

|  | Week 1<br>WB 2nd Nov  | Week 2<br>WB 9th                                | Week 3<br>WB 16th  | Week 4<br>WB 23rd                                      | Week 5<br>WB 30th                                 | Week 6<br>WB 7th Dec  | Week 7<br>WB 14th                              |
|--|---|---|--|--|---|---|--|
| <b>Handwriting</b>   | Practise your 'robot letters'<br><a href="#">r b n h</a>  |   |  | Practise your 'robot letters'<br><a href="#">m k p</a> |   | Practise your zigzag 'monster letters'<br><a href="#">y w x z</a> |  |
| <b>Phonics/<br/>Spelling</b><br><br>(Reading<br>and writing) | <b>Compound words</b>   | <b>L sound at the end of words spelt le</b>     | <b>l, sound at the end of words- use y<br/>Silent g-</b> | <b>Measurement – Money</b>                             | <b>words ending in -tion</b>                      | <b>S sound spelt c</b>  | <b>Alternative sound for a – after w or qu</b> |
|  | snowman, inside, cowboy, postbox, pancakes, breakfast, firework   | table, little, purple people, trouble, sensible | cry, try, reply gnarl, gnaw, gnome                       | running, patted, humming, hummed, bigger, biggest      | station, fiction, section, imagination, dictation | race, ice, space, city, circle, cinema                            | want, wash, squash, watch, swap, warrior       |
| <b>Need something easier?:</b>                               | <b>oa &amp; er</b>  | <b>ow &amp; ar</b>                              | <b>or &amp; igh</b>                                      | <b>ur &amp; oi</b>                                     | <b>ea &amp; ear</b>                               | <b>air &amp; oy</b>   | <b>Assessment Wk</b>                           |
|  | boat her<br>road verb<br>goal term  | how start<br>brown park<br>down garden          | short high<br>born night<br>horse bright                 | turn oil<br>church point<br>Thursday soil              | dream ear<br>meat dear<br>each year               | fair boy<br>pair joy<br>chair annoy                               |  |
|  | Practise these sounds on <a href="#">Reading Eggs</a> , hunt for them in your reading books, play a spelling game from your <a href="#">Year 2 Menu</a> , make lists of words with them in, make them using playdough, think of rhyming word lists, make word cards and play snap or pairs. Have fun! Use <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a><br><a href="#">Practise writing the Year 2 Common Exception words here</a>   |   |  |  |   |   |  |
| <b>Reading</b>   | <p>Read every day for at least 10 minutes. Focus on accurate decoding (sounding out and sight reading), and work on comprehension with a book that your child has read to them. Look out for the spelling rules your child is learning.</p> <p><b>Comprehension:</b> Describe the main story <b>setting, events</b> and principal <b>characters</b>, Understand both the books they read and those they listen to, Begin to recognise recurring literary language, Discuss <b>word meanings, Prediction and Inference:</b> Predict what might happen next, Begin to make inferences about the deeper meaning of the story, the motives of the characters and the decisions authors have made for effect. Make links between books they have read, books you have read to them, films they have watched and experiences in their own lives, <b>Explain</b> clearly their understanding of what is read to them.</p> <p>Use the <a href="#">Reading Eggs</a> app regularly to practise phonic skills and reading. Begin to use Reading Eggspress to focus on comprehension.</p> |   |  |  |   |   |  |
| <b>Grammar &amp; Punctuation</b>                             | Nouns, Adjectives, Verbs, Adverbs recap   | 4 types of sentence                             | Suffix: ly   | Suffix: ment   | Suffix: ful                                       | Suffix: less  | Suffix: ness                                   |

|   |  |   |  |   |  |   |   |
|---|--|---|--|---|--|---|---|
| <b>MATHS</b>  | Follow the <a href="#">daily White Rose video lessons</a> . Use the corresponding worksheets on <a href="#">Year 2 Home Learning page</a><br>Use the <a href="#">Mathletics</a> app regularly and complete weekly tasks set. |   |  |   |  |   |   |
| <b>SCIENCE</b>  | <a href="#">Plastics:</a><br>a) knowledge of manufacture/ recycling of plastics<br>b) begin to intro. types of plastic   | <a href="#">Plastic recycling:</a><br>Learn how to sort plastics at home using the <a href="#">number system</a> .  | a) Comprehension: <a href="#">manufacture of plastics</a> b) Make recycled paper   | <a href="#">HABITATS:</a><br>Savanna: research <a href="#">elephants habitats</a>   | HABITATS:<br>Understand <a href="#">food chains</a>  | <a href="#">Life Cycles</a>   | Properties of Materials:<br>Revision of KS1 knowledge   |
| <b>*Use Youtube to watch experiments if you are unable to do at home*</b> |  |   |  |   |  |   |   |
| <b>Geography &amp; History</b>  | <a href="#">The United Kingdom of Great Britain and Northern Ireland</a><br>IP2: Name and locate the capital cities and some large cities within the UK.   | Europe: <a href="#">France</a><br>GC 1:Ask/answer geographical questions: What are the physical features + human processes occurring here?<br>GC4: Use world maps, atlases and globes to identify countries, continents and oceans studied. | Africa: <a href="#">Nigeria</a><br>SP1: Understand geographical similarities and differences in the human + physical geography of a non-European country.<br>GC4: Use world maps, atlases and globes to identify countries, continents and oceans studied. | Asia: <a href="#">China</a> (Shanghai)<br>SP1: Understand geographical similarities and differences in the human + physical geography of a non-European country.<br>GC4: Use world maps, atlases and globes to identify countries, continents and oceans studied. | Oceania: <a href="#">Australia</a> ; <a href="#">Antarctica</a><br>GC 1:Ask/answer geographical questions: What are the physical features + human processes occurring here?<br>GC4: Use world maps, atlases and globes to identify countries, continents and oceans studied. | South America: <a href="#">Brazil</a> (Rio de Janeiro)<br>GC 1:Ask/answer geographical questions: What are the physical features + human processes occurring here?<br>GC4: Use world maps, atlases and globes to identify countries, continents and oceans studied. | North America: <a href="#">USA</a> (San Francisco)<br>GC 1:Ask/answer geographical questions: What are the physical features + human processes occurring here?<br>IP4: Name and locate all of the world's 7 continents and 5 oceans.<br><a href="#">Explore the World</a><br><br>Use <a href="#">Google Earth</a> |
| <b>ART &amp; DT collage</b>   | Intro to portraits - proportions of face.  | Drawing of international dolls  | Self portraits   | <a href="#">Clay faces</a>  | <a href="#">Collaged faces</a>   | Advent Calendars  | Make a Christmas card   |
| <b>ICT</b>  | Mathletics: Addition   | Mathletics: Subtraction   | Mouse control  | Mathletics: Money   | Type Christmas card inserts  | Mathletics: Multiplication  | <a href="#">e-Safety – how to be safe using the internet</a>  |
| <b>Music</b>  | <a href="#">Essentials</a>   |   |  |   |  |   |   |
| <b>PE</b>   | <a href="#">Dance from other cultures</a>  |   |  |   |  |   |   |
| <b>PSHE</b>   | <a href="#">Relationships</a>  |   |  |   |  |   |   |
| <b>RE</b>   | <a href="#">Christianity</a>   |   |  |   |  |   |   |
| <b>DT</b>   | <a href="#">Health &amp; Safety</a>  |   |  |   |  |   |   |

Year 2 Plan for Home Learning

Autumn 2

Look at other resources on the Year 2 Home Learning page in addition to this timetable.