

	Week 1 + 2 4th Sep + WB 7th	Week 3 WB 14th	Week 4 WB 21st	Week 5 WB 28th	Week 6 WB 5th Oct	Week 7 WB 12th	Week 8 WB 19th
<b>Handwriting</b>	Practise your 'ladder letters' <a href="#">litu</a>			Practise your 'caterpillar letters' <a href="#">coadg</a>		Practise your 'caterpillar letters' <a href="#">gesf</a>	
<b>Phonics/ Spelling</b>  (Reading and writing)	Short vowels: a e i o u Segmenting + blending	<a href="#">Phase 3+5</a> long-a: ai, ay, a_e long-e: ea, ee, e_e	<a href="#">Phase 3+5</a> long-i: ie, igh, i_e long-o: oe, ow, o_e	<a href="#">Phase 3+5</a> long-u: oo,ue,ew,u_e oi / oy (boil/boy) ow / ou (owl/out) air (chair)	<a href="#">Phase 3+5</a> ir / er / ur (first/butter/fur) ar (art) au / aw / or (launch/lawn/port) ear (spear)	Consolidation week. Segmenting + blending. Revisit any phonemes from earlier this term that need more attention. Focus: Sound buttons.	Consolidation week. Segmenting + blending. Revisit any phonemes from earlier this term that need more attention. Focus: Sound buttons.
	Need something easier?:	ck & ss  luck less back fuss sock miss	ll & ff  ball cuff well off fill cliff	zz & ch  much fizz chat buzz chin jazz	ai & ng  wait bang tail long again king	sh & ee  rush week shop keep crash meet	thing & book  thing good that book them zoom
	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> <a href="#">Practise writing the Year 1 Common Exception words here</a>						
<b>Reading</b>	<p>Keep reading every day for at least 10 minutes. Focus on accurate decoding (sounding out) first, and then work on comprehension with a book that the child has read to them. Look out for the phonic sounds your child is working on.</p> <p><b>Comprehension:</b> Describe the main story setting, events and principal characters. Explain clearly their understanding of what is read to them, Begin to recognise recurring literary language, Discuss word meanings, Understand both the books they read and those they listen to.</p> <p><b>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.</p> <p>Use the <a href="#">Reading Eggs</a> app regularly to practise phonic skills and reading.</p>						
<b>Grammar &amp; Punctuation</b>	Capital letters, Full stops	Nouns	Adjectives	Verbs	Adverbs	Question marks	Exclamation marks

<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> Use the <a href="#">Mathletics</a> app regularly and complete weekly tasks set.						
<b>SCIENCE</b>	Big-cats: Research info & habitats	<a href="#">Properties of materials:</a> 1) versatility 2) iron rusting	<a href="#">Properties of materials:</a> 1) Conduction of heat 2) Conduction of electricity	<a href="#">Properties of materials:</a> Changing shape by squashing, squeezing, bending, twisting	Properties of materials: Absorptive properties of building materials	Properties of materials: Elasticity: bounciest ball	Revision of Materials knowledge using FactFinders
		<b>*Use Youtube to watch experiments if you are unable to do at home*</b>					
<b>Geography &amp; History</b>	<a href="#">How can I be a Historian?</a>	Significant People Theme: Equality <a href="#">Emmeline Pankhurst</a>	Significant People Theme: Equality <a href="#">Mohandas Gandhi</a>	Significant People Theme: Equality <a href="#">Rosa Parks</a>	<a href="#">The Great Fire of London:</a> Timeline of events, key facts	The GF of London: Reasons for spread and methods used to extinguish	The GF of London: Lessons learned, changes to building practices
<b>ART</b>	<a href="#">Drawing Techniques</a>	Draw/paint class animal for display	Christmas Cards	Drawing- dominant/sub dominant hand/eyes shut/continuous line.	Observational drawing of harvest items	Outdoor art – in the style of Andy Goldsworthy	Archimboldo artwork
<b>ICT</b>	<a href="#">Digital Literacy</a>	Keyboard skills	Typing skills	Mouse skills	Research Great Fire of London and Samuel Pepys	<a href="#">Coding</a>	Coding
<b>Music</b>	<a href="#">Singing, performing and sound</a>						
<b>PE</b>	<a href="#">Movement Skills</a>						
<b>PSHE</b>	<a href="#">Myself</a>						
<b>RE</b>	<a href="#">Judaism</a>						
<b>DT</b>	<a href="#">Materials</a>						