

Year Group: 2

Date: Wednesday 15th July 2020

Subject	Lesson focus/objective (I can....)	Activity and/or instructions
Reading/ Phonics	I can infer meaning and make predictions from an image.	<ol style="list-style-type: none">1. Look at image on page 2. Answer the questions and try the challenge on page 3.2. Send your answers in to your teacher.
Mathematics	I understand the inverse relationship between multiplication and division.	<ol style="list-style-type: none">1. Write 2 multiplication and 2 division calculations for the bar models on page 4.2. Look at the numbers and operations. Which 4 calculations can you write?3. Draw your bar model for the calculations and then write the inverse calculations.
Writing	I can use coordinate and subordinate conjunctions in my sentences.	What are coordinate and subordinate conjunctions? https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3 See page 5 and 6 for today's activity.
PSHE	I can cope with worries and anxiety	How is being back at school different to the routine you have been following? Discuss with an adult. See activity on page 7 .

Please read daily and complete your reading record. You can access Accelerated Reader clicking [here](https://ukhosted2.renlearn.co.uk/1894742/) and putting in your user name and password: <https://ukhosted2.renlearn.co.uk/1894742/> You may find that some of your books at home are also on Accelerated Reader, so re-read them and give the quiz a go.

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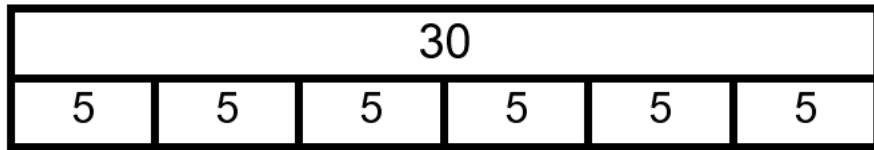
Inference and prediction questions

1. Who is the person?
2. Where are they going?
3. What are they carrying?
4. Do they know what's behind them?
5. Describe the creature behind them. (Look at the eyes, the fangs, the scales) What is it?

Challenge: Describe the moment when the person realises that there is something behind them – try to build the atmosphere and make the reader feel tense. How do they find out? (rumbling? growling? a single rock bouncing across their path?) How will they react?

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This bar model can show:

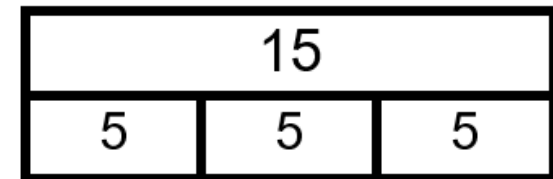
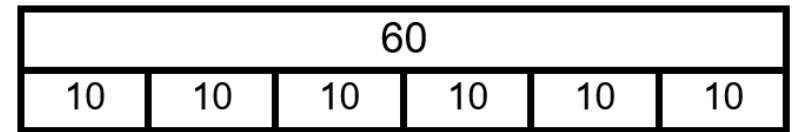
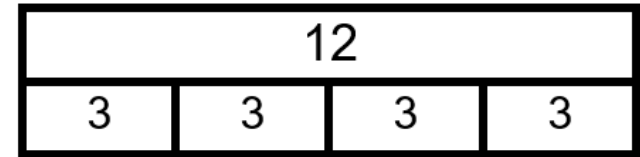
$$6 \times 5 = 30 \text{ (6 groups of 5 is 30)}$$

$$5 \times 6 = 30 \text{ (5, repeated 6 times is 30)}$$

$$30 \div 6 = 5 \text{ (30 shared into 6 groups will give 5 in each group)}$$

$$30 \div 5 = 6 \text{ (30 grouped into 5s will give 6 groups)}$$

You try with these bar models →



Write 4 calculations using:

8 3 24 x ÷ =

Draw bar models for these calculations and write the inverse calculations.

$$5 \times 9 =$$

$$25 \div 5 =$$

$$8 \times 3 =$$

$$30 \div 10 =$$

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What are coordinating conjunctions?

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv>

Conjunctions are joining words that link together parts of a sentence.

The three main coordinating conjunctions are 'and', 'but' and 'or'.

What are subordinating conjunctions?

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3>

A conjunction is a word, or words, used to connect two clauses together.

Words such as: 'although', 'because' or 'when'.

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Write a describing word about yourself on each of the arrows. You will then have to include them in sentences using coordinate and subordinate conjunctions.

For example:

I am a **friendly** **and** **helpful** person.



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Talk about:

How it feels to leave home then arrive at school? Why your feelings have changed?

Name one thing you really liked when you were learning at home. If in school, name one thing you really like about being back.

Listen to the story *The Kissing Hand* <https://www.youtube.com/watch?v=dPUW1t9Gu4s&v=en>

- Talk about what things scare you and what reassures you when you are scared or worried.
- What are some things that used to scare you but don't scare you now?
- How can we help someone who is scared not be scared?
- Is it okay to be worried/anxious but do something anyway?
- Talk about a time you didn't want to go somewhere, eat something, or do something and were pleasantly surprised by how much you liked it.

