|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday | Daily Skills |
| Maths | WRM- Properties of a 2D shape  Dojo Maths Challenge | WRM- Properties of a 3D shape  Dojo Maths Challenge | WRM- Sorting shapes based on properties  Dojo Maths Challenge | WRM- Shape patterns  Dojo Maths Challenge | WRM- Solving problems with shapes.  Dojo Maths Challenge | TT-Rockstars  Mathletics  Topmarks  Emile  (all web based) |
| English | Have a listen to the sounds on with an adult or sibling using the following link  <https://www.youtube.com/watch?v=pPF_CBeXMjM>  (don’t watch the video, just listen)  Can you predict where these sounds could be coming from?  Using the sentence starter;  “I can hear…..”  Can you make a list of all the things you can hear from the sounds?  Remember to use commas in your list.  Please share your work with us via photo | Can you remember what adjectives are?  What do we use adjectives for?  (To describe things)  Using the scene of a beach/seaside.  Can you write some sentences with adjectives to describe them.  If you really want to push yourself and get ready for year 3, try and include two adjectives separated with a comma.  E,g  The blue, sparkling waves crashing on the beach.  Please share your work with us via photo | Watch the videos of Mr Pitcher reading some seaside poems.  What do you notice about the two videos?  Which one is better and why?  This is called tone and intonation; it really brings poems to life and makes them more exciting to listen to and read!  Have a go at reading the poems normally first until you become fluent and confident, then try reading them with the same tone and intonation Mr Pitcher did in his videos.  Please share your work with us via video if you wish! | Have a read of the poem that I have sent you titled- Cream Curdled Oceans by Violet Macdonald  Try and use yesterday’s lessons to practice reading until you are fluent and can read with tone and intonation.  Using the poem can you answer the following questions in full sentences  What does it make you think of?  *The poem makes me think of…*  What items of food does it refer to?  *The items of food the poems refers to are…….*  Why do you think the poet has referred to these sorts of food?  *I think the poet chose these foods because….*  Once you have answered these questions, can you write some of your own and I will share them with the class to see if they can answer them.  Please message or send a photo of your work to us. | Have a read through the poems that I have sent you.  Are there any words that you haven’t seen before?  Any words that you recognise but don’t know the meanings of?  Using the sheet provided can you write down the word and then use either a dictionary or this online dictionary to write down the meaning of the word from the poem.  https://dictionary.cambridge.org/  Please message or send a photo of your work to us. |  |
| Reading | **Poetry Comprehension**  Have a read through “The owl and pussy-cat” poem. Read through once or twice and then use the text to answer the questions.  Remember from our guided reading lessons that text is king!  All the answers will be in the text, its down to you as decoders and detectives to find the answer! | **Inference**.  Using the “Year 2 Summer Inference” PowerPoint.  Work through this PowerPoint with an adult or sibling.  Discuss your thoughts, feelings and understandings of the image using the question provided to draw inference about the image.  You can see what a “quality” answer looks like and match it against your own. | **Seaside Comprehension**  To further develop our understanding of the seaside and the elements and activities that you may find at the seaside please choose a level of reading comprehension to complete.  Remember as always text is key and your answers must be in full sentences linking to the question.  e.g  Q: Why might you be considered to be brave if you go swimming in the water?  A: It is considered being brave to go swimming because…  This is a good skill and habit to get into especially when entering the juniors | **Seaside word collection**  Have a look at the poem “Footprints in the sand”  Are there any words that you’re not sure of?  Can you find the meaning of the word and fill in the word type?  E.g Barefoot- without wearing anything on the feet-adverb  Keep these words safe as you may wish to use them in your poem when we come to writing our own. | Today share one of your favourite fiction books from home with a sibling or parent**.**  Talk about the characters, the setting and discuss the main event?  Feel free to send us video discussing it like a mini book review for us to listen as we love to hear about your favourite books. |  |
| Phonics/Spellings | Spelling list.  adding suffixes *-ful* or *­-less* to create adjectives  homeless  hopeful  careful  careless  dreadful  respectful  hopeless  wonderful  joyful | Spelling word search  Can you complete the word search that contains are spellings for the week?  Can you time yourself?  How quick did you do it?  Let us know how quick you did it by sending us a dojo! | Using our spellings for the week, can you practice them using our pyramid writing? Mr Pitcher will upload some examples to dojo if you aren’t quite sure on how to do these! | Using your spellings in a sentence.  Can you use your spellings in a sentence?  What does a sentence have to include?  Can you use the online dictionary to check your word meaning to make sure your sentence makes sense? | Spelling test.  Ask an adult/sibling/friend to test you on your spellings for the week.  Remember to concentrate and remember all the work you’ve done this week.  Send us your scores via dojo! |  |
| Topic | What do you know about the seaside?  Have you ever been to the seaside?  Was it in this country or another country?  Was the drive/commute far from your house?  Can you complete this KWL grid on the seaside.  K-What I know  W-What I want to know  L-What I have learnt (we will this as we go along) | Using the website <https://www.bbcamerica.com/anglophenia/2013/08/snapshot-25-photos-of-british-seaside-towns/>  Have a look at the different picture and can you label the elements that they you can see, i.e. riding on donkeys; playing in the sea; sunbathing on a deckchair.  Which of the identified elements have they seen or taken part in?  You could print these photos off and label round the side of them with what elements you can see and then you can write a list of things you have done on a separate piece of paper.  . | Using the tool of Google Maps zoom in on the location of our school.  Zoom out until a coast is visible. Identify the names of any resorts along this stretch of coastline.  Have any of the children visited them?  Using the features you identified yesterday from the pictures, can you recall any of these elements when you visited?  Create a mind map of this place and then use the space to write down the features you can recall. | Using your knowledge of objects and what materials are made of and their properties.  Can you complete the table using the attached objects? (I will include pictures of these items)  I will complete one as an example for you work from.  If you are feeling really confident with this, then please add your own! | Continuing to use your knowledge of the seaside and materials can you complete the sheet focusing on sorting these into various parts of a table.  Can you remember the difference between man made and natural materials?  If not have a look at this to help you. https://www.youtube.com/watch?v=RkHsBvjcYRk |  |