</p>	<p>Maths Starter: Look at this number sentence:</p> <p style="text-align: center;">$\bigcirc + \square = 19.$</p> <p>What could the two missing numbers be? <i>What else?</i> Finding it tricky? Multilink to help.</p> <p>Main: LI: To identify parts and wholes. CT input: Use PPT to explore equal and unequal groups – can be supported by multilink on tables. Ask children to create equal and unequal groups. Children identify parts and wholes of images on PPT.</p> <p>Task Children will work through activities to explore how to make parts from a whole. Activity 1: Children are given 8 multilink cubes. How many ways can you break your tower into equal groups (4 groups of 2, 2 group of 4) and how many ways can you break them into unequal groups. Activity 2: Children to all have a square piece of paper and explore how many ways they can fold these into equal parts. Activity 3: How many ways can you create 6 using numicon. Activity 4: Children given 20 counters. How many ways can you organise the counters into equal and unequal parts.</p>	<p>English Key Skills: Practise spelling Common Exception words: old, told, gold, hold</p> <p>Starter: Spelling starter: Spelling- Spell words where ‘ar’ sounds like ‘or’ after w. e.g. war, warm, towards or spelt ar (PPT)</p> <p>Main: LI: To write a character description. Read the picture book Supertato-Run Veggies, Run! Explain to chn that on next week we are going to be writing a story about a super food (keep to fruit or veg) (e.g. Superchoc, Superbroc, Supersquash, Supernana etc) that goes on an adventure. Create a Super food character as a class and model drawing it, labelling it with noun phrases. Give Learning Partner pairs fruit/veg adjective word mat.</p> <p>Task Chn to complete super food character description sheet. Draw a picture of their super fruit/veg and label it with noun phrases. In the box underneath, describe their character’s super powers e.g. see through walls (supervision), fly, super speedy, super strength, mind reader, teleporting somewhere, travel through time, heal others etc.</p>
	<p>PSHE (Tree of life) Lesson 1: roots LI: To explore our backgrounds.</p> <p>Explore through discussion:</p> <ol style="list-style-type: none">1. where we come from (e.g. village, town, country etc)2. Family history (e.g. family name, who is your family)3. Those who have taught you the most in life4. A special place, song or activity that you feel connected to (e.g. Shotgun) <p>On A3 paper, chn to draw the roots of a tree on A3 paper with keywords and sentences from the discussion above.</p>	<p>RE LI: To know where Hindus go to worship. Everyone has a place that is special to them e.g. your bedroom, your home, your local area, family member’s home etc. Where do Christians go to pray? Hinduism is another religion and Hindus go to a Hindu temple to pray called a Hindu Mandir.</p> <p>Watch video on visiting a Hindu temple: https://www.youtube.com/watch?v=o-s0mN5P8jo</p> <p>Go through Hindu temple PPT</p> <p>Task: Label the features of a Hindu Mandir on sheet</p>

<p>Tuesday</p>	<p>Maths Starter: Addition and subtraction fact families to 20.</p> <p>Main: LI: To make equal parts. The children will explore ways that they can split wholes to create equal parts.</p> <p>Task: Children given printed photos of different foods and have to work with LP on their tables to share the foods out equally by cutting them up. Challenge: What happens if you have to share a picnic basket with another 2 plates? Children can stick these onto plates when they have finished.</p>	<p>English Key Skills: Practise spelling Common Exception words: wild, climb, most, clothes</p> <p>Starter Chn to be given different spellings/graphemes and chn to write down the correct spellings on QWB. Choose words from 'or spelt ar' word doc</p> <p>Main: LI: To plan the main event of a plot. Recap the main events in the story (veggies in the supermarket are having a sports day and the evil pea is cheating) and explain that we are going to be creating our own exciting events for our stories. LP: What adventures could your Superfood go on? (e.g. fun fair, restaurant/café, holiday, school dinners, museum etc). CT to create a mindmap of ideas on sugar paper for working wall. What could the main problem be? E.g. carrot chokes on a grape and super food saves him, stuck upside down on a rollercoaster, school dinner hall: school floods with gravy, holiday: tidal wave or sea creature could go to eat/take super character away.</p> <p>Task: Chn to complete main event sheet where they'll need to draw a picture of the main event (include setting!) and then write a few sentences underneath to explain.</p>
	<p>Science LI: To do an investigation. Play 'Simon Says' include a good range of large and small movements to highlight the different things our bodies can do. Could extend this to a discussion about what else we can do e.g. score a goal, ride a bike, swim a width, etc. Revise names of body parts. On flip chart write the heading What can our bodies do? Ask: What could our bodies do when we were babies? What can you do now that's different? Talk about how we all grow at different rates and explain that we are going to do an investigation about whether shoe size is related to height. We are going to try and answer the question Do taller children always have bigger shoes?</p> <p>Group activity: Children to draw round their shoes, cut the shapes out and measure them, write name and length in centimetres on cut out shoe shape.</p> <p>Plenary: Place shoe cut outs in order of size and see how they relate to children's height.</p>	<p>PE https://www.bbc.co.uk/teach/school-radio/ks1-primary-dance-rainforest/zhqhd6f (episode 2 of 'life in the rainforest') – Flying Dragon Searches for Ants</p>

<p>Wednesday</p>	<p>Maths</p> <p>Starter: Children look at pet bar chart on main PPT and answer questions with their LP.</p> <p>Main: LI: To recognise a half. Children will look at various different ways in which a half can be written and represented in numbers, shapes and quantities. CT: Short input going through PPT.</p> <p>Task: https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y2-Spring-Block-4-WO2-Recognise-a-half-2019.pdf</p>	<p>English</p> <p>Key Skills Spelling- Spell words where 'ar' sounds like 'or' after w. e.g. war, warm, towards</p> <p>Starter: Show chn three sentences about superheroes were the punctuation is incorrect (e.g. missing question mark, comma in the wrong place etc). chn to rewrite and correct.</p> <p>Main: LI: To plan the beginning of a story. Recap the main event of the class story from yesterday. Explain that today we will be thinking of the beginning of the story which will include the characters, the setting and the build-up. Generate ideas as a class and display the chosen ideas as a story mountain on sugar paper for English working wall. Give chn time to talk to LP to think about what the beginning of their story might look like.</p> <p>Task: Chn to complete a story mountain (back to back). Draw a picture of the first three boxes of the mountain (on one side of the paper) and then include sentences on the reverse side to explain what the events are. Tricky: CT support Sticky: TA support Easy: independent</p>
	<p>Mental Maths Times tables rock stars 2, 5 and 10.</p> <p>Multilink with LA.</p>	<p>Art LI: To create own compositions of a jungle scene.</p> <p>Children will create a border around the page of leaves using observational skills learnt last lesson. They will transfer these skills to drawing one animal in detail to be the main subject of their jungle scene. They can then add to the background of their work also. Tricky: Support from teacher and TA to capture main outlines of animals. Sticky: Create whole composition with leaf border, animal and background. Easy: Look carefully at further details – texture of fur, closely copying markings on the animals.</p> <p>Key vocab: Composition, background, foreground, observational drawing, subject, shape, line, detail.</p>

<p>Thursday</p>	<p>Maths Starter: Number bonds to 20</p> <p><u>Beat the clock</u> You have 1 minute to make 20 in as many ways as you can.</p> <p>Main: LI: To find a half. CT input: Children to put 6, 10 and 20 into two equal groups. CT explains how one group is half. Show how to write a half as a fraction and get children to practice on whiteboards.</p> <p>Can they complete the following number sentences with 6 and 10: There are _____ equal groups. There are _____ in each group. $\frac{1}{2}$ of 6/10 is _____ .</p> <p>Task: On tables the children have groups of items. With LP they must group them into halves and on whiteboards complete the following for each item. $\frac{1}{2}$ of _____ is _____ .</p>	<p>English Key Skills: Pen Pals-unit 16-air/ear</p> <p>Starter: How many words can you think of with 'ow', 'oe' and 'oa'?</p> <p>Main: LI: To plan the ending of a story. Recap the class story beginning and main event. How could the story end? How does the problem get solved? Come up with a resolution to the class story.</p> <p>Task: Chn to have time to discuss what the ending to their story could be. How does the problem get solved? When they are clear on their story ending, chn to retell their story verbally to their LP, including the beginning, the main event and the ending. Encourage chn to include lots of detail about the charaters, the settingthe events and feelings. Use time words and different sentence openers to vary sentences.</p>
	<p>Music LI: To listen and appraise a piece of music.</p> <p>'I wanna play in a band' (step 2)</p> <p>https://musiconseaschool.com/c/1311889-scheme/1311976-year-2/1312276-i-wanna-play-in-a-band/lessons/144006-i-wanna-play-in-a-band-step-2?tab=tab-2</p> <p>See separate lesson plan (printed from Charanga)</p> <ol style="list-style-type: none"> 1. Listen & appraise 'we will rock you' 2. Listen * appraise 'I wanna play in a band' 3. Flexible games: finding the pulse 	<p>Science LI: To identify that most living things live in habitats.</p> <p>A habitat is the home of an animal or plant. A habitat provides 3 things:</p> <ol style="list-style-type: none"> 1. Food 2. Shelter 3. A place to raise their young <p>Where does a polar bear live? Why would it not be found in the desert? Where does a shark live? Why would it not be found in the city/urban area?</p> <p>Watch following videos on different habitats (look at rainforest, urban and desert next week)</p> <p>Polar habitats: https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3sr4wx</p> <p>Ocean habitats: https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zsfkd2p</p> <p>Woodland habitats: https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zc42xnb</p> <p>Task</p>

		Work in table groups to sort the animals into their correct habitat. Place pic of animal onto the habitat picture.
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Friday	<p>Maths</p> <p>Starter: True or false with LP. https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-2-Spring-B4-S3-Find-a-half.pdf</p> <p>Main: LI: To practise our Maths skills.</p> <p>Carousel of activities: CT: Working with children who have found work tricky. TA: Working with LA on number bonds to 10 and 20. Ind: Pizza decorating sheet. Splitting toppings into equal halves. Ind: Butterfly fractions. Children use the butterflies and split them into equal groups between the two flowers. Ind: Colouring one half of a shape worksheet. Ind: Find a half activity cards. Computers: Hit the button halves. Outside: Children write answers to questions on sugar paper. And create a new question for next children.</p>	<p>English</p> <p>Key Skills: Pen Pals handwriting books-unit 16-air/ear</p> <p>Main: LI: To read and spell Common Exception Words. Chn to practise reading CEWs on PP. Practise spelling a few words and look at the laminated mnemonics cards to help chn remember spellings.</p> <p>Task CT: work with LA chn making CEWs out of magnetic letters Ind: laminated mneumonics CEW cards Computers: https://www.ictgames.com/littleBirdSpelling/ (choose coloured bird boxes with CEWs) Ind: wordsearch Ind: guess the CEW sheet Outside: paintbrushes & coloured water</p>
	Golden Time	