

Week beginning 11th May 2020

Home Learning: Year 2

Dear Parents/Carers,

We hope you have been managing the White Rose Maths website. So many people are logging on (a million children and parents) that they have been having a bit of trouble with it. However, they are telling us that they are enlarging their servers and the problems should be solved. After this week, we will be sending worksheets separately as they will no longer be providing them free.

Miss Aldred has shared on our Facebook page this link to a story explaining the present lockdown in a child friendly way, but we thought we would include it here as well. <https://www.stuckinsidebook.com/?fbclid=IwAR1uRHgAaRx7ERkNKvI2F0U3YqeoEpcADnSy4tgtaxS8Vnb4Z8XsqQxvmo>

Why not listen to another story together on Cbeebies. This one is about sharing problems to help them to go away.

<https://www.bbc.co.uk/iplayer/episode/m000hs1y/cbeebies-bedtime-stories-753-tom-hardy-the-problem-with-problems>

Kind regards, Mrs Barker & Miss Norgate

Maths:

White Rose Maths. *This time please use **Summer Week 3** (w/c 5th May).*

Go to <https://whiterosemaths.com/homelearning/>

Year 1

Day 1 Part – whole relationships number bonds

Day 2 Fact families linking addition and subtraction

Day 3 Add together and find a part

Day 4 Add more and count on within twenty

Day 5 Maths Challenge

Year 2

Day 1 Addition and subtraction bonds to 20

Day 2 Compare number sentences

Day 3 Related Facts

Day 4 Adding and subtracting 1s

Day 5 Maths Challenge

English:

Writing:

Watch the YouTube video of the book Peace at Last by Jill Murphy. (You may have this book at home.)

<https://www.youtube.com/watch?v=9U9y35kWBvM>

A Picture sequence of the story is also attached. Use the story as a base for the following writing tasks. **Writing templates are included below if you need them.**

Day 1 Pretend you are Mr Bear. Rewrite the story from Mr Bear's point of view.

Day 2 Write about another event that could have kept Mr Bear awake.

Day 3 The owl keeps Mr Bear awake. Write a factsheet about an owl or another nocturnal creature.

Day 4 Imagine you are Baby Bear. Write a diary entry as if you are him.

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

Reading – see below

Science:

How animals and plants have adapted special features to survive in their habitats.

Watch **PowerPoint attached**. Complete sheet (**below**) to show the features a camel has which enable it to live in the desert.

Lego challenge



1 You and four friends are stuck on an island. Build a model of a boat to take you home.

2 Captain Hook needs a new pirate ship and wants you to build it.

Art:

Rob Biddulph – drawing book characters

<https://www.youtube.com/watch?v=4zRrI3YO26w>

Make an owl and monster bookmark

https://www.youtube.com/watch?v=YVkJPCp_1UQ

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 2

<https://www.bbc.co.uk/iplayer/episode/p06tmn8z/andys-wild-workouts-series-1-2-african-savannah>

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

-ar saying -or after 'w' words

ph and wh words

e.g. war

Phonics

Spell Phase 4 words sounding and blending

<https://www.phonicsbloom.com/uk/game/alien-escape?phase=4>

Spelling Bees & Butterflies w/b 11.5.20	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.
war					
warm					
towards					
wardrobe					
warp					
wart					
reward					
award					
ward					
dwarf					
swarm					
warden					

Rule – ar after w- making 'or' sound

Write each word in a sentence showing its meaning

Spelling Bugs Date: w/b 11.5.20	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.
war					
warm					
towards					
award					
reward					
ward					
dwarf					
swarm					
wart					
warp					

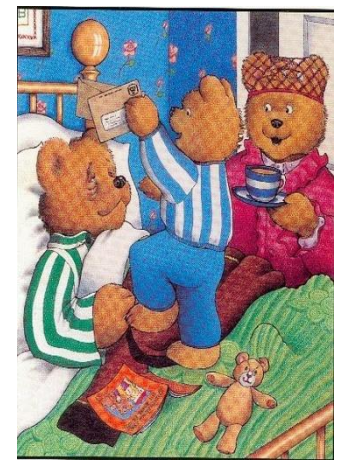
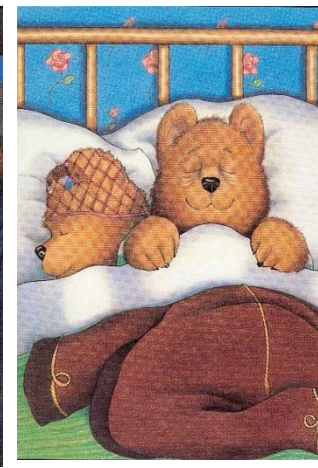
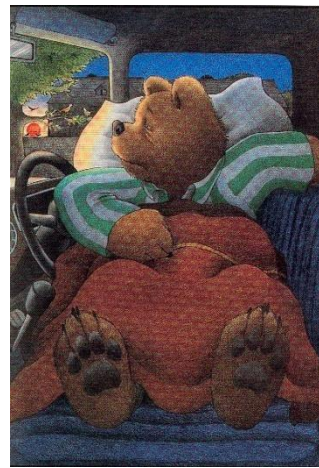
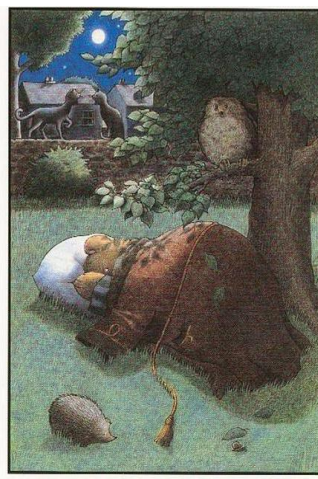
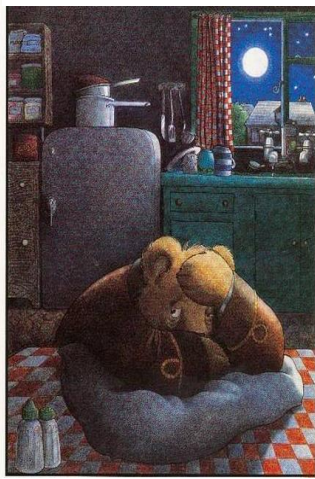
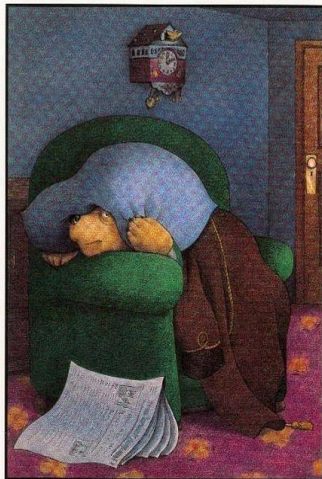
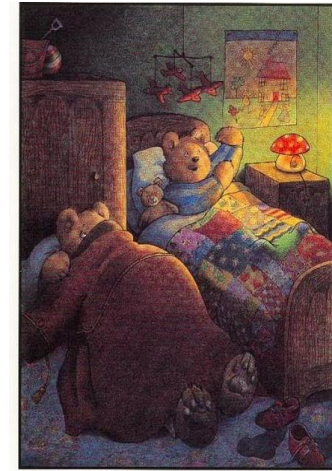
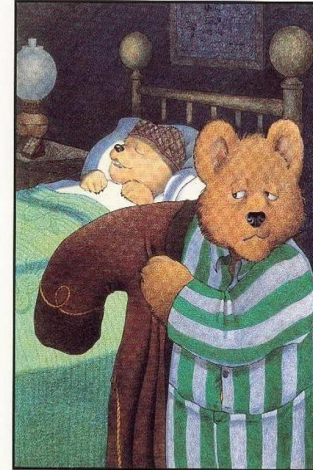
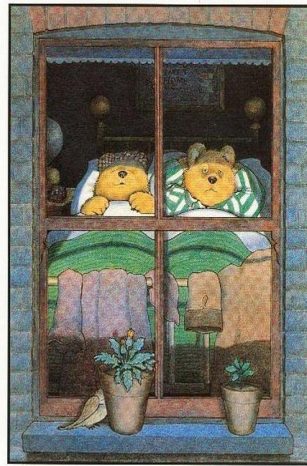
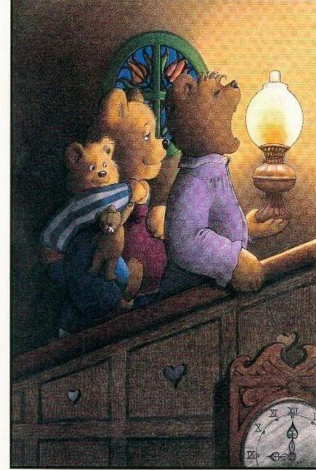
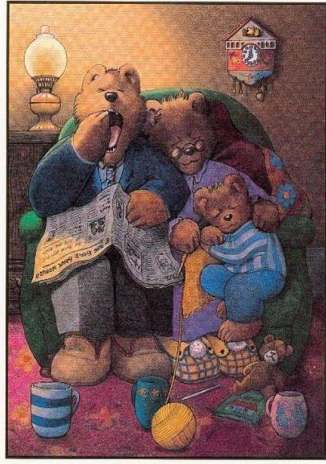
Rule – ar after w- making ‘or’ sound

Write each word in a sentence showing its meaning

Little Bugs Date: w/b 11.5.20	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.
elephant					
dolphin					
where					
when					
which					
when					
mother					
father					
<p>Rule: The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun); silent h</p> <p><u>Task</u> Put each of the words into a sentence which shows the meaning of the word.</p>					

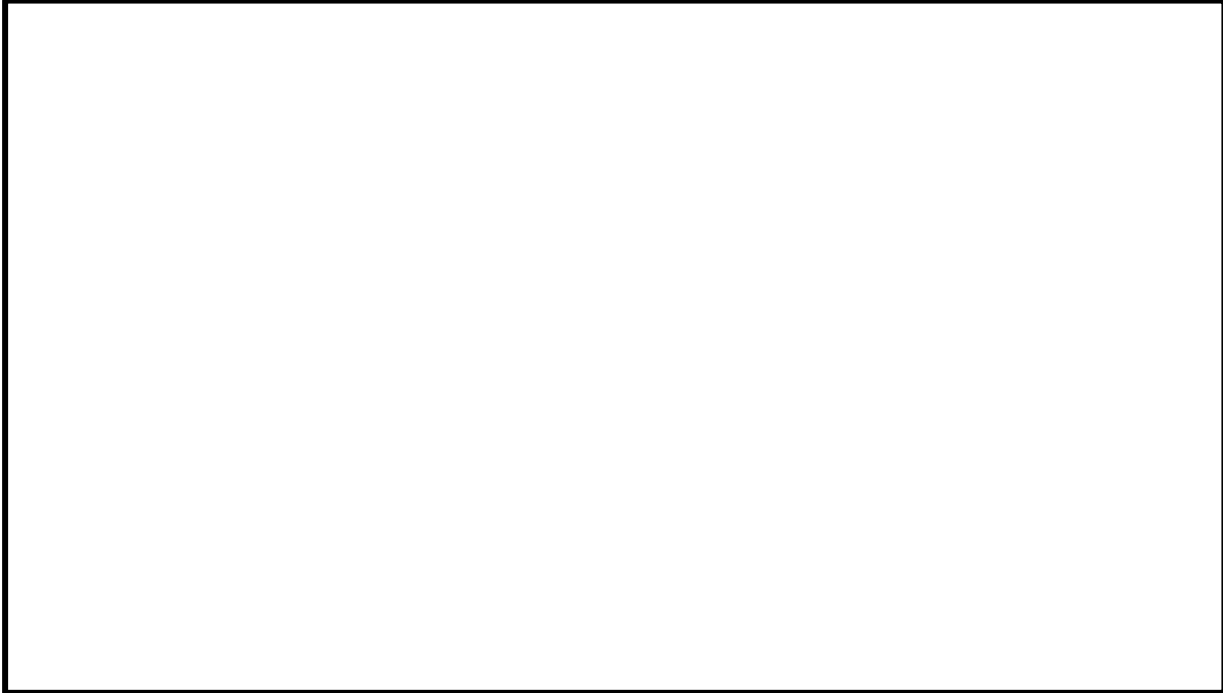
Peace at Last by Jill Murphy

Timeline



2 Can you think of another event that could have kept Mr Bear awake?

“I can’t stand THIS,” said Mr Bear. So he went to sleep in.....



3 Write a factsheet about an owl or another nocturnal creature.

Blank rectangular box for writing.

Large rectangular box with horizontal lines for writing.

Vertical rectangular box with horizontal lines for writing.

Large empty rectangular box for drawing or illustration.

Vertical rectangular box with horizontal lines for writing.

Large vertical rectangular box with horizontal lines for writing.

Large empty rectangular box for drawing or illustration.

Title: _____

Author: _____

Publisher: _____

Storyline: _____

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.

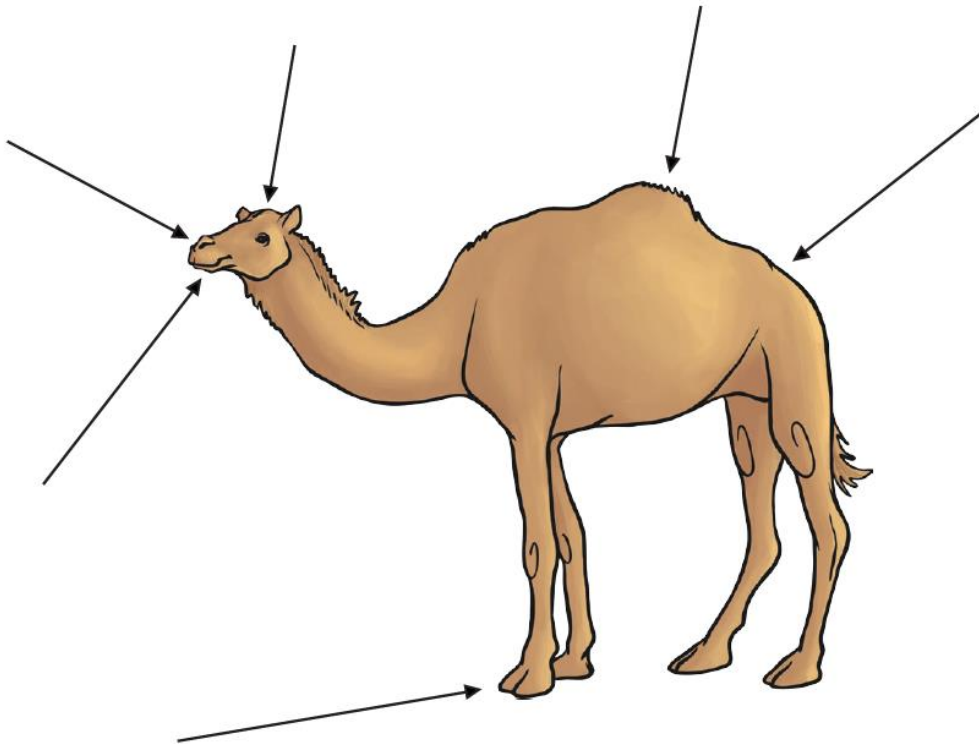
prediction. Once finished read on to check.			
How did the book make you feel? Explain	Who else should read this book? Why? Who should not read this book? Why?	Write a letter to someone who would like the book telling them why they should read it.	Write a voicemail message for a character in your book.
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 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.

Easier

Animal Adaptation

How is a camel adapted for life in the desert?

Label the diagram of the camel with the correct characteristics that help it to survive in its environment.



long eyelashes keep out the sand
nostrils close to keep out sand
leathery mouth to eat prickly plants
flat feet to walk on sand
fur to protect against sunburn
hump to store fat

Harder

Animal Adaptation

How is a camel adapted for life in the desert?

Draw a picture of a camel and label it with the characteristics that help it to survive in the desert. Don't forget to draw it in its natural environment.

Answer the Following Questions:

How do camels protect themselves from the blowing desert sand?

Why does a camel have a hump?

How do a camel's feet help it to walk in the desert?
