



| | Week 1 WB 19th Apr | Week 2 WB 26th | Week 3 WB 3rd May | Week 4 WB 10th | Week 5 WB 17th | Week 6 WB 24th |
|---|--|--|--|---|--|---|
| Handwriting | Practise neat handwriting of Year 2 Common Exception Words | | | Practise fine motor control by trying some drawing challenges | | |
| Phonics/ Spelling (Reading and writing) | L sound at the end of words spelt – el | Adding -ied, -ing, -ier and -iest to a word ending -y | Alternative sound or spelt as a before l and ll | zh sound si/su | Homophones | Silent g- |
| | camel, tunnel, squirrel, travel, model, caramel | copied, photocopier, happier, happiest, worried, worrier | talk, walk, always, salt, also, almost | treasure, measure, leisure, division, explosion, television | there/their/they're, here/hear, one/won, to/too/two, blue/blew | gnome, gnat, gnarl, gnaw, sign, design, foreign |
| Need something easier?: | High Frequency words | | | | | |
| | who when why what, which looked | me my, where were, here there | come some, have give, gone love | them then, this that, they those | made came, gave time, make like | Recap as needed |
| | Practise these sounds on Reading Eggs , hunt for them in your reading books, play a spelling game from your Year 2 Menu , 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 the Helpful English videos and www.phonicsplay.co.uk to support learning. | | | | | |
| Reading | <p>Read every day for at least 20 minutes. Focus on comprehension with a book that your child has read to them. Look out for the spelling rules your child is learning. Some children may still need to practise accurate decoding (sounding out and sight reading).</p> <p>Comprehension: Describe the main story setting, events and principal characters, Understand both the books they read and those they listen to, Begin to recognise recurring literary language, Discuss word meanings, Prediction and Inference: 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, Explain clearly their understanding of what is read to them.</p> <p>Use the Reading Eggspress option on the Reading Eggs app to focus on comprehension.</p> | | | | | |
| Grammar & Punctuation | Recap 4 types of words: noun, adjective, verb, adverb | | | | | |
| MATHS | Follow the daily White Rose video lessons . Use the corresponding worksheets on Year 2 Home Learning page . Use the Mathletics app regularly and complete weekly tasks set. Use the Helpful Maths videos to support learning. | | | | | |

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| SCIENCE | PLANTS: a) nutrients in soil : b) seed sizes vs rate of germination / growth/ size of plant; | c) structure of flowers & pollination model | d) identifying plants using secondary sources | e) overall structure of tree incl. trunk, bark, growth rings etc. | f) identifying trees - secondary source | g) Roots & transpiration in plants: capture moisture from leaves in a bag; |
| Geography & History | Significant artists Leonardo da Vinci CC2: Describe how the artist studied fits within a chronological framework. | Significant artists Claude Monet HE2: Ask and answer questions, to show that they know and understand key features of style/movement. | History of art: Cave Art HC: Use a wide vocabulary of everyday art terms. Record what they have learned by drawing and writing. | History of art: Impressionism HC: Use a wide vocabulary of everyday art terms. Record what they have learned by drawing and writing. | History of art: Cubism HC: Use a wide vocabulary of everyday art terms. Record what they have learned by drawing and writing. | History of art: Surrealism HC: Use a wide vocabulary of everyday art terms. Record what they have learned by drawing and writing. |
| ART & DT | Art inspired by artist or movement | | | | | |
| ICT | Introduction to Google docs: Opening/typing/saving | Introduction to Google docs: Retrieving/editing/sharing | Time on Mathletics | Research Artists Collection | Introduction to Google slides: Opening/typing/saving | Introduction to Google slides: Retrieving/images/transitions |
| Music | Bitesize essentials | | | | | |
| PE | Ball skills | | | | | |
| PSHE | Relationships | | | | | |
| RE | | | | | | |
| DT | Mechanics | | | | | |