

Mrs Perry: Year Two Home Learning Plan: Summer 1, Week 1.

	Spellings	Reading	English (Recount of the story of the Rainbow Fish by Marcus Pfister)	Maths Geometry, Position and Direction (See Maths sheet "Week 1 activities")
Monday	<p>Read Contractions (shortened words) PowerPoint, together and discuss.</p> <p>Practise Summer 1, Week 1 spellings.</p> <p>Call out the spellings and ask your child to write them how they think they are spelt.</p> <p>Look at list and edit/correct them together.</p>	<p>Listen to your child read daily, from school reading books/books from home/online books from library or other websites for Key Stage 1. Ask them questions about the characters/setting/plot; ask them how they know (encouraging them to use the text to locate the answer or to justify characters feelings). In non-fiction texts ask them questions about each section about information learnt and practise using the contents page and index to locate information. Enjoy sharing books together too when you read to them and let them ask you questions. Pick out and discuss more challenging vocabulary to further their understanding.</p>	<p>Read the story of The Rainbow Fish. Discuss what happened in the story and the characters feelings and what the rainbow fish learnt.</p>	<p>Activities can be recorded in the red book sent home if you wish to, but lots of the activities are practical with lots of talking and questions to answer verbally.</p> <p>Using Week 1 activities sheet; start with "<u>Notes and Guidance</u>". Practise turning shapes and objects and talking about what you/your child is doing.</p> <p>Move onto "<u>Mathematical Talk</u>" section. Carry out investigation with shapes to answer the questions.</p>
Tuesday	<p>Read apostrophes for possession PowerPoint and discuss together.</p> <p>Practise Summer 1, Week 1 spellings. Use look, cover, write, check method.</p>		<p>Recap what happened in the story. Ask your child to draw a story map of the story (this could take two sessions) in their lined red book (sent home with learning pack) (they are very familiar with drawing story maps). They draw the main parts of the</p>	<p>Move onto "<u>Varied Fluency</u>" section. (It may be useful to cut the shapes out (if you don't have those types of shapes at home) or draw them to match and cut them out). Follow the tasks under this section.</p>

			<p>story (in small pictures) and label them with key words (not whole sentences). The words are to remind them of the story for that picture. For example the first picture may be of the rainbow fish in the sea and the label could be "Rainbow fish." It is okay to help them with spellings especially if they ask if they are unsure. They can also use the text to help with spellings.</p>	
Wednesday	<p>Complete Contractions worksheet.</p> <p>Practise Summer 1, Week 1 spellings.</p>		<p>Recap story map and complete pictures and labels (usually up to about twelve pictures with labels)</p>	<p>Move onto "<u>Reasoning and Problem Solving</u>" section.</p> <p>Again it may be useful to cut these shapes out (or draw them bigger and cut them out)</p> <p>Complete tasks in that section.</p>
Thursday	<p>Practise Summer 1, Week 1 spellings and then practice making some sentences out of the spelling words.</p>		<p>In their lined red book (sent home with learning pack) or on rainbow fish paper (included with week 1 files on website). Explain that they are going to use their story plan to write a recount of the story (to retell the story using their words) (This part will probably take two sessions). Ask your child to tell you a sentence for the</p>	<p>Move onto "<u>Always, Sometimes, Never</u>" section.</p> <p>Carry out investigation for the statement in this section using objects/shapes of your choice. Can you explain your findings verbally? Can you prove what you are saying?</p> <p>There are additional games on</p>

			<p>first part of the story. Encourage them to include verbs, adjectives and adverbs and a story starter; for example "Once upon a time under the deep, blue, shimmering sea lived a beautiful fish (the key words they wrote on the story map should help). When they have written the first sentence move on to the next picture and ask your child to verbally tell you the sentence and then write it. Continue until they have written a sentence for each part of their story map (complete tomorrow).</p>	<p>https://nrich.maths.org/9023k to support geometry, position and direction.</p>
Friday	<p><u>Test</u> Summer 1, Week 1 spellings and mark them together, discussing any mistakes.</p> <p>There are also phase six games on www.topmarks.co.uk (learning games tab, then click (age 5-7 tab) on English and then Words and spelling tab.</p> <p>Also www.phonicsplay.co.uk (phase 6 games) There is also a free subscription currently.</p>		<p>Complete sentences for each part of story map. They then should have whole of story written in their own words and then ask your child to read it out loud to you to check it makes sense and for them to edit any mistakes they notice or add anything they have missed. Once complete, your child could draw a picture to illustrate their recount. ☺</p>	<p><u>Number work and Arithmetic</u> <u>- (This could be done in one session or split up to cover a bit at the beginning of the maths session each day finishing with the times table quiz part, on Friday).</u></p> <p>Practise counting in ones, forwards or backwards from any given number up to 100.</p> <p>Practise counting in tens to 100, forwards and backwards from any given number.</p> <p>Practise counting in twos to</p>

				<p>100.</p> <p>Practise counting in fives to 100.</p> <p>Write out two times tables and then try a quick recall quiz. Can you answer quickly?</p> <p>Try hit the button on www.topmarks.co.uk</p>
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