

Week beginning 29th June 2020

Home Learning: Year 2

Dear Parents/Carers,

We hope you are enjoying the sunshine again and are managing to get outside, meeting up with a few more people at last. Thank you to those of you who have been able to share work with us. We enjoyed reading the poems from last week. This week we are revisiting an old favourite – Stickman. Some of you may have this book at home but if not, we have attached it with this week's Home Learning. White Rose Maths have provided an alternative set of worksheets this week. Choose which you feel is the most useful – or indeed, do both sets.

Kind regards, Mrs Barker & Miss Norgate

Maths:

White Rose Maths. *This time please use Home Learning Summer Week 9*
Go to <https://whiterosemaths.com/homelearning/> Worksheets will now be sent separately as parents cannot access them without subscribing.

Year 1

- Day 1 Counting to 100
- Day 2 Partitioning numbers
- Day 3 Comparing numbers 1
- Day 4 Comparing numbers 2
- Day 5 Maths Challenge: Pick a Pair (below)

Year 2

- Day 1 Measure length cm
- Day 2 Compare lengths
- Day 3 Four operations with lengths
- Day 4 Compare mass
- Day 5 Maths Challenge: Gobstopper (below)

Alternative WRM maths resources for this week. (Click on the purple box)

- 1 Describing movement
- 2 Describing turns
- 3 Describing movement and turns

English:

Writing: Stickman by Julia Donaldson and Axel Scheffler

Listen to the story using the link:

https://www.youtube.com/watch?v=QD4iMb_IkIE

<https://www.youtube.com/watch?v=OFhJrLVu3T0> (Read by Axel Scheffler)

Or you may have this book.

(Writing templates are below)

Day 1 Plan a new disaster for Stickman in a picture sequence. (For example: he might be put in a bin, picked up by a crow, run over by a girl on roller skates, given to a child in a pushchair, used as a bookmark etc.) Write a sentence for each picture. Your sentences do not need to rhyme.

Day 2 Pairs of rhyming words.

Day 3 Write a postcard from Stickman to his family telling them what has happened to him.

Day 4 When Stick Man tries to escape from the fire, he makes lots of different types of movements (e.g. scratch, scrape, wiggle, jiggle, poke, shove, nudge, hop, jump). Can you think of any other words that can be used to describe movement?

Day 5 Spelling + extras below

Extras

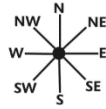
Make a list of all the ways sticks could be used.

Sequence the events in the story according to the season they happen. How do you know? (see template)

Reading – see below

Topic: Compass directions

Find your way around the 'Town Map' below using compass directions.



Lego challenge



Dragons have escaped! Can you build a replica, so the police know what they are looking for?

Art: Colour scavenger hunt

See template below

P.E. Jumpstart Jonny Choose a workout

<https://www.bing.com/videos/search?q=Jump+Start+Jonny+Shake+It+Off&FORM=VDMHRS>

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 8 Deserts

<https://www.bbc.co.uk/iplayer/episode/p06tmry0/andys-wild-workouts-series-1-8-deserts>

Or Skipping Track

Skip around your garden. How many laps can you do?

Can you skip backwards?



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>

There are some more ebooks on the Collins site.

<https://connect.collins.co.uk/School/Portal.aspx?ReturnUrl=%2fschool%2fPrimary%2fPrimaryDashboard.aspx#>

Go to the 'Teacher' portal

Username: parents@harpercollins.co.uk

Password: Parents20!

Extra: reading comprehension sheet sent with this work.

1 star = easiest - 3 stars = most difficult

Spelling: (Lists attached)

Bees, Butterflies and Bugs

Little Bugs

See lists attached

al making or sound

Silent letters

Tricky words

Phonics Play is free for parents and children at the moment

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

Username: march20

Password: home

This website has many online phonics lessons. Pick and choose digraphs to practise.

<https://wandleenglishhub.org.uk/lettersandsounds/year-1>

Spelling Bees & Butterflies w/b 29.6.20	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.
knot					
knee					
rhyme					
build					
written					
wrong					
often					
palm					
calm					
listen					
whistle					
autumn					
<i>Silent letters</i> <i>Write the word in a sentence showing its meaning</i>					

Spelling Bugs Date: w/b 29.6.20	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.
after					
again					
any					
because					
before					
who					
just					
began					
gone					
many					
your					
good					
<i>Silent letters</i> <i>Write the word in a sentence showing its meaning</i>					

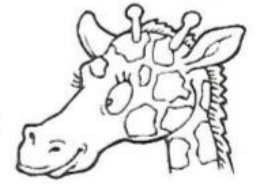
Little Bugs Date: w/b 29.6.20	Monday L.S.C.W.C.	Tuesday L.S.C.W.C.	Wednesday L.S.C.W.C.	Thursday L.S.C.W.C.	Friday L.S.C.W.C.
all					
ball					
wall					
small					
talk					
walk					
any					
many					
<p>Rule: The 'or' sound is usually spelt as 'a' before l and ll.</p> <p><u>Task</u> Put each of the words into a sentence which shows the meaning of the word.</p>					

List Four

Spelling



Look at the words.
Say each word.
Each has a silent letter.
Circle the silent letters.



2. Sort the list words next to the correct heading.

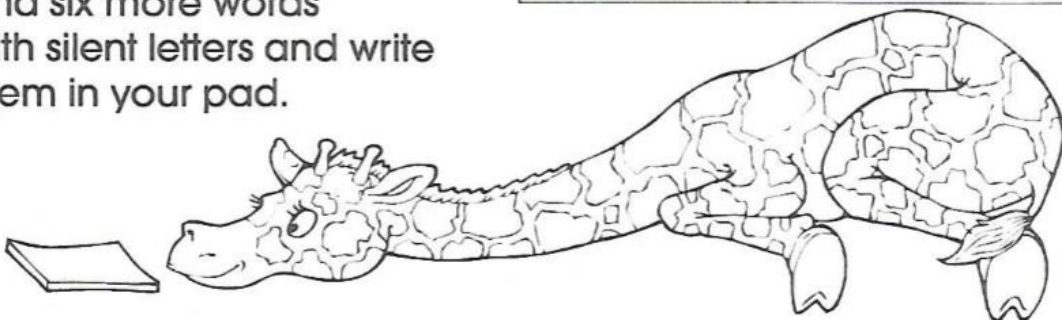
Silent 'l'	
Silent 'u'	
Silent 'n'	
Silent 't'	
Silent 'k'	
Silent 'h'	
Silent 'w'	

1. Fill in the missing silent letters to complete the list words.

___ nee whis ___ le
autum ___ ___ not
___ rong b ___ ild
pa ___ m of ___ en
___ ritten r ___ yme
ca ___ m lis ___ en



3. Find six more words with silent letters and write them in your pad.



4. Complete the table by following the pattern.
The ones with an * have a special rule to remember!

Verb	Present Tense	Past Tense
listen	listening	listened
rhyme *		
whistle *		
build *		
knot *		
write *		wrote or have _____

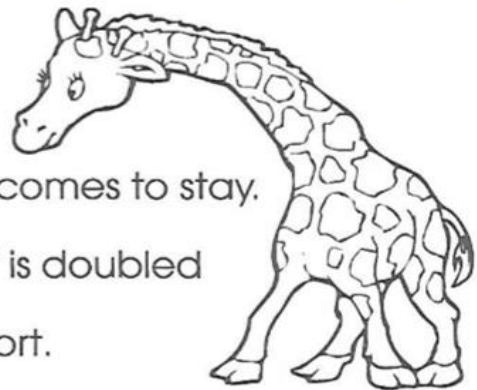
5. Complete the rules you followed.

Rule 1: With rhyme, whistle and write,

' _____ ' goes away when ' _____ ' comes to stay.

Rule 2: With knot and write, the letter ' ____ ' is doubled

to keep the v _____ l sound short.



6. Write a list four word that is a synonym for these.

poem _____ hear _____

still _____

make _____

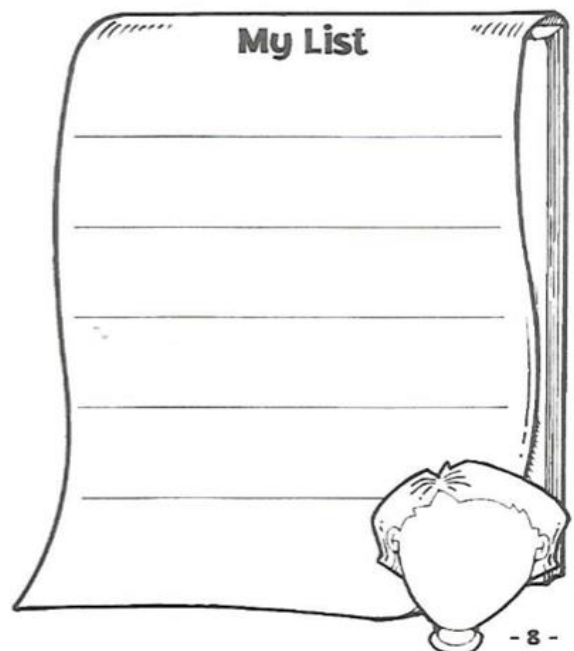


7. How many words can you make from the letters in 'listen'?



Autumn Leaf Words

1. Draw a large autumn leaf shape onto a piece of blank paper.
2. Write the words from both lists in the shape. Use autumn colours to write the silent letters.
3. Colour and cut out the autumn leaf.



List Six

Spelling



Look at the words.
Say each word.
Underline the tricky part.

1. Unjumble the list words and write them correctly.

- h w o _____
- a y n m _____
- n y a _____
- o r u y _____
- e o e r f b _____
- u t s j _____
- f e r t a _____
- o e n g _____
- g i n a a _____
- e a s e u c b _____
- o o g d _____
- e a n g b _____

2. Match the word parts.
Write the words you made.

- yo • • ore _____
- bef • • cause _____
- ma • • ust _____
- be • • y _____
- j • • ur _____
- an • • ny _____

3. Complete the list words by adding the missing vowels.

- g ____ n ____
- ____ g ____ n
- b ____ g ____ n
- ____ ft ____ r



a e i o u



1. Write the **list six** words using – look, say, cover, write, check.
2. Write the list six words in order from the simplest to learn to the most difficult to learn.
3. Write ‘My List’ words using – look, say, cover, write, check.
4. Sort the ‘My List’ words according to the number of letters.

Remember your partner test. Colour a square when you complete each test. 1 2 3 4 5

4. Sort the list six words according to the number of syllables.

1	
2	



5. Can you make five more compound words with 'any'?

how way two
 you any yes
 nine any body
 no one
 where thing

anyhow

S A **synonym** is a word which has a similar meaning to another. For example, small and tiny.

6. Find synonyms for these from the list words.

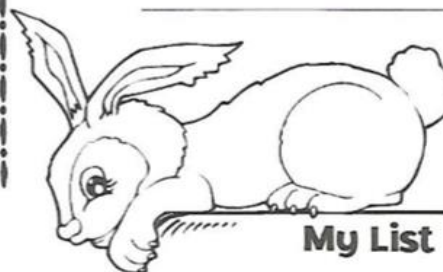
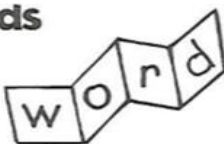
started _____

lots _____



Concertina Words

1. Fold long strips of paper like a concertina.
2. Write the words from both lists on the strip. Use one space for each letter.
3. Cut the strip at the end of each word.

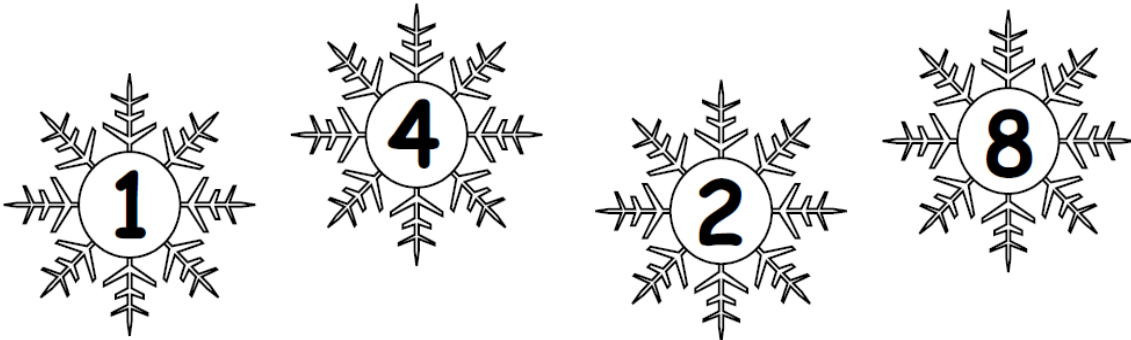


My List

live

Pick a pair

Choose from these numbers.



1. Pick a pair of numbers.
Add them together.
Write the numbers and the answer.

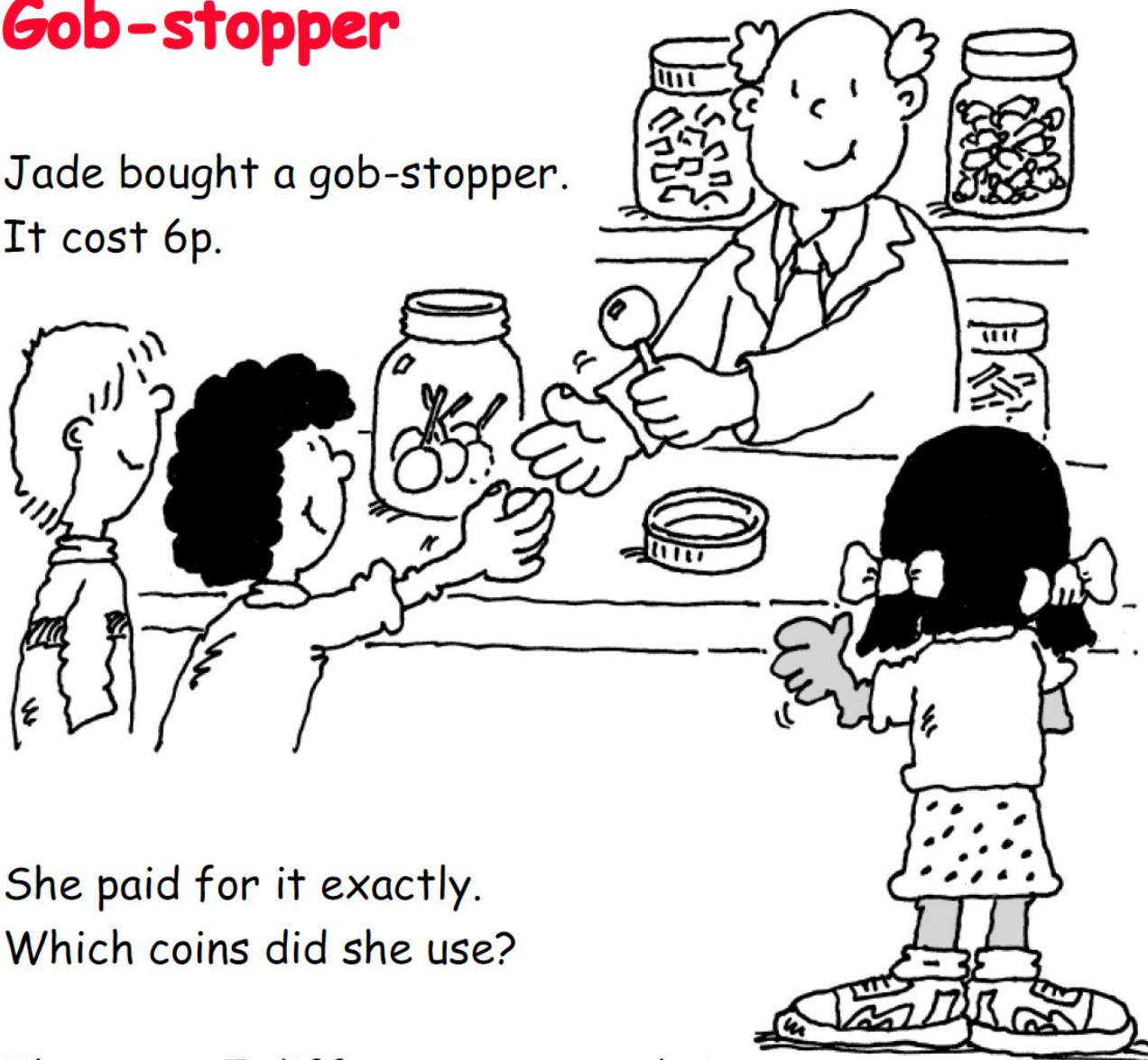
Pick a different pair of numbers.
Write the numbers and the answer.

Keep doing it.
How many different answers can you get?

2. Now take one number from the other.
How many different answers can you get now?

Gob-stopper

Jade bought a gob-stopper.
It cost 6p.



She paid for it exactly.
Which coins did she use?

There are 5 different ways to do it.
Find as many as you can.


What if the gob-stopper cost 7p?

Colour Scavenger Hunt


Look for different colours around you. Draw what you find.

Can you write the object's name?


Something red




Something orange




Something green




Something yellow




Something blue



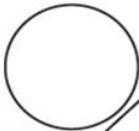
Something black




Something pink




Something white




Something purple



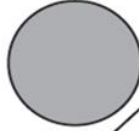
Something multi-coloured



Something turquoise























Something grey



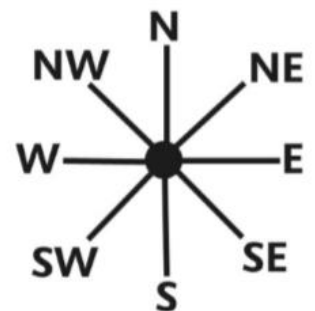
What is your favourite colour? _____

Compass Directions

		bakery 			mosque 	
church 		park 		hospital 		
	taxi rank 		post box 			café 
fire station 		toy shop 		airport 		
	school 		vets 		pool 	
fair 		police station 				beach 
bus stop 		dentist 	Start		supermarket 	

Compass directions: the town

1. From the start , go NORTH 4 squares. Where are you now?
2. Go NORTH-EAST 1 square. Where are you now?
3. Go SOUTH 2 squares. Where are you now?
4. Go WEST 4 squares. Where are you now?
5. Go SOUTH-EAST 2 squares. Where are you now?
6. Start at the school. How do you get to the fair?
7. Direct someone from the fair to the hospital.
8. Write directions from somewhere on the map to another place.



1 A new disaster for Stickman

2.' Stickman' is written in rhyme. All the words below appear in the story. Can you think of words that rhyme with them? Try to use different words from those in the story. You may even think of more than one for each!

jog		nest		love	
stick		home		out	
then		hand		foot	
see		last		jump	
lead		flag		friend	
girl		scarf		toys	
face		lost		bed	
go		close		house	
swan		late		sad	

4.

How many words can you think of that describe a movement?



Extra

Events in 'Stickman' take place over spring, summer, autumn and winter. How do we know? Draw four pictures from the story which show how you know which season it is. Label the features which give you clues.

Spring	Summer
Autumn	Winter

Title: _____

Author: _____

Publisher: _____

Storyline: _____

Word difficulty ✓ box

Too easy

Just right

Too hard

Book Review

What I liked best: _____

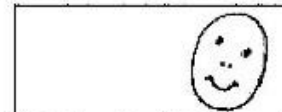
What I didn't like: _____

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 prediction. Once finished read on to check.	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.
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.