



Year 2 Suggested Home Activities



Week Beginning 1.6.2020

Hello Year Two families. We hope that you are all well and have had an enjoyable and half term. As usual we have really enjoyed looking at all the amazing activities that you have been getting up to at home from Hanna blowing and decorating eggs and Olivia learning about totem poles to Sophia making a PowerPoint about the effect plastic has on the oceans. Thank you to everyone for making a real effort in the last week of last term to go onto Spelling Shed, by the end of the week the Year 2 classes held second and third place. Fantastic! Well done to everyone who is having a go. Our most recent vlog will be available on the Year Two page of the school website from Monday 1st June. If your child would like to speak to one of their teachers via zoom please email Mrs Dennett or Mrs Franks to arrange this.

Our mystery moth

On Wednesday Mrs Dennett was in school and went on a minibeast hunt with some of the Year 1 children. We were very excited to find this magnificent moth on the door leading into 2RF. We tried identifying the moth using books and the internet but we couldn't find out what it was. Luckily Mrs Andrews (from Year 6) helped us out and sent a picture to her husband who knew someone who was very good at identifying moths. It turns out our mystery moth was a Pale Tussock Moth. Here are a few facts for you:

Habitat: Gardens, hedgehows
and parks

Wing Span: 46-62mm

Interesting fact: They have hairy
antennas



Physical and emotional well being

Exercise

We know lots of you are enjoying doing PE with Joe Wicks every day (you are going to be so strong and fit when we see you again) however if you want to try something different you might like the shake up activities from the Change for Life website below;

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

Don't forget about Laura's Key Stage One dance challenge which can be found in the family challenges section of the school website.



PSHE

Here is an activity to explore the theme '**Being Ourselves**'



Activity

How can you be kind to yourself?

We often think about how we can be kind to others and what effect our behaviour has on other people.

Have you ever thought about how you can be kind to yourself?

Draw hearts of different sizes on a piece of paper and write inside the hearts how you can be kind to yourself. Here is an example below.



Suggested English Activities

Individual Reading

As always reading and discussing their reading is the activity that we would want all children to prioritise. There are year group pages on the Oxford Owl reading website: www.oxfordowl.co.uk which has a series of eBooks for the children to read. The login details are:

Login: bridge2

Password: abcd

For extra books to read the website Myon.co.uk has opened up their access to all the children in the United Kingdom to access books. By following the link below children can access a range of books from different genres.

<https://readon.myon.co.uk/index.html>

We are sure that you have been reading lots of different types of books whilst you have been at home. We would love to hear about the books you have been reading, you may even like to write a short book review recommending a book for the rest of the year group to read, you could do this by writing a short paragraph, you could design a poster or you may draw a picture from your book with a short sentence describing why it is such a good book. We will include the recommendations we receive in our next newsletter. Below are some questions to think about to help you in writing your book review:

What is the title?

Who is the author?

What happens in the story? Is there a twist?

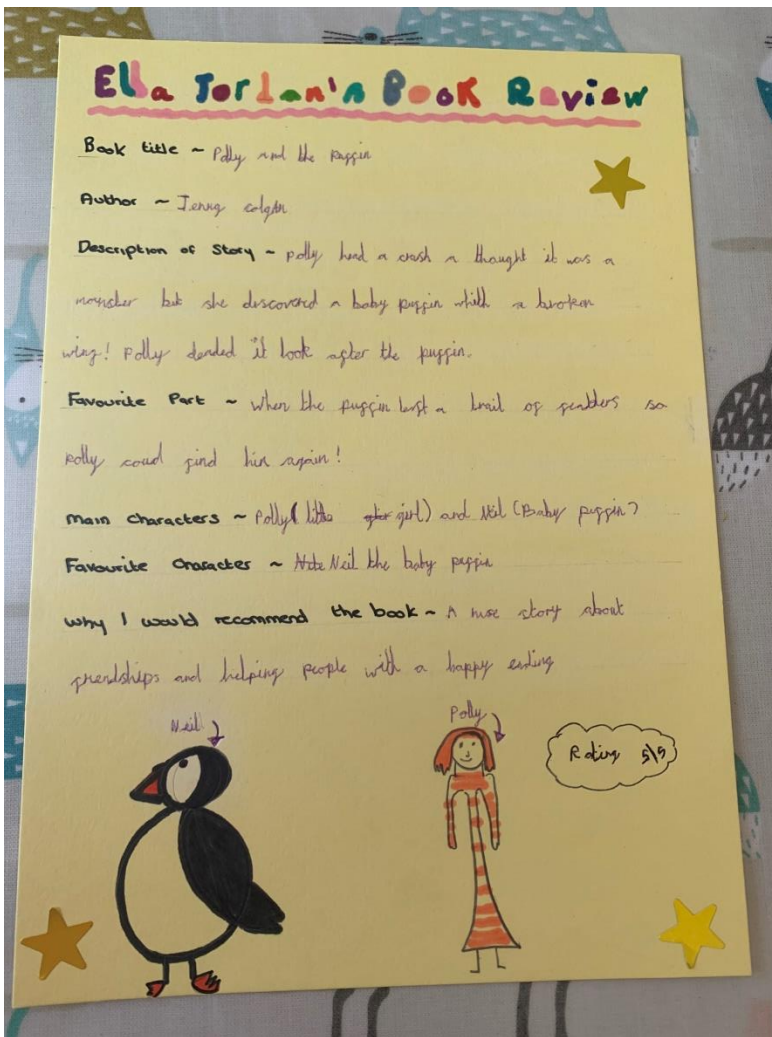
What was your favourite part? Why?

Who are the main characters?

Which was your favourite character? Why?

Why would you recommend this book? Why?

Our first book review has been sent in by Ella, we wonder if this review will inspire any of you to read this book?



Spelling

Use the Spelling Shed login (<https://www.spellingshed.com/en-gb>) to learn this week's spellings. There are lots of fun games to play and points that you can earn to jazz up your avatar as well as the leagues. This week the children will be learning to spell words with the /er/ sound spelled with o or ar example word and warm and the /z/ sound spelt s for example treasure and visual.

The list of common exception words that the children should be able to spell at the end of the year are on the parents section of the school website:

(<https://bridge.kent.sch.uk/parents/supporting-learning-at-home/spellings>).

Well done Year Two, you nearly completed our Spelling Shed challenge and we had double the amount of children taking part in the last week before half term but were 4 children short of our challenge. Can you beat it this week?

Remember we have set two assignments so make sure you have a go at both of these as only 3 children had a go at both assignments.

Writing

This week we would like you to tell us about something that you have done over the half term holiday.

Firstly think of all of the key words connected to the event that you would like to tell us about and write them in a list. This should get you really thinking about everything that you did. Perhaps you might like to put them into a word search for someone to find, remember to take care with your spelling.

Next make a plan. This should help you to get your ideas in order. You could draw pictures to show what happened or write down the main events in simple sentences using a table like the one below.

PLAN FOR WRITING
A RECOUNT

Event: _____			
Who?	What?	When?	Where?

Don't forget to include when you did it, who you did it with, where you did it and what you did. To make your writing more interesting, include extra details about how you felt at the beginning, in the middle and at the end of your event.

Order of Events:

1.
2.
3.
4.

Then decide how you want write your recount, it could be a letter to relative or friend or one of the Year Two Team or a postcard to someone you haven't seen for a while. Maybe you would like to write it like a review and rate your experience at the end with some stars, it's up to you.

Now you are ready to use your plan to write about your event in order.

Remember to use time connectives from the list below to show the order of events and try to use a variety to make your sentences different.

Time connectives

First	Next	Then	After that
Later	Soon	Eventually	Finally

As you will be writing about something that has already happened you will be using lots of past tense verbs like; walked, dug, swam, collected, and paddled to explain what you have done but try to include lots of

descriptive adjectives to describe your nouns too. If you want a further challenge try using adverbs to describe your verbs like; excitedly, carefully and quickly.

Finally, and this is really important, read through your writing to check it.

- Do your sentences make sense?
- Have you stuck to past tense verbs?
- Have you spelt common words like; with, again, could and were correctly?
- Have you remembered Capital letters for proper nouns (names of people and places)?
- Have you punctuated your sentences with a capital letter at the beginning and a punctuation mark at the end?
- Can you find any nouns that you could add an adjective to?

Suggested Maths Activities

Maths

Year 2 link: <https://whiterosemaths.com/homelearning/year-2/>

This week we have moved on to **Summer Term Week 4**. This week you will be learning how to add two, 2-digit numbers using a formal method and bonds to 100. There have been a couple of changes to the White Rose website so in order to access the maths this week you will need to go to the year group page on the website before scrolling down to select **Summer Term Week 4**. The worksheets are now on the school website.

When it asks you to use base 10 you can just draw them like this;

$23 + 15 =$



	T	O
	3	1
+	1	5
	5	0
		0

$31 + 19 = 50$

This is a new method so make sure that you watch the video clip.

It's really important to remember your place value knowledge when using this method. You need to understand that when you are adding the digits in the tens column you are actually adding 30 add 10 or 3 tens add 1 ten. Always start by adding the ones. Sometimes the ones will total more than 9 and is so you will need to put the tens under the answer bar in the tens column. Don't forget to add it to the tens later.

$$\begin{array}{r}
 \text{T O} \\
 31 \\
 + 19 \\
 \hline
 40 \\
 1
 \end{array}$$

Can you explain what has gone wrong here?

We have also included some extra challenges that you may like to try:

The BBC Bitesize website has lots of different Maths lessons and one that you may like to try to help consolidate your understanding on money if a lesson all about using coins to make different amounts.

<https://www.bbc.co.uk/bitesize/articles/zn4q7nb>

Multiplication and Division

You can practise your multiplication and division skills on Times Table Rock Stars.

<https://play.trockstars.com/ttrs/dashboard>

Issue 4 Fractions

The Puzzler

Hayley and Aimee are twins. On their birthday they each had a birthday cake.

Hayley cut her birthday cake into eight equal pieces with four straight cuts.

Draw what Hayley did.



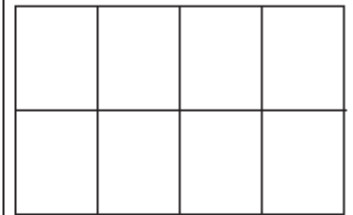
Aimee cut her birthday cake into nine equal pieces with four straight cuts.

Draw what Aimee did.



Let's Investigate

Look at the sheet. It shows lots of large rectangles divided into eighths.



On each rectangle, shade:

- $\frac{1}{8}$ yellow
- $\frac{1}{4}$ red
- $\frac{2}{8}$ blue
- $\frac{3}{8}$ green.

How many different ways can you do this?

What do you notice about the number of red and blue rectangles you have shaded in each large rectangle?



Something Different-Oak National Academy

This brand-new enterprise has been created by teachers across England. It provides 180 videos each week, across a broad range of subjects from Maths to art to languages for every year group from Reception to Year 6. If you feel like you would like to do something different this week it is worth a visit.

Here are a couple of art lessons that you may like to have a look at:

- At the beginning of the year you created fantastic self-portraits. This activity looks at creating a self-portraits in a new way.

<https://www.thenational.academy/year-2/foundation/to-make-a-self-portrait-using-natural-or-recycled-materials-year-2-wk3-5>

- With all of the sunny weather we have been having recently you might be able to do this activity outside. If you do try leaving your art for the whole day and visit it at different times. What do you notice?

<https://www.thenational.academy/year-2/foundation/to-create-shadow-art-year-2-wk5-5#slide-2>

Art Challenge

Mrs Allen and Mrs Smith have set you a new challenge, please see details below.



Can you give a helping hand?

An old man, overwhelmed by other people's rubbish, urgently needs your help. After many years looking out of his window onto a large, miserable pile of other people's flotsam and jetsam, he has had enough!

Last night, the old man announced, 'Enough is enough! No more fly-tipping! If you have metal working skills and a big heart, please come along and help me construct a beautiful community garden.'

Contact Details

gemma.dennett@bridge.kent.sch.uk

rachel.franks@bridge.kent.sch.uk

Please share your children's learning with us by taking photographs and remember that we are here to answer any queries.

Keep safe and take care.

Kind regards,

Mrs Dennett and Mrs Franks

If I had wings like a butterfly I would hide from my predators.

If I had wings like a butterfly I would touch the clouds.

If I had wings like a butterfly I would fly to slower to slower in the sea.

If I had wings like a butterfly I would dream of going on ~~holiday~~ holiday.

Jessica 2RF

12th May 2020

If I Had Wings By Hanna


If I had wings like a Unicorn I would glide ~~the~~ ^{swiftly} over to the glowing sun.

If I had wings like a unicorn I would fly to the tallest mountains.

If I had wings like a unicorn I would touch the twinkly stars.

If I had wings like a unicorn I would touch the scarlett sky.

If I had wings like a unicorn I would touch a pretty rainbow.



Hanna 2RF

① If I had wings
If I had wings like a bird I would hover over ^{bright} ~~flowers~~ ^{flowers}.

If I had wings like a bird I would fly over the ~~big~~ ^{big} world to see ^{the} ~~biggest~~ ^{biggest} mountains.

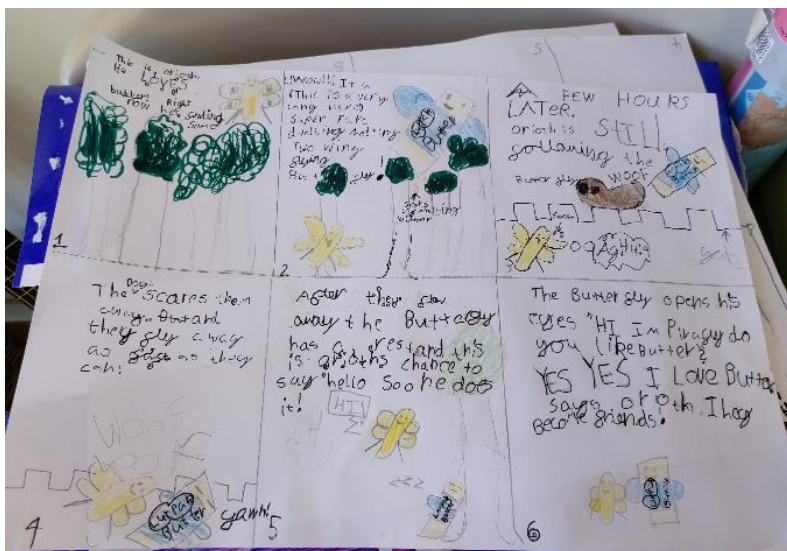
If I had wings like a bird I would smell the sweetest flowers.

If I had wings like a bird I would see the ~~biggest~~ ^{biggest} grounds.

② If I had wings like a bird I would land upon the sweet mountains ~~that are covered in~~ ^{that are covered in} white powdered snow.

If I had wings like a bird I would touch the deepest ocean and dive into the mercury waters.

Olivia 2RF

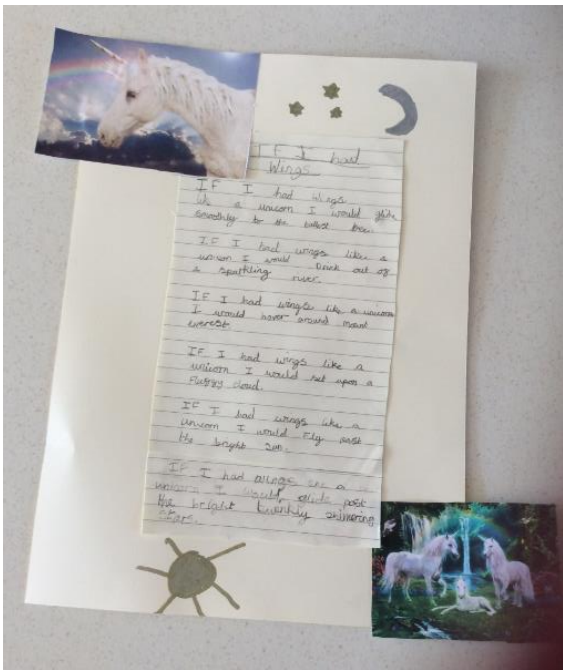


The boy ^{is} ~~is~~ ^{scared} ~~scared~~ ^{scared} of the butterfly. ^{But} ~~but~~ ^{but} ^{he} ~~he~~ ^{he} ^{is} ~~is~~ ^{is} ^{not} ~~not~~ ^{not} ^{afraid} ~~afraid~~ ^{afraid} of it. ^{So} ~~so~~ ^{so} ^{he} ~~he ^{he} ^{is} ~~is~~ ^{is} ^{not} ~~not~~ ^{not} ^{afraid} ~~afraid~~ ^{afraid} of it.~~

After this ^{the} ~~the~~ ^{the} ^{boy} ~~boy~~ ^{boy} ^{is} ~~is ^{is} ^{not} ~~not ^{not} ^{afraid} ~~afraid~~ ^{afraid} of the butterfly. ^{He} ~~he~~ ^{he} ^{is} ~~is ^{is} ^{not} ~~not ^{not} ^{afraid} ~~afraid~~ ^{afraid} of it. ^{So} ~~so~~ ^{so} ^{he} ~~he~~ ^{he} ^{is} ~~is~~ ^{is} ^{not} ~~not ^{not} ^{afraid} ~~afraid~~ ^{afraid} of it.~~~~~~~~~~

The butterfly opens his eyes. "Hi I'm Piggie do you like butterflies?"
YES YES I LOVE BUTTERFLIES!
says Piggie. I hope I have become friends.

Tom 2RF



Millie 2GD



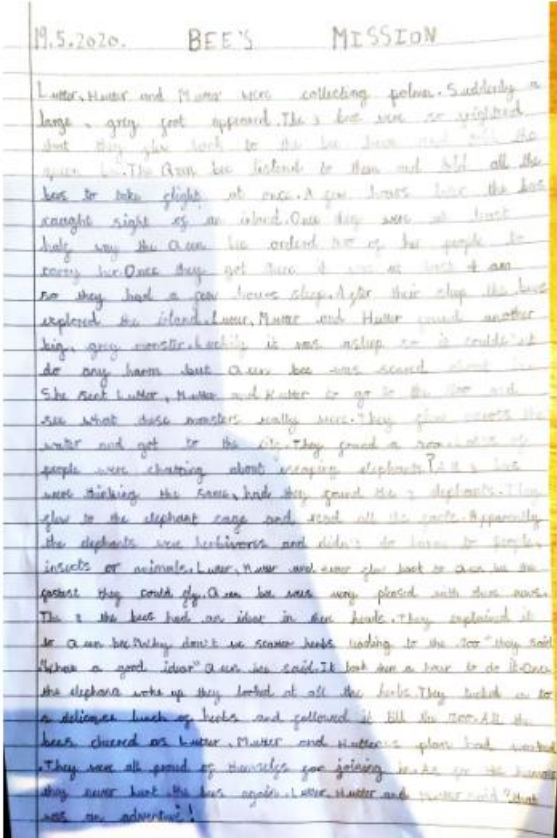
Thomas 2GD



Sam 2GD



Phoebe 2GD



Lois 2GD