

Week beginning 18th May 2020

Home Learning: Year 2

Dear Parents/Carers,

We cannot believe that we are heading towards half term already. These are strange times, but the weeks seem to pass remarkably quickly! We hope that you are all keeping well. Although Year Two are not timetabled to be in the first group of children returning to school, hopefully it will not be too long to wait before you can all come back to finish off the term together. From this week, White Rose Maths will not be providing the worksheets for Home Schooling on their website, unless you subscribe. However, we can access them and will send them on Parent mail along with other resources. You will just need to look for either Year 1 or Year 2, whichever is most suitable. Enjoy half term with a little bit more freedom.

Kind regards, Mrs Barker and Miss Norgate

Maths:

White Rose Maths. *This time please use **Week 4 (w/c 11th May)**.*

Go to <https://whiterosemaths.com/homelearning/> Worksheets will now be sent separately as parents cannot access them without subscribing.

There is a 100 square in the resources below.

Year 1

- Day 1 Add by making 10
- Day 2 Subtraction – crossing 10
(1)
- Day 3 Subtraction – crossing 10
(2)
- Day 4 Compare number sentences
- Day 5 Maths Challenge

Year 2

- Day 1 Adding and subtracting tens
- Day 2 Adding 2-digit numbers
- Day 3 Subtracting 2-digit numbers
- Day 4 Bonds to 100 (tens and ones)
- Day 5 Maths Challenge

Workout and count with Joe Hartmann just for fun. 😊

Number bonds to 10

<https://www.youtube.com/watch?v=ch7KzI3n2Zk>

Count to 100

<https://www.youtube.com/watch?v=VHwIKI5SsHc>

Count in 2s, 5s and 10s

https://www.youtube.com/watch?v=q_yUC1NCFkE

English:

Writing:

Read 'Harry and his Bucketful of Dinosaurs' by Ian Whybrow and Adrian Reynolds. (See PowerPoint)

Day 1 How many different ways can we spell the sound 'or'? Find them in the short text.

Day 2 Look up some dinosaurs (online or you may have a book at home) or use the fact sheets attached. Write a fact sheet about a meat eating and a plant eating dinosaur.

Day 3 Choose one dinosaur and write a detailed description of it. Can you use lots of adjectives or a simile? (It was as big as...)

Day 4 Imagine that you have gone back in time and find yourself in the land of the dinosaurs. Write a story about what happens to you.

Day 5 Spelling test and new spellings. Reading Journal task.

Reading – see below

Spelling – see below

Science: To investigate what plants need to grow well.

Complete the prediction (sensible guess) sheet below.

If you can, plant four seeds and grow them in different conditions.

1 water and sunlight

2 water and no sunlight

3 sunlight and no water

4 no water and no sunlight.

Observe them over a few weeks and notice what happens.

If you cannot get seeds, try planting apple or orange pips.



Lego challenge

1 You and your friends decide to build a tree house.

Build a model of it.

2 Prince Charming hires you to build a castle for him and Cinderella.



Art:

Have a go at some egg box craft ideas **below**.

These look like great ideas for toilet roll art too.

<https://www.redtedart.com/cute-easy-toilet-paper-roll-crafts/>

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 3 Mountains

<https://www.bbc.co.uk/iplayer/episode/p06tmnbs/andys-wild-workouts-series-1-3-mountains>

Or Can you do 20 star jumps, jog on the spot for 30 seconds, touch your toes 20 times, walk up and down the stairs (if you have any) 5 times and balance on one leg at a time for 20 seconds?

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

'or' sound spelt in a number of ways

split digraph a-e

– ough, or, aur, a, aw, au, oor, ore

Phonics Play is free for parents and children at the moment.

Username: march20 Password: home

<https://www.phonicsplay.co.uk/>

Phase 5 'ai' will help practise the a-e grapheme.



Spelling Bees & Butterflies w/b 18.5.20	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.
ought					
dinosaur					
bore					
water					
almost					
always					
soar					
saw					
sore					
draw					
drawer					
roar					
<p><i>Rule: 'or' sound spelt in a number of ways – ough, or, aur, a, aw, au, oor, ore</i> <i>Write the word in a sentence showing its meaning</i></p>					

Spelling Bugs Date: w/b 18.5.20	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.
water					
roar					
poor					
floor					
almost					
always					
warm					
bore					
ought					
dinosaur					

*Rule: 'or' sound spelt in a number of ways – ough, or, aur, a, aw, au, oor, ore
Write the word in a sentence showing its meaning.*

Little Bugs Date: w/b 18.5.20	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.
came					
same					
gave					
save					
cake					
bake					
late					
date					
here					
there					

Rule: the final 'e' changes the sound of the 'a' to 'ay'

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

Circle or highlight all the graphemes for /or/ you can find. Write the words in the correct columns. How many did you find altogether?

Nan thought she ought to sort out the attic. She let Harry help. Harry saw an old torn box all grey with dust. He lifted the lid... DINOSAURS! Harry took the dinosaurs downstairs. They were a bit worn out. He unbent the bent ones. He fixed all the broken ones. He got up on a chair and washed them in the sink. He left them to dry on the draining board. Nan came to see and said, "Just what are you doing that for? I hope you are not getting all that water on the floor?" "Dinosaurs don't like boxes," said Harry. "They want to be in a bucket. They want to keep warm." Sam came in through the door. She said it was stupid always fussing over so much junk. "Dinosaurs *aren't* junk," Harry said. Harry learnt all their names so he could call them.

/or/							
or	aw	au	a	ough	oar	ar	oor

Altogether we found: _____

Scelidosaurus



Dino Data

Pronounced: *skel-EYE-doh-sore-us*

Meaning of name: limb lizard

Length: 4m (just over ½ a bus)

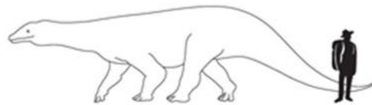
Diet: herbivorous

When it lived: Early Jurassic Period
(208 – 194 million years ago)

Found in: England, United Kingdom

Top Facts

Scelidosaurus had light plates of armour called scutes on their bodies to protect them from attack by meat eating dinosaurs. They are one of the most common kinds of dinosaur found in Britain. Imagine - they could have been in your school playground 200 million years ago!



Tyrannosaurus



Dino Data

Pronounced: *tie-RAN-oh-sore-us*

Meaning of name: tyrant lizard

Length: 12m (1¼ buses)

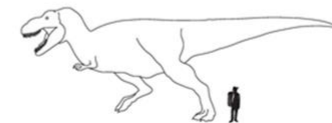
Diet: carnivorous

When it lived: Late Cretaceous Period
(67 – 65 million years ago)

Found in: Canada, USA

Top Facts

Think about the size of one of your teeth. Well, a T Rex's tooth was as long as a human hand and razor sharp at the edge. In fact, its mouth was so big it could swallow small dinosaurs whole! A tyrannosaur's eyeballs were the size of footballs



Apatosaurus



Dino Data

Pronounced: *ah-PAT-oh-sore-us*

Meaning of name: deceptive lizard

Length: 21m (3 buses)

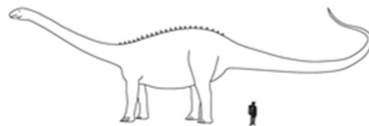
Diet: herbivorous

When it lived: Late Jurassic Period
(154 – 145 million years ago)

Found in: USA

Top Facts

Apatosauruses laid eggs bigger the size of a child – and they may have laid them while they walked along! They could use their tails like massive whips to hit predators. With a neck that stretched higher than a house they could eat leaves and berries off even the tallest trees.



Anchisaurus



Dino Data

Pronounced: *ANK-ee-sore-us*

Meaning of name: near lizard

Length: 2m (2 classroom metre sticks)

Diet: herbivorous

When it lived: Early Jurassic Period
(190 million years ago)

Found in: USA

Top Facts

Compared to some dinosaurs, anchisauruses were really quite small. They had front legs that were more like arms, with front claws that could grip branches and leaves like hands.



Triceratops



Dino Data

Pronounced: *tri-SERRA-tops*

Meaning of name: three-horned face

Length: 9m (1 bus)

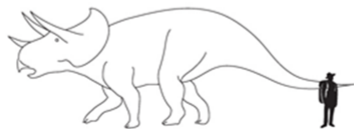
Diet: herbivorous

When it lived: Late Cretaceous Period
(67 - 65 million years ago)

Found in: USA, USA

Top Facts

Triceratops had horns that were as long as elephant's tusks and a beak very like a parrot's. The 'crown' around their faces was made of thick bone that could withstand huge pressure. Some scientists think the skin on their faces changed colour when they were angry or defensive.



Stegosaurus



Dino Data

Pronounced: *STEG-oh-SORE-us*

Meaning of name: roof lizard

Length: 9m (1 bus)

Diet: herbivorous

When it lived: Late Jurassic Period
(156 - 144 million years ago)

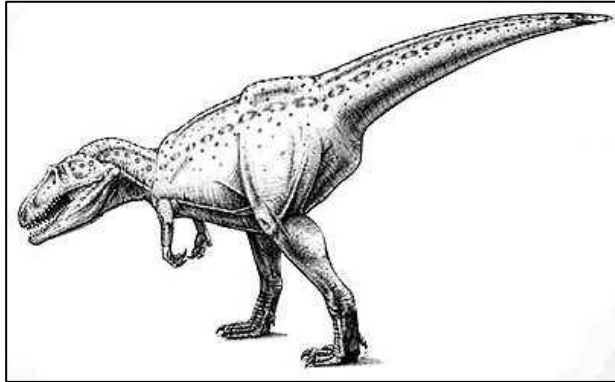
Found in: USA

Top Facts

Stegosauruses had thick bony plates all the way down their back. They also had sharp, 1-metre long spikes at the end of their tails. The spikes and plates were for protection against scary meat eating dinosaurs who would try to attack them! Stegosauruses may have had markings on their skin for camouflage. Scientists think they might have sounded a bit like very big cows.



The Gigantosaurus

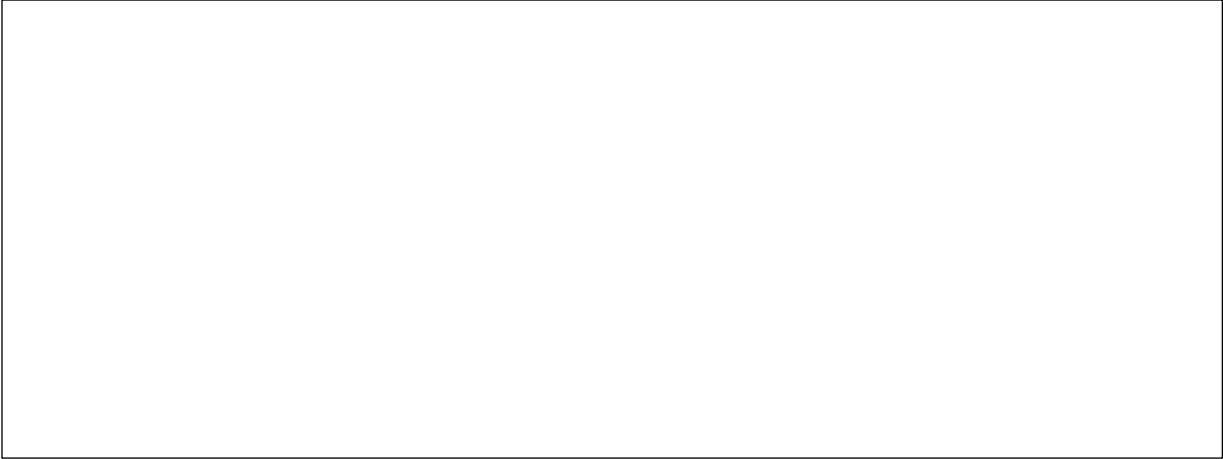


Dino Data

Gigantosaurus lived about 112 – 90 million years ago in what is nowadays the country of Argentina. It was 12.5 metres high (which was even taller than *Tyrannosaurus Rex*) and it weighed about 8,000 kilograms. It was a meat-eating dinosaur (a carnivore) and it used long sharp teeth to devour its prey. A *T Rex* had two fingers on its front legs but *Gigantosaurus* had three. Scientists think that the dinosaur's skin may have been stripy so that it could be camouflaged in forests.

2 Write a fact sheet about a meat eating and a plant eating dinosaur.

A meat-eating dinosaur



Dino Data

Top Facts

A plant-eating dinosaur



Dino Data

Top Facts

4 You have invented a time machine and set off on your first journey. You find yourself in the land of the dinosaurs. What do you see, what happens to you and how do you get home?

Story planner

Who are you with? Characters.

What do you see?

What happens to you?

How does your story end?

How do you get back home?

Title: _____

Author: _____

Publisher: _____

Storyline: _____

Word difficulty ✓ box

Too easy

Just right

Too hard

Book Review

What I liked best: _____

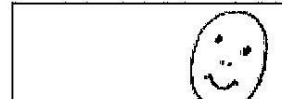
What I didn't like: _____

Illustrations ✓ box

Too few

Just right

Too many



Interesting



Boring

Comment: _____

Name of reviewer: _____

Date started: _____

Date finished: _____

Favourite character

Picture of favourite character

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 st or 3 rd 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.

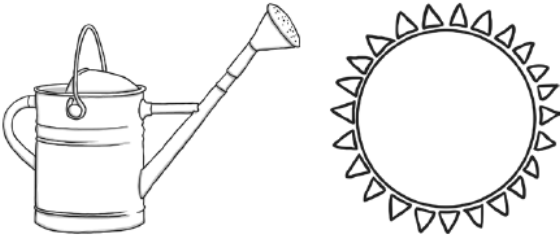
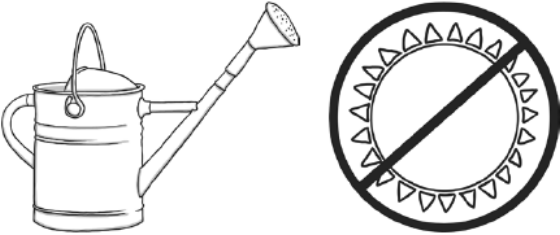
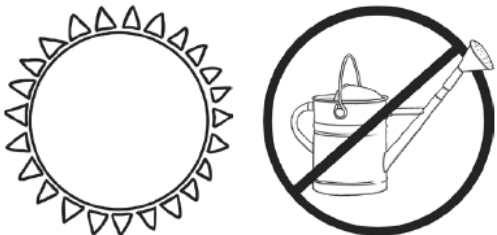
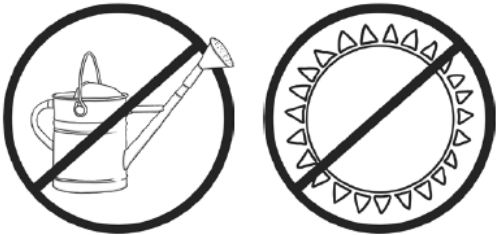
Science

To investigate what a plant needs to grow well.

Plant Growth Prediction



Look at the condition the seed is planted in. Describe how it will grow.

Growing Conditions How the seed will be planted.	Prediction How the plant will grow.
<p>The seed will be given water and sunlight.</p> 	
<p>The seed will be given water and no sunlight.</p> 	
<p>The seed will be given sunlight and no water.</p> 	
<p>The seed will not be given water and sunlight.</p> 	



100 square

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100