

English – Reading

Monday

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

Show the cover of Vlad and the Great fire of London and discuss the cover. What sort of book is this? How do you know? Who is the author? Who is the illustrator? Remind the children of Predicting Pip. Pip predicts the future. If you were the author of this book and you were given this cover, what do you think you would write the book about? Who is Vlad and what do you think happened to him in the GFoL? Tell carer.

Tuesday

Vlad and the GFoL by Kate Cunningham

Remind the children of Vocabulary Victor and pre-teach new vocabulary:

Plague (flea, rat),

dozy, scampered, quivering, staggered, trudging,

inferno, scorched, singed,

River Thames,

Wednesday

Vlad and the GFoL by Kate Cunningham

Read through Vlad and the Great Fire of London, pausing to predict what will happen based on what has happened before. Ask questions such as: What do you think will happen next? How do you think this will end? Where do you think they will go? What do you think Boxtan smelled? What do you think Vlad and Boxtan will do with the cheese and wine?

Thursday

Vlad and the GFoL by Kate Cunningham

Remind the children of inference iggy and the kind of questions he asks.

Read the book again, this time, asking the children to start joining in. Ask inference questions while reading such as: Give me 2 reasons you think Vlad chooses to live with Boxtan? Give me 2 reasons why you think Vlad and Boxtan decided to stay at the bakery. On the last page, why is it funny when Vlad says “I need a bite to eat”

Friday

Today is the first day of the RSPB big garden birdwatch so I thought it would be nice to have a break from the GFoL and do a bird comprehension.

Link to Big Garden Birdwatch signup: <https://www.rspb.org.uk/get-involved/activities/birdwatch/packrequest/>

Read the comprehension with your child, possibly several times and complete the questions with support or independently

Reading Speed

I do not want to overburden anyone but am putting an extra reading activity into this week's planning for parents and children who feel they have the capacity to do some extra reading activities. The idea is that all children should be able to read 90 words per minute of an age-appropriate text. Some children do this naturally, others need a bit of practice reading with pace. Time your child for 1 minute and see how far they get. Practising reading with a focus on pace will gradually enable your child to read faster.

60-Second Reads Guidance

Recent DfE Guidance stated that:

In age-appropriate books, a year 2 pupil working at age-related expectations should read words accurately and fluently without overt sounding and blending, at a rate of over 90 words per minute.

This resource aims to give you the ability to test a pupil's level of fluency to this expected standard. Each 60-Second Read Activity Card features a short extract of age-appropriate text with an average word count of 90 words. The cumulative word count for each line of text is shown in the left-hand margin of each card. Each of the cards also contains a set of comprehension questions that link to the KS1 reading content domains.

Terrible Tornadoes

7 Tornadoes are sometimes called twisters. They are
17 very large and fast spirals of air that come from
25 a thunderstorm on the ground. They are often
34 grey in colour and look like an elephant's trunk
43 spinning from the sky to the floor. Tornadoes can
52 have wind speeds of up to three hundred miles-
62 per-hour so they can cause a lot of damage.
66 They can easily destroy
69 large buildings, pull
74 trees out of the ground
78 and can even carry
83 cars through the air for
87 a long distance. Most
92 tornadoes only last for a
97 few minutes but no one
102 quite knows how or why
104 they stop.



Quick Questions



1. What are tornadoes sometimes called?



2. How might someone feel if they see a tornado coming? Give a reason.



3. '*...they cause a lot of damage.*' In this sentence, what does 'damage' mean?



4. Number these facts from 1 to 3 to show the order they appear in the text.

- _____ Tornadoes are very large spirals.
- _____ Tornadoes only last for a few minutes.
- _____ Tornadoes easily destroy large buildings.

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English – Writing and CEW

Monday

CEW: busy

SPAG: subordination

SPAG warm up questions.

Remind the children of conjunctions. What are coordinating conjunctions?

Which ones do you remember? And, or, but. What are subordinating

conjunctions? Which ones do you remember? When, if, that, because. Find the subordinating conjunctions in the text about the GFoL.

Verbally finish the statements.

We will be writing about fire. If possible, show the fire clip:

<https://www.youtube.com/watch?v=5gBJrZmbGLo>

Children finish the statements:

I like it when the sparks jump out of the fire.

I wonder what would happen if the fire spread.

The fire is yellow because it is hot.

I like bonfires that are warm.

Challenge: write your own statements about fire.

Tuesday

CEW: clothes

This week we are going to describe the fire Great Fire. What sort of words will be very important?

Adjectives: describe

Verbs: movement of the flames

Adverbs: how the flames are moving.

Watch the fire clip from yesterday/ watch a candle / fire in your fireplace.

DANGER OF FIRE Discuss the fire with your parent or carer. How does it more? What colours do you see and where are those colours? Children illustrate the fire using paint, an ipad/ computer, pens, pencils, collage etc.

Wednesday

CEW: move

Boxton doesn't speak in the story but maybe he would be happier writing what he saw. Yesterday you looked closely at fire. DANGER OF FIRE.

Today, we are going to think of some words Boxton may have used when writing about the fire.

Try to think about the fire using the 5 senses: taste, smell, touch, hear, see.

Make note of words to describe the fire. Verbally practise some sentences that would be useful in your own writing tomorrow.

Thursday

CEW: prove

Today we are going to describe the fire Boxton saw. Try dividing your writing up into what did Boxton see, hear, taste, touch, smell? Teacher/ carer demonstrate their own version of this task to give child ideas and

model writing with appropriate punctuation, spelling, grammar, re-reading etc. Teacher give feedback for children to act on in the next lesson.

Friday

CEW: improve

Children read through their teacher's feedback and apply it to their own writing. Read through checking capital letter. Re-read to check full stops. Re-read to check for spellings. Re-write the description for it is ready for an audience to read it and it is the best piece of writing possible.

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	cat city c	sea head ea	ear pear ear learn
whistle wh	car ar	train ai	yo-yo very y fly crystal	this thumb th	flute cube u-e
kite i-e	boy oy	queen qu	knight kn	coin oi	fork word or
manure ure	key they ey	pie shield ie	gnome gn	orange son o	Autumn au
pray ay	train ai	cup bush u	hat bath a wasp	phone ph	night igh

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 about grouping and making equal groups. Warm up your maths brain by counting in threes, fives, twos and tens. How far can you get?

Follow the link to a video all about grouping - <https://vimeo.com/492603961>
Once you have watched the video, complete the questions below or follow the link to the worksheet - <https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y2-Spring-Block-1-WO2-Make-equal-groups-grouping-2019-1.pdf>

Make equal groups - grouping

1 Annie has 10 apples.

Put the counters into groups of 3.

Complete the sentences.

There are 15 counters.

The counters are in groups of .

There are groups.

2 Mo has 20 chairs.

a) Circle groups of 5 chairs.

b) How many groups did you circle? .

c) Complete the number sentence.

\times =

3 Complete the number sentences.

Use the number line to help you.

a) $30 \div 10 =$

30 is made of equal groups of .

b) $30 \div 5 =$

30 is made of equal groups of .

c) Investigate other equal groups you could make with 30.

4 Eva is putting 24 pencils into pots.

She puts 2 pencils into each pot.

How many pots does Eva need?

\times =

Eva needs pots.

5 With 40 counters you can only make equal groups of 4 and 10.

Is Ron correct?

Use counters to show how you know.

Tuesday – Today, we are going to be comparing, grouping and sharing. Before you start, to warm up your maths brains, have a go at playing Hit The Button - <https://www.topmarks.co.uk/maths-games/hit-the-button> . Can you practise your 2 times table?

Follow the link to a video all about comparing, grouping and sharing - <https://vimeo.com/492604113> . Complete the activities in the video.

Wednesday – Today, we are learning to divide by 2. Before you start, to warm up your maths brain, can you practise counting in twos? Jump every time you say a number!

Follow the link to a video all about dividing by 2 - <https://vimeo.com/498260506>

Once you have watched the video, complete the questions below or follow the link to the worksheet - <https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y2-Spring-Block-1-WO3-Divide-by-2-2019.pdf>

Divide by 2

1 Complete the sentences.

a) There are 12 cherries.
There are groups.
There are cherries in each group.
 $12 \div 2 = \square$ $2 \times \square = 12$

b) There are 10 muffins.
There are muffins in each group.
There are groups.
 $10 \div 2 = \square$ $\square \times 2 = 10$

2 Complete the number sentences for each array.

a) $\square \times 2 = 8$
 $8 \div 2 = \square$

b) $\square \times 2 = 16$
 $16 \div 2 = \square$

3 There are 14 socks.
Amir puts them in pairs.
a) How many pairs of socks does he have?

b) Complete the number sentence.
 $\square \div \square = \square$

4 Use the number lines to complete the division sentences.

a) $12 \div 2 = \square$

b) $20 \div 2 = \square$

5 Alex has 22 pencils.
She puts them into pots.
Each pot has 2 pencils.
How many pots does Alex need?
 $22 \div 2 = \square$
Alex needs pots.

6 If I know my 2 times-table, I can use this to help me divide by 2.

Do you agree with Dora? ☐
Talk about it with a partner.

7 Complete the divisions.

a) $\square \div 2 = 5$ e) $\square \div 2 = 5$
b) $10 \div 2 = \square$ f) $\square \div 2 = 6$
c) $14 \div 2 = \square$ g) $\square \div 2 = 9$
d) $0 \div 2 = \square$ h) $\square \div 2 = 11$

Thursday – Today, we are going to be learning about odd and even numbers. Before you start, have a go at playing Shark Numbers -

<https://www.ictgames.com/sharkNumbers/mobile/index.html>

Follow the link to a video all about odd and even numbers -

<https://vimeo.com/498261586> .

Once you have watched the video, complete the questions below or follow the link to the worksheet - <https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y2-Spring-Block-1-WO4-Odd-and-even-numbers-2019-1.pdf>

Odd and even numbers

1 Eva uses counters to make the numbers from 1 to 10.

Tick all the numbers that are even.
What do you notice about all the even numbers?

2 Use counters and ten frames.

a) Show that 14 is an even number.
b) Show that 15 is an odd number.
c) Work out whether 18 is even or odd.
Compare answers with a partner.

3 Draw circles to show the groups.

a) Group the shoes in 2s to show that 16 is even.

b) Group the socks in 2s to show that 17 is odd.

4 Colour all the even numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What do you notice about the last digit of all the even numbers?

5 Dexter makes the number 70 from base 10.

What mistake has Dexter made?

6 a) Teddy has a 2-digit number.
The 1st digit has been covered up.
Is Teddy's number odd or even?
Circle your answer.
odd even you cannot tell
How do you know?

b) Dora has a 2-digit number.
The 2nd digit has been covered up.
Is Dora's number odd or even?
Circle your answer.
odd even you cannot tell

7 Roll 2 dice and find the total.

Dice 1	Dice 2	Total	Is the total odd or even?
3 (odd)	2 (even)	$3 + 2 = 5$	odd

What patterns can you spot?

8 Whitney is making a number pattern.
 5, 7, 9, 11, 13,
a) Write the missing numbers.
b) Write 2 numbers greater than 30 that could be in the pattern.
c) Write 2 numbers greater than 60 that could not be in the pattern.

Friday – Today, we are going to learn about dividing by 5. Before you start, practise counting in fives. How far can you get?

Follow the link to a video all about dividing by 5 -

<https://vimeo.com/498262138> . Once you have watched the video,

complete the questions below or follow the link to the worksheet -

<https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y2-Spring-Block-1-WO5-Divide-by-5-2019.pdf> .

Monday – Science

Today we are learning about how humans grow and change.

Today's video leads children through a discussion about different stages in human life: baby; toddler; child; teenager; adult and elderly.

For example, how is a baby different to a toddler.

Today's task is to create a mini-book with a page for each of those stages.

For example, for the "baby" page your child could draw a picture of a baby and then add some information. You can copy or cut out the labels below to add the details for each stage.

If you have access to Teams, a Word template for the mini-book is available.

If you print this template, ensure that you select the option to "Print on both sides – flip on the short edge". Your pages will print out so that you can fold the pages in half together with the pages in the right order.

Labels to copy or print for each page of your mini-book follow:

Labels

- Learning lots of skills.
 - Baby teeth falling out.
 - Feet and body growing.
 - Getting bigger, stronger and smarter.
- Likes to try things on their own.
 - Eats a lot as they are growing very fast.
 - Might be moody or have spots.
 - New hormones to help them grow and change.
- Born helpless.
 - Can only drink milk.
 - Must be kept clean and warm.
 - Likes to be cuddled and held.
- Not as strong as they were.
 - Joints and muscles might ache.
 - Grey or white hair.
 - Soft skin and wrinkles.
- Fully grown.
 - Can take care of themselves.
 - Might start a family of their own.
 - Need to exercise and eat well.
- Starting to walk and talk.
 - Wobbly on their feet.
 - Starting to try different food.
 - Needs lots of love and care.

Tuesday – RE

Today we enjoy two stories from Islam about how other people and animals should be treated.

Follow this link for the BBC Bitesize video:

<https://www.bbc.co.uk/bitesize/clips/z9tqb82>

Talk with your child to answer these questions:

The Story of the Prophet and the Ants

1. What did the followers do after the Prophet spoke to them?
2. Which animals are important to God?

The Story of the Prophet and the Crying Camel

3. Why was the camel sad? Tell me as many reasons as you can!
4. Who is more important, the camel or the camel-owner?

Wednesday – Computing

In today's lesson you will learn about how to use Scratch to turn your computer into a musical instrument by using some simple coding!

Scratch is a safe, fun environment for children to learn about coding:
Go to <https://scratch.mit.edu/> and hit "Start Creating"!

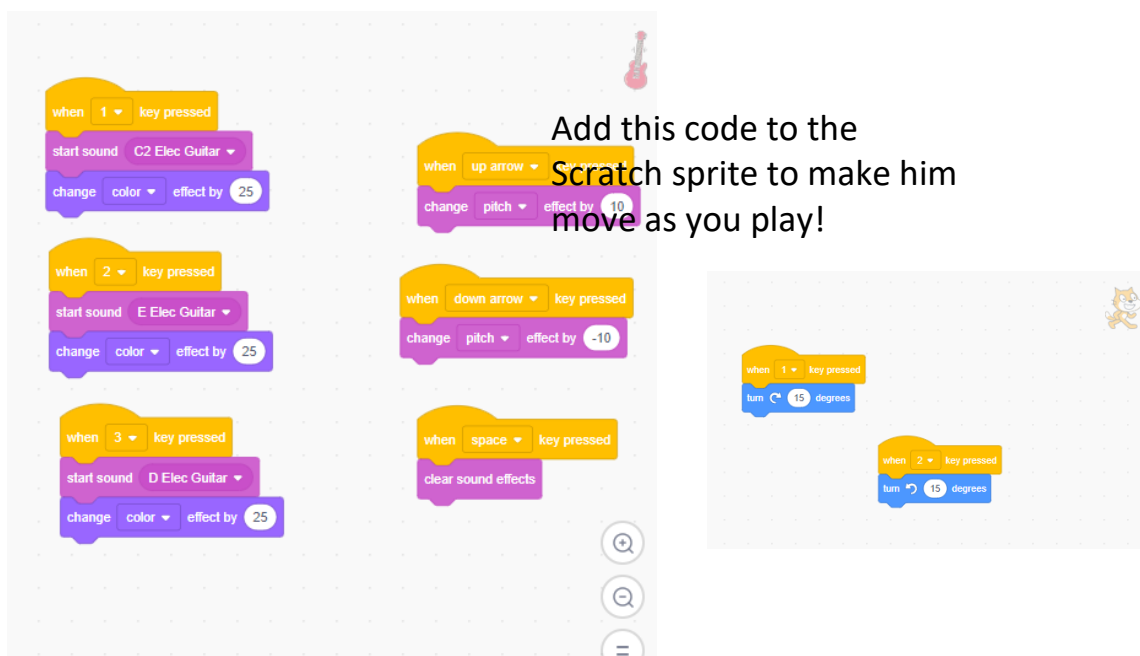
Copy this code to make your computer into an electric guitar!

Press 1, 2 or 3 to play a note (what happens if you play two numbers at once...?);

Press Up Arrow to make the Pitch higher;

Press Down Arrow to make the Pitch lower;

Press the Space Bar to cancel your Pitch Changes.



A copy of this code is saved in the Assignment on Teams so that you can upload it straight into Scratch and then tinker with it.

Thursday – Music

In today's lesson we will compose a piece of "Fire Music"!

Follow this link to listen to the sound of a log fire:

<http://www.youtube.com/watch?v=BLmwmX-mni8>

Listen carefully:

How does the sound change?

Sometimes it is loud and other times quiet, isn't it?

What words describe the sounds?



Manuel de Falla, a Spanish composer, wrote this music which he called *Ritual Fire Dance* – have a listen:

https://www.youtube.com/watch?v=uDxBSb_BUvc

How is it like the fires we've seen and heard?

If Manuel de Falla can do it, so can you! Can you make up a piece of music that sounds like fire?

You could draw a simple picture to explain how the music changes, like when you drew *Vltava* to show the changes of pitch.

Here is a drawing of a piece of Fire Music that Mr Horne put together!



Friday – PHSE

Today we are reading *The Huge Bag of Worries* by Virginia Ironside and Frank Rodgers

Follow this link for a safe, friendly version of the story to watch

<https://www.youtube.com/watch?v=8QwEOSBjOt8>

Talk through the story with your child, using the suggestions below.

Your turn!

What happened in the story?

What were the worries Jenny had?

How did she get rid of them?

Everyone has worries! Did you spot the other bags in the story?

What worries do you have? Let them out one by one!

What is the best thing to do if you have worries?

Who are you going to share your worries with?

Have a go:

Tell someone you trust about the worries you have.

Decide how you are going to deal with those worries. Write them down to remember how you got rid of them!



As well as, or instead of writing about their worries, your child may like to draw a picture of their worries.