

Dear Beech Class,

Here is your learning for the week. These are a suggestion of learning tasks which can be adapted and used to fit into your home learning. If you have other ideas then you are welcome to do those as well or instead. If you are unable to complete all of the activities then that is fine, this is just a guide and you have to do what is manageable for you.

The most important activities for you to do are; improving adjectives, a maths activity of your choice, daily reading and something active e.g. a walk to keep your brains and bodies healthy. Remember to look out for the weekly video challenges as these are a fun activity to have a go at!

Other activities which you do at home e.g. baking are also valuable and I encourage you to continue these and make home learning as enjoyable and stress free as possible.

I am available by email to provide support, if needed and I really enjoy hearing about what you have been doing at home. Most importantly, look after yourselves and stay safe.

From Miss Sutherland.

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Year 2 Home Learning Menu	Week beginning 08.06.20
P.E.	Creative (Music, Art, Drama)
<p>Joe Wicks has become the UK's PE teacher. Go on you tube at 9.00am every day to follow along.</p> <p>If you have not got access to Youtube, can your child make up their own workout for you and the rest of the family to have a go at.</p> <p>Challenge: Investigate different ways you can make your heart beat faster without running.</p> <p>When you are resting you should feel normal and be breathing easily. After you have completed some exercise your body will change. Can you notice what changes and see if the same things happen with different types of exercise?</p>	<p>There are some online classes being offered for example Emma Scott runs an art session online at 2pm everyday.</p> <p>You can continue to access Charanga – Yumu through the logins provided in your packs. I have updated the lessons so you have access to more material.</p> <p>Purple Mash also has a Music and Sound section under Tools which pupils can explore.</p> <p>Thinking about day and night, create a dark picture and a light picture. What colours did you use to create each? Explore the difference between dark and light and which colours can be used.</p> <p>What could you add to a colour to make it lighter? What could you add to a colour to make it darker?</p>
Weekly Subject Focused Project: Science	
<p>Big Question: Is England ever hotter than Africa?</p> <p>Focus - LO: To observe and describe weather associated with the seasons and how day length varies.</p> <p>Key Tasks:</p> <ul style="list-style-type: none"> - Research the different seasons and how light is affected? Every day is 24 hours but does every day have the same 	<p>Addition suggested tasks</p> <ul style="list-style-type: none"> - Ask your parents to help you find photographs of yourself in all four seasons. What differences can you see around you? (focus on the weather and how the environment changes e.g. tree leaves) - Become a weather presenter and create a weather report for England and for Africa. You could perform this to the people

amount of hours of light and dark in every season?

- Create a poster to show what you have learned about the seasons. Make sure you include what you learned about the weather in Africa compared to the weather in England.
- Answer the Big Question: Is England ever hotter than Africa?

you live with and even ask them to video it so you can watch it back.

- Watch BBC changes through the seasons
<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-the-changing-seasons/zh4rkmn>
- Create a weather diary to track how the weather changes over the week.
- You could ask an adult to help you find out what the weather is like somewhere in Africa and make a weather diary for Africa as well
- BBC bitesize, what are the seasons?
<https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7>
- Explore BBC: The Great British Year
<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-the-great-british-year/zmcqf4j>
- BBC get to know Africa <https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettlers-continent-of-africa/zfv7d6f>

Spelling and Grammar

This week's focus is the sound /zh/ spelt 's':

television, treasure, usual, division, vision, pleasure, measure, occasion, usually, leisure

Try out some of the strategies we have been using in school to try to learn these words at home.

Draw around the word to show its shape:

Homophones are words which sound the same but are spelt differently.

Talk to someone you live with about the meanings of the words 'new' and 'knew'.

These sentences contain either knew or new. Cross out the incorrect spelling.

I have a knew/new pair of shorts.

She knew/new the right answer.

t o t a l l y

Draw a picture using the word to show its meaning:



Watching or Watching

Rainbow writing to show sounds or parts of the word:

She moved into her knew/new house.
 I knew/new his house had a red door.
 The class knew/new that $2 + 2 = 4$.
 Fill in the gaps with either knew or new.
 My teacher is _____ to the school.
 Are your shoes _____?
 He _____ that was the way to go.
 We _____ that you would come back.
 The baby is a _____ born.

Challenge

Can you think of any other homophones? Try using them in a sentence

e.g. not and knot

I am not going to the beach tomorrow.

I tied a knot in the shoelace.

Reading

Read for 15 minutes a day. Then use some of the sentences stems below to come up with questions about what you have read. Select a different focus for each day.

Alternatively, if you would like a change from coming up with your own questions go to www.pobble365.com and there are pictures and a story starter with questions to answer.

Children are encouraged to read books however if you would like to find other ways of reading then you could ask them to read recipes, instruction texts, subtitles on the TV, magazines, game instructions or through word games – scrabble/boggle.

Vocabulary

Explain

The word/phrase _____ shows that...

A synonym for _____ is...

The word(s) _____ suggest that the character is

The most interesting/exciting part was... because...

I think the text is arranged in this way because...

The best structural/literacy feature was ... because...

feeling... A definition for the word _____ is...	The author engages the reader by...
Inference	Retrieve
The description of (character) shows that they are... The following word(s)/phrase makes the reader feel... My overall impression of this text is... because... I can tell that... because... The character behaved in this way because...	The key characters in the text are... The story takes place in a/near to a ... The genre of this text is horror/fantasy/ historical fiction/adventure. I know this because... With adult support, consider appropriate responses to: How did...? How often...? How ... is ...? Who had...? Who is...? Who did...? What happened to...? What does ... do? Where did ... go?
Prediction	Summarise
Based on the front cover, I think this text will be about... I think this story will be about...because... In the next chapter, I think (character) will... because.... The story is set in.... this makes me think that... I think (character) will change their mood/behaviour/feelings in the future because...	The first thing that happened in this chapter was... The main theme of this story/chapter/page is... The key events in chronological order are... A Heading for this chapter could be... because... At the beginning... In the middle... At the end...
Writing	
How the Zebra got his stripes (model text within this document) <ul style="list-style-type: none"> - Think, know, wonder. What do you think about the text? What do you know about the text? What do you wonder? Try and include some quotes or examples from the text and use 'because' to explain. - In the story there are lots of adjectives. See how many you can find. The sun is described as 'hot'. Can you improve the adjective? Think of some more interesting adjectives which mean the same as hot and write sentences using them. You 	Extra ideas: <ul style="list-style-type: none"> - Listen to the story https://www.youtube.com/watch?v=kpFMRdpe5_k - Complete the sentence structure worksheet. Look at the sentences in the story to help you. Can you recognise different sentence types? - Remind yourself about speech marks https://www.youtube.com/watch?v=d1HWWaT6494w and then use them to write a conversation between the zebra and his

could choose another adjective and do the same.

- Choose one of the characters in the story and think of adjectives to describe them. What do they look like? How do they move? How were they feeling?
- With the same character you chose before, write some similes to describe them. Remember that a simile uses as or like. You could describe the way they look e.g. His eyes were as blue as the ocean or the way they move e.g. The baboon jumped like a bouncy ball.
- Write a character description about the character you chose. Remember to write in full sentences and use the adjectives and similes you thought of previously.

If you would like to send me your character descriptions to read, I would really enjoy that.

zebra friends when he got back home. What did he say to them? How did he explain how he got his stripes?

- Play these games to learn about sentences
<http://www.sentenceplay.co.uk/sentenceGames.htm>
- Read this to learn more about sentence types
<https://www.theschoolrun.com/what-are-simple-compound-and-complex-sentences-0>
- BBC bitesize: sentence types
<https://www.bbc.co.uk/bitesize/articles/zhh6pg8>
- Create an alternative ending to the story. What would have happened if the baboon and zebra hadn't had a fight?
- Draw a picture of the character you have chosen to describe. You could label it to help you think of more describing words.
- Play 'I spy' with adjectives. Instead of telling the person you play with a letter, tell them an adjective and see if they can guess what you can see e.g. I spy something green.

Maths

Number focused activities

Write everything you know about three tens subtract eleven

Focus: addition and subtraction

Complete the calculations using working out to help you.

$$\underline{\quad\quad} = 18 + 5$$

$$91 = 81 - \underline{\quad\quad}$$

$$32 + \underline{\quad\quad} = 53$$

If you have access to a computer, use:

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

Here you will be able to access a lesson a day of maths, there is a video of what to do.

This week's learning is under Summer Term – Week 7. White Rose have changed the way they work and the worksheets are no longer available for free. As a school we have bought into them so I have sent them alongside this document for you so you can carry on as normal.

If you have a look on BBC bitesize
<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>
they have daily lessons with suggested activities and their Maths links to White Rose.

$$\underline{\quad} - 12 = 17$$

$$4 + \underline{\quad} + 7 = 14$$

$$43 - 2 = 40 + \underline{\quad}$$

Now can you write your own calculations to solve? See if you can write some missing number calculations. You could ask someone you live with to write some for you.

Both missing numbers are less than 10

$$7 + \square < 7 + \square$$

How many different possible answers can you find?

Alternatively you can look at <https://www.thenational.academy/online-classroom/year-2/maths#subjects> where there are Maths lessons.

The pupils will just need a pencil and paper to complete these.

I have also attached some optional worksheets to this document as consolidation work.

Please also practice your 2, 5 and 10 times tables.

Additional Suggested Activities

List of websites to access:

- Purplemash
- Top Marks
- White Rose Maths
- Charanga – Yumu
- BBC bitesize
- Letterjoin (handwriting)
- Pixl times tables app
- LCF is making available its online resources for Primary FREE for the next 3 months. Simply use the master promo code LCF2020sch to create a single user login at Babelzone (French/Spanish) Englishzone (games/Phonics) or MathsZone for any pupil or teacher.

www.lcfclubs.com

- <https://www.youthsporttrust.org/pe-home-learning>
- <https://www.elycathedral.org/learning> (Ely Cathedral are sharing videos via their FaceBook group - Ely Cathedral Learning Fun for Families and the past videos can be accessed via their website – see link)
- <http://www.elymuseum.org.uk/uncategorised/museumfromhome/> - weekly content about different topics
- <http://www.elymuseum.org.uk/uncategorised/museumfromhome-eels/> - topic about eels
- Read a book at home <https://literacytrust.org.uk/family-zone/9-12/book-hopes/>



How the Zebra got his stripes



Long, long ago in Africa the sun shone very, very hot. Now because the sun was so hot, it dried up most of the rain. All the animals in the land needed water and they were very happy when they found some. Unfortunately, one pool of water was guarded by a cheeky baboon who told all the animals that it was his water. He did not allow the other animals to take even one sip from this pool.

One day, when the sun was very fierce, a hot, thirsty zebra was searching for a drink. Now in those days of long ago, the zebra wore a coat of pure white fur.

The white-coated zebra searched everywhere and eventually he found the pool. He was so happy, at last he could have a drink! He raced speedily down to the cool blue pool and began to quench his thirst. Just then the angry baboon barked "Go away! This is my pool and no one else can drink this water."

"But this water belongs to all of us" answered the zebra as he looked up. This made the baboon even angrier. He opened his mouth wide to show his sharp fangs and he shouted, "If you want water, you must fight for it!" The zebra did not want to fight but because he was so thirsty, the battle began. This way and that way they went, both fighting with all their strength. Then suddenly, with a mighty kick of the zebra's back legs, the baboon went flying high into the rocky fields behind them. The cheeky baboon landed smack on his bottom and ever since that day you can still see the bare red patch where he landed.

The zebra was also not so lucky. With the force of his kick, he stumbled backwards, right into the baboon's fire. The hot sticks burnt black stripes across his beautiful white fur. The zebra managed to get up out of the fire but when he saw all of the black stripes across his body he got such a fright that he galloped back home as fast as lightning.

From that day on, zebras were born with black stripes across their white fur.

They have come to love their special black and white coats... but they're still not very fond of baboons.

Sentence types

Statements - Statements are sentences which tell you something. They end with a full stop.

Questions - Questions are sentences that ask you something. They usually end with a question mark.

Commands - Commands are sentences that tell you to do something. They are often urgent or angry and can be very short.

Exclamations - Exclamations are sentences that begin with 'what' or 'how'. They are full sentences, include a verb and end with an exclamation mark.

Underline each sentence in the correct colour.

1. Is it cold outside?
2. How wonderful that it is nearly Christmas!
3. Go to your room!
4. "What an evil young man!" shouted Anne.
5. It is great fun going to the park.
6. There are only 500 white lions left in the world.
7. Should you really annoy your brother by hiding his toys?
8. Get down from the roof!

Have a go at changing each sentence into a different sentence type.

It is cold outside. → Is it cold outside?

Now try writing your own sentences. Make sure to label what type of sentence it is.

Sentences, question or exclamation?

Fill in the box with a question mark, exclamation mark or full stop in the box to finish off the sentence correctly.

a) Would you like to go for a walk



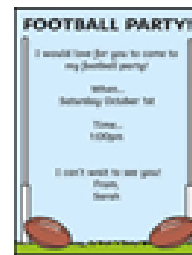
b) Sarah went to school



c) Be careful



d) What time does the party start



e) I'm so excited



f) The bird was singing in the tree



g) How much money did you save



h) Alex likes to play football



i) Congratulations Sam



Adjectives.

An ADJECTIVE is a word which describes a noun. It gives more information to your sentences, making them more interesting to read.

Task One.

Choose the correct adjective from the bracket to complete each sentence.

1. I had a (cold/heavy) drink with my dinner.
2. The baby was very (small/blue).
3. The lemon had a (helpful/sour) taste to it.
4. Last winter it was really (cold/fast.)

Task Two:

Make your own and sentences with these starters. Try to use some good adjectives.

1. A lovely
2. A naughty
3. A sunny
4. A wide
5. A quiet

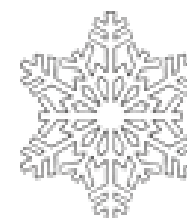
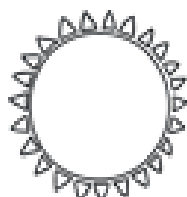
Task Three.

Copy these sentences, adding an adjective into each one to make the sentence complete.

1. Peter opened the parcel.
2. "Look at the sea."
3. There are somechildren outside.
4. "Be careful outside," said Ray, "there's a wind."
5. Please wait by the tree.

My Weather Record Activity Sheet

Task: Keep a record of the weather during your week. Draw the weather symbol into the box for each day.



	Morning (before lunchtime)	Afternoon (after lunchtime)	Evening (hometime)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Count: How many days were...

- rainy? _____
- sunny? _____
- cloudy? _____
- windy? _____
- snowy? _____
- icy? _____
- stormy? _____

Year 2 Maths activity mat 1

Section 1

Find the missing numbers:

$$25 + \boxed{} = 100$$

$$\boxed{} + 52 = 100$$

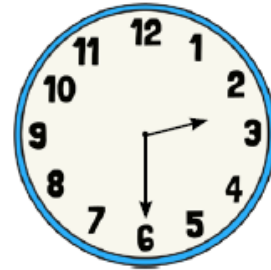
Section 3

I have 42 sweets and I share them between my 2 friends. How many will they each have?



Section 5

What time is the clock showing?



Section 7

Write down 2 facts about triangles.

.....

.....

.....

.....

.....

Section 2

What's my number?



I have 2 digits.

I am even.

My tens digit is half of 16.

My ones digit is between 3 and 6.

Section 4

Make £2.30 using the fewest number of coins.

Section 6

Write these numbers in words:

251

.....

310

.....

446

.....

Section 8

I have 12 shoes. I want to put each pair into its own box. How many boxes will I need?



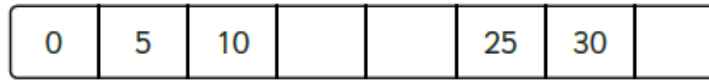
Section 1

Use the correct sign < or > to make these true:

15 20 13 8

Section 2

What are the missing numbers?



Section 3

Billy has 34 football cards. Max has 22 more. How many cards has Max got?



Section 4

Which number is the odd one out?
Explain how you know.

18 26
82 15 74

.....

.....

Section 6

Dance class starts at half past 9. It takes half an hour to get there. What time does Kim need to set off, to get there on time?

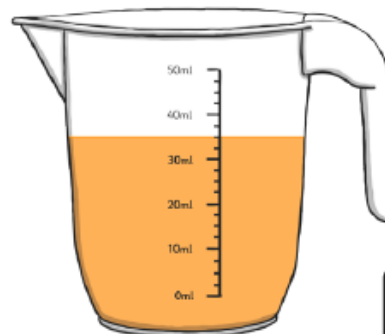
Section 5

Kate eats $\frac{1}{4}$ of a pizza. What fraction of the pizza is left?



Section 7

How much juice is in the jug?



Section 8

Are these correct? If not, can you make them right?

$12 + 52 = 74$

$106 - 13 = 91$

$48 - 15 = 33$