

Year 2 Weekly Plan – 11.1.21

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Early work – Words of the week - hour improve Home learning page</p> <p>ENGLISH/GEOGRAPHY – To identify seasonal and daily weather patterns in the UK To use subordination (using when, if, that, or because) and co-ordination (using or, and or but). To gather and record data to help in answering questions. Write sentences for weather diary using subordination and co-ordination. Home learning page</p>	<p>Early work – Boggle</p> <p>PHONICS – Soft g flash cards</p> <p>ENGLISH/GEOGRAPHY – To identify seasonal and daily weather patterns in the UK To use subordination (using when, if, that, or because) and co-ordination (using or, and or but). To gather and record data to help in answering questions. Write sentences for weather diary using subordination and co-ordination.</p>	<p>Early work – Addition</p> <p>ENGLISH/GEOGRAPHY – To identify seasonal and daily weather patterns in the UK To use subordination (using when, if, that, or because) and co-ordination (using or, and or but). To gather and record data to help in answering questions. Write sentences for weather diary using subordination and coordination.</p>	<p>Early work – soft g word search</p> <p>PHONICS – Soft g Word sort if time</p> <p>ENGLISH/GEOGRAPHY – To identify seasonal and daily weather patterns in the UK To use subordination (using when, if, that, or because) and co-ordination (using or, and or but). To gather and record data to help in answering questions. Write sentences for weather diary using subordination and co-ordination.</p>	<p>Early work – Practise spellings</p> <p>ENGLISH/GEOGRAPHY – To identify seasonal and daily weather patterns in the UK To use subordination (using when, if, that, or because) and co-ordination (using or, and or but). To gather and record data to help in answering questions. Write sentences for weather diary using subordination and coordination.</p> <p>SPELLING TEST Soft g words. 10am - Live spelling test with Mrs Ball/ Mrs Braid</p>
<p>PHONICS – Soft g PowerPoint</p> <p>MATHS – DIVISION Recall and use division facts for the 2, 5, and 10 multiplication tables, including recognising odd and even numbers. Dividing by 10 Link to video and learning on Home learning page</p>	<p>MATHS – DIVISION Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Bar Modelling – Grouping Home learning page</p>	<p>PHONICS – Soft g flashcards pseudo words</p> <p>MATHS – DIVISION Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Bar Modelling – Sharing</p>	<p>MATHS – DIVISION Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Solving word problems Home learning page</p>	<p>MATHS – DIVISION Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. End of unit Check Home learning page</p>
<p>COMPUTING – ALGORITHMS Learn to understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. Ask your child to invent a game to play around the house and write out the rules (an algorithm). Play the game with them - do the rules explain everything about how to play? Can you find any loop holes in their rules?</p>	<p>HANDWRITING Practise your joined handwriting. See if you can keep your ascending letters taller than the other letters.</p>	<p>PE - DANCE- The Circus Choose a piece of circus music -Create first part of a dance. You enter the circus tent for the first time. How would you feel e.g. excited, happy, or nervous? Use facial expression. –Next create a phrase of a dance that shows the character of a clown. How do they think a clown would move? -Then use different levels and body shapes to create the idea of ‘the strongman /woman’. Poster of circus performers on Home learning page</p>	<p>ART To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Theme: How artists represent types of weather in their work. Creating a piece of artwork in the style of chosen artist.</p>	<p>SCIENCE - WORKING SCIENTIFICALLY Write a conclusion for weather data collected this week and draw a chart of data. Sheet on Home learning page</p>
<p>MUSIC - To use voices expressively and creatively by singing songs and speaking chants and rhymes. Learning the song and thinking about the rhythms in the song. https://www.bbc.co.uk/teach/school-radio/music-ks1-tiddalik-the-frog-1/zj9spg8</p>	<p>2pm Story time – Mrs Braid</p>	<p>2pm Story time – Mrs Ball</p>	<p>2pm Story time – Mrs Braid</p>	<p>PSHE - Families and people who care for me; To know about different types of families including those that may be different to their own. To identify common features of family life</p>