Dear Parent of Y2 Children,

* Below is a possible timetable for the week beginning Monday, 30th March, 2020
* Most of the content is based on what we would have done in school during the last 2 weeks of the term.
* Some content will be completely new to the children, for example, division, in Maths. Other areas they will have encountered before, for example, using adjectives in English.
* The timetable below is only a suggestion. Be flexible and adapt it to your own schedule and lifestyles.
* Much of the content will require you, the parent to be with your child, teaching your child.
* The content in the timetable below is designed for an “average” Y2 child. If your child finds it too difficult, support them, or modify the task making it easier. Similarly, if your child finds it too easy, modify the task to make it more challenging.
* If you cannot manage all this week, it is fine to continue it into the Easter holidays.
* Currently, all the online resources you require have a hyperlink in the timetable, or are below the timetable, however the aim will eventually be to upload the resources and documents to Google Classrooms under the “Classwork” tab.
* Your child will need to log on to Google Classroom to access these documents. Contact admin@st-edmunds.towerhamlets.sch.uk for any login enquiries, although for the week beginning Monday, 30-3-20, all the videos and documents are in the timetable.
* We are aiming to set up blogs, so that we can have feedback from you, regarding the weekly plans and the effectiveness of your children’s learning.

Ricky Ramesar (Class teacher)

Year 2: Week beginning Monday 30th March 2020.

Weekly Timetable for Parents

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| Monday30-3-20 | 9.30-10.30Maths: Division |  | 10.45-11.45English: Rhyming Stories | 11.45-1.00Lunch | 1.00-2.00 |  | 2.15-3.15 |
|  |  Learning Intention (L.I): What is dividing?Equipment: U will need 20 objects, for example, conkers, lego bricks. Try to ensure that all the objects are the same and uniform.Mental/Oral-Get your child to chant one of the x tables. (x2, x5, x10, x 3 or x4) Most children should be able to manage the x2, x5, x10 easily. Some children could manage the x3 or x4. If it is new to them, get them to +3 or +4, each time mentally, so they work out the answers as they say it.Main Teaching-Demonstrate how to share up to 20 objects amongst people, or teddy bears, so that each person/bear has the same number.-For example, I have 12 conkers, there are 3 people. How many do they get each?-One for you one for you……etc, until they are all shared out.-How many does each person/teddy have now?-Repeat, for example, 8 objects shared amongst 2 people.-Introduce the ÷ sign.-Say that this means share or divide.-Demonstrate how to write the 8 objects shared amongst 2 people as 8 $÷$ 2.-What is 8 ÷ 2? That’s right its 4, because each person has 4 objects.-Do more examples if required. Keep the total objects to be shared up to 20 and the number of people/teddies no greater than 5.Independent Work-See the worksheet on the website below.-Choose division by 2 or 3 and/or by 4 or 5<https://www.homeschoolmath.net/worksheets/grade3/division_facts.php>-Get your child to do these.-If they need to, get them to share out objects to solve them.Children who find this difficult: Limit the total number of objects to 12 or 15More able children: Could perhaps use their x table to solve them, rather than to rely on concrete objects. |  |  English: Learning Intention: Which are the rhyming words?-Read “The tale of Custard the Dragon” by Ogden Nash. See link..<https://www.poemhunter.com/poems/dragon/page-1/105549/>-It would be best if you could print out a copy.-Your child should follow as you read.-There is also a video-More able children could read this with the parent guiding or maybe take it in turn to read each verse.-Go over any vocabulary that your child may not understand, for example, “coward”.-Ask your child questions about the poem, for example;1. What was the little yellow dog called?2. What do you think realio and trulio means?3. How do you think Ink felt when he heard the noise (more difficult). etcThe purpose of the questions is to make sure your child understands what is going on in the poem.-Ensure your child refers back to the poem when looking for an answer. Provide guidance if required.-Demonstrate finding a pair of rhyming words, for example, house and mouseIndependent WorkGet your child to identify and list the rhyming pairs of words.Children who find this difficult: Write the rhyming words on card/paper. Read them out to your child in a jumbled up manner, ensuring your child can see the word when you read them. Get them to pair the word cards if they rhyme. |  | PE: Dance<https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-lets-get-active-dance-zone-simple-movement-patterns/zbxvqp3>-Try this short dance clip designed for younger children based on the 4 seasons.-Children could make up their own seasons dance. |  | RE: What happened on Palm Sunday?Palm Sunday: The Entrance into Jerusalem Mt 21:1-11<https://www.biblegateway.com/passage/?search=Matthew+21%3A1-11&version=ERV>-Narrate what happened or your child could do this or you could use images.  Jesus arrives in Jerusalem and a huge crowd gather to meet him. He goes into Jerusalem on a donkey and the people wave branches to greet him. (We remember this event on Palm Sunday)-Get children to draw a story-map. (Google images story map)Story Map - STRATEGIES-Use the story-map to identify the settings, characters and events. -Act the passage out as you read or do 2 freeze frames. |
| Tuesday31-3-20 | 9.30-10.30Maths |  | 10.45-11.45English: Adjectives Describing Nouns |  | 1.00-2.00 |  | 2.15-3.15 |
|  | Learning Intention (L.I): How do I divide by grouping?.Mental/Oral: As yesterdayEquipment: U will need 30 objects, for example, conkers, lego bricks. Try to ensure that all the objects are the same and uniform.Main Teaching-Remind child what we did yesterday in maths.-Get the child to do a division as yesterday, for example 15÷3. (Say, “15 divided by 3”)-Today we will divide a different way.-Place the 15 objects on the table.-Take a group of 3 of them and place them to 1 side.-Repeat until all 15 objects have been placed in groups of 3 to one side.-How many groups have we got now?-Count the groups; yes 5 groups. So 15 divided by 3 is 5.-Repeat with other examples, using the grouping method, ensuring that the number of objects does not exceed 30 and the divisor does not exceed 5.Independent Work-Get child to work out say, 15 divisions, where the maximum number to be divided is 30 and the maximum divisor is 5.-See the worksheet at the end of this timetable -Or You could create your own worksheet:<https://www.homeschoolmath.net/worksheets/grade3/division_facts.php>-At the bottom of this website page is a worksheet creator.-Set the range for the max number in the problem to 30. Se the divisor to a maximum of 5.Children who find this difficult: limiting the total divided to 15 or 20.More able children: Might be able to use the x tables to work out the answer. |  | English: L.I. Where are the describing words and what do they describe?-Get your child to re-read the poem to you.<https://www.poemhunter.com/poems/dragon/page-1/105549/>-Demonstrate identifying an adjective with its corresponding noun, for example, “little white house”-Get your child to underline the adjectives and nouns and tabulate them, for example;

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| --- | --- |
| Adjective/Adverb | Noun |
| Little, whiteNice, safe | Housecage |

-If your child is finding this difficult, remind them that adjectives are describing words. -Try and find as many as possible in the poem.-For Year 2 children, tell them that a noun is a “thing”. |  | RE: What happened on Holy Thursday?Holy Thursday: The Last Supper Mt 26:17-30<https://www.biblegateway.com/passage/?search=Matthew+26%3A17-30&version=ERV>-Narrate what happens, or get your child to do this.It is Passover time when Jews gather to celebrate their escape from Egypt. Matthew tells us that Jesus gathers with some of his disciples to celebrate the Passover meal. (We remember this event on Holy Thursday).Independent work-Draw a story-map. -Use the story-map to identify the settings, characters and events. -Act the passage out as you read, or do 2 freeze frames |  | Art/D&T: How can I create an image or model of a dragon?-Get your child to paint/draw/ make dragons using recycled materials, lego, construction kits etc. |

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| Wednesday1-4-20 | 9.30-10.30Maths |  | 10.45-11.45English | 11.45-1.00Lunch | 1.00-2.00 |  | 2.15-3.15 |
|  | Learning Intention (L.I): Learning Intention (L.I): What is a remainder?Mental/Oral: As Monday.Main Teaching-Demonstrate how to share up to 30 objects amongst people, or teddy bears, so that there is a reminder-For example, I have 14 conkers, there are 3 people. How many do they get each?-Get child to do this, using either the sharing method or the grouping method from Monday and Tuesday.-Ensure that the child finds 2 left over.-This is called a remainder.-Repeat with other examples, ensuring that there is a remainder.-Demonstrate how to record this for example, 12 ÷5 = 2 r2Independent Work-Use the Wednesday maths worksheet, below this timetable, or use the link below to create a worksheet using the division worksheet generator, or make up your own for the children.Select divisors of 2,3,4 & 5.Select a maximum dividend up to 30 and a minimum of 5.Untick exact division. (You want remainders)<https://www.homeschoolmath.net/worksheets/grade4/division_with_remainders.php#mental_math>Children who find this difficult: Restrict the number of objects to 15More able children: Could try and work these out without objects, either diagrammatically or using the x tables. |  | English: L.I. How can I annotate a dragon?-Provide children with a picture of a dragon from google images and print it out.-Demonstrate how to annotate a part of the dragon with adjectives, for example; sharp teeth or teeth like swords.-Use a ruler to draw a straight line to that part of the dragon to annotate.-Get your child to annotate the rest of the dragon.-Remind them of the adjectives/adverbs that they found yesterday and possibly use some of these.-Try and annotate at least 10 parts of the dragon.-Encourage your child to use ambitious vocabulary.-Children should annotate the dragon with suitable adjectives.-Children who find this difficult: Get them to verbally say the part of the body and the adjective, for example, fiery breath.-Encourage them to sound out the word using phonics.-Encourage them to write the 2 words, including any mistakes.-Adult to then write the correct spellings underneath the child’s attempt.-Child to copy the adult’s correction of the child’s attempt.More able children Could use adverbs to describe how it walks, talks, breathes, etc. |  | RE: What happened on Good Friday?Good Friday: The Crucifixion and death of Jesus. Mt 27:27-51<https://www.biblegateway.com/passage/?search=Matthew+27%3A27-51&version=ERV>-Narrate what happens or your child could read the text.-Draw a story-map. -Use the story-map to identify the settings, characters and events. 3. -Act the passage out as you read or do 2 freeze frames! |  | Art/D&T: How can I create an image or model of a dragon?Continue from yesterday-Get your child to paint/draw/ make dragons using recycled materials, lego, construction kits etc. |

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| Thursday2-4-20 | 9.30-10.30Maths |  | 10.45-11.45English | 11.45-1.00Lunch | 1.00-2.00 |  | 2.15-3.15 |
|  | Learning Intention (L.I): How do I work out the x tables by myself?Main Teaching: -Almost all children in year 2 can count in 2’s, 5’s and 10’s by themselves.-Get your child to write out the x tables for x2, x3, x4, x5, x6, x10, x11For example: 1x2=22x2=43x2 =6All the way to 12 x 2Repeat for some of the the other x tables above.-If they have difficulty in writing the x3 tables, get them to add on 3 in their head, each time. -If they find adding on 3 in their head difficult, get them to use a 100 square as an aid.<https://www.primarygames.co.uk/pg2/splat/splatsq100.html>-The splat square in the link allows them to identify for examples, multiples of 3, by counting on 3 each time.-Ensure that you check their x tables that they have created, at the end of the lesson. |  | English: L.I. What is ‘s (apostrophe s) and when do I use it?-Get your child to re-read “The Tale of Custard the Dragon.” Read it to your child if they find it difficult.<https://www.poemhunter.com/poems/dragon/page-1/105549/>-Look at the line which says:The pirate gaped at Belinda's dragon,-Ask why is there an ‘s (apostrophe s) at the end of the name, Belinda? -Does it mean there is more than 1 Belinda?-This is not a comma, it is an apostrophe s.- This is used to show that the dragon belonged to Belinda.-Can you find any ‘s in your reading book?-When you find an ‘s, can you identify what belongs to who?Independent WorkGet your child to do the apostrophe worksheet at the end of this timetable.Children who find this difficult: Read the sentences to them, then get them to read the sentences to you, then get them to do the worksheet. |  | Science:Durability of paper/materials.What is the strongest material?-You will need a selection of papers and/or fabric.(Tissue paper, wrapping paper, writing paper, etc)-Use sandpaper blocks to see how durable the paper/materials are to rubbing with sandpaper.-Get your child to devise a fair test.-Record your results |  | Geography: What are the countries of the UK and their flags?<https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhv>-An atlas would be helpful for this activity or use google maps and google the flags.-Watch the video.-Tabulate the 4 countries of the UK along with their capital cities and the flag of each country.

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| Country | Capital City | Flag (Draw) |
| England |  |  |
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| Friday 3-4-20 | 9.30-10.30Maths |  | 10.45-11.45English | 11.45-1.00Lunch | 1.00-2.00 |  | 2.15-3.15 |
|  | Learning Intention (L.I): How do I divide using the x tables?Mental/Oral: As Monday.Equipment: U will need 30 objects, for example, conkers, lego bricks. Try to ensure that all the objects are the same and uniformMain Teaching:-Show a simple multiplication, for example, 3 x 5. -Say this as “3 groups of 5” and “3 times 5”-Show this as 3 groups each containing 5 objects.-Now say 20 ÷ 5-Show how we can use the x5 tables to work this out. Count in 5’s until we get to 20. How many fingers did we use? Yes 4.-Get your child to prove this by working the answer out with objects, using either the sharing or grouping method.-Give your child other examples, where the divisor is 2 or 5; for example; 12 ÷ 2, then 10 ÷ 5-Demonstrate how to work out the answer by counting in 2’s or 5’s using fingers.-Get your child to prove the answer by working it out with objects.-Now try giving a division where the divisor is 3 or 4.-Use the x3 and x4 tables written out from yesterday as an aid.Independent Work:-Create a worksheet <https://www.homeschoolmath.net/worksheets/grade3/division_facts.php>or write your own division sentences, where the divisor is 2,3,4, or 5-Children have to work out the answers without objects.-Children who find this difficult: Get them to use the x2 and x5 tables from yesterday as an aid. Also get them to still use objects if they need to.More able children: Create a worksheet with reminders for them. |  | English: L.I. How can How do I describe a Dragon? -Show /read children an effective description of a mythical creature which includes plenty of adjectives.For example a unicorn:I turned around and saw a stunningly beautiful creature looking at me. Its pure black body was poised elegantly on 4 perfectly formed legs. But what stood out the most, was a single silver horn on the top of its forehead. The horn was spiralled and had a sharp point.“Hello,” I said.It said nothing but pawed the ground with its front right leg.“I wont hurt you,” I continued.Slowly the creature walked towards me.Was I doing the right thing asking it to come to me?Was it dangerous?-Children write a description of the dragon which they annotated on Wednesday in a similar manner to the one about the unicorn above. -Use adjectives and include a question in the description.-The description should be about the first meeting with the dragon.Children who find this difficult: Provide sentence starters, for example;I turned around and saw….But what stood out most was….The colour of its skin was….Its teeth….Etc. |  | Cooking<https://www.bbcgoodfood.com/recipes/collection/kids-cooking>Choose any from here.Cooking develops many life skills required. (Maths, fine motor, reading text, following instruction, reading scales, etc) |  |  |

Worksheets are below

**6 a.** 27 ÷ 3 = \_\_\_\_\_\_

**6 b.** 21 ÷ 3 = \_\_\_\_\_\_

**7 a.** 14 ÷ 2 = \_\_\_\_\_\_

**7 b.** 10 ÷ 2 = \_\_\_\_\_\_

**8 a.** 6 ÷ 3 = \_\_\_\_\_\_

**8 b.** 20 ÷ 2 = \_\_\_\_\_\_

**9 a.** 28 ÷ 2 = \_\_\_\_\_\_

**9 b.** 24 ÷ 2 = \_\_\_\_\_\_

**10 a.** 25 ÷ 5 = \_\_\_\_\_\_

**10 b.** 5 ÷ 5 = \_\_\_\_\_\_

Tuesday: Division by grouping

**1a.** 15 ÷ 5 = \_\_\_\_\_\_

**1 b.** 20 ÷ 4 = \_\_\_\_\_\_

**2 a.** 28 ÷ 4 = \_\_\_\_\_\_

**2 b.** 16 ÷ 2 = \_\_\_\_\_\_

**3 a.** 2 ÷ 2 = \_\_\_\_\_\_

**3 b.** 16 ÷ 4 = \_\_\_\_\_\_

**4 a.** 22 ÷ 2 = \_\_\_\_\_\_

**4 b.** 8 ÷ 4 = \_\_\_\_\_\_

**5 a.** 15 ÷ 3 = \_\_\_\_\_\_

**5 b.** 30 ÷ 3 = \_\_\_\_\_\_

**6 a.** 15 ÷ 5 = \_\_\_\_\_\_

**6 b.** 15 ÷ 3 = \_\_\_\_\_\_

**7 a.** 8 ÷ 4 = \_\_\_\_\_\_

**7 b.** 8 ÷ 3 = \_\_\_\_\_\_

**8 a.** 28 ÷ 5 = \_\_\_\_\_\_

**8 b.** 18 ÷ 3 = \_\_\_\_\_\_

**9 a.** 19 ÷ 5 = \_\_\_\_\_\_

**9 b.** 2 ÷ 4 = \_\_\_\_\_\_

**10 a.** 13 ÷ 5 = \_\_\_\_\_\_

**10 b.** 30 ÷ 3 = \_\_\_\_\_\_

Wednesday

Division with remainders

1a 14 ÷ 3 = \_\_\_\_\_\_

**1 b.** 18 ÷ 5 = \_\_\_\_\_\_

**2 a.** 22 ÷ 5 = \_\_\_\_\_\_

**2 b.** 27 ÷ 2 = \_\_\_\_\_\_

**3 a.** 28 ÷ 3 = \_\_\_\_\_\_

**3 b.** 13 ÷ 3 = \_\_\_\_\_\_

**4 a.** 19 ÷ 4 = \_\_\_\_\_\_

**4 b.** 12 ÷ 4 = \_\_\_\_\_\_

**5 a.** 13 ÷ 4 = \_\_\_\_\_\_

**5 b.** 11 ÷ 2 = \_\_\_\_\_\_

Activity Two:

Rewrite these sentences so that they use a possessive apostrophe.

1)The car belonging to Anna.

2)The house belonging to Steve and Amy.

3)A new book belonging to David.

4)The photos that belonged to Mary.

**Apostrophes (**Thursday English Lesson)

Activity One:

Rewrite each sentence out, placing the apostrophe in the correct place to show possession:

1)This is Joes hat.

2)Andy likes to sit behind the drivers side in the car.

3)The ladys car had broken down.

4)Petes dog has been missing for two weeks.

Activity Three:

For each sentence below, explain the mistake before rewriting out the sentence so the possessive apostrophe is used correctly.

1)Steves’ car had gone missing.

2)Sarah’s borrowed Davidsball.

3)Anna went to visit Mik’eshouse last week.

4)Andrew’s house is next’ door to Freddie’s.

5)Amyspicture’s are hung on the wall.