



AVANTI HALL

Primary Planning: Year 2 Beech Class

Week beginning: 11.1.21 - Week A

Planned focused learning for English, Phonics, Maths, Topic, PSHE and RE

Reading:

Spend time each day enjoying 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 – e-books available from the Epic website (see Google Classroom for logon details), Owl Phonics website (free sign-up for parents) or other texts you have around the house.
4. Writing their own sentences / stories / making their own books or making one together.

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.

IXL: (online English and Maths skills) between 3 – 5 x a week to daily, 10-20 mins looking at the recommended skills and anything you would like to try.

Craft and Yoga: There will be a recorded session for you to take part in from Mrs Yarto.

PE: Miss Hannis-Smith has set daily activities for you to do.

Mon 11th Jan

Tues 12th Jan

Wed 13th Jan

Thurs 14th Jan

Fri 15th Jan

Phonics	<p>Group 1: y</p> <p>Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: ou</p> <p>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: ow</p> <p>Same as group 2.</p>	<p>Group 1: w</p> <p>Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: oy</p> <p>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: ai</p> <p>Same as group 2.</p>	<p>Group 1: th</p> <p>Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: practise</p> <p>Recall the two previous sounds and give words for each sound. Look at the corresponding green words and test spelling and write phrases.</p> <p>Read the nonsense words and any associated texts / books.</p> <p>Group 3: practise</p> <p>Same as group 2.</p>	<p>Group 1: z</p> <p>Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: ea</p> <p>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: oa</p> <p>Same as group 2.</p>	<p>Group 1: ch</p> <p>Writing the sound and words using that sound. Writing a simple sentence.</p> <p>Group 2: oi</p> <p>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: ew</p> <p>Same as group 2.</p>
English	<p>LG: To find and use interesting descriptive words to use in a report</p> <p>Task: looking at text from the book and selecting good describing words (adjectives) including alliteration.</p>	<p>LG: To write a report in 1st person using description.</p> <p>Task: To write a 1st person report paragraph about the storm using words from yesterday.</p>	<p>LG: To design an advert using persuasive language.</p> <p>Task: Begin to design your newspaper pages and create an advert for one of the businesses on the island using persuasive language</p>	<p>LG: To create a newspaper front page including a report on the pier, an advert, pictures, captions and a descriptive article about the storm.</p> <p>Two days to put together your newspaper – including</p>	<p>LG: To create a newspaper front page including a report on the pier, an advert, pictures, captions and a descriptive article about the storm.</p>

	Find you own words to describe the storm.	Look at headlines and choose one for the pier and one for the storm.		all the aspects from the LG.	
Maths	<p>LG: To recognise and work with odd and even numbers up to 50</p> <p>Task: Sheet that explores the patterns, sequence and position of odd and even numbers on a 100 square and in word problems</p>	<p>LG: Dividing by 5</p> <p>Task: Sheet and activities that recap the 5 x table and use this to answer questions that share or group into 5.</p>	<p>LG: Dividing by 10</p> <p>Task: Sheet and activities that recap the 10 x table and use this to answer questions that share or group into 5.</p>	<p>LG: Consolidation of multiplication and division</p> <p>Task: Activities that bring together multiplication and division through problem solving and storytelling. Writing their own sums and number stories.</p>	<p>LG: How well do I understand multiplication and division?</p> <p>Task: Assessment tasks to see what concepts have been understood. Questions with missing numbers such as $10 = _ \times 2$.</p>
Topic	<p>LG: To understand what keys are on maps and explore common map symbols.</p> <p>Task: Activity and questions about a coastal town map.</p>	<p>LG: To investigate the effect of seawater on different materials.</p> <p>Task: Set up an experiment using jars of salty water – observe over the half term and record.</p>	<p>LG: To understand what erosion is and how the coastline erodes.</p> <p>Task: I will demonstrate erosion to the class, sharing vocabulary and asking them to draw what they see.</p>	<p>LG: To use IT to support a research mini project about the coastline.</p> <p>Task: Fill in a form to let me know what topic you would like to research.</p>	
PSHE / RE			<p>PSHE – circle time games, discussion relating to assembly theme</p>	<p>RE LG: To know about life as a Muslim.</p> <p>Task: Match the label to the picture of features of a Mosque and find out more</p>	

				about what Mosques are like.	
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