



Primary Planning

Class: Beech Y2

Week beginning: 1.2.21

**Outline:** This document outlines all planned learning for English, Maths, Topic, R.E, P.E, P.S.H.E, Craft and Yoga.

All lessons can be found on google classrooms where there is guidance and support to accompany each lesson. In addition, two recorded Assemblies are available each week. One will be delivered by Mr Arnold and the other will follow the whole school assembly theme.

Theme for the week: Express yourself

Optional: FRED Reading Resource. This is a PowerPoint presentation that will be posted on Google Classroom each week. Through the links on the PowerPoint, children will gain access to a range of texts, books and spoken word related to a weekly theme. Each day, there is a short word-level activity learning and spelling new vocabulary, and a further activity practicing the essential reading skills of listening, inference, comprehension, fluidity and accuracy. This week you will be reading about

In addition to the reading task above, continue to enjoy books together as a family.

Suggestions:

1. Reading books they know well that they can now begin to read themselves – recognising and blending sounds they have been learning in phonics. The four reading clues for new words are: sounding out and blending, knowing words by sight, using picture clues, and using the rest of the sentence context to make a good guess.
2. Reading longer books and stories to your child.
3. Finding new books and texts to read together – Two online sources are your child’s EPIC e-book account or the Owl Phonics website
4. Story time - I am uploading at least one a week to the stories folder on Google Classroom. We will also have story time during our afternoon Meets where possible. We will have at least one story time a week as part of our afternoon Meet calls or as separate recordings which I’ll share on Google Classroom.

**Assessment:** As part of our ongoing assessment, I will be assigning for home (and doing in school) a phonics sound check. This is to get a sense of how children are doing with their Set 1, 2 and 3 sounds. I will give guidance in the assignment as to how you can use the sheet and what information is needed.



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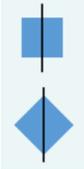
English				
<p>Phonics Learning Goal: <b>To practice and blend Set 2 and Set 3 sounds</b></p> <p>Group 1: practice igh ow Same as practice sessions for groups 2 and 3.</p> <p>Group 2: ur Writing the sound and the attached phrase. Testing previous sound words. Writing and finding new words using today's sound. Writing sentence with new words and red words.</p> <p>Group 3: ue Same as group 2.</p>	<p>Phonics Learning Goal: <b>To practice and blend Set 2 and Set 3 sounds</b></p> <p>Group 1: oo (zoo) Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: er Writing the sound and the attached phrase. Testing previous sound words. Writing and finding new words using today's sound. Writing sentence with new words and red words.</p> <p>Group 3: ie Same as group 2.</p>	<p>Phonics Learning Goal: <b>To practice and blend Set 2 and Set 3 sounds</b></p> <p>Group 1: oo (look) Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: practice ur &amp; er Recall the two previous sounds and give words for each sound. Look at the corresponding green words and test spelling and write phrases.  Read the nonsense words and any associated texts / books.</p> <p>Group 3: ue &amp; ie Same as group 2.</p>	<p>Phonics Learning Goal: <b>To practice and blend Set 2 and Set 3 sounds</b></p> <p>Group 1: practice oo &amp; oo Same as practice sessions for groups 2 and 3.</p> <p>Group 2: ow (cow) Writing the sound and the attached phrase. Testing previous sound words. Writing and finding new words using today's sound. Writing sentence with new words and red words.</p> <p>Group 3: au Same as group 2.</p>	<p>Phonics Learning Goal: <b>To practice and blend Set 2 and Set 3 sounds</b></p> <p>Group 1: ar Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: ai Writing the sound and the attached phrase. Testing previous sound words. Writing and finding new words using today's sound. Writing sentence with new words and red words.</p> <p>Group 3: e-e Same as group 2.</p>



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<p>English Learning Goal: <b>To infer about a character and place using ‘because’.</b></p> <p>Task 1: Look at Living on an Island – slideshow. Use the list of questions provided as a guide to discussion including If it were a small island, would there be always something new to explore? Show a picture of Grandma Bird’s Island – what do we know, what can we guess?</p> <p>Task 2: Show a picture of Grandma Bird – what do we know, what could we guess, what would we like to know?</p> <p>Task 3: Hear and see the story (video or book). What do you now know about Grandma Bird?</p> <p>Task 4: Draw a picture of her and write because sentences – model first.</p>	<p>English Learning Goal: <b>To understand and recognise verbs. To explore interesting verb choices that add detail.</b></p> <p>Task 1: Recap with an IXL task – what is a verb? Move and act out verbs as a game.</p> <p>Task 2: Hear the story again and make a note of the verbs you hear that stand out. Afterwards, discuss the ones you chose.</p> <p>Task 3: Find verbs on given pages of the story. Record in a given table (Google Doc).</p> <p>Task 4: Choose between 2 and 5 of the verbs and write your own sentence using that verb in the most detailed way you can.</p>	<p>English Learning Goal: <b>To recognise and use figurative language to build an image for the reader.</b></p> <p>Task 1: Look at the idioms and figurative language used and see if you can remember where in the book they came and what they were about. E.g. Sleeping top to tail, Snoring like a walrus.</p> <p>Task 2: Recap / introduce similes (challenge level experienced these in One World last week). Snoring like a walrus – why a walrus? Listen to a clip. Identify other similes and think about how Noi and Grandma would snore / laugh / etc.</p> <p>Task 3: Write similes comparing Noi and Grandma.</p>	<p>English Learning Goal: <b>To understand the language of pictures – the use of dark and light beyond the literal.</b></p> <p>Task 1: Look at the double page of Noi in the cave. Look at where the dark and light is and discuss how this reflects more than just lightness. What words and emotions link to dark and light in the story?</p> <p>Task 2: Planning an adventure Island story.</p> <p>Using the planning sheet, plan a short Island adventure story. Think of and storyboard an event that is ‘dark’ such as getting lost as Noi did. Think about how it will be light again. Start to plan what verbs and similes you might use.</p>	<p>English Learning Goal: <b>To write an adventure story including aspects of dark and light, interesting verbs and similes.</b></p> <p>Time to write. Go back to yesterday’s plan and look at one picture / part. Write a couple of sentences together and see if you can model and support the writing of interesting verbs and a simile.</p> <p>Task: Write a short Island Adventure story at your level, using your plan as a guide – with increasing levels of independence.</p> <p>Support: Scribed sentences building on the week with elements of the learning goal.</p> <p>Challenge: Include all the elements of the learning goal within a well-structured story.</p>



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Maths				
<p><b>Learning Goal:</b> <b>To recognise 2-D and 3-D shapes</b></p> <p>Quiz: Flashback 4 questions from previous blocks</p> <p>Task 1: Look at the images of 2-D and 3-D shapes on the slides. Can you match the names to the shapes?</p> <p>Task 2: Go on a shape hunt around your home or classroom / outside. Create a tally of the shapes you see.</p> <p>Task 3: Sheet relating to the LG including differentiated reasoning and problem solving.</p>	<p><b>Learning Goal:</b> <b>To count sides on 2-D shapes</b></p> <p>Quiz: Flashback 4</p> <p>Task 1: Answer / discuss questions on the slides – what is a side? Do all four-sided shapes look the same? Why do you think shapes have the names they do?</p> <p>Task 2: Sheet relating to the LG including differentiated reasoning and problem solving.</p>	<p><b>Learning Goal:</b> <b>To count vertices on 2-D shapes</b></p> <p>Quiz: Flashback 4</p> <p>Task 1: Through video / slides show what a vertex is (a corner). Vertices-based questions such as, 'if my shape has __ vertices, what could my shape be?'</p> <p>Task 2: Sheet relating to the LG including differentiated reasoning and problem solving.</p>	<p><b>Learning Goal:</b> <b>To draw 2-D shapes</b></p> <p>Quiz: Flashback 4</p> <p>Task: Different activities to support and promote drawing 2-D shapes. Using a ruler and dotted or squared paper.</p> <ul style="list-style-type: none"> <li>- Making patterns</li> <li>- Making free drawings and labelling the shape names</li> <li>- Drawing following a comparative sequence e.g. draw a large rectangle. Now draw a square within the rectangle. Now draw a pentagon that is bigger than the square. (Could record this as a teaching video).</li> </ul>	<p><b>Learning Goal:</b> <b>To find and draw lines of symmetry</b></p> <p>Quiz: Flashback 4</p> <p>Task 1: Complete 'half' shapes on a vertical line of symmetry. Include the question what shapes can you make when a vertical line of symmetry is drawn on a square? (rectangle and triangle)</p>  <p>Task 2: Sheet relating to the LG including differentiated reasoning and problem solving.</p>



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Topic				
<p>Learning Goal: <b>To select and use appropriate tools and materials to create art inspired by waves.</b></p> <p>Task 1: Display the <a href="#">Waves Pinterest board</a>. Look at each of the paintings and explain what they show. Highlight key artists and paintings. Identify common themes, colours and textures. (There will be a support document for this).</p> <p>Task 2: With whatever resources you have available at home or in school, explore ways of using your tools (brushes, pens, pastels etc.) to create waves and water.</p> <p>Task 3: Create a wave-themed painting or piece of art with your choice of art materials.</p>	<p>Learning Goal: <b>To describe human and physical features that have changed over time and give reasons why.</b></p> <p>Task 1: Show the children pictures of Exmouth then and now. For each picture ask questions to help guide the children's observations. For example, 'What are the people doing? What human features can you see? How do you know that this picture is in the past?' Record thoughts on any changes they can see and of any suggested reasons for the change.</p> <p>Task 2: Choose an element/s that has changed and record in books with reasons. Could use Google Earth or Street view to further explore your feature</p>		<p>Mini project Learning Goal: <b>To research and create a mini project associated with coasts.</b></p> <p>For the rest of this half term, use your research questions to help structure your mini-project.</p> <p>Remember to be selective when using texts – and to write things in your own way, not just copying what someone else has written.</p> <p>Your project can be written, drawn, created or any combination of the three.</p> <p>We will share the projects after half term.</p>	



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Additional				
<p><b>PE:</b> Daily exercise task from Miss Hannis-Smith– available on Google Classroom</p> <p><b>Craft:</b> Form drawing task from Mrs Yarto - available on Google Classroom</p> <p><b>French:</b> Weekly French task from Madame Tiacoh – available on Google Classroom</p>		<p>Well-being Wednesday Learning Goal: <b>To experience activities that support mental health and well-being.</b></p> <p>Tasks will be set during the week and shared on Google Classroom. They will include:</p> <ul style="list-style-type: none"> <li>- A time for stillness and reflection</li> <li>- A time for active mindfulness</li> <li>- A yoga session from Miss Yarto</li> </ul>	<p>RE learning goal: <b>To know about life as a Muslims in the UK. To find out more about Hajj (pilgrimage).</b></p> <p>Quiz: recap the five pillars of Islam. What is Hajj?</p> <p>Task 1 and 2: Follow the PowerPoint which recaps and explains all about pilgrimage. It includes a link to the story linked below. Watch the story clip about a boy called Omar going on pilgrimage to Hajj. <a href="https://www.bbc.co.uk/bitesize/clips/z4yr87h">https://www.bbc.co.uk/bitesize/clips/z4yr87h</a></p> <p>Task 3: Design a postcard from Mecca – with the option of writing the message home from an imaginary trip to Mecca.</p>	<p><b>Online English and Maths:</b> IXL activities <a href="https://uk.ixl.com/signin/avantihall">https://uk.ixl.com/signin/avantihall</a> I have recommended activities this week relating to adjectives and to statistics. I will place links in the assignments on Google Classroom but you can also explore any topic you like.</p> <p><b>Times Table Rockstar and Numbots:</b> The school has set up account that support with maths. Times Table Rockstar and Numbots. Let me know if you need the login details.</p>