**Elephants Weekly Plan**

Week Beginning 8th June 2020

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|  Hello, I hope everyone is well and happy. I look forward to receiving emails of this week’s work. Welcome to Summer Term 2. |
| **English** **Daily reading of a variety of reading material, listening to online stories, Reading Eggs, practising the spelling of year 2 statutory words etc.**  | **Maths****Daily practise of number bonds , times tables ,Mathletics** |
| **Monday** | **Reading and Writing** * Look at the portrait of Edward Lear and share read the quick introduction to the poet and his verse.
* Ask if they have ever heard of Lear’s famous nonsense poem, **The Owl and the Pussycat**. Can they recite any lines from it ?
* Watch the animation at <https://www.youtube.com/watch?v=HpwAP36-w7E> and then look at the illustrated version of the poem . Carefully share read the text, helping to decode trickier words and phrases.
* Explain that today you are going to try and memorise as much of the poem as possible. How do we do this? What helps you to learn something off by heart?
* Share ideas. Concentrate on learning just the opening two lines. Model reading these aloud and then reciting them without looking at the text, getting child to join in with you as much as they can. Check back. Did we manage all the words correctly? Repeat this until the first lines are secure.
* Continue, building your set of learned lines as you go. Show how the rhythm and the rhyme scheme can help to give clues to how following lines will run.
* Refer to the pictures to remind you what happens or is mentioned in the poem and finish by showing how you can use simple gestures (looking up as if at the stars, strumming an air guitar) to help cement lines. Stress that the very best way to learn a poem is to keep repeating it out loud as many times as you can.
* Which bits of nonsense in the poem did you like and why?

**Spelling** I have set up a lesson on Reading Eggspress on homophones, lesson 56. Watch the video and then complete the task. The worksheet has been downloaded if you want to use it. | Warm upCount in twos to 24Lesson 1The 10 times tableWatch the clip on White Rose Maths Week 6 W/C 1st JuneThe worksheet is in the files list<https://whiterosemaths.com/homelearning/year-2/> |
| **Tuesday** | **Reading and Writing*** Look at and reread together the illustrated version of **The Owl and the Pussycat** from yesterday.
* Now peg or stick up the four **Owl and the Pussycat** **First Verse Story Cards** – Tuesday file 1, ensuring that you display them out of order. Explain that each card details something that happens in the first stanza of the poem.
* Share-read each card in turn, encouraging child to sound out lines carefully and to use phonics strategies to decode new or tricky words.
* Explain that you want to sequence the cards in the correct order. Which of these should go first? Rereading the cards and checking back against the original poem, arrange the cards so that child is satisfied they are properly ordered.
* Point to the first card and explain that you now want to summarise the details on it. Check that child understand ‘summarise’ – to provide the same information but in fewer words, so that it is quicker and easier to read.
* With child’s help, write up a summarised version of the details recorded on the first card. Remind child that we can’t get rid of just any words as the card must still tell us the important facts and the meaning must still be clear.
* Move onto the second card but here overstep the mark and remove so many key words that the card becomes unintelligible. Have I gone too far? What have I taken out that must go back onto the card for it to make sense?
* **ACTIVITY**

 Child to read their set of **Owl and the Pussycat Story Cards**. They discuss and refine ideas as to how to précis the events on each card, recording their summaries in the empty boxes beside each one.* Less confident readers: Use the X6 set of cards and work as a group with adult support.

More confident: Work with the X8 set of cards. | Warm UpAsk children 5 times tables question then ask the associated division fact e.g. 3x5 = 15 15 divided by 5 =3Lesson Make equal groups (sharing)Watch the clip on White Rose MathsThe worksheet is in the files<https://whiterosemaths.com/homelearning/year-2/> |
| **Wednesday** | **Reading and Writing*** Read and enjoy **The Owl and the Pussycat** one more time, extending the length of the sections that can be recited by heart.
* Explain that, now they know **The Owl and the Pussycat** so well, they are going to have fun changing some of the details in the poem. Today they will be brainstorming ideas for these new details.
* Look at the **Owl and the Pussycat Planner** part 1and say that you need help to come up with ideas for the first detail we are going to change: what the Owl and the Pussycat went to sea in.
* Stress that – like Edward Lear – you can be quite ‘nonsensical’ here, and come up with funny and whacky ideas. Have fun brainstorming ideas and record these in note form on the **Planner**, e.g. *old plastic box; big yellow surfboard.* Stress that these are notes and do not need to be written as full sentences. You can jot down as many ideas as you want and then refine them tomorrow.
* Repeat for the next added detail – what the Owl and the Pussycat had their money and honey wrapped up in: *piece of old towel; big plastic bag*. Maybe we could make our new detail rhyme: *box/pair of cheesy socks*; *surfboard/ gold cord.*

**ACTIVITY*** Make changes to lines of **The Owl and the Pussycat in parts 2 and 3**. Say these out loud and record their ideas in note form on their **Planners**.
* Less confident writers: Work with adult support.
* More confident writers: Plan to include example of rhyming in their plans.

**Spelling** I have set up a lesson on Reading Eggspress on homophones lesson 87. Watch the video and then complete the task. The worksheet has been downloaded if you want to use it. | Warm UpCount forwards in tens from different starting numbers Start at 1, start at 3Lesson – 3Make equal groups (grouping)Watch the clip on White Rose MathsThe worksheet is in the files<https://whiterosemaths.com/homelearning/year-2/> |
| **Thursday** | **Reading and Writing*** Recap the planning completed yesterday for the changes to **The Owl and the Pussycat**.
* Explain that in today’s lesson the will be writing out some of the poem in their very best handwriting, adding in their changes as they go.
* Model copying the first lines of **The Owl and the Pussycat**, taking care to form capital and lower case letters neatly and accurately. Where appropriate, discuss joining letters.
* Show how you are taking your brief notes from yesterday, selecting those ideas you want to include in the poem and completing each line in turn. Make clear that child can refine and modify ideas as they go: sometimes our first ideas need a bit more work to be really successful.
* As you write out your lines, make deliberate errors in terms of spacing your words. Ask child to tell you when they see words incorrectly spaced. Why is it important to leave clear spaces between words?

**ACTIVITY*** Using their **Planner** from yesterday, begin to write out a ‘best handwriting’ copy of **The Owl and the Pussycat** that incorporates their new ideas and line changes. Writing Frame included if you need it.
 | Warm UpAsk your child a mix of questions from the 2,5,10 multiplication tablesLesson- 4Odd and EvenWatch the clip on White Rose MathsThe worksheet is in the files<https://whiterosemaths.com/homelearning/year-2/> |
| **Friday** | **Reading and Writing*** Begin by reading and reciting ***The Owl and the Pussycat*** once again.
* Explain that today you are going to concentrate on the nouns and adjectives used in the poem. Ask what are nouns? What are adjectives?
* Return to ***The Owl and the Pussycat*** and begin by identifying the nouns used in the poem as you read it through.
* Move onto the adjectives used. (HIGHLIGHTED IN POEM)
* One of the main nouns in the first verse is *boat*. What adjectives are used to describe it? *Beautiful* and *pea-green.*
* Just imagine all the other boats the pair might have sailed away in and the adjectives that could have been used to describe them: *a rusty boat, a long sleek boat, a huge boat that was bright red and shiny* etc. Enjoy discussing further (nonsensical!) examples.
* Finish by imagining the Owl and the Pussycat arriving in the land where the Bong tree grows. Given that they are Edward Lear ‘nonsense trees’, what amazing, unusual and funny aspects might they have?!

**ACTIVITY*** Think about what a Bong tree would be like.
* They draw their vision of the tree.
* Then add labels to drawing, underlining the nouns used in one colour, the adjectives employed in another

**Spelling –** I have set up a lesson on Reading Eggspress on ge, lesson 60. Watch the video and then complete the task. The worksheet has been downloaded if you want to use it. | Warm UpHow many ways can you make 10 using add and subtract?LessonNumber of the Week |

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| **Choose when you do these activities over the week.****You could choose one subject to do every day.** |
| Geography  | What do you already know about India?**Main Teaching:**Look at the Indian Flag – Ask : *What country they think the flag belongs to?* Introduce topic of India. Discuss what child already knows about India. **Independent Activity:** Children to write their existing knowledge and ideas about India onto a ‘Mind Map’ Page. Also record any questions they would like to find out the answer to during the topic. Can record by writing in sentences, bullet points and drawing pictures to show their knowledge and understanding.  |
| PEScience | <https://lancashireschoolgames.co.uk/year-1-2-spar-lancashire-school-games-activity-timetable/>Look at previous weeks for ideasThrowing and catching skills with a small ball such as a tennis ballSet yourself a running challenge.Play the habitats sorting game. The pictures will need to be cut up and shuffled.Match each card to a habitat and explain why you think it is the best match. |
| Jigsaw | Changing MeThis term we are thinking about all the ways we have changed in our lives so far. To start the unit have a look at these life cycles and discuss the changes. |
| RE | Who are the important people in our lives?Why are they important/How do we show them that they are important?You can write your thoughts in thought bubbles or use a mixture of words and pictures to share your thinking. |
| French | How many colours can you remember in French?Have a go at singing along to the rainbow song in French <https://www.youtube.com/watch?v=WZWN2Uragvc>Have fun colouring in the rainbow  |
| Art and computing | For some work that we will be doing this term please can you find out as much as you can about Asian elephants. |