

Monday	Tuesday	Wednesday	Thursday <i>Today is world book day. You can spend your day in P.J's</i>	Friday
<p><b><u>Tricky word spelling</u></b> Parents Everybody People Who Break steak</p>	<p><b><u>Tricky word spelling</u></b> Parents Everybody People who break steak</p>	<p><b><u>Tricky word Spelling</u></b> Mr Mrs Wild Child After beautiful</p>	<p><b><u>Tricky word Spelling</u></b> Mr Mrs Wild Child After beautiful</p>	<p><b><u>Tricky word Spelling</u></b> Mr Mrs Wild Child After beautiful</p>
<p><b><u>Phonics</u></b> All phase 5 <b><u>Read flash cards that were attached in last weeks pack</u></b> Children will be assessed on all the level 5 phonics when returning to school  All year 2 common exception words will be reassessed for spelling and reading on entry back to school the week beginning March 8th</p>	<p><b><u>Phonics</u></b> <b><u>Revise</u></b> Split diagrams <a href="https://www.youtube.com/watch?v=L7faYbIL1s">https://www.youtube.com/watch?v=L7faYbIL1s</a></p>	<p><b><u>Phonics</u></b> <b><u>Revise</u></b> ay ou ie ea oy ir ue aw wh ph ew oe ie <b><u>Revise phase 5</u></b> Click on revise all phase 5 sounds  <a href="https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure">https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure</a></p>	<p><b><u>Phonics</u></b> <b><u>Revise</u></b> All phase 5 <b><u>Read flash cards</u></b> <b><u>Sent home last week</u></b> <i>Any sounds that you notice your child has difficulty with use the phonics play link on Wednesday and Friday. Click on phase 5 and then select the sound your child is struggling with.</i></p>	<p><b><u>Phonics</u></b> <b><u>Revise Watch the clip below to revise all sounds</u></b> <b>All phase 5</b> <a href="https://www.youtube.com/watch?v=YPW-ZkhRUPY">https://www.youtube.com/watch?v=YPW-ZkhRUPY</a> <b><u>Play the game below to revise all sounds</u></b>  <a href="https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure">https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure</a>  Click on revise all phase 5 sounds</p>
<p><b><u>Book Week Challenge</u></b>  <b><u>The Best book review will win a prize</u></b>  You can use a template provided or make your own</p>	<p><b><u>Book Week Challenge</u></b>  <b><u>Visit a virtual library</u></b>  <a href="https://www.spinneyhill.leicester.sch.uk/virtual-library">https://www.spinneyhill.leicester.sch.uk/virtual-library</a></p>	<p><b><u>Book Week Challenge</u></b>  <b><u>Book scavenger hunt</u></b>  See attached sheet</p>	<p><b><u>Book Week Challenge</u></b>  Draw or make something from your favourite book, show it on a zoom meeting on Friday.</p>	<p><b><u>Book Week Challenge</u></b>  1.PM zoom for all children who have made a model or painted/drawn a book illustration to have 1 minute each to show and tell their friends about their design.</p>

## Writing

### L.O.

To write a book review.

- To be able to extract what the main important features of the story are.
- Write in the first person.
- To understand what a setting is.
- To be able to write key features about the character personality and appearance.
- To be able to say why you like the book using the conjunction 'because'

Complete the book review in the template or write your own, using the headings. You can add other headings to make your review more detailed.

*Zoom lesson 11.00*

*Link to follow*

Put up the template and talk about how we precise the story into a few words like the burb on the back

## Writing

### L.O

To understand the key features and differences between fiction and non fiction books

[See Tuesday's powerpoint Fiction/Non fiction](#)

Complete the worksheets Fiction non fiction.

Write a short statement for each feature.

For example Fiction books are made up stories. Non fiction books have facts.

Fiction books needs to be read from the start.

Non Fiction books can be read by using the conctect page to locate something of interest.

*Zoom lesson 11.00*

*Link to follow*

## Writing

### L.O

To write a formal letter. To write in the first person. To keep in present tense.

Write a letter pretending that you are writing a letter as one of the villagers.

**First remember to**

**Write your address and date on the top right hand side of the page. Address your letter to Jasper.**

Dear Jasper  
(Remember to leave a line)

In your first section Tell Jasper how sorry you were that you made him feel lonely and sad. Remember to use formal language.

In the second section say how grateful you were that he put out the fire and how glad you are that he is different.

Last paragraph say how much you would like him to stay in the village and praise his abilities as a firefighter.

*Zoom lesson 11.00 link to follow*

*If you are not able to make the zoom lesson. Please read a book of your choice and write a letter to the character.*

## Writing

### L.O

I will be able to write a character description explaining why the character will feel this way.

**Use the Character profile sheet to think about your character.**

At the start of the story think about where Jasper lived the size of Jasper, what creature he is and what type of dragon Jasper is. Is he fierce, friendly or kind.

How did he feel at the start of the story when he wanted to breath fire but all that happened was he soaked people with water? What couldn't he do and how did it make him feel?

How did he feel when he ruined everything and the people of the village became cross?

How did Jasper feel when he saved the people in the village, why?

*Zoom lesson 11.00*

*Link to follow*

If you are not able to make the zoom lesson. Please choose a book and write a character description using the profile template then the character from a chosen book.

## Writing

### L.O

To use key information in the text to predict what might happen next in a story.

**Before listening to the story.**

Look at the front cover.

What Do you think the book is about? What Do you think might happen in the book? Use the pictures and title to help you decide and give reasons.

*Read the Dragon Rescue until Page 8*

*You can watch the clip below but remember to stop at the page when the crow alerts the witch that George is stealing the Dragon*

*Remember you are detectives and are searching for clues to answer the questions.*

<https://www.youtube.com/watch?v=YPLvz2lksAI>

*Zoom lesson 11.00*

*Link to follow*

Week Beginning: 01.03.21

Subject: Maths: Fractions continued.

This week we are continuing to look at Fractions- there is a carry over from division as it is all about equal groups.

The children should all aim to complete the **bronze** and **silver** tasks.

If they are feeling confident they can complete the **gold** challenges or the extension work.

The gold challenges and mastery questions aim to build on their problem solving and reasoning.

If they are unable to complete, please do not worry as we have not done lots of practise on this in school.

**The Powerpoint will not be printed unless specifically asked for as they are much more beneficial to go through onscreen for the children.**

It is much easier to go through the PowerPoint on a device, as when printed it shows all the answers and can be misleading for the children as they cannot see all of the steps needed.

**Zoom Lessons: Zoom links will be sent out daily.**

#### Maths

Monday- Friday 9:30am

#### Literacy

Monday-Friday 11:00am

**Please try and attend as many zooms as you can because it is very beneficial to the children.**

	Starter	Main
Monday	<b>There are individual starters on the PowerPoint for every day.</b>	<p>See <u>presentation for 01.03.21</u>. Children will use their knowledge of finding a half of a given quantity to help them find a quarter. They will understand that to find a quarter of a quantity they can half then half again. Children may still need to use concrete apparatus alongside the concept of sharing to find a quarter by sharing the quantity into four equal parts.</p> <p><i>Ask questions such as:</i></p> <p><i>How many in total? What is half? What is half again?</i></p> <p><i>What is a quarter of ___? How can you check you are correct?</i></p> <p><i>What method did you use to find a quarter?</i></p> <p><i>Is there another method? How can you check your answer?</i></p> <p><i>What number represent the whole?</i></p> <p><i>What number represents a quarter of the whole?</i></p> <p>Children find a quarter of bigger quantities. They will be required to find a quarter of a number by halving the number then halving it again to help them.</p>

	<p><b>Bronze, silver and gold challenges dated 01.03.21</b></p>
<p>Tuesday</p>	<p>See <u>presentation to next day</u>.  Children understand that to find a third they need to split a whole into three equal parts. They are introduced to the notation <math>\frac{1}{3}</math> for the first time and will use this alongside the terminology 'third' and 'thirds'. They will understand what numerator and denominator represent. Children will explore thirds in different contexts such as shapes, single image or thirds of a quantity. <i>Ask questions such as:</i>  <i>What fraction represents a third?</i>  <i>How many equal parts does this shape have?</i>  <i>In <math>\frac{1}{3}</math> what does the 1 represent? 3 represent?</i>  <i>Does this picture show a third? How do you know?</i>  <i>Does this quantity represent third? How can you check?</i>  Children will recognise thirds on various shapes and various pictorial representations split into thirds. They will be required to split a shape up into thirds in two different ways.</p> <p><b>Sorting a third activity 02.03.21</b>  <b>Bronze, silver and gold challenges dated 02.03.21</b></p>
<p>Wednesday</p>	<p>See <u>presentation to 04.03.21</u>. At this point, children should be confident using concrete apparatus alongside the concept of sharing to find to split into equal parts. In this lesson, children will practically find a third. Children may start by sharing concrete apparatus equally between groups then progress to solving the problem by showing their working out by drawing the groups.  <i>Ask questions such as:</i>  <i>How many in total?</i>  <i>How many equal groups / parts will we have?</i>  <i>How many in each group?</i>  <i>What is a third of ___ / What is <math>\frac{1}{3}</math> of ___?</i>  <math>\frac{1}{3}</math> of ___ is ?  Children will use the fraction <math>\frac{1}{3}</math> to find a third of numbers up to 36.</p> <p><b>Practical Activity 03.03.21</b></p>
<p>Thursday</p>	<p>See <u>presentation 05.03.21</u>. As children are now confident practically sharing quantities into three equal parts they will progress to a pictorial and abstract approach to finding a third. Children will be presented with various problems and understand that to find a third they need to divide by 3.</p>

	<p>Ask questions such as:  How many in total? What is a third of?  How can you check you are correct?  What method did you use to find a third?  Is there another method? How can you check your answer?  What number represent the whole?  What number represents a third of the whole?  Children find a third of bigger quantities where pictorial representations are in a random order.  <b>Bronze, silver and gold challenges dated 04.03.21</b>  <b>Colouring activity 04.03.21</b></p>
Friday	<p>See <u>presentation to end</u>. Children will now understand that a unit fraction is one equal part of a whole. They will use this to compare given fractions (halves, quarters and thirds) and pictorial representations of this to understand that as the denominator gets bigger, the fraction gets smaller. Children will see the link between <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{3}</math> and understand that the denominator shows how many parts a shape is split into.</p> <p>Ask questions such as:  Which shows <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{3}</math>? How do you know?  What is the link between the denominator and fraction?  As the denominator gets bigger, the fraction gets ____? Why?  What does the denominator show?  Can you create your own fraction to show ___?</p> <p>Children will identify fractions from pictures split into various parts. They will shade a picture to show fractions. They will compare fractions using comparison signs.</p> <p><b>Bronze, silver and gold challenges dated 05.03.21</b>  <b>Fraction Sorting Activity 05.03.21</b></p>

# Topic Weekly Overview for Week beginning: 1<sup>st</sup> March 2021

<b>Monday</b> <b>Science</b> Animals including Humans -Healthy eating	<b>Tuesday</b> <b>PE</b> Jumping Dice - warm up Battleships - sending & aiming	<b>Wednesday</b> <b>Geography</b> Wonderful World - It's a small world	<b>Thursday</b> <b>RE</b> Introduction to Judaism	<b>Friday</b> <b>Art</b> Portraits - using colours in portraits
<p>As a follow on from previous session we are going to learn about how we maintain our basic needs through healthy eating.</p> <p><a href="#">THE FOOD PYRAMID   Educational Video for Kids. - YouTube</a></p> <p>Look at the Food Pyramid PPT</p> <p>Think about the types of food we should be eating more of and the food we should only really eat as a treat.</p> <p>Go through Healthy Eating PPT if need more ideas or background information.</p>	<p>As the weather is scheduled to be dryer/warmer children are to have the opportunity to exercise outside. If the weather is inclement these activities can be done in doors.</p> <p>Warm up activities -</p> <p>Jumping Dice - Roll the dice and complete the exercise as listed on the Jumping Dice sheet.</p> <p>Play Battleships to improve throwing and aiming skills.</p>	<p>This week's learning is building on the children's knowledge of the world and continents and compass directions. The aim is for children to be able to plan a journey which can be made around the world and understand the idea of a journey line.</p> <p>Go through the PPT. Recap some of the facts that we already know about the different continents. As this will be needed for when describing journey lines around parts of the world.</p> <p>If interested watch video about the story of Phileas Fogg who travelled the world in 80 days.( 20 mins long)</p> <p><a href="#">Around the World in 80 Days   Google Earth Trip   Read #WithMe - YouTube</a></p>	<p>As part of our learning about the 5 different religions in the world children are going to look at Judaism and the symbols that are part of this faith. Go through the PPT about Judaism as this is just an introduction to Judaism. Look at the artefacts - Can you name them and then write a brief explanation of what it is and when it is used. You may need to google some of the artefacts to find out what they are and when they are used.</p>	<p>Continuing learning about portraits - we are going to look at a range of famous artists starting with Picasso - who was well known for his use of colour in his paintings - Go through the PPT - Children to understand how different colours can show different emotions. Looking at Picasso's 'blue period' paintings how do these make you feel? Think about happy/sad with warm and cold colours.</p>

<p><b>Task</b> Complete the food pyramid by cutting out the foods and sticking it in the correct band. Understand that the foods at the top are things we should eat as treats or rarely.</p> <p>Plan a daily menu with breakfast/lunch/dinner plus drinks and snacks.</p>	<p><b>Task</b> As detailed above and on the sheets. Activities can be amended to suit space or weather conditions. Activities can be done without a partner and changed. If playing Battleships by yourself you could add a core to the different targets. Throw 10 times and add up the score. Repeat can you get a better score?</p>	<p><b>Task:</b> If you didn't complete the Continents Booklet cut up the continent matching cards. Name the continent then choose a fact (or 2) to go with it. Then using the world map, plot a journey line and record on the 'Making My Own Journey' sheet. Don't forget to write down the oceans you travel across and your start and finish continents. Challenge - record your journey on a separate sheet and provide more details relating to the continent ie Journey east to the African continent and across the Sahara desert, the world's largest desert</p>	<p><b>Task</b> Match the pictures of the artefact to its name - there is a word box at the end. Then can you write a fact about the artefact?</p>	<p><b>Task</b> Like last week draw a self-portrait but draw one half with a happy expression and the other half a sad expression. On the happy side you are to use warm colours yellow/orange/ pink and on the other side cold blue/ grey/ green colours. Do you think the colours enhance the feeling of emotion in the face?</p>
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