

# Year 2



# Week Beginning: 16.11.20

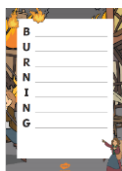


## English

Monday

**Today we are learning to identify the features of an acrostic poem.**

Watch this clip <https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/ztdvw6f>



Write a list of features that acrostic poems need.

Tuesday

**Today we are learning to use similies.** Watch this clip <https://www.bbc.co.uk/bitesize/topics/zmfc7ty/articles/zrrhpg8>

Copy and complete the sentences

The fire was as \_\_\_\_ as the sun.

The fire spread as quickly as a \_\_\_\_.

Can you write some more of your own?

Wednesday

**Today we are learning to read and perform a poem.**

Can you use a clear voice, actions and expression when reciting this poem?

On the second of September, Hundreds of years ago, History books still all remember: London fires grow!	Farriner's bakery was to blame For starting up the blaze. One oven, a spark, a tiny flame, Then fire for four long days!	The fire spread to another street; The town was soon alight. People fled the scorching heat, With London burning bright!	With thirteen thousand houses burned And ninety churches gone, And all the country quite concerned, The flames just carried on.	The houses in the fire's way Were blown to kingdom come. Without the wood to burn away, The flames were overcome.  After many days of fire and smoke, It started to die down. "Thank goodness," said the London folk, "We're getting back our town!"
In the early hours of Sunday morn, Sixteen-sixty-six, On Pudding Lane, a fire was born: A street of wood (not bricks).	London town had only just Recovered from disease. The fire was carried with the gust; A blowy, eastern breeze.	London had no fire brigade; The town had no defence. Lots of people ran and prayed, Through smoke all dark and dense.	King Charles called up the Duke of York, And all his army men. The town was filled with lots of talk Of what they'd do and when.	They managed to defeat the heat, Despite it being fieri. Samuel Pepys described the feat, All detailed in his diary.  With lessons learnt but London wrecked, It really was a shame That Farriner did not detect That tiny, burning flame.

Thursday

**Today we are learning to use alliteration.** Watch this clip <https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/zq4c7p3>

Copy and complete a sentences; The \_\_\_\_ fire burned. The \_\_\_\_ buildings burned The \_\_\_\_ flames grew. Now make up some of your own.

Friday

**Today we are learning to write an acrostic poem.** Think about the features identified on Monday. Write your won acrostic poem about The Great Fire of London. Use adjectives to make it sound even more interesting.



## Phonics

Monday	Have a look at phonics play to help you learn more <a href="https://www.phonicsplay.co.uk/login">https://www.phonicsplay.co.uk/login</a> Choose a game to play within Phase 5 for you to practise.
Tuesday	Have a look at phonics play to help you learn more. <a href="https://www.phonicsplay.co.uk/login">https://www.phonicsplay.co.uk/login</a> Choose a game to play within Phase 5 for you to practise.
Wednesday	Can you play 'Train your Brain' and speed card flash trial on <a href="https://www.phonicsplay.co.uk/login">https://www.phonicsplay.co.uk/login</a> ?
Thursday	Can you play flashcards speed trial on phonics play? Play buried treasure on phonics play. <a href="https://www.phonicsplay.co.uk/login">https://www.phonicsplay.co.uk/login</a>
Friday	Can you practise spelling these words; <b>flew chew newt pew nephew new few</b>

## Mathematics







Monday	Practise counting in steps of 2, 3, 5, 10 and 3. Can you count in these steps backwards too? Practise reciting number bonds to 20. Go to your Times Table Rock stars to practise your times tables. <a href="https://play.ttrockstars.com/">https://play.ttrockstars.com/</a>  Watch a video from the Year 2 schedule on Oak National academy each day. <a href="https://classroom.thenational.academy/schedule-by-year/year-2">https://classroom.thenational.academy/schedule-by-year/year-2</a> Can you explain your learning to someone?
Tuesday	Practise counting in steps of 2, 3, 5, 10 and 3. Can you count in these steps backwards too? Practise reciting number bonds to 20. Go to your Times Table Rock stars to practise your times tables. <a href="https://play.ttrockstars.com/">https://play.ttrockstars.com/</a>  Watch a video from the Year 2 schedule on Oak National academy each day. <a href="https://classroom.thenational.academy/schedule-by-year/year-2">https://classroom.thenational.academy/schedule-by-year/year-2</a> Can you explain your learning to someone?
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Topic		
 Active Tasks	 Art/Design Technology	Science 
<p>Choose an active task each day from any of the following links;</p> <p>Supermovers; <a href="https://www.bbc.co.uk/teach/supermovers">https://www.bbc.co.uk/teach/supermovers</a></p> <p><b>Jump Start Jonny</b>  <ul style="list-style-type: none"> <li><a href="https://www.jumpstartjonny.co.uk">https://www.jumpstartjonny.co.uk</a></li> </ul> </p> <p>Cbeebies Andy's wild Workouts; <a href="https://www.bbc.co.uk/programmes/p06tmmvz">https://www.bbc.co.uk/programmes/p06tmmvz</a></p> <p>Cbeebies Oti's Boogie Beebies <a href="https://www.bbc.co.uk/iplayer/episodes/m000jsds/otis-boogie-beebies">https://www.bbc.co.uk/iplayer/episodes/m000jsds/otis-boogie-beebies</a></p>	<p><b>This week we are learning to select from and use a range of tools and equipment to perform practical tasks.</b></p>  <p>Look through the design criteria that you did last week so you know what you are making. Talk through the materials available. How can you use them safely? Start constructing your Tudor house.</p>	<p><a href="https://www.sciencekids.co.nz/lessonplans.html">https://www.sciencekids.co.nz/lessonplans.html</a></p> <p>Visit this website for lots of fun activities and facts. Choose an area that gets you excited about Science!</p>

# History/Geography











# PSHE/Act of Kindness



# RE

**This week we are learning to understand some of the ways in which we find out about the past.**

<p>Portrait of Elizabeth II</p> 	<p>Samuel Pepys's diary, extracts from 2<sup>nd</sup> - 6<sup>th</sup> September 1666</p> 
<p>London Gazette report from 3<sup>rd</sup> September 1666</p> 	<p>A bank note</p> 
<p>A fire engine</p> 	<p>An eyewitness statement, signed by John Morgan in 1668</p> 
<p>A map of London</p> 	<p>A painting of the Great Fire, painted in 1670</p> 

Go on The National Archives website (<https://www.nationalarchives.gov.uk/education/resources/fire-of-london/>) and look through some of the sources from 1666. What are they? What do they tell us about life in 1666 and the fire? Discuss how we could have found these important documents (archives, passed from hand to hand etc.). Decide which sources help us find out about the events of 1666. Look at the pictures above. write a sentence about why this source is helpful.

Write a sentence about a primary and secondary source together like the below sentences:  
 'Samuel Pepys' diary is a primary source because it is from 1666'  
 'Textbooks about the fire are secondary sources as they aren't from 1666'

- How can you help somebody today?

## PSHE

**This week we are identifying people who are special to us and thinking about why they are special.**




Draw a picture and write 5 sentences about somebody who is special to you, explaining what makes them special.

**This week we are leaning recreate the story of Rama and Sita.**

Watch the video of the story of Rama and Sita again

(<https://www.bbc.co.uk/bitesize/articles/z4dc47h>)

Can you act out part or all of the story?

 Daily Reading	 Music	
<b>Reading</b> Read a book from Collins Big Cat or Oxford Owl. Can you find a book at home that you can re-read and share with your family?	Watch the video of the song 'The Great Fire of London: September 1666' ( <a href="https://www.youtube.com/watch?v=J5eVIKWSHA">https://www.youtube.com/watch?v=J5eVIKWSHA</a> A) watch the person at the bottom who is doing sign language. Talk about the lyrics and what they tell us about The Great Fire of London. Play the song through a few more times, can you join in with the sign language actions?	

Screen time warning.

While some tasks involve a device with a screen such as an iPad, computer, laptop, tablet, phone or TV, not all tasks will require such a device.

It is important that children do not spend too much time in front of a screen (learning or having some down time) and are enjoying other activities such as colouring, drawing, playing with toys, being active, reading and interacting with those at home.

Thank you.

Remember, if you need any help at all, you can call the Well-being phone on 07850 903 896.

# Great Fire of London

## Pop Up House Instructions

### You Will Need:

- Great Fire of London Pop Up House Template
- Scissors
- Glue



1. Carefully cut out the template, making sure to cut along all of the thick black lines, including the one that runs across the front of the building, above the door. This will separate the two floors.
2. Fold each dotted line in a hill fold or valley fold according to the key. Be careful – the front of the building has two different fold lines for the upstairs and downstairs.
3. Next, fold the house round, add some glue to tab 1, and stick it to the undecorated side of the wall (near the door).
4. Add some glue to tab 2 and glue to the corresponding wall. – The first floor should protrude from the front.
5. After that, add some glue to tabs 3 and 4 and stick the roof down.
6. Repeat this step on the other side of the roof with tabs 5 and 6.
7. After that, glue tab 7 and stick to the underside of the top section of roof.
8. The two blank tabs at the bottom of your house can be used to stick your house down wherever you like.

**Your Tudor house is now ready for display!**





# Fire of London Paper Model House

