

Year 2 Weekly Plans
 Week commencing 8th March 2021
 Phonics plans on separate sheet

Daily mindfulness activities at the end of the day (see HL's book)

<p>Monday</p>	<p>Maths Starter: Put 25 + 20 on whiteboard. How can we use our place value to help us answer this question? Show chn how to just add the tens, remind of using base 10 last week (the ones did not change). Give chn questions. Then try 23 + 4= this time only the ones will change. LA: Base 10 to assist.</p> <p>Main: LI: To count faces on 3D shapes.</p> <p>Task Children given 3D shapes (if at home then find some 3D objects from around your house) and can put plasticine/blu tac on faces. They then remove this to reveal the amount of faces. Working on tables they can write this down on a whiteboard and then have a discussion with the class to discuss their answers, ask questions and address any misconceptions.</p> <p>Children are then given 3 activity cards to complete with their groups on the table. Work through these as teams and discuss answers with one another.</p> <p>Finding it tricky? TA/Teacher/Adult can use question prompts to aid investigation. Challenge: Can you write your own description of a 3D shape for the teacher or your friends to solve.</p>	<p>English Key Skills: Practise spelling Common Exception words: every, everybody, pretty, more</p> <p>Starter: Show chn pages from a non-fiction book. What are the features of a non-fiction text?</p> <p>Main: LI: To research information. Explain that this Thursday we will be writing a non-chronological report about plants. Remind them of their research that they conducted last week at home. What facts did you learn? (chn can use their research last week to help them this week in school). Make a mindmap of all of the facts on sugar paper for working wall. Discuss facts with Learning Partners. Recap making notes using bullet points. watch video and make notes https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/zxxsyrd</p> <p>Task Chn to share their plant facts with different members of the class ('speed dating' style). Chn to sit with their LP and share a few of their favourite facts so that their LP can write the new facts down and 'swag' them. When the bell goes, chn find a new LP and again share a few facts with one another. Repeat this a few times so chn have lots of facts! Print off plant information sheets so chn who haven't brought in research can use.</p>
	<p>PSHE LI: To work as a team. Discuss the importance of working as a team and encouraging each other. Play some team games:</p> <ol style="list-style-type: none"> 1. Snowballs: scrunch up newspaper into balls and split chn into 2 teams. Chn have to get rid of all of the snowballs on their side. Winner is the team with the least amount of snowballs on their side. 2. All chn to stand in a circle and hold onto each other's wrists so that there isn't a gap in the circle. Place a hoop inside the circle and see whether the hoop can make its way around the whole circle without the chain breaking. 3. Chn to stand in a circle. Throw a ball around the circle (to the right) and see if the ball can go around the whole circle without dropping. 4. 'Fishes in the net' game 	<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>

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<p>Tuesday</p>	<p>Maths Starter: Mrs Seely went to the pet shop to buy some items for Bert and Betty. The food cost 46p The bedding cost 30p How much money would Mrs Seely need? What coins could she use? TA to work with coins and children finding it tricky. Pictures of coins on board for rest of class.</p> <p>Main: LI: To count edges on 3D shapes. Children will learn how to count edges on a 3D shape using 3D shapes and plasticine/blue tac. Explaining differences between edges and faces and difference between the edges on a 2D shape and a 3D shape.</p> <p>Task: Children given 3D shapes and plasticine/blu tac to put on edges. Take this off to count the edges. Children will be given matching cards activity and match up the correct picture card with the number card that matches the correct amount of edges.</p> <p>Finding it tricky? Adult to support investigation. Challenge: Can you order the 3D shapes from highest to lowest amount of edges. A shape always has more faces than edges – true or false – prove your answer.</p>	<p>English Key Skills: Practise spelling Common Exception words: beautiful, could, should, would</p> <p>Starter: Put these letters in alphabetical order? T, B, Y, O, G, E, X</p> <p>Main: LI: To organise information. Print off headings that could be used in Thursday’s Extended Write (written in task below) and display these around the classroom. Read out a fact from yesterday and chn to walk to the correct heading e.g. if the fact was ‘roots hold a plant in place’ then this would come under ‘parts of a flower’ heading.</p> <p>Task: Place sugar paper on each table and give each table a heading (e.g. parts of a plant. How do plants grow? Why are plants important for humans and animals? What do plants need to stay alive? Other facts etc).</p>
	<p>Science LI: To identify that most living things live in habitats. 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:</p>	<p>PE Let’s Move-Life in the rainforest (episode 1-sloth and leopard). Link to our Science theme of ‘Plants and Animals.’</p> <p>https://www.bbc.co.uk/teach/school-radio/ks1-dance-folk/zf7pwtv</p>

	<p>https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3sr4wx Ocean habitats: https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zsfkd2p Woodland habitats: https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zc42xnb</p> <p>Task Work in table groups to sort the animals into their correct habitat. Place pic of animal onto the habitat picture.</p>	
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<p>Wednesday</p>	<p>Maths Starter: Do all 2D shapes have 4 sides? Discuss with LP and write your answer on the reasoning slip (to be stuck in the back of maths book).</p> <p>Main: LI: To count vertices on 3D shapes. Input from teacher to discuss differences between faces, edges and vertices. CT to demonstrate how to count vertices on a 3D shape. 3D shapes on tables.</p> <p>Task: Children work on tables to count vertices on 3D shapes using plasticine/blu tac. They work through the activity cards with their tables. Finding it tricky? Children to work with teacher/TA. Challenge: Can you create a different Venn diagram to sort the shapes? Empty Venn diagrams.</p>	<p>English Key Skills: Spelling- Spell words where 'or' sounds like 'er' after w. e.g. word, work, worm, world, worth.</p> <p>Starter: Try copying these words with your letters joined: cook, board, edge, pie, high</p> <p>Main: LI: To practise our non-chronological writing skills. (Short input so chn get the opportunity to complete all of the carousel activities) Ask chn to discuss what they should be including in their Extended Write tomorrow. What will make an excellent non-chronological report? Create SC based on the following points.</p> <p>Task: Carousel of activities CT: interesting vocabulary choices. TA: punctuation focus. Chn to think of rhetorical questions they could include in their Extended Write as well as exclamations and commas in list. Ind: display headings from Thursday's plan and chn to start to think about which heading their facts come under. Ind: draw a pic of a flower and label the parts Computers: chn to type up their notes into full sentences on MW. Outside: chn to look at sentences on sugar paper with errors and chn to self-correct and also edit/improve the sentences on QWBs.</p>
	<p>Mental Maths LI: To fluently recall our 2, 5 and 10 times tables. Times tables rock stars sheet – 1 minute to complete as many as possible. TA to support children finding it tricky.</p>	<p>Art LI: To explore the work of an artist that features landscapes in their work. Children will explore the work of artist Henri Rousseau and how he created his work 'Surprised!' (sometimes known as 'Tiger in a Tropical Storm.' The children will explore how Rousseau was able to create his wonderful jungle landscapes despite never visiting the jungle or ever leaving Paris. Children will then explore observational drawing techniques by drawing leaves that they have collected themselves from the</p>

		<p>school field.</p> <p>Task: CT to show PP and first of all children will read the painting and discuss answers to the questions with their learning partners. Children will watch this video to learn about the life and work of Henri Rousseau. https://youtu.be/yhYXMFB0d38</p> <p>Children can work through the worksheet on tables to show their knowledge of the artist and the key vocabulary. Sheet with images to help children finding it tricky.</p> <p>CT to ask children to draw a leaf on their paper. CT then explains why observational drawing is so helpful to allow us to include details to our work. We can look carefully at real objects and take out time to add real details and marks that we can see to make our drawings better. Children will collect leaves from the outside and spend a minimum of 15 minutes drawing one leaf – large on their A4 paper. Checklist for good work will help those finding it tricky and challenge those who would like it.</p>
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<p>Thursday</p>	<p>Maths Starter: Hit the button number bonds within 20 (adding and subtracting)</p> <p>Challenge: Independently on computers Main: With CT Finding it tricky? Use numicon with an adult to support you.</p> <p>Main: LI: To sort 3D shapes.</p> <p>Children will compare the similarities and differences between 3D shapes. They will use knowledge learnt this week to compare a variety of aspects regarding the shapes such as edges, vertices, faces and whether or not the can roll and stack.</p> <p>Task: Children to complete 3D shapes worksheet which will be stuck in maths books that compares and contrasts the shapes. To work with 3D shapes on tables. Children can sort shapes into the following groups:</p> <ul style="list-style-type: none"> - flat faces/curved surfaces <ul style="list-style-type: none"> - Number of edges - Curved/straight edges - Can/cannot roll - Can/cannot stack. <p>Finding it tricky? Work with an adult to help you.</p>	<p>Extended Write Key Skills-Pen Pals-unit 14-wa/wo joins (in writing books, not Pen Pals books)</p> <p>Planning session: write up notes from Tuesday on planning template plants sheet to help organise notes.</p> <p>Main: LI: To write a non-chronological report. Recap the features of a non-chronological report (headings, subheadings, facts, labels, diagrams etc). Look through model write and chn to discuss what they like about it.</p> <p>Task: Chn to use their facts from last week and Tuesday to help them write a non-chronological report all about plants in their Extended Write books with the following headings: Parts of a plant. How do plants grow? Why are plants important for humans and animals? What do plants need to stay alive? Other facts. Chn to be given 'checklist for good work' sheet.</p>
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	<p>Want a challenge? Can you complete this Carroll diagram to compare the 3D shapes in different categories. E.g. odd flat faces, even flat faces.</p> <p>Quality Text (class story time)</p>	<p>Music LI: To listen and appraise a piece of music. https://charanga.com/site/?gclid=EAlaIQobChMI2LD3o7GS7wIV5IBQBh1WpwIKEAAYA SAAEgJQ3PD_BwE (HG to give HL login info)</p> <p>Charanga-Spring-I Wanna Play In A Band-Step 1 (rock music)</p> <p>Play the song, find and move to the pulse (pulse is a steady beat like a tick tock on a clck or your heart beat). Use the on-screen questions (see below) as a focus. Scroll through the questions when you are listening to the song, talk about them after listening. The answers are below.</p> <ul style="list-style-type: none"> ● Do you like the song? ● What can you hear? ● What is the style of this music? ● How is the song put together? <p><i>What Can You Hear? Ideas for listening include:</i></p> <ul style="list-style-type: none"> ● The vocal line: how many singers? Male/female? Male and female. ● The backing/accompaniment: how many instruments? Which ones? A rock band: electric guitar, bass, drums, keyboards. ● Which instruments plays the solo? The electric guitar. ● Is there a hook?Yes: the words are “I Wanna Play In A Band”. ● The texture: is it thick, thin or inbetween? Are there many layers of sound, or just one/two? Are there many voices singing/instruments playing, or just one/two? The texture is thick and stays the same throughout the song. ● The tempo: is it fast, slow or inbetween? Inbetween. ● The dynamics: is the music loud, quiet or inbetween? Is it the same throughout or does it vary? The song is loud throughout. ● The arrangement: which voices/instruments sing/play in which sections? The instruments build up in number during the song.
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Friday	<p>Maths Starter: https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-2-Spring-B3-S11-Sort-3-D-shapes.pdf True or false with LP. Main: LI: To practise our Maths skills.</p> <p>Carousel of activities: CT: Working with children who have found 3D shape work in week tricky. TA: Working with LA on number bonds to 10 and 20.</p>	<p>English Key Skills: Pen Pals handwriting books</p> <p>Starter: How many words can you think of with ‘oi’ and ‘oy?’</p> <p>Main: LI: To increase the pace of our reading. Read an extract of text to the class that is slow and staggered. Then read it again with good fluency. Which version did they prefer and why? Explain that reading fluently not only sounds better but it makes the text easier for us to understand. Read it again</p>
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Ind: **Creating 3D shape real life objects from nets.**
Ind: Using straws and plasticine can you create 3D shapes.
Ind: Indoor and outdoor 3D shape hunt around classroom and outside.
Ind: **Colour by 3D shapes** – 3 levels of difficulty – simple, average, challenge.
Computers: https://mathsframe.co.uk/en/resources/resource/115/sorting_3d_shapes_on_a_venn_diagram#
Outside: Children use **hoops or chalk to create and sort 3D shapes in a Venn diagram.**

REALLY quickly and discuss why reading it too quickly can be problematic.

Task

Chn to choose different **60 second reads on 'animals and living things'**
TA to support 1:1 readers

Golden Time