

Week beginning 15th June 2020

Home Learning: Year 2

Dear Children, Parents and Carers,

What a pity the weather has changed. We were lucky for so long. We hope you are still able to get out and about for your walks and cycle rides (perhaps you could look for dandelions in various stages of their life cycle for our science task below). This week is 'Poetry Week' for our English planning. We have included some ideas and templates, but please feel free to write any kind of poem you like. They do not have to rhyme – the words/images you choose are the important parts. Please share your poems with Miss Aldred. 😊

Mrs Barker & Miss Norgate

Maths:

White Rose Maths. *This time please use Summer Week 7 w/b 8th June*
Go to <https://whiterosemaths.com/homelearning/> Worksheets sent separately

Year 1

- Day 1 Count in 2s
- Day 2 Count in 5s
- Day 3 Count in 10s
- Day 4 Add equal groups
- Day 5 Maths Challenge

Year 2

- Day 1 Unit fractions (1 of a number of equal parts e.g. $\frac{1}{2}$)
- Day 2 Non unit fractions (more than 1 of a number of equal parts e.g. $\frac{3}{4}$)
- Day 3 Find a half
- Day 4 Find a quarter
- Day 5 Maths Challenge

If the **challenge** is not already on the website, go back a week. Remember the first couple of challenges are suitable for years one and two – although you may enjoy trying a few more. We are sending the challenge for the 5th June if you have not been able to access it.

White Rose Maths acknowledge that some of the 'Fractions' content has been covered earlier in the Home Learning planning. They have provided an alternative week of planning (Money). We will send the worksheets in a separate email to avoid confusion.

English:

Writing: Poetry week

Day 1 Write a 'Colour' poem using the example and template below. (It doesn't have to rhyme.)

Day 2 Write an animal poem based on 'Whale' using the template below.

Day 3 Write a poem based on 'Ten Things Found in a Wizard's Pocket'. Use your imagination. There is no right or wrong!

Day 4 Read and enjoy the poems below. Can you learn one off by heart and perform it to your family.

Watch Michael Rosen performing his poems on:

<https://www.youtube.com/watch?v=7BxQLITdOOc>

Some CBeebies stars

<https://www.youtube.com/watch?v=ByAg5aoyAN4>

Benjamin Zephaniah

<https://www.youtube.com/watch?v=-1DKCaR9OzQ>

Roger McGough

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

Day 5 Spelling and finishing/performing your poem

Reading – see below

More poems to read:

<https://www.familyfriendpoems.com/poems/children/>

Science: Life cycle of a dandelion Watch the short clip:

<http://www.bbc.co.uk/education/clips/zhrb4wx>

Cut out the pictures of the stages of a dandelion's life and stick them in the correct order or draw them carefully in the correct order. Can you find some dandelions at different stages of their lifecycle.



Lego challenge

- 1 The local bank keeps being broken into. Build a safe no one can crack open.
- 2 Design and build your dream bedroom.



Art:

- 1 Make your own mini art gallery

<https://www.atthebus.org.uk/wp-content/uploads/2020/05/Gallery-Inspiration-for-AT-The-Bus-.pdf>

- 2 Take some paper and a pencil with you on your walk. Sit down and **sketch** something you see. Flowers/trees/pond/field

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 6 rainforests

<https://www.bbc.co.uk/iplayer/episode/p06tmrxr/andys-wild-workouts-series-1-6-rainforests>

Or When you are out on your walk why not jog for a minute and walk for a minute? Gradually build up to more jogging than walking.

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

-less and -ment suffixes (recap)

u-e split digraph

Phonics Play is free for parents and children at the moment

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

Alternative spellings for the oo/ue/u-e sound

<https://www.phonicsplay.co.uk/member-only/ooAltSpellings.html>



| Spelling Bees & Butterflies w/b 15.6.20 | 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. |
|--|----------------------|-----------------------|-------------------------|------------------------|----------------------|
| achievement | | | | | |
| harmless | | | | | |
| punishment | | | | | |
| careless | | | | | |
| treatment | | | | | |
| helpless | | | | | |
| enjoyment | | | | | |
| painless | | | | | |
| agreement | | | | | |
| powerless | | | | | |
| payment | | | | | |
| fearless | | | | | |

*Rule: Usually, you simply add the suffixes straight on to the root word. If the root word has more than one syllable and ends in a consonant and a y, then change the y to i before adding the suffixes -ment or -less.
Write the word in a sentence showing its meaning*

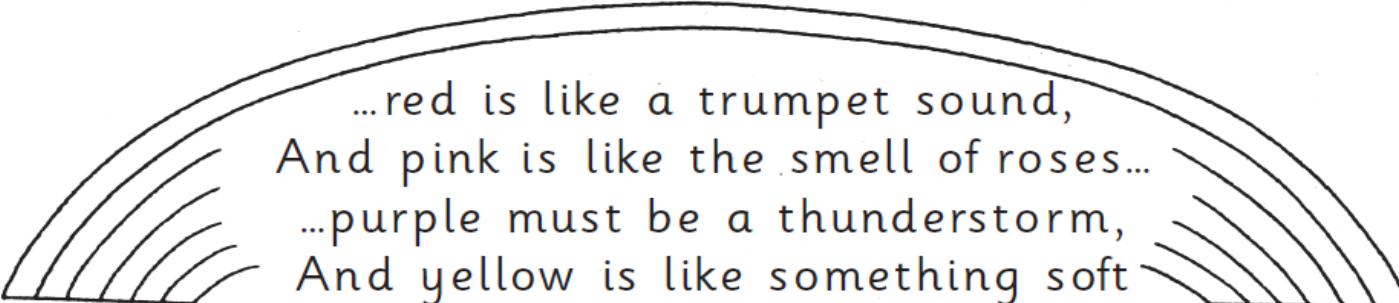
| Spelling Bugs Date: w/b 15.6.20 | Monday L.S.C.W.C. | Tuesday L.S.C.W.C. | Wednesday L.S.C.W.C. | Thursday L.S.C.W.C. | Friday L.S.C.W.C. |
|------------------------------------|----------------------|-----------------------|-------------------------|------------------------|----------------------|
| endless | | | | | |
| harmless | | | | | |
| punishment | | | | | |
| careless | | | | | |
| treatment | | | | | |
| helpless | | | | | |
| enjoyment | | | | | |
| painless | | | | | |
| payment | | | | | |
| fearless | | | | | |

Rule: Usually, you simply add the suffixes straight on to the root word. If the root word has more than one syllable and ends in a consonant and a y, then change the y to i before adding the suffixes -ment or -less.

| Little Bugs Date: w/b 15.6.20 | 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. |
|---|----------------------|-----------------------|-------------------------|------------------------|----------------------|
| cube | | | | | |
| use | | | | | |
| rude | | | | | |
| tune | | | | | |
| tube | | | | | |
| June | | | | | |
| because | | | | | |
| before | | | | | |
| <p>Rule: Both the 'oo' and 'yoo' sounds can be spelt as u-e</p> <p><u>Task</u> Put each of the words into a sentence which shows the meaning of the word.</p> | | | | | |

A colour poem

- Read the words from the poem:



...red is like a trumpet sound,
And pink is like the smell of roses...
...purple must be a thunderstorm,
And yellow is like something soft
and warm...



FROM 'I asked the little boy who cannot see' (ANONYMOUS)

- What is your favourite colour? _____
- What does it make you think of? _____
- What do other colours make you think of?
- Write notes to help you plan a colour poem.



- Write a colour poem.
- Begin each line with a colour.

Example: Red is like a trumpet sound.

Use your notes.



Teachers' note As an introduction to the activity you could read the extract from the poem with the children. Do any colours make them think of sounds or textures or feelings? Which colours make them think of quiet, calm things and which make them think of noisy things?

Developing Literacy
Text Level Year 2
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1

A Colour Poem



By _____

Name: _____

Whale

- Read the poem, 'Whale', then write a poem about an animal of your choice by following the prompts.

Whale

Huge
 Mighty
 Mountainous
 Whale
 Diving to the deeps
 Powerfully
 Elegantly
 Like a nuclear submarine
 I would be sad if you disappeared from the earth
 Whale
 Mighty Whale



| Prompts | Your poem. |
|--|------------|
| Write an adjective to describe your animal. | |
| Write another adjective. | |
| And another. | |
| Write the name of your animal. | |
| Write a verb phrase to describe your animal moving. | |
| Write an adverb to go with the verb. | |
| Write another adverb. | |
| Write a simile comparing your animal to something else. | |
| Write a line which explains how you feel about your animal. | |
| Write the name of your animal. | |
| Write your best adjective for the animal and write the name again. | |

Dear Helper,

Objective: to write poetry based on the structure of a poem read.
 Help your child to think of a suitable animal and for ideas for each prompt. Write your own poem as well and share it with your child.

| |
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| | |
|--|--|
| | Name of animal |
| | Adjective (a word to describe your animal)) |
| | Adjective (another word to describe your animal) |
| | Adjective (another word to describe your animal) |
| | Verb phrase (What is your animal doing?) |
| | Adverb (How?) |
| | Adverb (How?) |
| | Simile (Like a...) |
| | Feeling (How do you feel about your animal?) |
| | Name of animal |
| | Favourite adjective with name of animal |

| |
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Ten Things Found In a Wizard's Pocket

1. A dark night.
2. Some words that nobody could ever spell.
3. A glass of water, full to the top.
4. A large elephant.
5. A vest made from spiders' webs.
6. A handkerchief the size of a car park.
7. A bill from the wand shop.
8. A bucket full of stars and planets to mix with the dark night.
9. A bag of magic mints you can suck forever.
10. A snoring rabbit.

by Ian McMillan

3 **Ten Things Found In A Wizard's Pocket by** _____

1

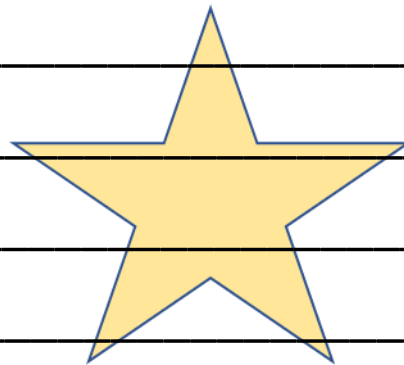


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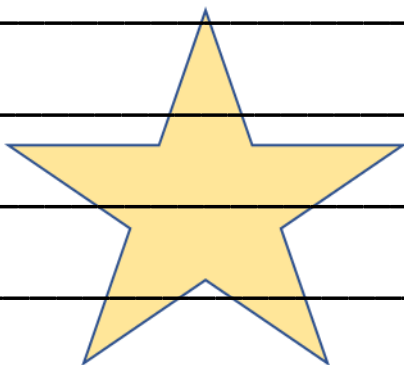
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7

8




9

10

Mrs Barker's examples 😊

Mouse

| | |
|----------------------------|--|
| Mouse | Name of animal |
| Small | Adjective (a word to describe your animal) |
| Furry | Adjective (another word to describe your animal) |
| Shy | Adjective (another word to describe your animal) |
| Scurrying to the hole | Verb phrase (What is your animal doing?) |
| Quickly | Adverb (How?) |
| Frantically | Adverb (How?) |
| Like a tiny racing car | Simile (Like a...) |
| I wish you would be my pet | Feeling (How do you feel about your animal?) |
| Mouse | Name of animal |
| Shy mouse | Favourite adjective with name of animal |



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A colour poem

Blue is the sky on a summer's day
Yellow is the warm sand on the beach
Red must mean it's not safe to play
And peach is soft.....like a peach

Ten Things Found In A Wizard's Pocket

1. A book of spells to help him spell.
2. A tall black hat and a long blue cloak.
3. Bubble gum.
4. A long white beard.
5. A giant bar of creamy chocolate.
6. The white moon on a dark night.
7. A bucket full of rats' tails.
8. Everlasting gobstoppers.
9. A broom – stolen from a witch.
10. A white rabbit.

Tabitha Tupper by Charles Causley

Tabitha Tupper

Had frogs for supper

Joshua Jones had snails.

Fidelity Flutter

Had seaweed butter

(I think it came from Wales).

Jeremy Croop

Had sting nettle soup

Flavoured with gingerbread.

Dorothy Dart had fungus tart

With a kind of chocolate spread.

Timothy lamb

Had jellyfish jam

Spread with Devonshire cream.

Christopher Hawke

Had bubble and squawk

(He said it tasted a dream).

Nathan Newell

Had winter gruel

That's made from curry and cheese.

William Wade had marmalade

Sprinkled with prunes and peas.

The Owl and the Pussy-Cat

by Edward Lear



I

The Owl and the Pussy-cat went to sea
In a beautiful pea-green boat,
They took some honey, and plenty of money,
Wrapped up in a five-pound note.
The Owl looked up to the stars above,
And sang to a small guitar,
"O lovely Pussy! O Pussy, my love,
What a beautiful Pussy you are,
You are,
You are!
What a beautiful Pussy you are!"

II

Pussy said to the Owl, "You elegant fowl!
How charmingly sweet you sing!
O let us be married! too long we have tarried:
But what shall we do for a ring?"
They sailed away, for a year and a day,
To the land where the Bong-Tree grows
And there in a wood a Piggy-wig stood
With a ring at the end of his nose,
His nose,
His nose,
With a ring at the end of his nose.

III

"Dear Pig, are you willing to sell for one shilling
Your ring?" Said the Piggy, "I will."
So they took it away, and were married next day
By the Turkey who lives on the hill.
They dined on mince, and slices of quince,
Which they ate with a runcible spoon;
And hand in hand, on the edge of the sand,
They danced by the light of the moon,
The moon,
The moon,
They danced by the light of the moon.

Mice

I think mice
are rather nice.

Their tails
are long,
their faces
small.

They haven't
any chins at all.

Their ears
are pink.

Their teeth
are white.

They run about
the house at night.

They nibble things
they shouldn't touch
and no-one seems
to like them much.

But I think mice
are rather nice.

by Rose Fyleman

Into the lair of Baron Jugula

No light ever falls on the bushes and trees,
the flowers there are mostly diseased,
but I went there once for a dare.
I went into the lair of Baron Jugula,
past brambles that tore at my face,
past skulls, picked clean and grinning,
past savage hounds that bayed at my heels,
past the coils of a sleeping three-headed snake,
past monstrous eyes and fearsome fangs,
right up to the door of Baron Jugula's castle
where I stopped and knocked

and the door swung open to reveal
the bloated, loathsome face
of Baron Jugula.
His breath stank and I shrank back
then remembered why I'd come:
"Can I have my ball back please?"

Brian Moses

The Sound Collector by Roger McGough

A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried them away

The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock

The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes

The hissing of the frying-pan
The ticking of the grill
The bubbling of the bathtub
As it starts to fill

The drumming of the raindrops
On the window-pane
When you do the washing-up
The gurgle of the drain

The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair

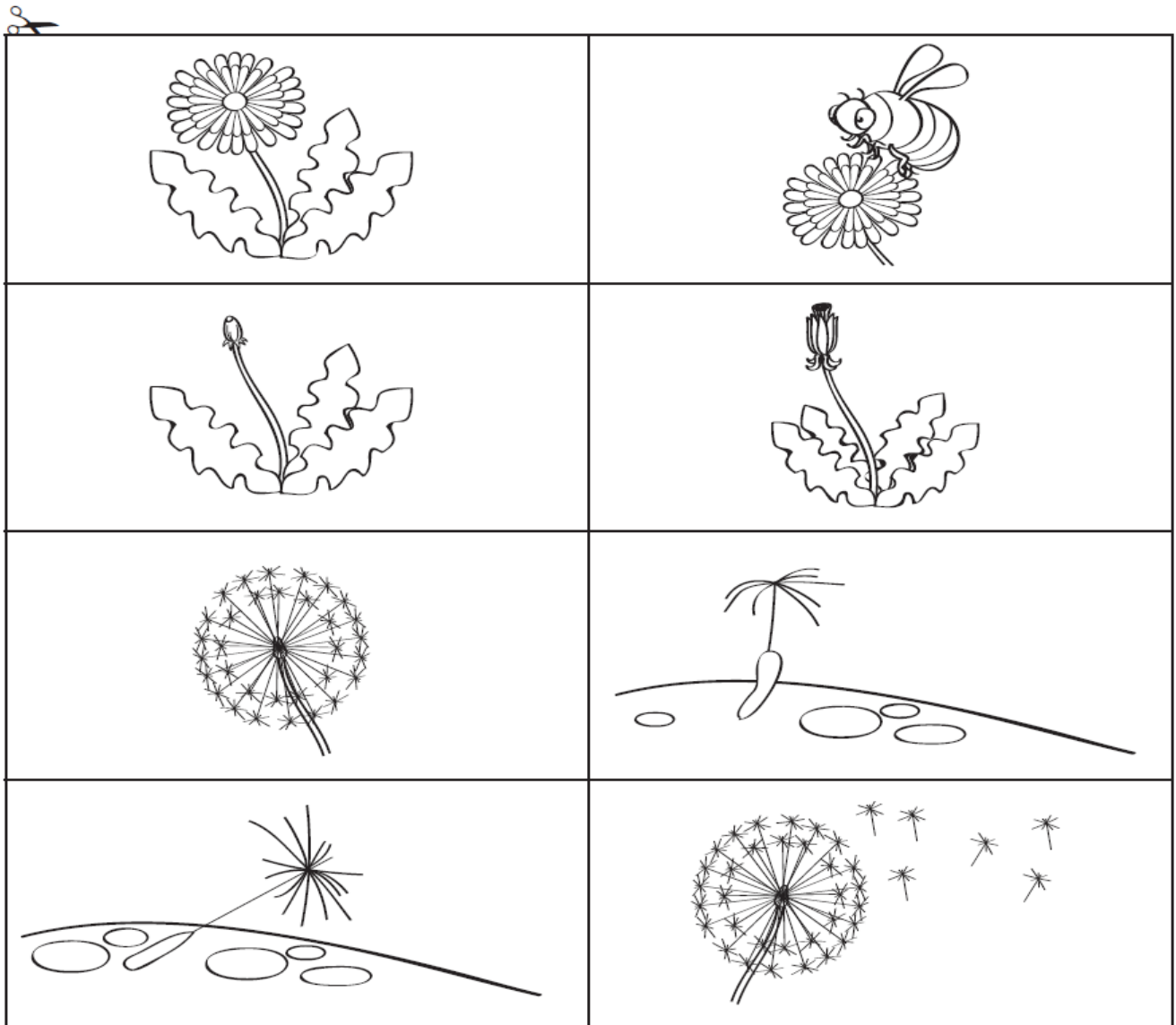
A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same.

Name: _____

Date: _____

Life cycle of a dandelion

- Colour in the pictures.
- Cut out the pictures and the words.
- Glue the correct word boxes onto the back of the correct picture and stick them onto a piece of hanging string in the right order – from top to bottom.



| | | | |
|----------------------|----------------------------|-----------------------------|-------------------------------|
| The flowers grow. | The seeds blow away. | The flowers die. | The new plant starts to grow. |
| The seed head forms. | Bees pollinate the flower. | A seed lands on the ground. | The seed germinates. |

Title: _____

Author: _____

Publisher: _____

Storyline: _____

Word difficulty ✓ box

Too easy

Just right

Too hard

Book Review

What I liked best: _____

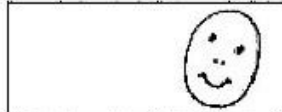
What I didn't like: _____

Illustrations ✓ box

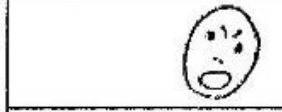
Too few

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

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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. |