

Week beginning 4<sup>th</sup> May 2020

## Home Learning: Year 2

Dear Parents/Carers,

This week sees the anniversary of VE Day on Friday 8<sup>th</sup> May and Miss Greenslade has produced a wonderful set of activities to commemorate this event. Because of this, we are only setting maths and English tasks this week – with a few extras. As usual, pick and choose the tasks that suit you and your family. This is a lovely story for children missing friends and family. <https://www.bbc.co.uk/iplayer/episode/m000hsff/cbeebies-bedtime-stories-750-tom-hardy-under-the-same-sky>

Kind regards, Mrs Barker & Miss Norgate

### Maths:

White Rose Maths. *This time please use **Week 2** (w/c 27<sup>th</sup> April).*

Go to <https://whiterosemaths.com/homelearning/> Click on Year 2 for the lessons. (As last week, if the tasks in the Year 2 folder are too difficult, use Year 1 – the children are all at different stages in their learning and we would be differentiating tasks at school)

#### Year 1

- Day 1 Find a half
- Day 2 Find a quarter 1
- Day 3 Find a quarter 2
- Day 4 Problem solving
- Day 5 maths Challenge

#### Year 2

- Day 1 Compare lengths
- Day 2 Order lengths
- Day 3 Four operations in length
- Day 4 Problem solving
- Day 5 Maths Challenge

Each lesson begins with a 'Flashback' to recap some learning so far and there is a worksheet which could be printed or discussed and completed orally. An answer sheet is also provided.

### English: ( As last week from Hamilton Trust or the writing task attached)

**Writing:** Angry Cat Baba Yaga & the Black Geese Hansel & Gretel  
<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

#### Year 2 Week 3 (scroll down on each day. Resources ARE there)

**Day 1** Read and enjoy a funny story. Revise conjunctions and write extended sentences.

**Day 2** Re-read the story and read a diary entry. Revise features of diary entries and write a diary entry of their own.

**Day 3** Listen to an oral story, sequence the events, re-tell the story.

**Day 4** Listen to a different version of the same story and compare the two versions. Produce a character profile.

**Day 5** Read Hansel and Gretel. Correct incorrect punctuation in a diary entry and write own correctly punctuated diary entry.

#### OR (Over three days as last week)

**Write about your best day on the sheet attached.** I know we are having a difficult time at the moment but think back to a day you really enjoyed. Was it a birthday treat, a holiday or the last time you visited your grandparents? Write about it using lots of adjectives and conjunctions (and, but, because, if)

Reading – see below

**Topic:**

**This week's Topic planning is VE Day work sent separately.**

**Lego challenge**

- 1 You are stuck on Mars and need to build a new spaceship to take you home.
- 2 You are hired by Ford to build the toughest pickup truck in the world.



The COVID-19 is difficult enough for adults to understand, but this online book by Alex Scheffler is great as a means of explaining the virus to children.

<https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler>

**P.E.** Tune in to Joe Wicks Body Coach live on You Tube (P.E. with Joe) Monday to Friday at 9:00 am

Or try some yoga

Cosmic Kids <https://www.youtube.com/user/CosmicKidsYoga>

These yoga sessions are based around children's stories.

Or Andy's Wild Workouts on Cbeebies This is number 1

<https://www.bbc.co.uk/iplayer/episode/p06tmn51/andys-wild-workouts-series-1-1-under-the-sea>

**Reading:** Try to spend at least 10 minutes a day reading/sharing a book with your child. Don't forget 'Reading Eggs'

Read some ebooks on the **Oxford Owl website**. Books are sorted by age/Oxford level/book band

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

<https://www.getepic.com> is a great website with more books to read and is free for parents at the moment.

There are also ebooks on Twinkl, free for parents at the present time.

<https://www.twinkl.co.uk/search?term=ebooks>

**Independent reading** – if you finish your book, choose one or two of the Reading Journal ideas below to complete. 😊

**Spelling:** (Lists attached)

Bees, Butterflies and Bugs

Little Bugs

See lists attached

Homophones

-ear words

Practise Phase 3 digraphs and trigraphs against the clock.

<https://www.phonicsbloom.com/uk/game/flash-cards-time-trial?phase=3>

Spelling Bees & Butterflies w/b 4.5.20	Monday L.S.C.W.C.	Tuesday L.S.C.W.C.	Wednesday L.S.C.W.C.	Thursday L.S.C.W.C.	Friday L.S.C.W.C.
aloud					
allowed					
which					
witch					
threw					
through					
whether					
weather					
whole					
hole					
scent					
sent					
<p><i>Rule: Homophones – different spelling, different meaning, same sound</i>  Homework task: Put each word into a sentence showing its meaning</p>					

Spelling Bugs Date: w/b 4.5.20	Monday L.S.C.W.C.	Tuesday L.S.C.W.C.	Wednesday L.S.C.W.C.	Thursday L.S.C.W.C.	Friday L.S.C.W.C.
which					
witch					
tail					
tale					
where					
wear					
whole					
hole					
red					
read					

*Rule: homophones – different spelling, different meaning, same sound*

Homework task: Put each word into a sentence showing its meaning

Little Bugs Date: w/b 4.5.20	Monday L.S.C.W.C.	Tuesday L.S.C.W.C.	Wednesday L.S.C.W.C.	Thursday L.S.C.W.C.	Friday L.S.C.W.C.
bear					
pear					
wear					
dear					
hear					
near					
year					
<b>also</b>					
<b>after</b>					

Rule: Same spelling but two different sounds (-are and -ere)

Task Put each of the words into a sentence which shows the meaning of the word.

# My Best Day!



Sam was asked by his teacher to think about a day he had really enjoyed. Sam chose the day he and his grandad went fishing.

### Task

Your task is to write about your best day. (You could write about a day on holiday, a birthday, a special event in school or at home.) It could be any day you choose.

Name \_\_\_\_\_ Date \_\_\_\_\_

## My Best Day!

What day did you choose?

I chose \_\_\_\_\_

What did you do?

How did you feel?



Title: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher: \_\_\_\_\_

Storyline: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

# Book Review

What I liked best: \_\_\_\_\_

\_\_\_\_\_

What I didn't like: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Illustrations ✓ box

Too few

Just right

Too many



Interesting



Boring

Comment: \_\_\_\_\_

Name of reviewer: \_\_\_\_\_

Date started: \_\_\_\_\_

Date finished: \_\_\_\_\_

Favourite character

Picture of favourite character

Word difficulty ✓ box

Too easy

Just right

Too hard

Recommendation ✓ box

Highly recommended

Reasonable

Not recommended




## Reading Journal ideas

Pick a character or two from the story and draw them.	Construct a timeline of events in the story. (Storyboard)	Use the dictionary to look up 6 words that you do not know and write their meaning.	Write a blurb for the story.
Make a cartoon strip showing part of the story.	Compare two characters in the story. How are they similar? Different?	Design a new eye-catching front cover for the book.	Write an alternative ending for the story.
Write about your favourite part of the story and explain why.	Make a fact file about one of the characters.	Choose a page and write a list of all the adjectives.	Design a poster to advertise the book. Tell the buyers why they should buy the book.
Which character did you like the most? Explain why.	Choose a page and pick a descriptive word. Use a thesaurus to find 5 alternatives.	Write a letter to the author telling them why you did or did not like their book.	Draw a picture of where the story is set as you imagine it to be from the description in the book.
Read a passage and list the words and phrases used to create an atmosphere.	Write a new opening paragraph for the book.	Design a wanted poster for a character in the story. Remember to describe them well.	Choose a page and write down all the verbs on the page.
Choose a page and write down all the nouns on the page.	Rewrite a chapter of the book as a playscript.	Pick a paragraph and rewrite it in the future tense.	Which character would you like to be? Why?
Draw a picture of your favourite part of the book and write about what is happening.	Make a wordsearch based on important words related to the book.	Write a quiz about the book for one of your peers.	Choose a page/book and write down any new vocabulary that you will try to use in your own writing.
Find 5 similes or metaphors in the story, write them down and draw a picture. E.g the girl was as quick as lightning.	Choose a description in the book that you could up level (improve).	Choose a description or character in the book that you could turn into a simile or metaphor.	How does the story hook you in at the beginning? Make a list of words and phrases that you feel are effective in making you want to read on.
Choose a key moment in the book and change the event.	Think of 5 questions you would like to ask one of the characters. Swap with someone and answer in character.	Think of 5 questions you would like to ask the author. Swap with someone and answer in character.	Write a feelings map for a character in the story.
Write about how a character might be feeling at different stages in the story. You could write it in the first person, or in a speech bubble.	Stop reading a story halfway through. Draw or write your prediction for the rest of the story.	Write about a memory or experience of your own that is similar to something you have read in the book.	Make a list of questions you ask yourself as you read.
Before the last few pages of the book write or draw your	Which character in the book are you most like? Why?	Which character in the book would you most like to be? Why?	Finish this idea: "I love the way the author..." Give examples to support your opinion.

prediction. Once finished read on to check.			
How did the book make you feel? Explain	Who else should read this book? Why? Who should not read this book? Why?	Write a letter to someone who would like the book telling them why they should read it.	Write a voicemail message for a character in your book.
Draw a storyboard for the story.	Compare the book to another one that you have read. How were they similar? Different?	Design a book cover for a short story.	Pretend something in the story really happened. Write a newspaper article for tomorrow's paper.
Write a diary extract written by a character.	Give advice to a character in a problem page letter & response.	Rewrite a paragraph from the point of view of a different character.	Write a telephone conversation between you and a character from the book. (Remember the conventions of speech)
Write 5 questions for someone whose answers would check that they had read the book.	What kind of person is the main character? Would you like to be friends with them? Why? Why not?	Pick a character. How does this character treat other people? Explain and use phrases from the text to support.	Pick a character in the story. How do they change throughout the story? Explain and use words/phrases from the text to support.
When was the book set? Explain and use words/phrases from the book to support.	Create a glossary of technical words that relate to the topic of your book.	Draw and label a diagram using facts.	Make a list of facts you have learned from your non-fiction book.
Plan a one-minute talk about a key point/character/fact from the book.	What are the properties of this non-fiction book?	Create a title page for your reading book. Include a picture, the title, author and illustrator.	Find a part of your story that does not already have a picture. Draw a new picture to show what happens.
Make a puppet for a character in your story.	Choose a character and write an acrostic poem about them. Read it to someone.	Write a poem about the setting of the book.	Write a play for part of the story. Practise acting it out. Perform in front of the class.
Make up a song or a rap about your reading book.	Choose a part of the story and mime it to a friend. Can they guess what part of the story it was?	Describe where and when the story took place. Explain why you would/would not like to have a holiday there.	Write down 5 true things and 5 lies about your book. Give to a partner. Can you trick them?
Write a sentence to summarise each chapter.	Make brief notes about the story under these headings: opening, build-up, dilemma, resolution	Copy a sentence from your book and answer these questions; What tense is it written in? (past/present/ future) is it written in 1 <sup>st</sup> or 3 <sup>rd</sup> person or is no-one referred to at all? Does it contain any speech? What is the sentence about?	Pick 10 wow words/nouns/verbs etc and then put them into alphabetical order.