

English – Reading

Monday

Vlad and the Great Fire of London (GFoL) by Kate Cunningham

Today's read concentrates on how we use **expression** in reading to bring the story to life. We look at how we can change volume and pace to create interest; how the punctuation can guide us; and how we can use different voices to bring out different characters.



We also focus on **Vocabulary Victor** today, encouraging the children to stop when they come to a word they are not sure about and consult a dictionary or a grownup who can help them with the meaning.

Tuesday

Vlad and the GFoL by Kate Cunningham

Today it is the turn of **Inferencing Iggy** to lend a hand!

Iggy helps us to look for clues as to how people are feeling.

Children can follow along the story and fill speech bubbles for Boxtan the Rat who, so far, has not said a word!

Use **Inference Iggy** to guess how Boxtan is feeling based on the events going on around him and the pictures.



Wednesday

Vlad and the GFoL by Kate Cunningham

Today we turn to **Sequencing Suki** who helps us to understand the order of events in a story.

Children are invited to read through the story together using all the tricks of **expressive reading**.

Afterwards, children can use **Sequencing Suki** to unscramble a mixed-up sequence of pictures from the story, and then a mixed-up sequence of stories.

Can they get the pieces of the story back in the right order?



Sequencing Vlad's Story

These events in Vlad's story have been mixed up out of order!

Use Sequencing Suki to put them back the right way!



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You could print and then cut out, or you can move the pictures around into the right order in Word, or you could write suitable sequencing numbers in the boxes, as you wish!

Sequencing Vlad's Story

These events in Vlad's story have been mixed up out of order!

Use Sequencing Suki to put them back the right way!



Come on, Boston, let's find a nice snag tent.	"It will be safe there, Samuel," he was muttering	SMOKE!!	Boston bent down and gobbled each piece.	Everything was wonderful until three days ago.
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You could print and then cut out, or you can move the text-boxes around into the right order in Word, or you could write suitable sequencing numbers in the boxes, as you wish.

Thursday

Vlad and the GFoL by Kate Cunningham

Children continue to read the story, now trying to think about what parts they have enjoyed the most. But what's this? Some of the story now seems to be out of order! Can the children spot where the **sequence** of events has come unstuck? They will need **Sequencing Suki** again.

Friday

Vlad and the GFoL by Kate Cunningham

In our very last read of the story it's time to look at what things we have most enjoyed. Has your child enjoyed the story? How would they recommend it to others? What would they change if they could?

The reading video today will take a close look at just one or two parts of the story in close detail, exploring how they work at storytelling.

Children could write down one or more statements as a short book review- they can practice their Past Tense by finishing the sentence starter:

"My favourite part was when..."

English – Writing and CEW

Monday

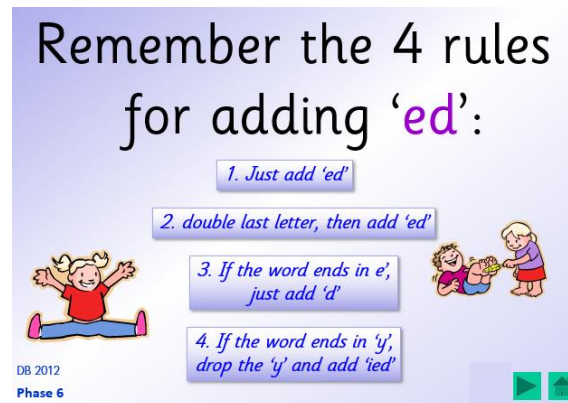
CEW: people

SPAG: regular **Past Tense** “ed” endings.

Children can practice forming the **Past Tense** of **Regular Verbs** using the “ed” **suffix** and these rules:

Remember the 4 rules for adding ‘ed’:

1. Just add ‘ed’
2. double last letter, then add ‘ed’
3. If the word ends in ‘e’, just add ‘d’
4. If the word ends in ‘y’, drop the ‘y’ and add ‘ied’



verb	past tense
climb	climbed
cook	cooked
look	looked
walk	walked
chomp	chomped
play	played
clean	cleaned
brush	brushed
bump	bumped

verb	past tense
hug	hugged
chop	chopped
drag	dragged
slip	slipped
fan	fanned
shop	shopped
flip	flipped
tap	tapped

verb	past tense
live	lived
race	raced
love	loved
name	named
pile	piled
rake	raked
rule	ruled
smile	smiled
stroke	stroked

verb	past tense
marry	married
cry	cried
worry	worried
hurry	hurried
spy	spied
carry	carried
study	studied
fry	fried
tidy	tidied

Tuesday

CEW: water

The children continue their practice of forming the **Past Tense** by writing short statements to describe what Boxtton the rat is up to in the story.

Children are encouraged to add **Adverbs** to make their statements more interesting:

“Boxton quickly scampered across the road. Boxtton hungrily sniffed the air. Boxtton squeezed under the door.”

Wednesday

CEW: money

Today the children are asked to imagine what the world must look like from Vlad’s flea-sized point of view: a grassy field as thick as a jungle; pencils as big as signposts; rats as big as elephants!

Children can express their ideas through writing, pictures, vide, role play etc.

Fun videos will be available on Teams with suggestions on how to explore indoor and outdoor environments. This task is designed to carry on over two days, allowing children to thoroughly explore their environment and then capture it.

Thursday
CEW: parents

Today children can continue with their Vlad's-eye-view of the world, see above.

Friday
CEW: even

Today the children are invited to review *Vlad and the Great Fire of London*. Further practice of the **Past Tense** is encouraged by asking children to complete the sentence starter: "My favourite part was when..." Children are encouraged to use all their knowledge about **Conjunctions, Adjectives and Adverbs** to make a gripping statement or two.

Phonics – Daily

Show your child the sounds below and ask them to tell you each sound with the word (above the sound) and the action.

toe oe	bone o-e	station tion
kite i-e	boy oy	queen qu
pray ay	train ai	cup bush u
hat bath a	phone ph	night igh

cat city c	sea head ea	ear pear ear
yo-yo very y	this thumb th	flute cube u-e
fly crystal gn	o	au

Daily
Phonics
lessons
are
posted

on Microsoft Teams. This can be downloaded as an App on any device (including Xbox and Play Station) or can be accessed online by googling Microsoft Teams.

Maths

Monday –

Today we are learning to divide by 10. Warm up your maths brain by counting in 10s on your fingers to see how many groups of ten you count. For example, for $70 \div 10$, count in 10s until you get to 70. How many groups of 10 did you count on your fingers? You will need 20 objects for counting. Pasta, Lego bricks or beads would make good counters.

Follow either of the links to a video all about grouping -

<https://vimeo.com/498262386> or <https://whiterosemaths.com/homelearning/year-2/spring-week-4-number-multiplication-and-division-2/>

The accompanying worksheet is below or it can be found at -

<https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y2-Spring-Block-1-WO6-Divide-by-10-2019.pdf>

There is an assessment for the multiplication and division learning we have just completed. We would complete these under normal circumstances in order to understand which aspects of multiplication and division individual children understand and which aspects they would benefit from revisiting. The papers can be found at <https://wrm-13b48.kxcdn.com/wp-content/uploads/2018/11/Year-2-Multiplication-1.pdf> and <https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/01/Year-2-Division.pdf> There is no accompanying video.

Tuesday –

Warm up your maths brain and revisit place value at

<https://mathsframe.co.uk/en/resources/resource/554/Dienes-Identify-and-Represent-Numbers> Choose to identify and create numbers up to 100.

Today we are beginning a new section of learning about statistics. In today's lesson, we will be learning to make tally charts. There is no worksheet, but children will be asked to

1. make a tally of things they can see out of the window
2. favourite fruit of people in their family

However, your child does not need to be restricted to these examples. As long as they are making tallies it does not matter what they do them about:

fruit in the fridge, vehicles seen on a walk, colour of pens in a pencil case, colour of Lego brick in a pile ... anything! Children may need support drawing their tally charts.

Follow either of the links to a video all about making tally charts – <https://vimeo.com/501669795> or

<https://whiterosemaths.com/homelearning/year-2/spring-week-5-statistics/>

Today is an activity day with no worksheet.

Wednesday -

Warm up your maths brain by finding numbers on a number line at

[https://mathsframe.co.uk/en/resources/resource/569/Parachute-Number-](https://mathsframe.co.uk/en/resources/resource/569/Parachute-Number-Line)

[Line](https://mathsframe.co.uk/en/resources/resource/569/Parachute-Number-Line) begin by landing on numbers to 10, then progress to 20, 50 and 100 when you are ready.

In today's lesson, we will be learning to make tally charts. Follow either of the links to a video all about making tally charts – <https://vimeo.com/501671369>

or <https://whiterosemaths.com/homelearning/year-2/spring-week-5-statistics/>

The accompanying worksheet is below, or it can be found at

[https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y2-](https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y2-Spring-Block-2-WO1-Make-tally-charts-2019.pdf)

[Spring-Block-2-WO1-Make-tally-charts-2019.pdf](https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y2-Spring-Block-2-WO1-Make-tally-charts-2019.pdf)

Thursday –

Warm up your maths brain and keep your multiplication skills fresh by bowling at

[https://mathsframe.co.uk/en/resources/resource/504/Super-Maths-](https://mathsframe.co.uk/en/resources/resource/504/Super-Maths-Bowling-Multiplication)

[Bowling-Multiplication](https://mathsframe.co.uk/en/resources/resource/504/Super-Maths-Bowling-Multiplication) When asked to select objectives, select all objectives for year 2 which is at the bottom of the page.

In today's lesson, we will be learning to draw pictograms. There is no worksheet but you will be asked to create a pictogram of animals seen on a walk but there is an option to create one on a virtual walk during the video. Children may need support drawing their tally charts.

Follow either of the links to a video all about drawing pictograms –

<https://vimeo.com/501672753> or

<https://whiterosemaths.com/homelearning/year-2/spring-week-5-statistics/>

Today is an activity day with no worksheet.

Friday -

Warm up your maths brain and revise subtraction at

<https://mathsframe.co.uk/en/resources/resource/555/Subtraction-Mini-Maths-Golf> When asked to select objectives, select all objectives for year 2 which is at the bottom of the page. You may like to draw a tens and ones grid to solve the problems.

In today's lesson, we will be learning to draw pictograms. Follow either of the links to a video all about drawing pictograms - <https://vimeo.com/501673699> or <https://whiterosemaths.com/homelearning/year-2/spring-week-5-statistics/>

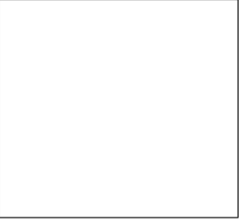

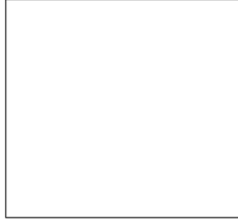
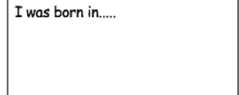






The accompanying worksheet is below, or it can be found at <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y2-Spring-Block-2-WO2-Draw-pictograms-1-1-2019.pdf>

Monday – Science

Today, we will be thinking about how we have changed since we were babies. Recap on last week's learning and see if you can remember the six stages of human growth (baby, toddler, child, teenager, adult).

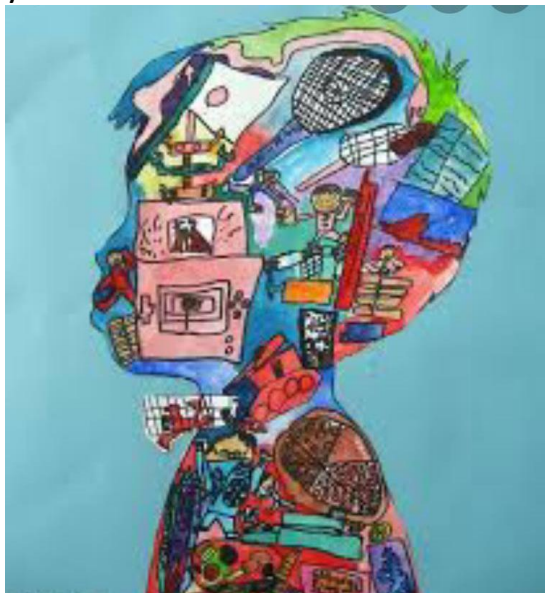
- What does a baby need help with?
- What is a toddler learning to do?
- What can a child do?
- How do you know that someone is a teenager?
- Why do adults have jobs? What does your adult do? What would you like to do when you're an adult?
- How could you help someone who is elderly?

Ask your adult to show you a picture of you as a baby and you now. Discuss how you have changed since you were a baby and how you might change when you are an adult. Complete the task below.

What I looked like when I was a baby	What I look like now	What I think I will look like when I am an adult
		
I was born in..... 	Now I am years old. How have you changed since you were a baby?   	How will you have changed when you are an adult?   
<p>Word Bank</p> <p>Taller hair fatter thinner feet hands face body arms legs teeth skin wrinkles</p>		

Tuesday – Art Week

This week, it is Children’s Mental Health Week and, for the first two days, we are going to tie this into our art week. This year’s theme is ‘Express yourself’. Discuss (with an adult) the things that make you happy and make you who you are. Over the next two days, we are going to make a picture that is all about you! It will look like this:



Today, find a white piece of A3 card. Choose one colour of paint (your favourite colour) and paint the card. Leave it to dry. Now, draw the outline of a head (you could trace one, ask an adult to help you or ask an adult to draw around your own head). In the head, begin to draw objects/people/places etc that make you happy (my dog makes me happy).

Wednesday – Art Week

Today, we are going to finish off drawing our happy things and then colour them in (or paint them). Make sure you take great care when colouring in! Make it as colourful as you'd like!

When you have finished your head, and your background is dry, stick the head on to the background. Now you have a piece of art that is all about you!

Thursday – Art Week

Recently, we have been learning about the Great Fire of London. Today, we are going to make a picture of the fire and London at the time.



Today, we will make the background and the houses. The background needs to look like flames. You need a piece of white card, orange, yellow and red paint and some paper towels. To make it look there is a raging fire, scrunch up some tissue paper and dip it into one of the paints. Dab the paint all over the card. Repeat with each colour and until the card is completely covered. Leave it to dry.

Now, draw some houses on to black card (you could use white card and black paint/colouring pencils) and carefully cut them out.

Friday – Art Week

Today, we are going to finish off our firescapes. Now that your background is dry, you could use some grey paint (mix black and white) to create some smoke on the background. Use the same technique as you did for the fire. If you do not have paint, you could scrunch up some white tissue and stick it on.

Next, stick the houses on to the bottom on the background.