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|  | English | Maths | Phonics | Topic |
| Monday | **Features of non-chronological reports.**  [How to write a non-chronological report - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/how-to-write-a-nonchronological-report/zvbtscw)  Today we are going to be labelling the features of a non-chronological report and thinking about their purpose.  (See attached worksheet to label) | **This week we are continuing to look at Fractions.**  **Draw 2D shapes for chn and find equal parts.**  Discuss terminology ‘equal’ – what does it mean? How can we find an equal part?  Discuss the part and the whole of different 2D shapes.  Children to use correct language when referring to equal parts of a whole shape.  Once shape is split in half, half again and split shape into 4 equal parts… discuss ‘quarters’ – a whole shape split into 4 equal parts.  Try to make **quarters** with each drawn shape. | **Homophones** – words that sound the same but have different meaning and spellings.  Orally teach the clapping rhyme:  'A sailor went to sea sea sea'. A sailor went to sea sea sea, To see what he could see see see, But all that he could see see see, Was the bottom of the deep blue sea sea sea.  Can you think of more words that do not have the same spelling or meaning?  See below for some examples of common homophones. | **Geography:**  This week we are going to compare your daily life in the UK to a child in rural Kenya.  **Do you think a child’s life in Africa is the same to our life? What do you think will be the same? What do you think will be different?**  **Today we are looking at a child who lives in rural Kenya. (Farm)**  Watch clip:  [Evangeline's life in rural Kenya - KS2 Geography - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/zgmn34j)  Compare and contrast throughout the clip – what is the same/ what is different  **EXT:**  **Can you compare the mud hut and UK house?**  **Use this clip to help:**  [Life of the Maasai - KS1 Geography - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/zgfr87h) |
| Tuesday | We are going to be writing a non-chronological report about African Animals – we would like you to begin thinking about what African Animal you want to write about and begin researching it today. | **Find ¼ of a shape or group of objects.**  Recap ½ of a shape, showing that we can half a shape then half again and split it into 4 equal parts, this is called ¼, show and discuss fraction.  Draw a square and split into 4 equal parts, model shading ¼ of a square.  **1 whole - split into 4 equal parts.**  Repeat with different shapes.  Display shapes that aren’t equal quarters. E.g. triangle split into 4 uneven parts.  Ask chn if it displays a quarter? If not, why? | Ask a grown up to dictate some sentences to you, using the homophone pairs that you came up with yesterday.  e.g. I blew up a giant blue balloon.  The brave knight could only come out at night.  Remember to check your punctuation. | **Science:**  Recap animals and plants within the savannah through interactive game <https://www.twinkl.co.uk/go/resource/t-t-2547318-safari-animals-picture-hotspots>.  Compare this to an English woodland habitat.  Discuss similarities and differences between both habitats.  Discuss animals survival through use of food chains – relate to an African Savannah and compare to an English woodland.  Discuss herbivore, carnivore and omnivore, consumer, prey and predator. <https://www.bbc.co.uk/bitesize/clips/z8hxpv4>. <https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3c2xnb>  Chn to complete food chains from the African Savannah and an English woodland. Chn to write animal and label each animal as consumer, prey and predator and understand what each role means. |
| Wednesday | Bullet points:  [How to use bullet points - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z2yydxs)  Today we would like you to use bullet points to group your facts / research together.  Remember that bullet points should be short/snappy. Not lots of sentences.  Can you challenge yourself to group the bullet points under headings? | **Finding 1/4 of an amount practically.**  Display an amount to chn (8 counters/marbles/pieces of past). Show chn practical representation.  Recap ¼ and discuss quartering amounts/numbers as well as shapes.  Model ¼ of 8 – What is our whole? 8.  How many parts do we split/share/divide 8 into? 4 (quarters)  Do it together. Share 8 into 4 equal parts.  How many in each group?  Repeat with ¼ of 16, ¼ of 12, ¼ of 20, ¼ of 24. **Just practically.** | Write down as many homophones as you can on pieces of paper. For each word, draw a picture to remind you of the meaning of the word.  Let’s have a competition!  Now turn over the pieces of paper.  Take turns to pick a piece of paper and turn it over. Read out the word and see who can write a sentence out quickest. | **Computing:**  Children to draw an African sunset using Paint program.  Think about the tools used to create effects.  Think about the colours within an African sunset.  Think about what silhouettes that could be used. |
| Thursday | [Using conjunctions to join ideas - Year 2 - P3 - English - Catch Up Lessons - Home learning with BBC Bitesize - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/z6rvbdm)  Brainstorm facts you found from yesterday about different African animals. How can we link this information together by using a conjunction? Which conjunction would be relevant and why?  Ask children to find facts that relate to each other. How can we link these 2 pieces of relevant information together to make our non chron report coherent and effective?  Can you write some examples and use a range of conjunctions in your fact writing? | **Find ¼ of an amount.**  Recap yesterday - Display an amount on to chn (8 drawn circles representing 8 counters).  Recap ¼ and discuss halving amounts/numbers as well as shapes.  Model ¼ of 8 – What is our whole? How many parts do we split/share/divide 8 into?  Draw counters in an array just like we did for division and multiplication. E.g.  …. ….  ¼ of 8 = 8 split into 4’s – circle groups – How many do we have? .  ¼ of 8 = 2  Repeat with ¼ of 12, ¼ of 16, ¼ of 20. | **Contractions:**  Can you shorten these words and add in an apostrophe **‘** to replace the missing letter or letters?  Do not  Have not  Should not  Could not  We will  He will  She will  You are  I would  Why not try to make a foldable word game to help you? See the images below.  Try using the contractions in sentences. | **Art:**  Children to use paints, coloured pens or coloured pencils to create an African sunset using colours – orange, red, yellow, white and brown.  Blend the colours as much as possible.  Using black paper chn to design their own story to portray on the top layer of their African sunset.  This could include African animals, people collecting water, trees and plants etc.  Their piece of art needs to represent events that happen in Africa.  Once designed chn to cut out and add to their sunset background. |
| Friday | **Reading comprehension.**  **Read the information about Elephants carefully. You may need to read it a few times to ensure you fully understand it before beginning to answer your questions.** | **Understand the equivalence of ½ and 2/4.**  Model using an a4 sheet of paper and folder it in half then into quarters.  Draw a line down the middle in red pen and shade in 1 half and then shade 2 quarters.  Ask chn what is the same? What is different? Why? Are all pieces equal?  Ask chn to write down the notation for the first piece of paper ½ and the second 2/4.  Discuss **‘equivalent fraction’** – the fractions look different but they represent the same.  Chn to go off and experiment practically with different 2D paper shapes e.g square, circle, triangle, pentagon, hexagon, kite.  Come back and discuss shapes that can be split in ½ and 2/4.  Discuss shapes that can’t and reasons why. | **Possessive apostrophes:**  If something belongs to someone, we say that it is their possession. When we write it down we add an apostrophe and an s like this – ‘s  e.g. This is Sarah**’s** toy car.  You will need to create your own **‘ apostrophe.**  Next you will need to write out your own sentences about things that belong to people.  Now add in your apostrophe and rewrite your sentence with the correct punctuation. | PE:  [Jump Start Jonny](https://www.jumpstartjonny.co.uk/)  [Kids Yoga in Costume! Dress up! 👑🎩⛑ | Yoga Club (Week 31) | Cosmic Kids - YouTube](https://www.youtube.com/watch?v=TY1adXZtZ1s) |



 

