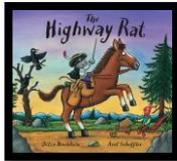
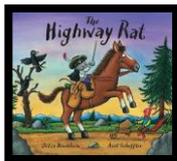
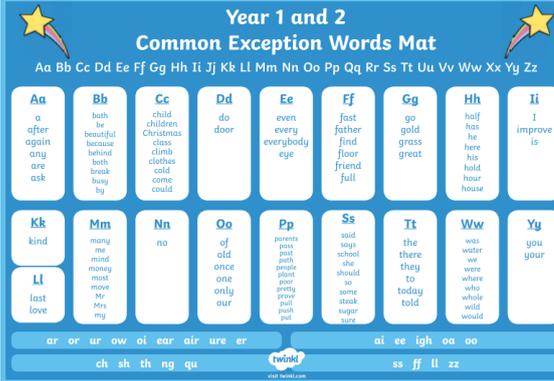


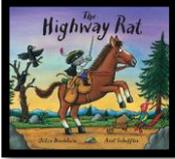
Week 7

English

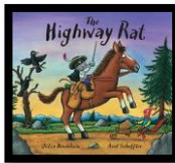
Week 7: Monday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	focus on words <u>your child</u> needs to learn
Phonics & Spelling	5 – 10 min	Remind your child about the possessive apostrophe and how to write it correctly. Find a selection of objects and model how to write a statement using the possessive apostrophe (you could also include an adjective). For example, Mum’s beautiful handbag is shiny. Ask your child to write a short statement for 2 or 3 objects of their choice. They will be able to practise using possessive apostrophes in their writing this week.
Writing	20 – 30 min (depends if you watch the film which is longer than reading the story)	Read the Highway Rat to your child/ Watch the Highway Rat (through book, BBC film, YouTube telling) Stop/ pause regularly to discuss: <ul style="list-style-type: none"> • The meanings of new words e.g. meeker, plucky, bounding etc. • Your child’s favourite words/ phrases • Predictions of what could happen (if it is an unfamiliar story) • Their opinions of the book Ask your child what they remember about questions. They are a type of sentence; they end in ?; they ask something; they need a reply. Watch BBC bitesize: how to write questions https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z2xdng8 Ask your child to write some questions to ask the Highway Rat. For example: Why are you so mean? When will you stop stealing?
Reading	10 min (at least)	<u>This is SO important!</u>

Week 7: Tuesday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	focus on words <u>your child</u> needs to learn

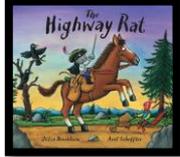
Phonics & Spelling	5 – 10 min	<p>Ask your child to sing through the alphabet.</p>  <p>Explain that words are often organised into alphabetical order to make it easier to find them. Use an alphabetically ordered word bank and practise finding words with your child. The one above can be found at Twinkl. If your child is confident finding words on a small word bank, move onto explaining how a dictionary works and practise finding words. You could provide a word bank for your child when they write (either a printed copy or on a phone/ tablet) but will need to remind them to use it!</p>
Writing	20 – 30 min (depends if you watch the film which is longer than reading the story)	<p>At the end of the week, your child will write a character description about the Highway Rat. They will write a paragraph describing what he looks like and a paragraph describing his character (how he behaves/ acts).</p> <p>Re-read/ Watch The Highway Rat, focusing on the Highway Rat himself. Ask your child to draw a picture of the Highway Rat.</p>
Reading	10 min (at least)	<u>This is SO important!</u>

Week 7: Wednesday						
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>				
CEW	5 – 10 min	focus on words <u>your child</u> needs to learn				
Phonics & Spelling	5 - 10 min	can't	doesn't	I'll	they're	he's
		cannot	does not	I will	they are	he is
		won't	it's	I'm	wasn't	couldn't
		will not	it is	I am	was not	could not
Ask your child what contraction words are. Remind them that contractions are shortened words and the missing letters are replaced by an apostrophe.						

		Write out the words above on separate pieces of paper. Turn them upside down and play the memory game matching the words with their contracted versions e.g. I will and I'll. Where possible, encourage your child to practise using possessive apostrophes in their writing this week.
Writing	20 – 30 min (depends if you watch the film which is longer than reading the story)	<p>Today's lesson will focus on how the Highway Rat looks. Re-watch/ read the Highway Rat. Look at the pictures to decide on his clothes, face, fur etc But most importantly, get evidence from the text e.g. "his teeth were sharp and yellow." At the start he was fit and healthy, then he got "horribly fat" and at the end he was "a thinner and greyer and meeker Rat" Ask your child to write some words to describe the Highway Rat's looks. This will form a plan and help write the paragraph about the Highway Rat's looks later in the week. They could do it as a mind map. Here are some ideas to get you started:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Big, black hat, pink feather</div> <div style="border: 2px solid black; padding: 5px; text-align: center;">The Highway Rat's Looks</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Long, deadly, gleaming sword</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Boots as black as soot</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Sharp, yellow teeth</div> </div>
Reading	10 min (at least)	<u>This is SO important!</u>

Week 7: Thursday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	focus on words <u>your child</u> needs to learn
Phonics & Spelling	5 – 10 min	<p>Use the following words: station, fiction, motion, nation, section, education, foundation, competition, lotion, direction, fraction. Ask pupils to clap and count the syllables in station: 'sta' / 'tion'. Ask them to spell the first part and explain that the ending '-tion' is a tricky one that is not spelt as it sounds. Ask if anyone knows how it is spelt and write it on the board. Do they know how it is spelled? Tell them there are other spellings of '-tion' but that this is the most common. Chant the letters in the word. Rub out a letter each time they chant but reinforce chanting every letter. Can they spell the word when all the letters are rubbed out? Choose another word and repeat the process.</p>
Writing	20 – 30 min (depends if you watch the film)	Today's lesson will focus on the Highway Rat's character. It may help to watch/ read the book again. Discuss how the Highway Rat behaves, reminding your child to get evidence from the book. The conjunction because will be very important. They may say "The

	which is longer than reading the story)	<p>Highway Rat was foolish because he was tricked by the duck” or “The Highway Rat was greedy because he took other animal’s food. Create another mind map about the Highway Rat’s character. Here are some ideas to get you started:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Greedy – stole other’s food</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Nasty – he scares the other animals</div> </div> <div style="border: 2px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;">The Highway Rat’s Character</div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">Selfish – took food others needed</div>
Reading	10 min (at least)	<u>This is SO important!</u>

Week 7: Friday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 - 10 min	focus on words <u>your child</u> needs to learn
Phonics & Spelling	5 – 10 min	Recap the previous session by clapping and counting the syllables in the words ending in -tion. Then chant the letters in each word. Ask your child to close their eyes while you remove one of the words. They then need to work out which is the missing word write it down. Check their spelling and discuss any mistakes. Repeat with other -tion words.
Writing	20 – 30 min	Today your child will write a character description about the Highway Rat. They will write one paragraph about his looks and one about his character. Look through the notes they have made this week and remind them of the grammar they have been practising: possessive apostrophes and contractions. They could also use a word bank to check spellings they are not sure about. Make sure they have discussed their writing in detail and it may help to practise saying each sentence orally, before committing pencil to paper.
Reading	10 min (at least)	<u>This is SO important!</u>

Geography/Art

The Easter Islands are part of Chile. Find them on the map. Watch [Youtube.com/watch?v=QhEeh_BcADg](https://www.youtube.com/watch?v=QhEeh_BcADg) it’s called Mysterious Moai. Take a look at the Easter Island sculptures and find out about them. There is a powerpoint to help you. What might the two heads be saying to each other. Have a go at making an Easter Island head of your own – junk model or salt dough.

Science

The ecosystem of Easter Island has changed over the years. Research to find out how and why it has changed. Draw a poster to illustrate the changes and to warn against not learning from the fate of the island and the islanders.

DT

This week you are visiting Easter Island. As you are looking at the heads, discuss what might they mean to the people of the island. Can you think of any sculptures/statues you have seen in the city? Discuss the Messenger. The Messenger is believed to be the largest sculpture in the UK. Your task this week will be to design your own sculpture.

Start with thinking about something or somebody important for the city and you. Draw your design on paper. As you design you need to think about the size of your sculpture, materials that might be used to make it and place in the city where your sculpture might be placed. Write down your ideas underneath your design.

(Optional activity) – to further your child’s skills you can create a prototype of the sculpture. You can choose from the range of materials (whatever is available to you). It can be Lego, salt dough, plasticine, junk modelling etc. The only limitation: children need to follow their design.

Maths Fractions

This week children will be learning about finding a third, unit fractions and the equivalency of a half and two quarters. Again, I whole heartedly recommend using the white rose website, the link is below. This has short video clips for you to watch each day and an activity booklet for your child to complete. If you cannot access the website, I have broken down the key teaching points for each day so you can do the activities and learning at home without it. Remember, each child will go at their own pace so please do not worry if they do not ‘get it’ straight away. I am also aware you may not have all of the resources listed below. These are just suggestions and can be easily substituted by whatever you have available to you. <https://whiterosemaths.com/homelearning/year-2/>

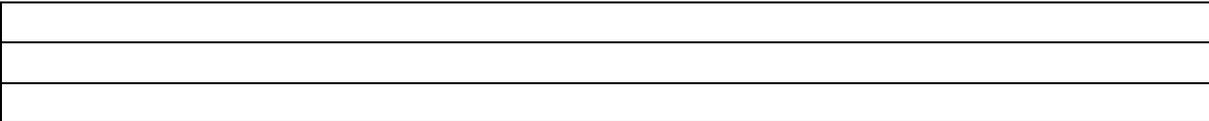
Follow week 2’s videos and learning activities on the website.

Day	You will need	Key teaching points
1 Recognise a third	Pencil Paper Colouring pencils Playdough Food (e.g. piece of fruit or sandwich etc..)	Remind your child that when looking at fractions you are looking at the equal parts of a whole. Review what a half and quarter is by drawing some shapes and splitting them into two and four equal parts. Draw a square or circle and draw three lines on it, ask the children what they notice (draw the lines so the parts are <u>not</u> equal). They should say the whole circle/square has been split into three equal parts, but the parts are not equal. Repeat, this time splitting your circle/square into three equal parts. Now draw two rectangles. Split both into three equal parts, one using horizontal lines and one using vertical lines (see below for example). Ask your child what is the same and what is different? Both have been split into three equal parts but this has been done differently. Say with your child, the whole has

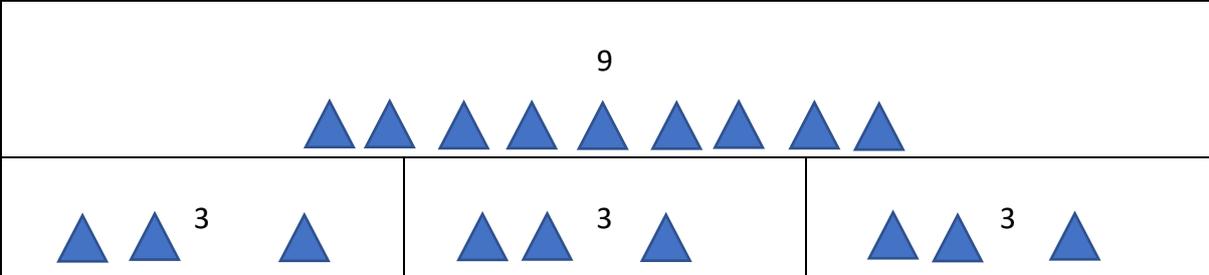
		been split into three equal parts. Ask your child to colour in one of those parts on both rectangles. Show your child the fraction $\frac{1}{3}$ and explain they have coloured in one third (one of the three equal parts). Now, either using playdough or when having a snack or making lunch/dinner can you split your shape or food into three equal parts? Please supervise if your child is using a knife.
2 Find a third	Paper Pencil Objects (buttons, lego, counters, grapes, raisins etc..)	Count out 9 objects/pieces of food. Explain that it needs to be shared between three friends equally. How can they do this? They can draw three circles and share them equally between the three circles, they can draw the bar model (splitting it into three parts – example is below) or use their multiples of three ($3 \times 3 = 9$). Encourage your child to do all three of these methods, first sharing out the 9 objects/pieces of food between three circles equally, then by using the bar model and then counting in threes up to 9. Once you have done this, how many objects did each part get? This is one third ($\frac{1}{3}$) of 9. It is one of the three equal parts. Repeat for 12 then 15 objects. The key point is to ensure they are sharing equally into three equal parts, one third is one of those equal parts.
3 Unit Fractions	Paper Pencil Colouring pencils	Draw three squares and split one into two equal parts. Ask your child to colour in one of the equal parts. Talk about how they have coloured in only one of those equal parts. Write out $\frac{1}{2}$ and explain the numerator is the top number and this shows how many of the equal parts is coloured in, we put 1 here as only one of the equal parts has been coloured in. The denominator shows how many equal parts there are, here we have 2 because there are two equal parts, so one we have $\frac{1}{2}$. Repeat for one quarter (four equal parts) and for one third (three equal parts).
4 Unit Fractions	Paper Pencil Colouring pencils	Draw three squares again and split one into four equal parts. Ask your child to colour in two of those equal parts. Talk about the fact they have coloured in two of the four equal parts – how can they write this as a fraction? Can they remember what you put as the numerator and denominator? The numerator (top number) the number of coloured equal parts (which is 2 in this example) and the denominator is the total number of equal parts (which is 4 in this example). Your fraction is $\frac{2}{4}$. Repeat, again splitting your square into four equal parts, this time colour in three of the equal parts. What is your fraction now? It is $\frac{3}{4}$ because you have coloured in three of the four equal parts. Repeat with your final square, this time splitting it into three equal parts. Colour in two of those parts, then write out the fraction to represent it ($\frac{2}{3}$).
5 Equivalency of a half and two quarters	Paper Pencil Chocolate bar Colouring pencils Objects (toys, buttons, counters etc..)	Draw a rectangle and split it into four equal parts. Explain this is a chocolate bar (you can use a real chocolate bar if you are lucky enough to have one!) Ask your child if they would prefer one half of the chocolate bar or two quarters of the chocolate bar. Get them to explain their answer. Discuss how they are the same, one half is two squares of the chocolate bar and two quarters is two squares of the chocolate bar. Now draw out two bar models (or look at the ones already done for you below). Split one bar model into two equal parts and ask your child to colour in one half. Then split the other bar model into four equal parts and colour in two of them. What do they notice? They are the same. Ask your child to find half of eight objects (using toys, buttons, counters etc..) They can do this using the bar model or by drawing two circles to share eight into. How can this help them to find $\frac{1}{4}$ of eight? This can be done by separating their bar model into four parts or by drawing another two circles and sharing the objects out equally.

		So, what is $\frac{2}{4}$ s of eight? They should be able to see it is the same as $\frac{1}{2}$. Repeat with 12 objects.
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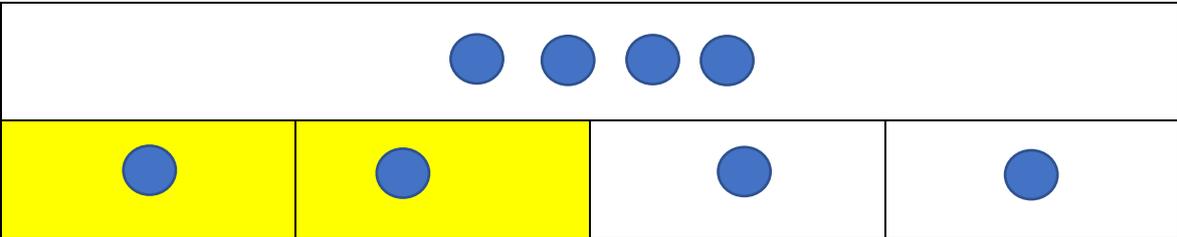
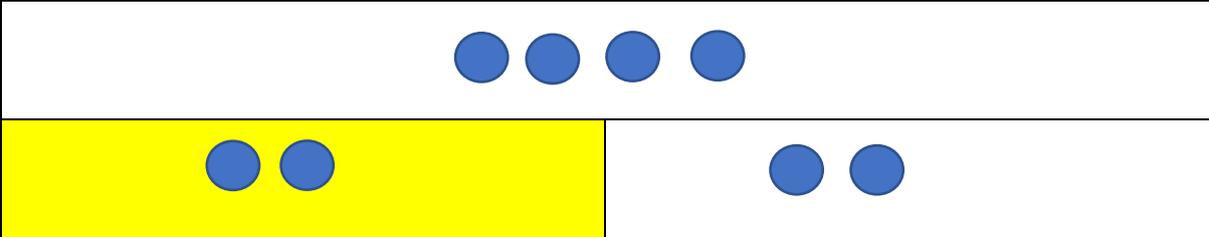
Splitting a rectangle into three equal parts using horizontal and vertical lines.



Example of a bar model where the whole has been split into three equal parts.



Example of two bar models to show the equivalency of a half and two quarters.



PE

Balancing

The points of contact challenge. Tell children they need to come up with as many balances as they can and that you will tell them how many points of contact they can use. For example two points of contact could be standing on two feet. Challenge children to come up with as many as they can then they can move onto more or less points of contact. You could take pictures of how many they come up with.

Keep following the Joe Wicks exercise at home programme on YouTube.

Good links to use at home.

Dance

Search

Kidz Bop dance along

Or use the link

https://www.youtube.com/watch?v=sHd2s_saYsQ&t=558s

Yoga/ Mindfulness

Search

Kids yoga and mindfulness to STAY STRONG

Or use the link

<https://www.youtube.com/watch?v=9JI01thiHYI&t=2495s>

Search

Yoga Time! | Jungle Safari - Kids Yoga and Nursery Rhymes

Or use the link

<https://www.youtube.com/watch?v=C4CaR0syf1g>

Fitness / Exercises

<https://www.youtube.com/watch?v=xj7TQ6xTjnU>