

YEAR 2 – ENGLISH

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| Subject | English Language |
| Class/ Division | Year 2 A-E |
| Week | 23 (31st January – 4th February) |
| Work sent to students via | Google Classroom |
| Total number of lessons per week | 6 |
| Unit | Unit 5: Poetry: <i>Animal Crackers</i> and <i>Brave Little Beast</i> |
| Learning Outcomes: | <p>By the end of the week, the students can:</p> <ul style="list-style-type: none"> • Read and spell 'e-e ' sound words • Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. • Identify words that rhyme in the poem. • Recite a rhyme with a predictable repeating pattern • Recite and interpret sentences by heart, including poems and other texts • Read aloud a familiar text of 6-8 basic sentences • Recite a poem using voice and facial expression to interpret its meaning • Use full stops at the end of simple sentences. |
| Lesson 1 | Topic: Animal Crackers |
| MORNING LEARNING | <p>Learning objectives:</p> <ul style="list-style-type: none"> • Read and spell 'e-e ' sound words • Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly. • Read, spell, write and learn words from the list given. |
| Task | <ol style="list-style-type: none"> 1. Watch the 'ee ' sound video. 2. Complete the Phonics worksheet 'ee'. 4. Read the words, spell, write and learn words for spelling test. |
| Resources | <ul style="list-style-type: none"> ✓ 'ee' sound video ✓ Phonics Unit 15 'ee' sound ✓ Spelling List Week 23 |

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| <p>Lesson 2</p> <p>ZOOM LESSON</p> <p>Task</p> <p>Resources</p> | <p>Topic: Animal Crackers</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Recite a rhyme with a predictable repeating pattern • Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly <p>1. Introduce the poem “ Kangaroo” on page 4 from the book Animal Crackers.</p> <p>2. Discuss suitable actions for the different lines when reciting the poem.</p> <p>3. Explain that actions can help us to remember poems and show meaning.</p> <p>Primary Active Learn</p> |
| <p>Lesson 3</p> <p>ZOOM LESSON</p> <p>Task</p> <p>Resources</p> | <p>Topic: Animal Crackers</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Recite a poem using voice and facial expression to interpret its meaning • Recite and interpret sentences by heart, including poems and other texts <p>1. Children will recite the poem “ Kangaroo” with suitable action.</p> <p>2. Recite the poem using voice and facial expression.</p> <p>Primary Active Learn</p> |
| <p>Lesson 4</p> <p>MORNING LEARNING</p> <p>Task</p> <p>Resources</p> | <p>Topic: Animal Crackers</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Identify words that rhyme in the poem. <p>1. Read the poem “ Rat and Snail” on page 6 to 9 of Animal Crackers.</p> <p>2. Write the rhyming words in your English notebook.</p> <p>Primary Active Learn</p> |
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| <p>Lesson 5</p> <p>ZOOM LESSON</p> <p>Task</p> <p>Resources</p> | <p>Topic: <i>Animal Crackers</i></p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Read aloud a familiar text of 6-8 basic sentences • Recite a poem using voice and facial expression to interpret its meaning <ol style="list-style-type: none"> 1. Show PCM 2.5.4 and discuss different moods. 2. Talk about each face and read the sentence to the students using an appropriate voice. 3. Read the poem “ Rat and Snail” 4. Practise reciting this poem using appropriate voices and expressions. 5. Discuss which expression and voice would fit best. <p>PCM 2.5.4 Poem: Cat and Snail page 6 – 9 (<i>Animal Crackers</i>), Primary Active Learn</p> |
| <p>Lesson 6</p> <p>ZOOM LESSON</p> <p>Task</p> <p>Resources</p> | <p>Topic: Sentence Writing</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Use full stops at the end of simple sentences. <ol style="list-style-type: none"> 1. Spelling Test 2. Display PCM 2.5.5. 3. Ask the students to help put the jigsaw of words and phrases in place to form four lines of Shark. Say the lines together 4. Discuss where the punctuation should go. 5. Read out the poem to check sentence and line breaks and put in the full stops. 6. Show pages 1–11 of <i>Animal Crackers</i>. Highlight the full stops and exclamation mark. 7. Say the poem, taking special note of the punctuation. <p>PCM 2.5.5. Primary Active Learn</p> |