

Good Morning

Year 2

Tuesday 19th January 2021

Term 3 Week 3

Time Table

Morning

- Tricky fingers
- Phonics/Spelling shed
- Assembly
- Maths

- Break

- Zoom call check in & story
- English

Afternoon

- Lunch

- Independent Reading/Read your spellings
- Foundation subject
- Times tables practice

- Home time

Tricky Fingers

8.40-9am

Get your fingers working!

- Play with some Lego or similar

Or

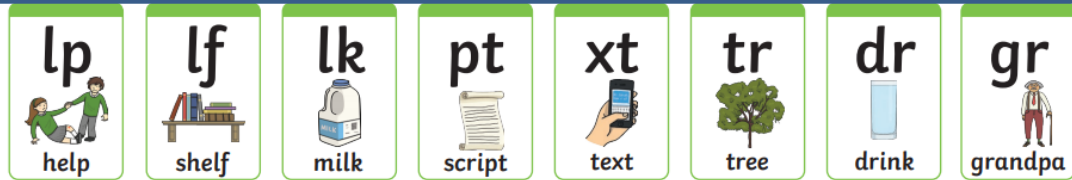
- Draw/colour a picture
- Sing and dance our “Wake up, Shake up” routine

Phonics 9-9.30am

Practise and learn these spellings from our common exception word list. They are on spelling shed to play there too.

old, cold, gold, hold, told, great, break, steak

Phase 4 Blends and Clusters



Practise
these
Phase 4
blends

Can you
think of 2
words that
use these?

Assembly

9.30-9.45ish

- Family trust assembly
- [click here FT TV episode 3](#)

Maths

9.45ish-10.30am

- Follow the link here for recording of Maths input
- Share recording with viewers:
https://us02web.zoom.us/rec/share/TGlc6eV72VI_onj50TXTHmdjBhEd1D1DMmDqulTj5dqsKaBKBkQdQGbyRg5TvKt.Yg6KYtQAJUI4rA_w
- Passcode: VE%FA8QJ

- All the sheets for the week are on the class website but you can just write your answers in the back of your home learning book, no need to print.



Term 3 Week 3 Money Lesson 2

Starter: practise counting in twos, fives and tens. This will help with our maths learning on money today

WALT: Compare money

S2S: I can

- Recognise coins and their values
- Count a mixture of coins
- Compare groups of coins by value

Can you remember our maths learning yesterday. We began to count coins of different values to give us a total. Write down the total value of these.

Fluency

What amounts are shown?



76p



97p



77p

Do you remember using these signs in our maths learning? What did we use them for ?





We used them for comparing amounts. They told us which was the greater or bigger and which was least or smaller. Remember the alligator!



- <https://www.youtube.com/watch?v=ka9zbPcqXBI>



Today we are going to use the comparison signs to compare the values of the different groups of coins. We need to add each group to give us a total and then compare with the correct sign. $<$ $>$ or $=$? Which way will it be facing?

Use $<$, $>$ or $=$ to compare the money.

Fluency

 $<$ 

 $>$ 

 $=$ 

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Here we have groups of the same type.
Perhaps we just need to count the number of
coins here.

Use $<$, $>$ or $=$ to compare the money.

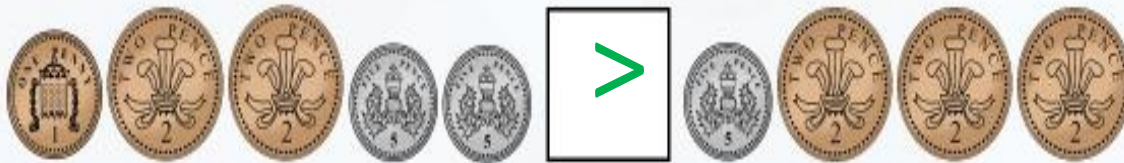
Fluency



When it is a group of different coins we have to add to find the total value of each group value before we can compare them.

Use $<$, $>$ or $=$ to compare the money.

Fluency



Now we can try these. There's a little challenge on the next slide for those who like them!

a




A row of five 2p coins followed by an empty box, and then a row of three 2p coins.

b




A row of four 2p coins followed by an empty box, and then a row of two 2p coins.

c




A row of one 50p coin followed by an empty box, and then a row of four 10p coins.

e




A row of two 50p coins followed by an empty box, and then a row of four 10p coins.

f



A row of six 2p coins followed by an empty box, and then a row of one 50p coin.

a



A row of three 2p coins, one 2p coin, an empty box, three 2p coins, and two 2p coins.

b



A row of one 2p coin, two 10p coins, one 2p coin, two 10p coins, an empty box, and five 2p coins.

c



A row of two 50p coins followed by an empty box, and then a row of one 10p coin, two 10p coins, and two 10p coins.

e

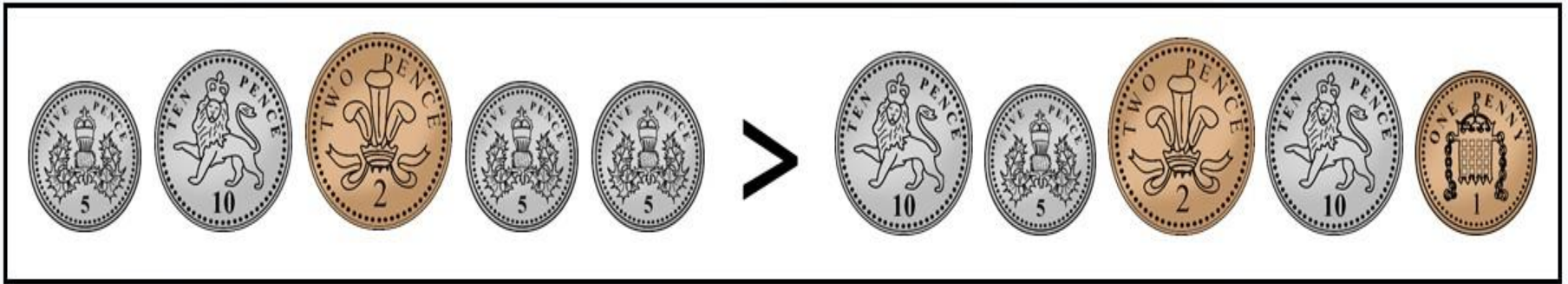


A row of one 50p coin followed by an empty box, and then a row of one 50p coin, two 10p coins, and one 50p coin.

f



A row of two 10p coins, two 10p coins, two 2p coins, two 2p coins, an empty box, and two 10p coins.



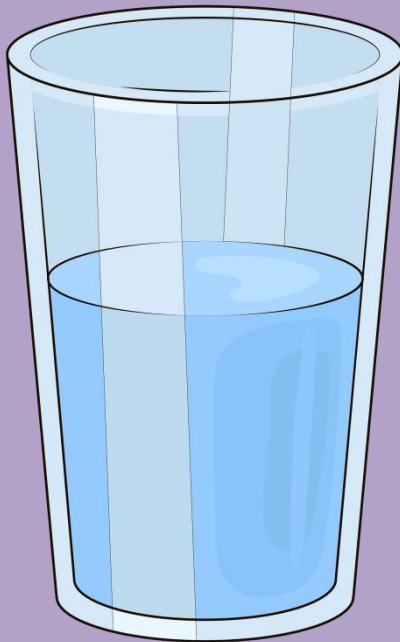
Challenge

Is the statement above true or false?
Explain how you know.

Break

10.30-10.45am

- **Have a walk or play with some toys**
- **Have a drink of water and a fruit snack**



Zoom Call Check in 10.45-11am

- Hello Year 2 how are you doing today?
- Zoom link on parentmail



English

11am-12pm

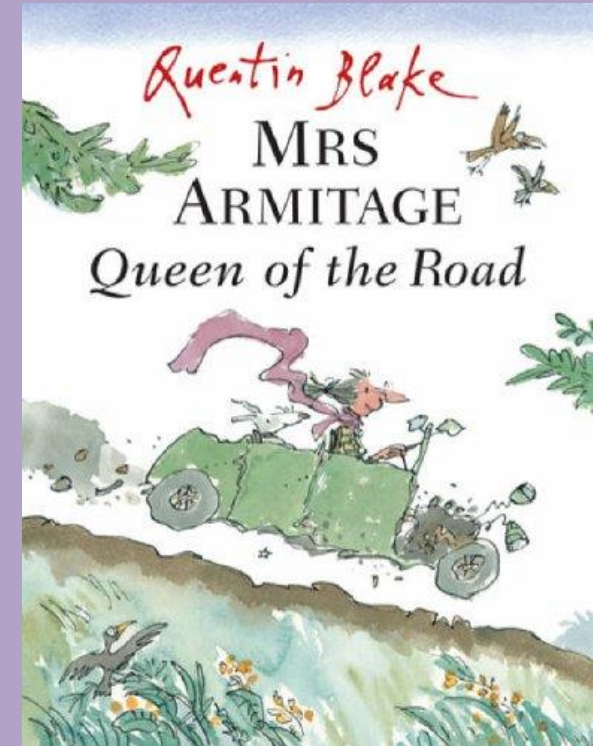
English Input video Share recording with viewers:

Share recording with viewers:

https://us02web.zoom.us/rec/share/t9naWJd0IGJ2EKIAse9Y2rtIB-twifkqz3TKmsSSZXE2domuMklv9Ea8_dn56KF.dEz8iSMAvoqFcURr

Passcode: =^r!516X

[Click here](#) and for a fun video about adding the suffix -ed to the end of a root word to recap your learning.



Tuesday 19th January 2021

WALT: make past tense words

S2S: I can

- say what present and past tense is
- add suffix –ed to words to make it past tense
- spell past tense verbs
- <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z3dbg82>

Present and Past tense

- When we talk about present and past tense we think about actions.
- Something is either happening right now in the **present**, happened in the **past** or going to happen in the **future**.
- So what type of words will we be looking at if they are action/doing words?



VERBS

Verbs in past tense

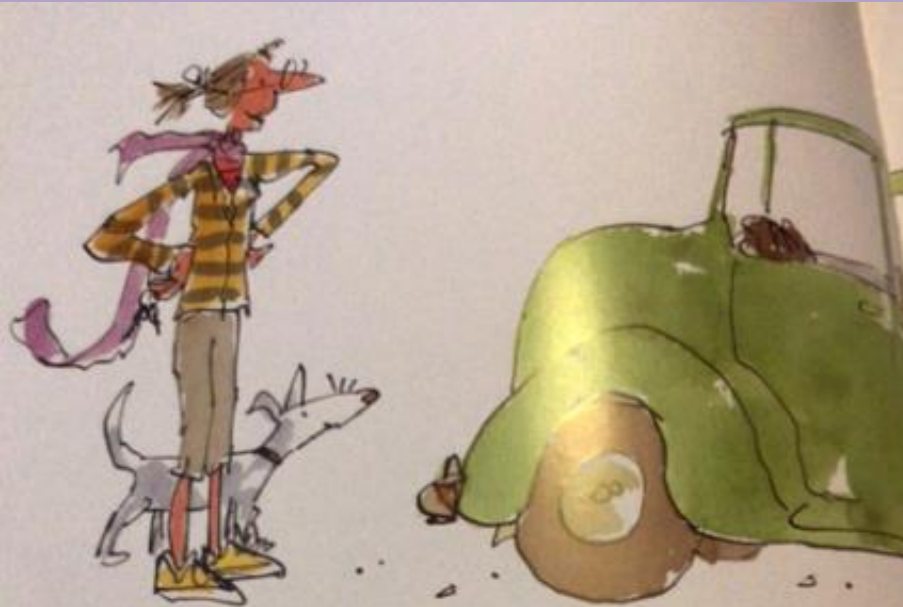
Do the following...

- Can you **jump** for joy?
- Brilliant you just **jumped**.
- Can you **look** out the window?
- Excellent you **looked** out of the window.
- Can you **walk** on the spot?
- Great you just **walked** on the spot.

What do you notice has happened to each of our verbs when said in the past tense?

We added
-ed

Can you spot the word ending in -ed?



climbed

The root word is
climb

There was the car.
“It doesn’t look very exciting, Breakspear,”
said Mrs Armitage. “But we’ll give it a try.”
They climbed into the car, and off they went.

Can you spot the word ending in -ed?



But as they were going round the corner by
the vinegar works:

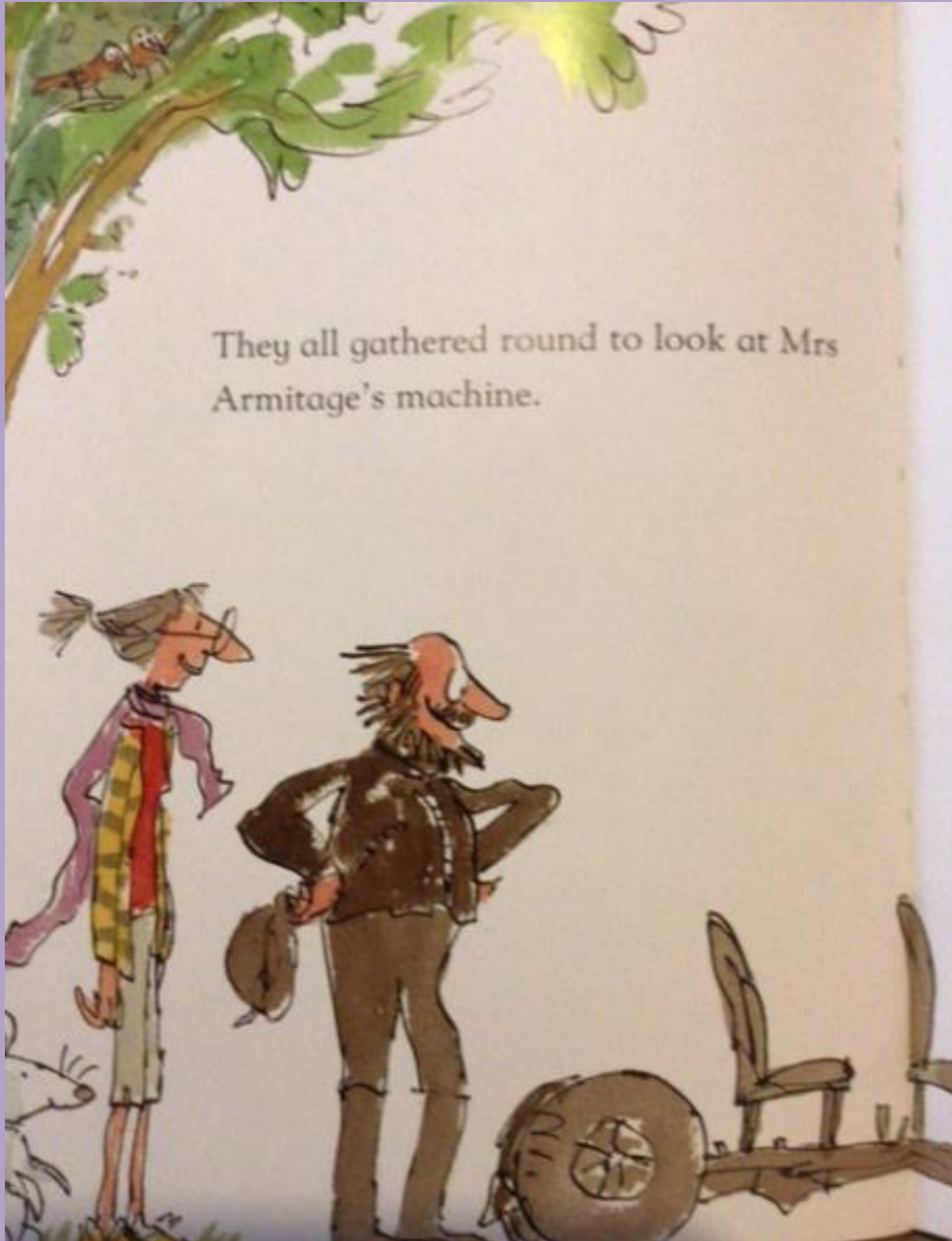
sccrunch.

The mudguard was ruined.

ruined

The root word is
ruin

Can you spot the word ending in -ed?



They all gathered round to look at Mrs Armitage's machine.

gathered

The root word is
gather



In the Past

I can add -ed to the end of a word to create a new word.



1. Add -ed to the words to finish the sentences.



wash

a) Tina _____ her hands.



pick

b) Fay _____ up the toys.



play

c) We _____ in the sand.

2. Now add -ed to these words and write your own sentences.



clean

a)



brush

b)



kick

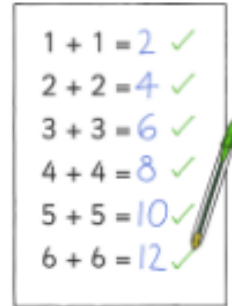
c)

1. Make a new word by adding -ed.

a) grunt _____



b) check _____



c) dress _____

d) burn _____



e) buzz _____



f) float _____



Pronouncing -ed words

- Have you noticed how some words ending in –ed sound different?
- Can you click your fingers for me?
- Great, you **clicked** your fingers.
- It sounds like **clickt** but that is not how we spell it.
- Can you march on the spot?
- Fab, you **marched** on the spot.
- It sounds like **marcht** but that is not how we spell it.
- REMEMBER TO ADD THE SUFFIX –ed when spelling

Pronouncing -ed words

- Let's say these words, how does the end sound?
- turned
- waited
- landed

- Some words have a 'd' sound like turned
- But we don't spell it turn**d**
- Some have an 'id' sound like waited and landed.
- But we don't spell wait**id** or land**id**
- REMEMBER TO ADD THE SUFFIX –**ed** when spelling.

Challenge

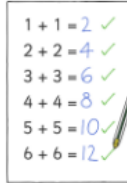
Sort the words you made before into the correct column.

[Click here](#) for another fun video to recap our learning.

a) grunt _____



b) check _____



c) dress _____



d) burn _____



e) buzz _____



f) float _____

Challenge:

2. Sort the words into the columns by their end sounds.

(t)

(d)

(id)

(t)	(d)	(id)

Answers

Application Activity: Writing -ed Words

Answers

- 1
- a) *grunted*
 - b) *checked*
 - c) *dressed*
 - d) *burned*
 - e) *buzzed*
 - f) *floated*

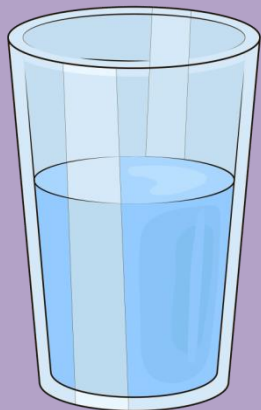
2

(t)	(d)	(id)
<i>dressed</i>	<i>burned</i>	<i>grunted</i>
<i>checked</i>	<i>buzzed</i>	<i>floated</i>

Lunch

12-1pm

- **Have a walk, draw a picture or play with some toys**
- **What will you eat for lunch today?**



Reading and Story time

1-1.30pm

- Own independent Reading 1pm-1.15pm
- Follow the link below and choose a story to listen
- <https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories>

Science

1:30-2.30pm

- Follow the link below to the interactive second lesson on materials.
- <https://classroom.thenational.academy/lessons/how-can-i-describe-an-object-c9h38c>
- **Lesson 3**
- **How can I describe an object?**
- Follow the lesson and complete the tasks.
- What you have learnt today about Materials?
- There is also a start and end quiz too.



Observation

How many different objects can you find?

Can you identify their materials?

1. Pick up an object
2. What material is it made from?
3. Describe the materials properties.

Object

Material

Properties



EXAMPLE



Cling film is made from **plastic**.



Plastic is **transparent** and **waterproof**.

Make your own sentences

- _____ is made from _____
_____ is _____ and _____
- _____ is made from _____
_____ is _____ and _____
- _____ is made from _____
_____ is _____ and _____

Times tables Maths

2.30-3pm

- Times tables
- Practise your 5 times tables
- Mental Maths train
- [click here 2](#)
- week 3 x5

Home time

3pm

- I hope you had a wonderful day 😊
- Enjoy your time at home
- See you tomorrow
- Year 2 Team 😊