

Autumn 2 Week 5 Planning. We hope you feel better! ♥

	9.00- 9:15	9.15-10:30			11:00 – 12:00		1:00-1.25	1:20-1:40	1:45-2:45	2:45-3:00
M	<p>Worship</p> <p>This term in Worship we are thinking about what we are thankful for. Talk to someone at home about all of the things you are thankful for.</p>	<p>Phonics</p> <p>Please practise your digraphs and then apply them to words. E.g. sharp jumper</p>	<p>English</p> <p><i>This week the children are starting a new learning journey for the book <u>An Angel Like Me</u> by Mary Hoffman. It is a Christmas book with a moral message. We hope you enjoy it at home as much as we do in school!</i></p> <p><i>This week we will be immersing the children in the story and discussing the characters and how they feel. The final outcome of the learning journey next week will be to write a diary entry.</i></p> <p>LO: To use drama to explore a story.</p> <p>Use the presentation to read up to page 2 of the story. Discuss the story so far and the characters. How do you think they are feeling? In school we are completing a drama carousel where the children complete several activities before completing a written task. At home you could do some hot seating. For example, one person pretends to be the character Tyler and the other asks him questions relating to the story – not silly ones like what did he have for dinner!</p> <p>When you have done this, complete the thought bubble by pretending to be Tyler and write sentences about what you might be thinking. E.g, I wish I could find an angel that looks more like me.... Etc.</p>	P L A Y T I M E	<p>Maths</p> <p>This week the children are moving on to different methods to add and subtract 2-digit numbers. Some of the concepts covered can be quite challenging. We recommend that you take this at your own pace and if you feel that your child needs to spend longer on some concepts then this is absolutely fine. The school presentations have adapted ones from the company White Rose, which we use to support our maths curriculum. There are lesson videos available here.....</p> <p>https://whiterosemaths.com/home-learning/year-2/week-8-number-addition-subtraction/</p> <p>If you would rather use these videos then please do. You may find that the activity sheet looks slightly different as we often tweak these to suit in school teaching.</p> <p>Many of the lessons this week use equipment called dienes. This is a stick to represent ten, and then small cubes to represent one. You can be creative with how you adapt to use these, lego bricks work well but if you do not have access to that or something similar, you can draw the equipment – we often do this in school so it is good practise.</p>	L U N C H T I M E	<p>Handwriting</p> <p>Practise writing using your smaller letters.</p>	<p>Reading for pleasure</p>	<p>PE</p> <p>Dance</p> <p>We will be picking up where we left off last week with Firework dancing. This week, complete the second session by following the link.</p> <p>There are 2 lesson links to follow in your own time, each around 20 mins. Justin Fletcher (Mr Tumble!) will be narrating some dance lessons around fireworks. This is a free BBC resource but it might ask you to create an account to listen to it.</p> <p>Follow the instructions and enjoy!</p> <p>https://www.bbc.co.uk/teach/school-radio/ks1-dance-lets-move-fireworks-shooting-stars/zddrgwx</p>	<p>Story</p>

T		<p>English</p> <p>LO: Make inferences about a characters feelings.</p> <p>Read to page 4 of the story using the presentation. Continue further and look at the Role on the Wall activity. This is where the children write different words to describe the how the character is feeling. We usually put how they feel on the inside and what they look like on the outside but today at home you can just focus on one of those concepts.</p> <p>If you feel like a challenge, you could put some of the feelings words into sentences.</p>	<p>The White Rose videos refer to dienes as base ten.</p> <p>Please either watch the videos or use the school presentations to complete this weeks maths. The activities are available on the website which correspond to the presentations.</p>				<p>DT – for the week.</p> <p>In school we are starting to think about making a wheeled product.</p> <p>At home you might have a some wheeled toys which you can look at or you might have a sibling that does. Don't worry if you haven't.</p> <p>Draw and example of a wheeled product, for example, a car, lorry, pram, trolley etc. Label the main parts to the best of your ability. Here are some words to help – body, chassis, wheels, axles and axle holders. You might need a grown up to help.</p> <p>Think about how wheels and axles are used in daily life and write a list.</p> <p>Here are some questions to think about...</p> <p>How do you think the wheels on a vehicle move? How do you think they are fixed on? Why do different</p>	Story
W		<p>English</p> <p>LO: To make questions and ask questions.</p> <p>Today we will be looking at something called a Tiny Text which is a small extract of writing taken from the story which we will be using to answer questions. Some of these might be challenging as they aim to support children's inference questions. Do what you can.</p>						Story
T		<p>English</p> <p>LO: Recognise how language affects meaning.</p> <p>Use the presentation to finish reading the story. Today we are looking at charater emotions throughout the story. We have done this a few times in school using something called an emotions chart. The task today is to stick the photos in the correct</p>						Story

			order but on the emotions scale. Look at the picture and decide, is Tyler feeling happy or sad and stick it on the correct part of the chart. If you can, annotate the pictures. There is an example on the presentation.					vehicles have a different amount of wheels? Why do you think wheels are round?	
F			<p style="text-align: center;">English</p> <p>LO: to write a letter.</p> <p>At this point in the learning journey we think about the skills we have previously learnt. Last week when we looked at the story Tidy, the final outcome of the learning journey was to write a letter from Pete the badgers viewpoint. Today the children will be writing a letter using the same skills but from the view of Tyler. He is going to write a letter to a friend or family member (this can be made up) to tell them how he has felt throughout the story. This will prepare the children for next week.</p>				Reading for pleasure	Golden Time	Story