

Week beginning 6<sup>th</sup> July 2020

## Home Learning: Year 2

Dear Parents/Carers,

It is hard to believe that it is July. I expect the term has seemed very long to you all. We hope you enjoyed re reading 'Stickman' last week. This week our writing tasks are based on another favourite book – 'Room on the Broom', by Julia Donaldson and Axel Scheffler. Hopefully, we will see some of you this week picking up your child's school report and any belongings left in classrooms.

Kind regards, Mrs Barker & Miss Norgate

### Maths:

White Rose Maths. *This time please use Summer week 10 w/c 29.6.20*

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

#### Year 1

Day 1 Ordering numbers  
Day 2 Recognising coins  
Day 3 Recognising notes  
Day 4 Counting in coins  
Day 5 Maths Challenge:  
Crossword

#### Year 2

Day 1 Measure mass in grams  
Day 2 Measure mass in kg  
Day 3 Compare volume  
Day 4 Millilitres  
Day 5 Maths Challenge: Snakes  
and ladders

### English:

**Writing:** 'Room on the Broom' by Julia Donaldson and Axel Scheffler

**Listen to the story using the link:**

**Or you may have this book.**

**(Writing templates are below)**

**Day 1** Read and enjoy the story. Discuss text layout and poem format.

**Day 2** Identify vocabulary used for a purpose. Describe the witch.

**Day 3** Write about a new character who finds something the witch has dropped.

**Day 4** Reading comprehension

**Day 5** Spelling + extras below

**Extras**

**Write a book review of 'Room on the Broom' using the template below.**

Reading – see below

'Ladybirds' comprehension activity

**Topic: Making a map.**

Draw round your foot and make a map using the template below.

**Lego challenge**

There is a blizzard. You need to build a snow mobile.



**Art:** Make a clothes peg catapult. Perhaps make two and see which one can throw a cork the furthest.

<https://www.inspirationmadesimple.com/clothespin-catapult/>



**P.E. Jumpstart Johnny**

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

Or Andy's Wild Workouts on Cbeebies This is number 9 The Undergrowth

<https://www.bbc.co.uk/iplayer/episode/p06tmry2/andys-wild-workouts-series-1-9-the-undergrowth>

Animal Antics

Use your body to pretend to be different animals:

Snake: slither across the floor; Butterfly: flutter around the room;

Elephant: stomp with both feet; Kangaroo: bounce around;

Frog: hop like a frog; Flamingo: stand still on one leg.

**Reading:**

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

See lists attached

Little Bugs

-ck word endings

'or' and 'er' endings

'o' saying 'u'

Phonics Play is free for parents and children at the moment

Practise -ck words

<https://www.phonicsplay.co.uk/resources/phase/2/dragons-den>



Spelling Bees & Butterflies w/b 6.7.20	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.
visitor					
doctor					
error					
motor					
sailor					
spectator					
water					
number					
lower					
taller					
sister					
better					
<i>Rule: 'or' or 'er' endings</i> <i>Write the word in a sentence showing its meaning</i>					

Spelling Bugs Date: w/b 6.7.20	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.
Monday					
other					
mother					
brother					
another					
love					
above					
oven					
cover					
front					

*Rule: 'o' saying 'u'*

*Write the word in a sentence showing its meaning.*

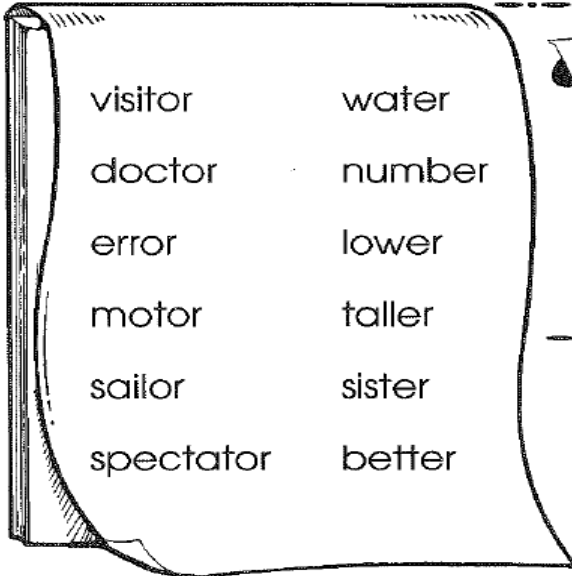
Little Bugs Date: w/b 6.7.20	Monday L.S.C.W.C.	Tuesday L.S.C.W.C.	Wednesday L.S.C.W.C.	Thursday L.S.C.W.C.	Friday L.S.C.W.C.
back					
lick					
kick					
sock					
pack					
pocket					
<b>one</b>					
<b>said</b>					

Rule: ck if straight after a single vowel letter in short words.

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

**List Two**

**Spelling**



Look at the words.  
Say each word.  
Each word has the same sound.  
The sound can be made by

or

Underline the sound.

1. Use 'or' or 'er' to complete the list words.

sail \_\_\_\_\_

wat \_\_\_\_\_

tall \_\_\_\_\_

spectat \_\_\_\_\_

visit \_\_\_\_\_

err \_\_\_\_\_

numb \_\_\_\_\_

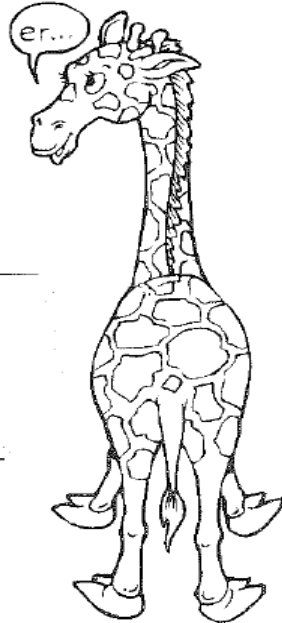
sist \_\_\_\_\_

doct \_\_\_\_\_

low \_\_\_\_\_

bett \_\_\_\_\_

mot \_\_\_\_\_



3. Write a list word with the same double letters as these.

\_\_\_\_\_ follow \_\_\_\_\_ bottle

2. Write the list word that best fits the clue.

a family member \_\_\_\_\_

another word for numeral \_\_\_\_\_

someone who watches something \_\_\_\_\_

an engine \_\_\_\_\_

a mistake \_\_\_\_\_

an occupation at sea \_\_\_\_\_

a liquid \_\_\_\_\_



1. Write the **list two** words using – look, say, cover, write, check.
2. Make spelling sums for the list two words. For example, vis + it + or = visitor.
3. Write the list two words using a coloured pencil to show the syllable break.
4. Write 'My List' words using – look, say, cover, write, check.
5. Put the 'My List' words into alphabetical order.

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

**List Two**

**Spelling**

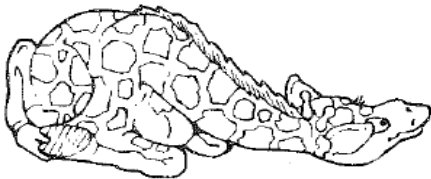


Look at the examples below to see how we can compare more than two people, animals or things.  
A deer is tall. A horse is taller. A giraffe is tallest.

4. Complete the table below.

For words of two or more syllables **more** and **most** are usually used instead of **er** and **est**. Other words may change altogether.

low		
	quicker	
		oldest
beautiful		
	more useful	
good		best



5. The word taller is made from the base word 'tall'. What is the base word for these?

visitor \_\_\_\_\_ sailor \_\_\_\_\_

6. Write a list two word that is an antonym for these.

worse \_\_\_\_\_ higher \_\_\_\_\_

brother \_\_\_\_\_ shorter \_\_\_\_\_

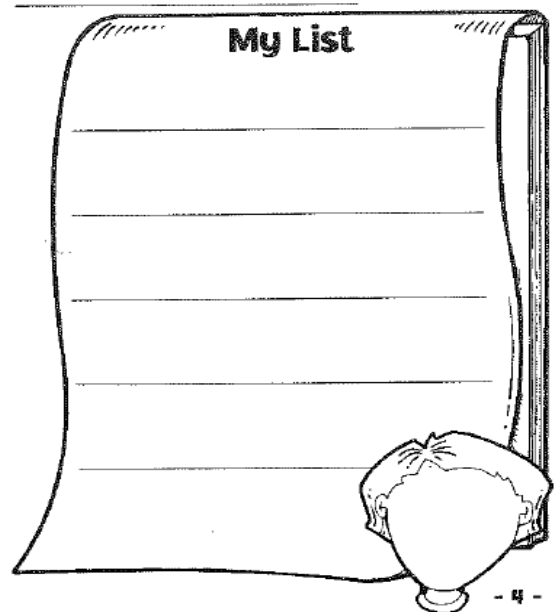


7. How many words can you make from the letters in 'spectator'?



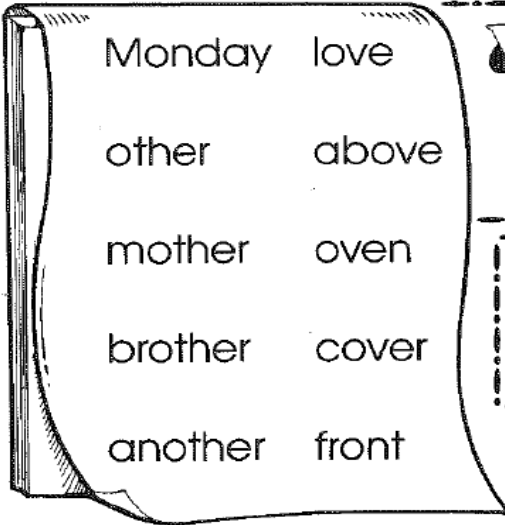
**Decorated Words**

- Write words from both lists in pencil.
- Draw around each letter.
- Erase the pencil words you first made.
- Decorate the remaining outline.



**List Four**

**Spelling**



Look at the words.  
Say each word.  
The 'o' makes an 'u' sound.  
Underline the pattern.

A syllable is a unit of sound.  
Some words have one syllable  
while others have more.

2. Sort the list words according to the number of syllables.

1. Complete these list words.

\_\_\_ n \_\_\_ th \_\_\_ r

f \_\_\_ t

\_\_\_ v \_\_\_ n

\_\_\_ th \_\_\_ r

l \_\_\_ v \_\_\_

br \_\_\_ th \_\_\_

M \_\_\_ nd \_\_\_

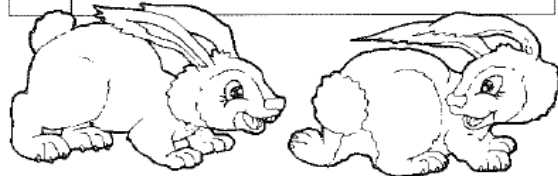
\_\_\_ b \_\_\_ v \_\_\_

c \_\_\_ v \_\_\_ r

m \_\_\_ t \_\_\_ r



1	
2	a/bove
3	



1. Write the **list four** words using - look, say, cover, write, check.
2. Make word shapes for each list four word.
3. Write 'My List' words using - look, say, cover, write, check.
4. Jumble each 'My List' word. Give them to a friend to unjumble.

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



List Four

Spelling

3. Complete the sentences using words from the list.

(a) 'Pass me the \_\_\_\_\_ book please,' asked Ben.

(b) I asked Mum if we could have \_\_\_\_\_ dog.

(c) I use birthday paper to \_\_\_\_\_ my school books.

(d) Dad uses the \_\_\_\_\_ to bake bread.

4. Write the days of the week beginning with...

Monday

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_



5. Find antonyms in the list for these words.

sister \_\_\_\_\_

father \_\_\_\_\_

back \_\_\_\_\_

below \_\_\_\_\_

hate \_\_\_\_\_



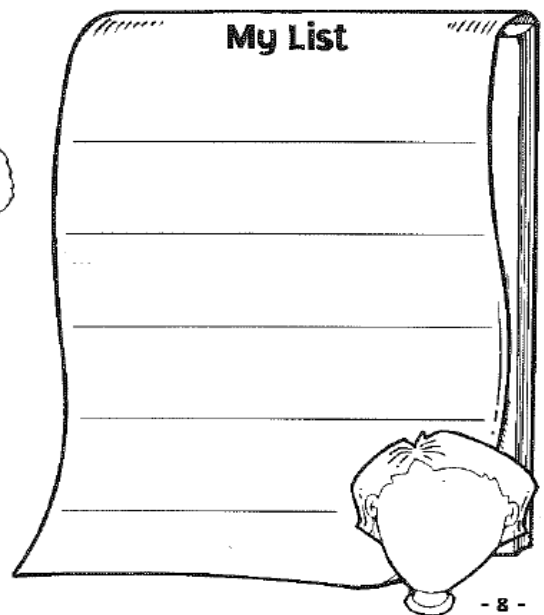
6. Can you find more words where 'o' says 'u'? Write them down.

owoo



Wax Words

- 1. Write each 'My List' word and the list four words in wax crayon.
2. Using water paint, paint over your words in a contrasting colour.
3. Display in your classroom.



LI: To identify and discuss the format and text layout of poetry.



The witch had a cat  
and a very tall hat,  
And long ginger hair  
which she wore in a plait.  
How the cat purred  
and how the witch grinned,  
As they sat on their broomstick  
and flew through the wind.

But how the witch wailed  
and how the cat spat,  
When the wind blew so wildly  
it blew off the hat.

How do you know the story is written like a poem?

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---

Find three **pairs** of rhyming words.

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Can you think of five more words which rhyme with 'cat'?

---

2 LI: To make inferences on the basis of what is being said and done.

The witch had a cat  
and a very tall hat,  
And long ginger hair  
which she wore in a plait.  
How the cat purred  
and how the witch grinned,  
As they sat on their broomstick  
and flew through the wind.  
  
But how the witch wailed  
and how the cat spat,  
When the wind blew so wildly  
it blew off the hat.



How is the witch feeling at the start of the story? \_\_\_\_\_

Which word tells you this? \_\_\_\_\_

How is the cat feeling at the start of the story? \_\_\_\_\_

Which word tells you this? \_\_\_\_\_

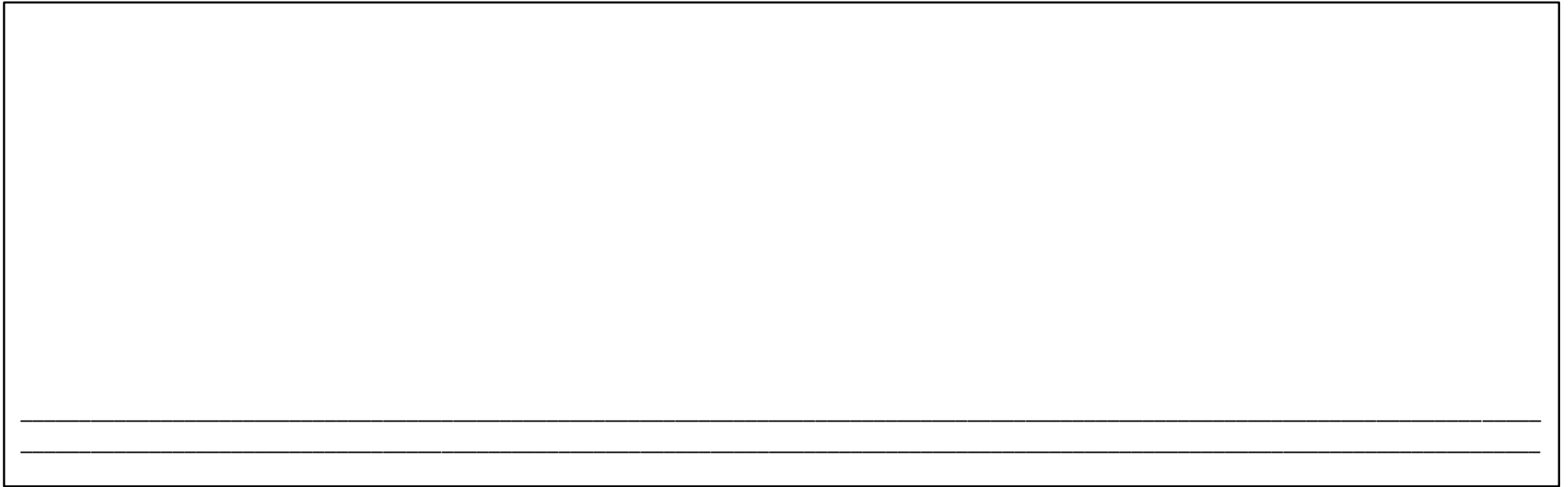
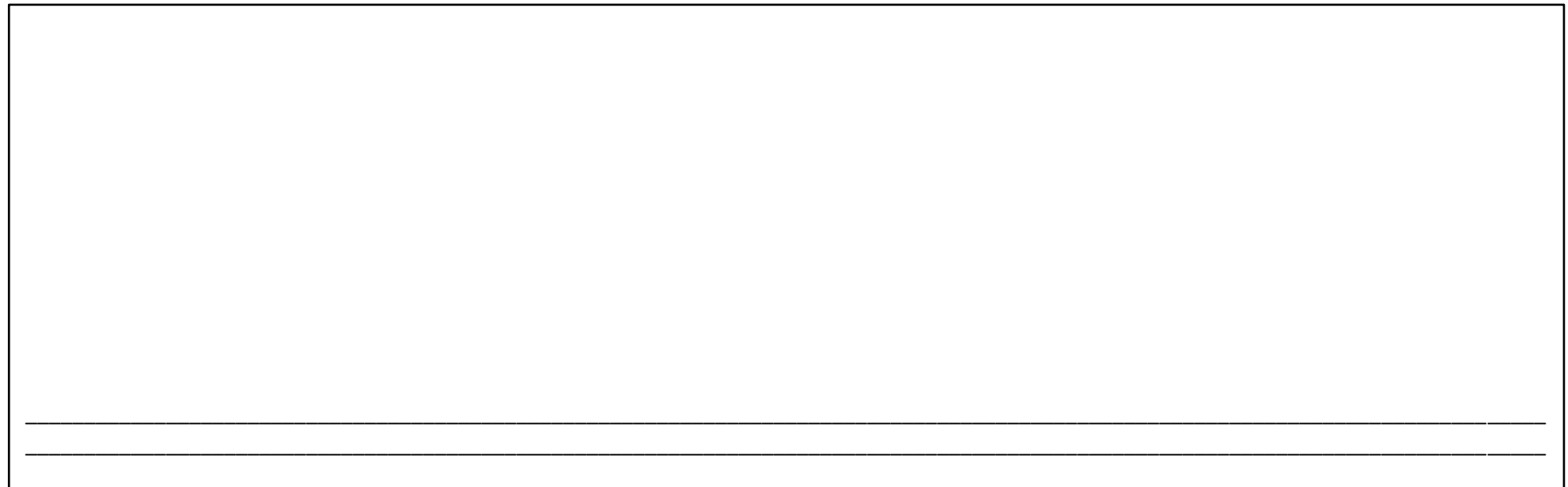
How do the witch and the cat feel when the hat blows away? \_\_\_\_\_

\_\_\_\_\_

Draw a picture of the witch from memory. Write as many words as you can to describe her.



Add a new section to the story. The witch drops something else and a new character finds it and climbs on to the broom. What does she drop? Who is the new character? How many creatures are on the broom now? Can you draw them all?

A large rectangular box with a black border, intended for drawing. It contains two horizontal lines near the bottom edge, serving as a guide for the drawing area.A second large rectangular box with a black border, identical to the first one, intended for drawing. It also contains two horizontal lines near the bottom edge.

Task 4 Room on the Broom

LI: To locate key vocabulary and specific information in fiction text to find answers to simple questions.

To make inferences based on what is said and done.

Read pages 6 to 8 and then answer these questions.

1. Which creature found the witch's wand?

---

2. What did the cat, dog and frog fly over?

---

3. What did the cat, dog, and frog tumble into?

---

4. What was the dragon planning to have for his tea?

---

5. What did the witch shout to the dragon when he says he wants witch for tea?

---

6. Why couldn't the witch cast a spell on the dragon to make him go away?

---

7. Which sentence shows that the dragon was very hungry and could not wait to eat the witch?

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8. Why did no one answer when the witch shouted for help?

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9. 'Room on the Broom' and 'Stickman' are written by the same author. Did you notice any similarities and differences between the two books?

Same

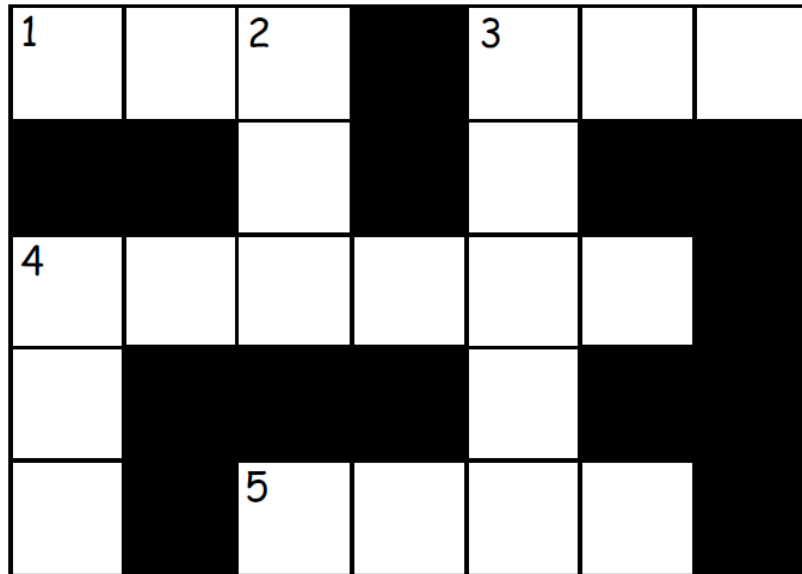
The illustrator – Alex Scheffler

Different

The main character in Stickman isn't a person or animal.

# Crossword

Write the answers to this puzzle in words:  
ONE, TWO, THREE, ...



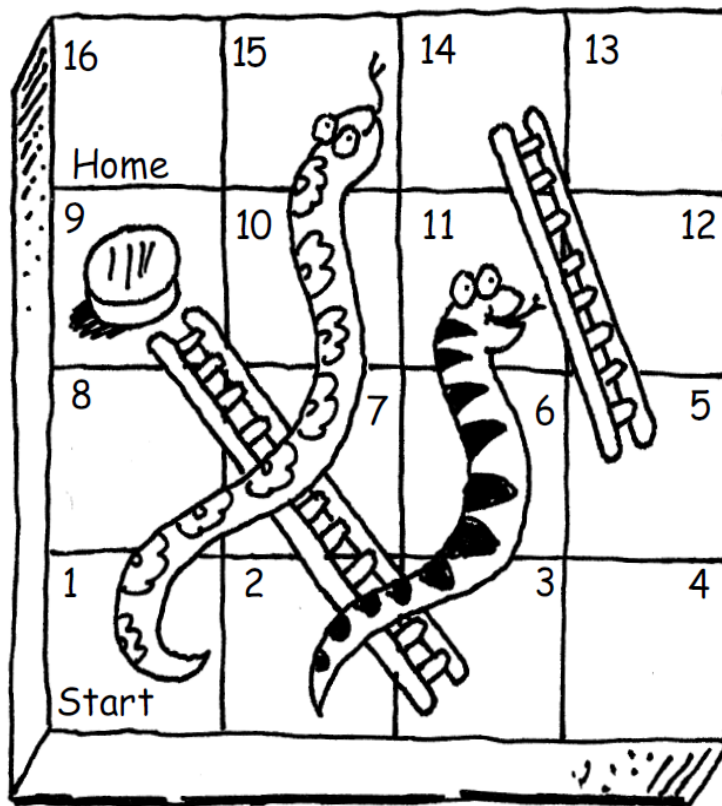
## Across

1.  $7 - 5$
3.  $2 + 5 - 1$
4.  $4 + 4 + 4$
5.  $13 - 4$

## Down

2.  $3 + 4 - 6$
3.  $9 - 2$
4.  $11 - 4 + 3$

# Snakes and ladders



Your counter is on 9.

You roll a 1 to 6 dice.

After two moves you land on 16.

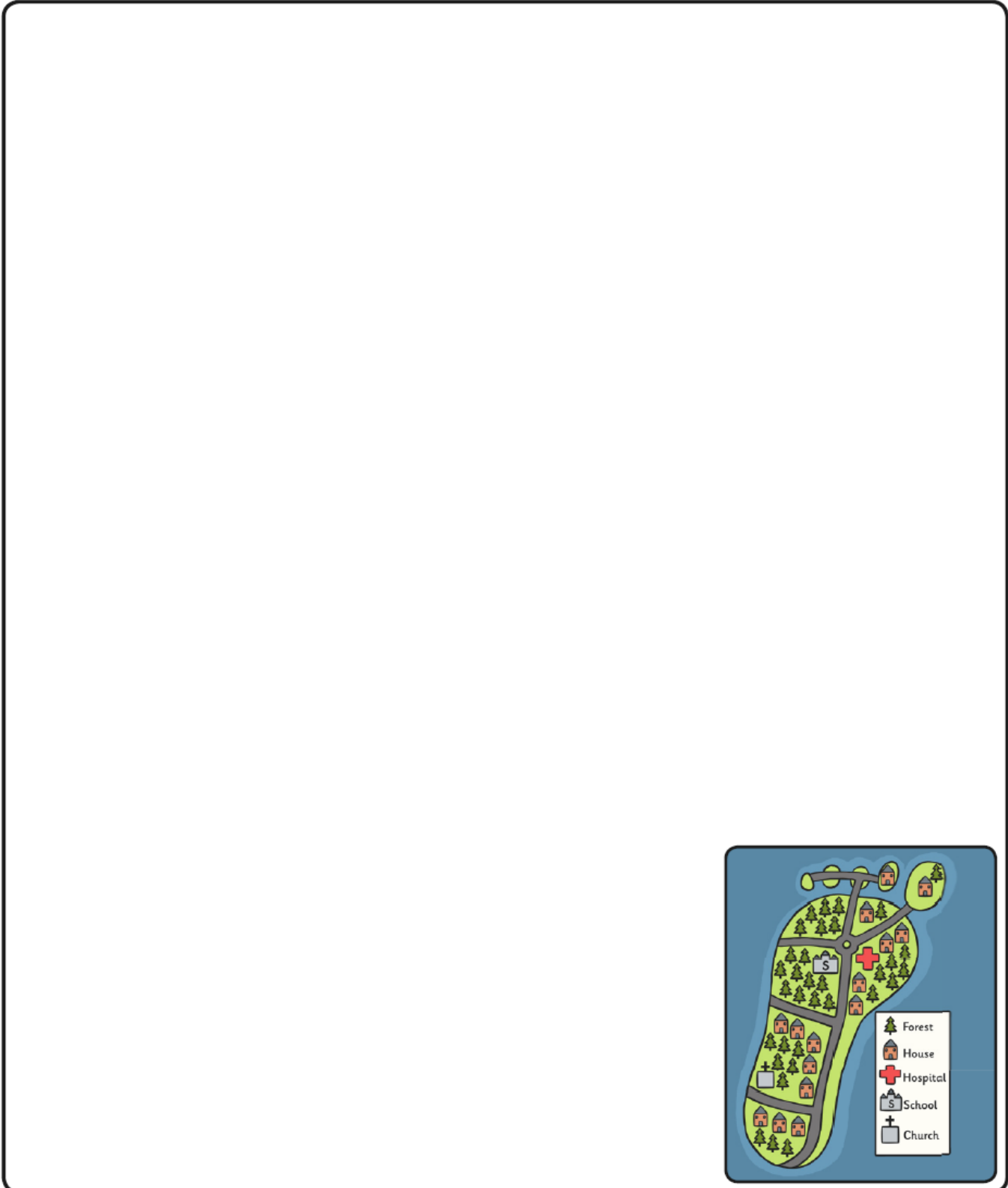
Find all the different ways you can do it.

Now think of other questions you could ask.

# Barefoot Island - Making a Map

You are going to make a map of your own Barefoot Island! Carefully draw around your foot.

Your island must include houses, a post office, playground, roads, school, doctors' surgery and then you can choose any other features you would like to add. Add a title, key and compass rose.





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 <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.