

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; creating your own explanation text, 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.

asutherland@chestertonprimary.org

Year 2 Home Learning Menu	Week beginning 06.07.20
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: Create your own catching game. You could throw a soft ball at a wall and try to catch it or ask someone you live with to help you. See if throwing the ball differently changes how easy it is to catch it.</p> <p>See if you can catch with both hands or with one hand.</p> <p>Try throwing the ball in the air and clapping before you catch it. How many times can you clap? (Miss Sutherland has managed 8 claps before)</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.</p> <p>Purple Mash also has a Music and Sound section under Tools which pupils can explore.</p> <p>Create your own musical instrument. You could use twigs and string, you could use junk modelling or anything else you are allowed to use.</p> <p>Decorate it if you would like.</p> <p>Can you create your own song with your musical instrument?</p> <div data-bbox="1288 853 1870 1157">  </div>
Weekly Subject Focused Project: Art	
Big Question: What would you put on your flag?	Addition suggested tasks

Focus - LO: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Key Tasks:

- Research flags. Have a look at flags from different countries and think about which designs you like. Which colours do you like? What do you notice about the flag designs? Are flags just for countries or can there be flags for other things?
- Experiment with different designs and colours. What do you like? What do you not like? Why? Try different materials, which would you like for your flag?
- Design a flag. Use the sheet attached to draw a flag and label your design. Explain why you chose the design, the colours and the material/media (e.g. paint, coloured pencil) to make your flag.

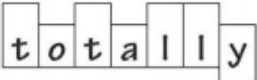

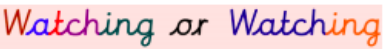
- Index of flags – not just country flags. <http://www.flags.net/>
- Flags of the world
<https://www.worldometers.info/geography/flags-of-the-world/>
- Design your own flag <https://flag-designer.appspot.com/#d=9&c1=1&c2=0&c3=2&o=6&c4=1&s=3&c5=3>
- Flags of the world quiz
<https://www.bbc.co.uk/cbbc/quizzes/top-class-flags-of-the-world-1>
- Flags of the world song
<https://www.youtube.com/watch?v=rGcRe4lt4z4>
- Play capture the flag – instructions are here if you need them
<https://www.activityvillage.co.uk/capture-the-flag>
- Learn about flags and the different symbols <https://www.kids-world-travel-guide.com/world-flags.html>
- Design a flag for your family – it could include things you all like/enjoy
- Ask someone you live with to design a flag – is theirs similar or different to yours?
- Use lego or nature or anything else to design a world/country/town. Can you design a flag for your creation?

Spelling and Grammar

This week's focus is contractions:

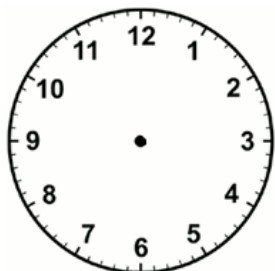
Can't, didn't, hasn't, couldn't, it's, wouldn't, shouldn't, wasn't, Mr, Mrs

Miss Sutherland was carrying these sentences when she tripped over a block of cheese. Now these sentences are all jumbled up. Can you put them back together?

<p>Try out some of the strategies we have been using in school to try to learn these words at home.</p> <p>Draw around the word to show its shape:</p>  <p>Draw a picture using the word to show its meaning:</p>   <p>Rainbow writing to show sounds or parts of the word:</p>	<p>went and ten bought apples. shopping I</p> <p>silly. is duck The</p> <p>brother smiles. My baby</p> <p>is Chesney cute.</p> <p>go did park? the Why to you</p> <p>got I present.a</p> <p><i>Challenge</i></p> <p>Can you create your own jumbled sentences for someone to unscramble or ask someone to create some more for you?</p> <p>Make sure each sentence has a capital letter and either a full stop, question mark or exclamation mark.</p>
<p style="text-align: center;">Reading</p>	
<p>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.</p> <p>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.</p> <p>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.</p>	
<p style="text-align: center;">Vocabulary</p>	<p style="text-align: center;">Explain</p>
<p>The word/phrase _____ shows that...</p> <p>A synonym for _____ is...</p> <p>The word(s) _____ suggest that the character is feeling...</p>	<p>The most interesting/exciting part was... because...</p> <p>I think the text is arranged in this way because...</p> <p>The best structural/literacy feature was ... because...</p> <p>The author engages the reader by...</p>

A definition for the word _____ is...	
Inference	Retrieve
<p>The description of (character) shows that they are...</p> <p>The following word(s)/phrase makes the reader feel...</p> <p>My overall impression of this text is... because...</p> <p>I can tell that... because....</p> <p>The character behaved in this way because....</p>	<p>The key characters in the text are...</p> <p>The story takes place in a/near to a ...</p> <p>The genre of this text is horror/fantasy/ historical fiction/adventure. I know this because...</p> <p>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?</p>
Prediction	Summarise
<p>Based on the front cover, I think this text will be about... I think this story will be about...because...</p> <p>In the next chapter, I think (character) will... because.... The story is set in.... this makes me think that...</p> <p>I think (character) will change their mood/behaviour/feelings in the future because...</p>	<p>The first thing that happened in this chapter was... The main theme of this story/chapter/page is...</p> <p>The key events in chronological order are...</p> <p>A Heading for this chapter could be... because...</p> <p>At the beginning... In the middle... At the end...</p>
Writing	
<p>How to drive a submarine into the ocean – Explanation text (model text within this document)</p> <ul style="list-style-type: none"> - Choose a topic you would like to write an explanation text about and research it. - Plan your explanation text. Think about what you will write, and the pictures and captions you will use. - Write your explanation text. - Improve your explanation text. Can you use conjunctions to expand your sentences? Add adjectives to give more detail? - Use the key features checklist on your explanation text. Did 	<p>Extra ideas:</p> <ul style="list-style-type: none"> - Play the conjunction game https://www.funenglishgames.com/grammargames/conjunction.html - Conjunction lesson and games https://www.turtlediary.com/game/conjunction.html - Time adverbials song https://www.youtube.com/watch?v=seaeluxlsqw - Follow the explanation text to grow your own sunflower – can you see all of the stages happening?

<p>you include all of the key features?</p> <p>If you would like to send me your work to see, I would really enjoy that.</p>	<ul style="list-style-type: none"> - Build your own model aeroplane (junk modelling). Can you practice moving it and see if you notice the thrust and drag? - Write an explanation text for someone else to follow. Can they use it to help them complete an activity?
<h2 style="text-align: center;">Maths</h2>	
<p style="text-align: center;">Number focused activities</p> <p>Write everything you know about half past</p> <p>Focus: time</p> <p>Have a look at a clock. With someone you live with, describe the features you can see e.g. the clock face.</p> <p>Recap the hour and hand minute hand. (The hour hand is short and the minute hand is long).</p> <p>How many minutes in an hour? How many hours in a day?</p> <p>Recap o'clock, half past, quarter to and quarter past. What numbers does the minute hand point to at each of these times? Draw your own clocks to show this or use the blank clock faces attached. Remember the hour hand moves too so will not always point to the hour.</p> <p>Complete the time sheets attached to the document.</p> <p>Can you write down activities you do throughout the day and write down the times you complete them? E.g. eating breakfast – 8 o'clock. You could draw the time on a clock face to show it as well.</p>	<p>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.</p> <p>This week's learning is under Summer Term – Week 11. 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.</p> <p>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.</p> <p>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.</p> <p>I have also attached some optional worksheets to this document as consolidation work.</p> <p style="text-align: center;">Please also practice your 2, 5 and 10 times tables.</p>



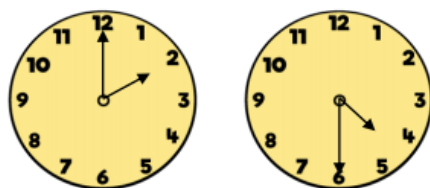
Rosie has an hour for her lunch break.
If she takes 10 minutes to eat her lunch, does she have enough time to complete all of the playground activities?

Activity	Duration
Skipping	7 minutes
Ball skills	10 minutes
Treasure hunt	21 minutes
Trim trail	19 minutes

How do you know?

The train to Blackpool leaves at quarter past and quarter to every hour.

Make a list of the times of the trains Oliver can catch if he gets to the train station between 2 o'clock and half past 4



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 to drive a submarine into the ocean

First you press the big, red button to switch the engine on.

Then you push the lever into forward.

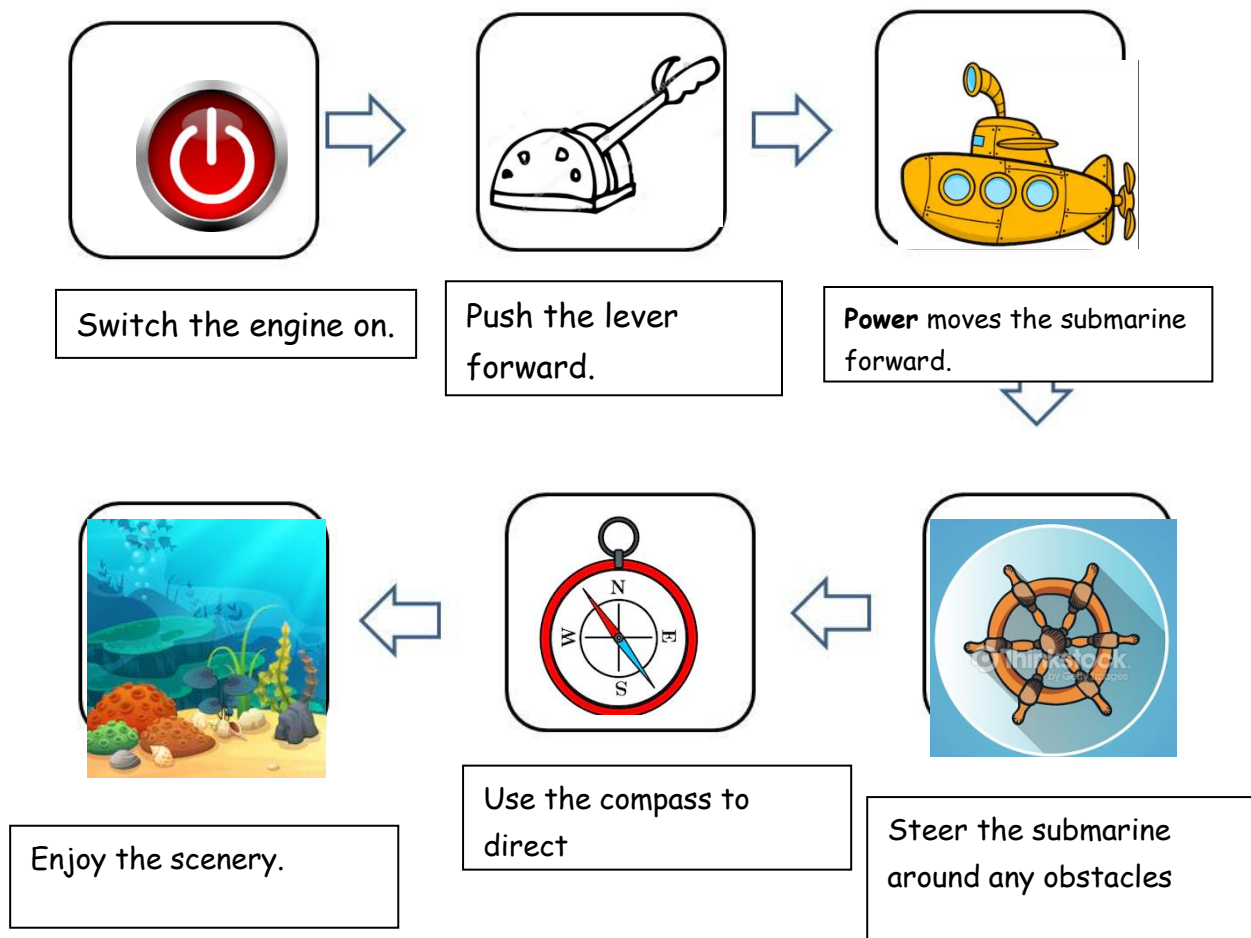
When the power created by the engine is large enough, the submarine will move forward.

After that, make sure you steer the submarine in the downwards direction, to ensure the submarine is submerged.

Next steer the submarine around any possible obstacles.

Make sure you use the co-ordinates and compass stored in the cabin until you reach your destination, so that you do not get lost!

Finally, sit back and enjoy the scenery.



Explanation Text Features Key

Text Title: _____

Here are the features of an explanation text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'time conjunctions' box in red, then use the same colour to underline all the time conjunctions in your text.

	Title shows what the text is about. Often uses "How..." or "Why..."		Technical vocabulary specific to the topic.
	Opening paragraph introduces the process.		Diagrams/illustrations with labels.
	Chronological order with time conjunctions . Time conjunctions can also be called time adverbials.		Cause and effect conjunctions explain how one event leads to the next.
	Stages of the process clearly broken down.		Final paragraph (conclusion) links back to the opening.
	Present tense (unless it's a historical explanation).		Passive voice is often used. (e.g. something is done)
	Impersonal tone .		

The Lifecycle of a Frog

Frogs are amphibians.

First, the mother frog lays her eggs in the water. This is called frog spawn.

Next, the eggs hatch into tiny tadpoles.

During this time, they grow gills to help them breathe.

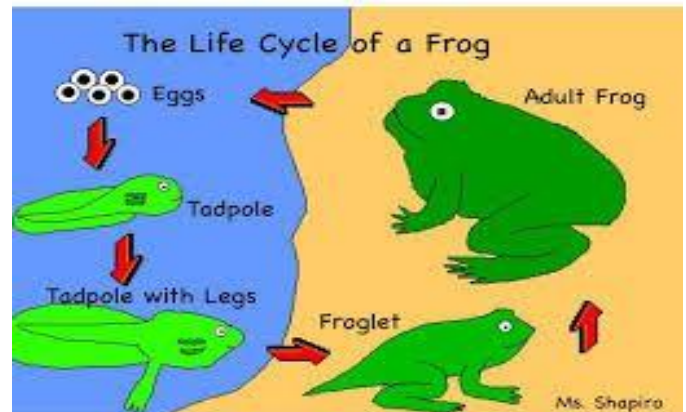
Then, they grow two back legs.

Later, they grow two front legs.

Afterwards, the tadpole looks like a frog but it has a tail. This is called a froglet.

Finally, the froglet loses its tail.

Now, it is a frog!



1. What type of animal are frogs?

2. What are the Mother frog's eggs called?

3. Can you copy and write 3 time conjunctions in the text?

4. What body part helps the tadpoles to breathe?

5. Which legs do the tadpoles grow first, front legs or back legs?
How do you know?

6. Why is the froglet not a frog yet?

7. Looking at the diagram, what comes in between the tadpole and the froglet?

How to Take-Off in an Aeroplane to Australia

First you press the big, red button to switch the engine on.

Then you press the big, blue button to take off the break.

When the power (**thrust**) created by the engine is large enough, the aeroplane will move forward.

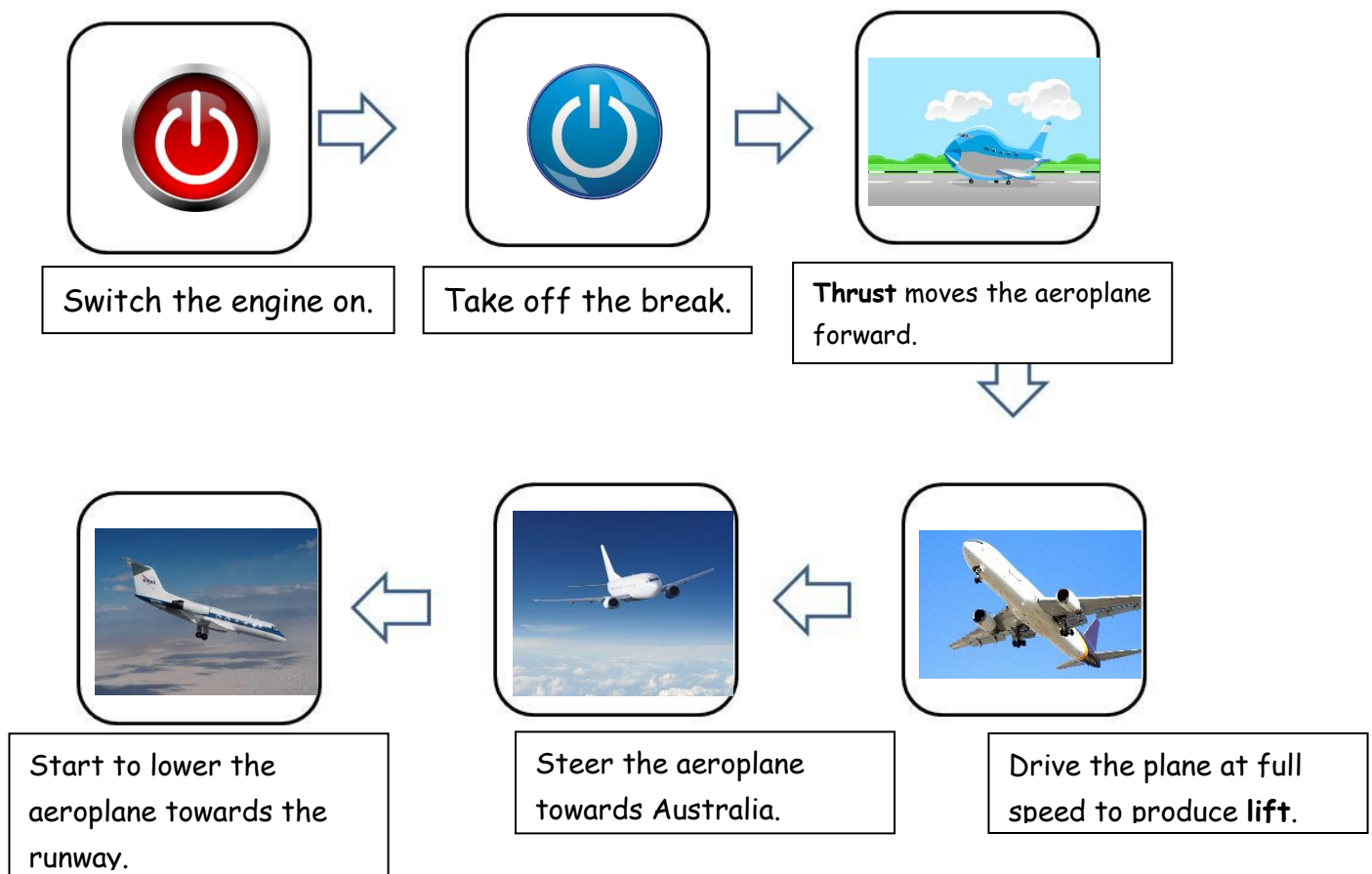
After that, make sure you steer the plane in a straight line down the runway, using the steering wheel.

Before the aeroplane moves upward into the sky, drive the plane at full speed to produce a force of **lift**. The most **lift** comes from the wings.

Next steer the aeroplane towards Australia, for 24 hours.

Make sure you use the map and compass stored in the cockpit until you reach your destination, so that you do not get lost!

Finally, start to lower the aeroplane towards the runway, when you have reached the Australian airport.



How Airplanes Fly

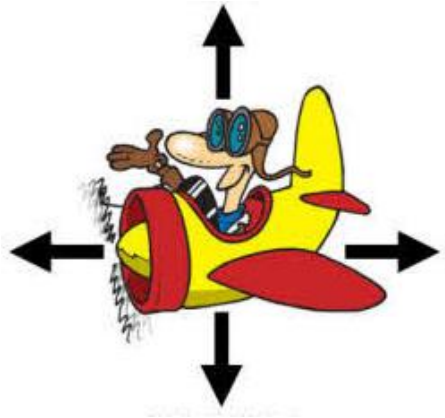
Aeroplanes fly because they are able to create a force called **lift** which moves the plane upward. **Lift** is created by the aeroplane moving forward through the air. The plane moves forward by the power or **thrust** of the engine.

The opposite force to the forward movement of the aeroplane is called **drag**. Swish your hand quickly side-to-side and you will feel the resistance on your hand.

Weight is the force created by gravity, pulling the aeroplane down to earth.

Aeroplane questions

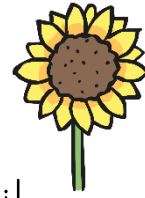
Label the diagram of the aeroplane with the four forces acting on it.
Thrust, Lift, Drag and Weight.



1. Can you copy and write 3 new words that you read in the text?
What do they mean?

2. Can you draw and label your own flying machine, with the 4 forces?

How does a sunflower grow?



A shoot grows from the seed in the soil.

The shoot gets bigger. Some leaves appear. The plant grows and a bud will appear.

The sunflower grows a yellow flower.

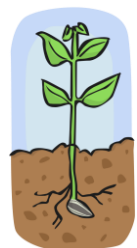
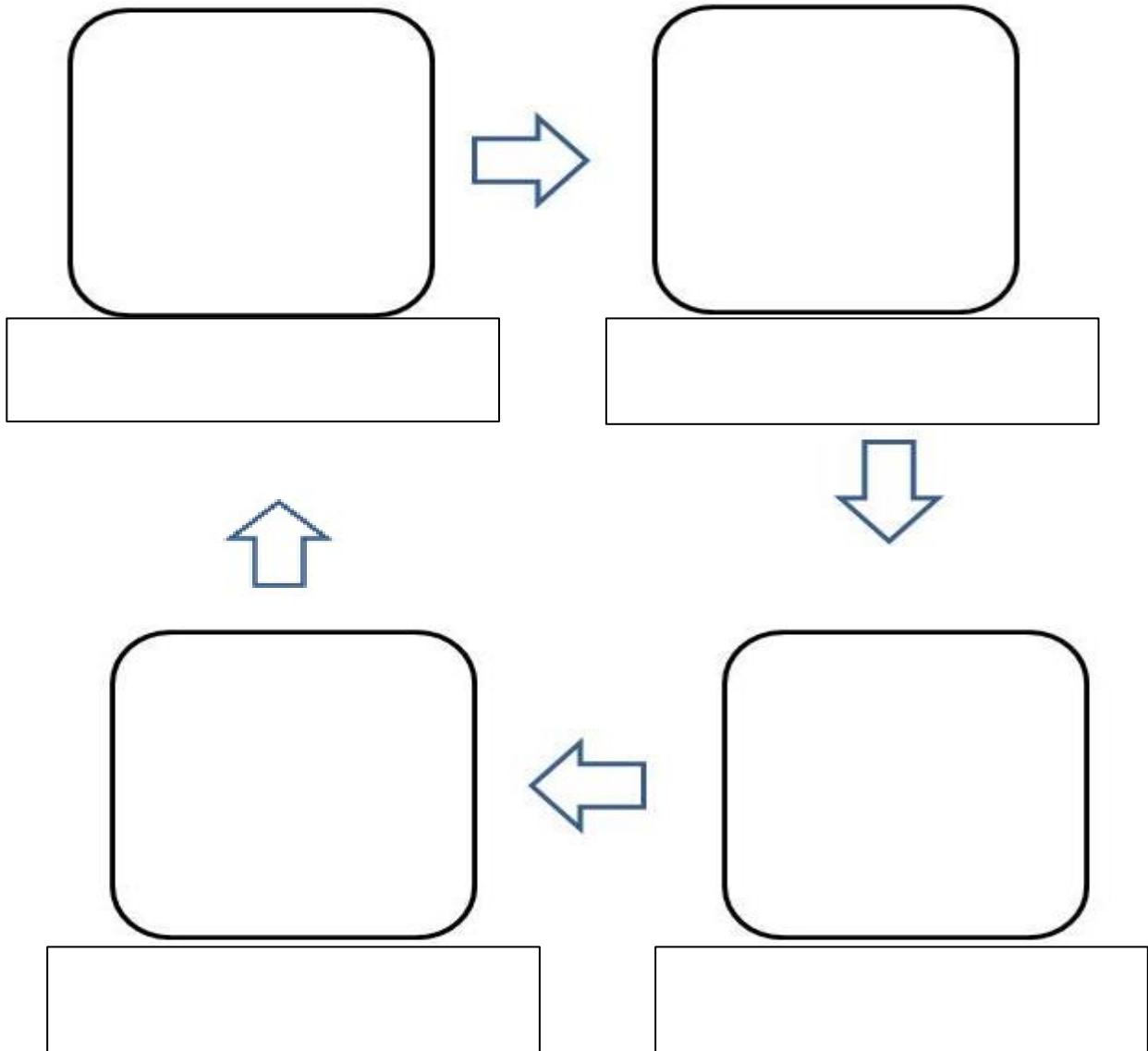
The plant dies and seeds fall into the soil.

Edit and improve the explanation text. Add time conjunctions and expand the sentences using conjunctions.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Creating a diagram

Here are pictures which represent the stages of a sunflower life cycle.
Cut and stick the pictures into the boxes and label them to create a diagram to go
with your improved explanation text from yesterday.



The Three Little Pigs

Once upon a time, there lived three little pigs. One day, they went to build houses of their own. The first little pig built his house with straw. The second little pig built his house with sticks. The third little pig built his house with bricks because he thought that it would make his house strong.

The next day, a big bad wolf came to the house of straw. "Little pig, little pig, let me come in," he snarled.

"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the first little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" growled the big bad wolf. So he huffed and he puffed and he blew the house down! The first little pig ran to the house made of sticks.

The big bad wolf followed the little pig to the house made of sticks. "Little pig, little pig, let me come in," he snarled.

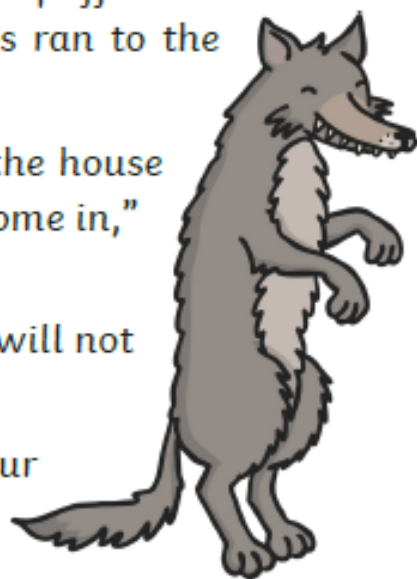
"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the second little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" growled the big bad wolf. So he huffed and he puffed and he blew the house down! The two little pigs ran to the house made of bricks.

The big bad wolf followed the little pigs to the house made of bricks. "Little pig, little pig, let me come in," he snarled.

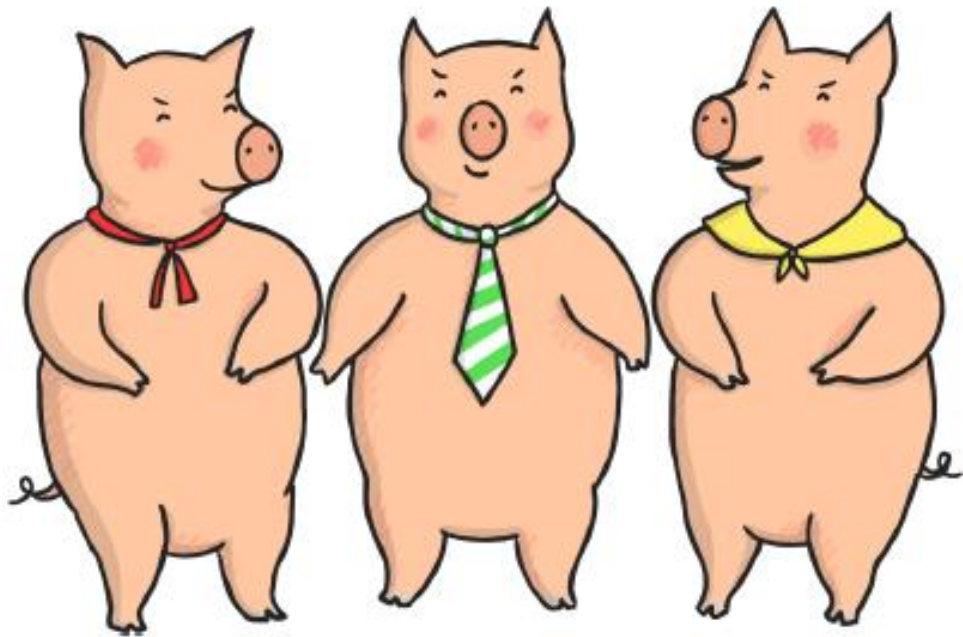
"Not by the hair on my chinny, chin, chin, I will not let you in!" cried the third little pig.

"Then I'll huff and I'll puff and I'll blow your house down!" growled the big bad wolf.



He huffed and he puffed, but he could not blow it down! So he climbed down the chimney. But the third little pig had been cooking a big pot of stew and SPLASH! The wolf fell right into the pot! He jumped out of the pot and ran out of the house. He never came back again. The three little pigs lived happily ever after in the house made of bricks.

The end.



Questions about The Three Little Pigs

Answer the questions below in full sentences.

1. What did the first and second little pigs build their houses out of?

2. Which is your favourite word or phrase in the story?

3. What does the wolf say over and over again?

4. Which was the strongest house?

5. Where did the first and second little pig go after the wolf blew down the house of sticks?

6. What did the big bad wolf do to try to get in after he couldn't blow down the house made of bricks?

7. What else do you think he could have tried to get in to the house made of bricks?

8. Do you like the fact that the wolf landed in the pot? Why?

Mix colours:

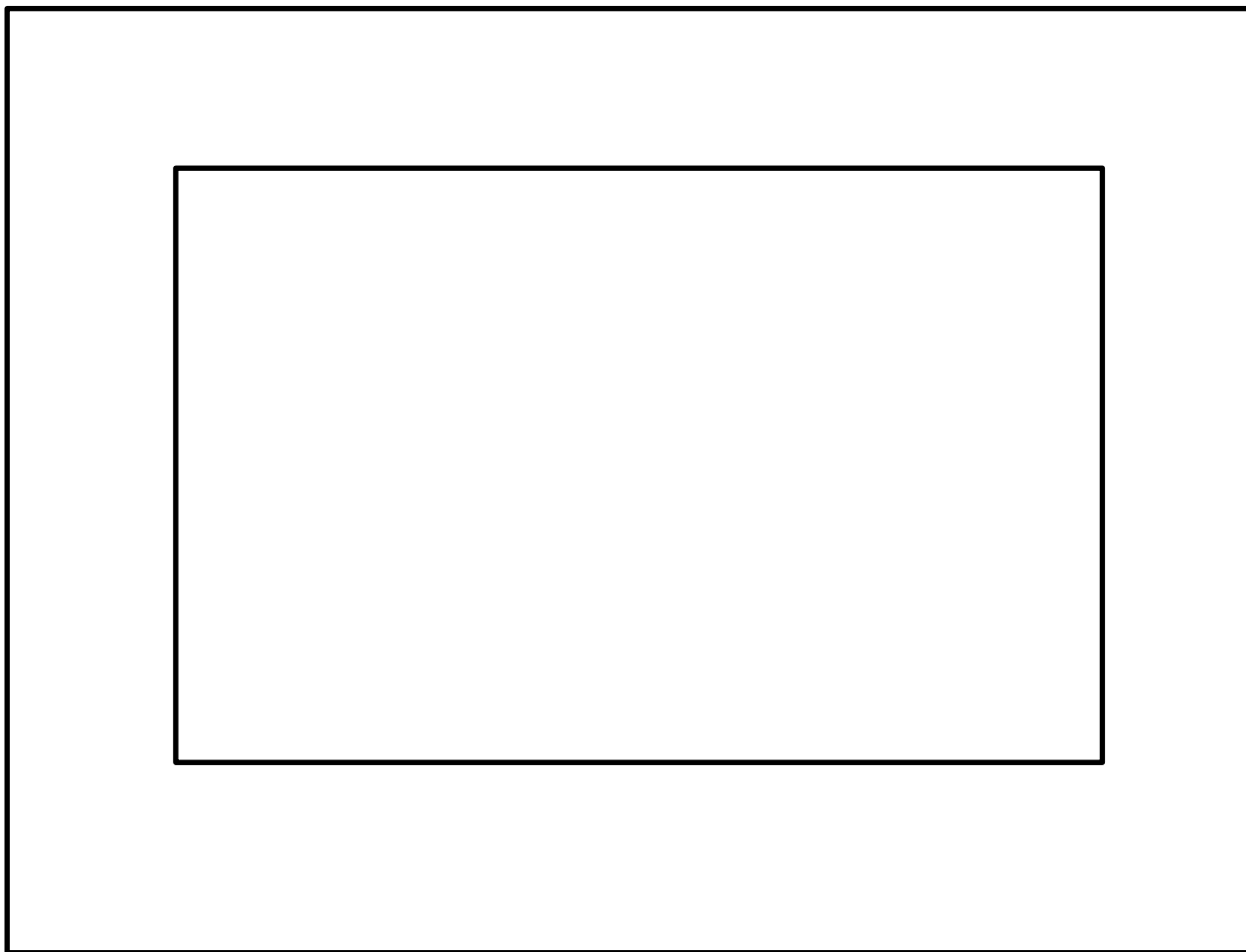
Flag idea 1:

Flag idea 2:

I like _____

I do not like _____

Design your own flag and label it using the experimentation you completed.

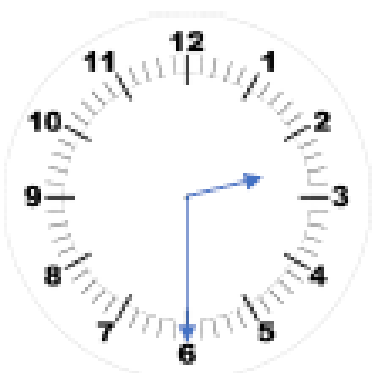


I chose this design because:

I will use:

O'clock and half past

Write the time the clock is showing.



O'clock and half past

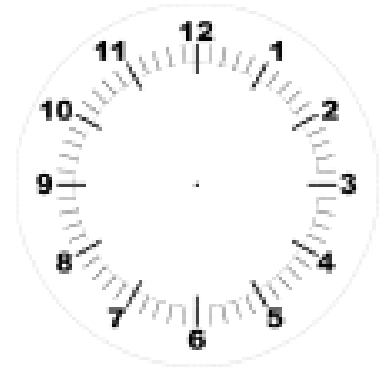
Draw hands on the clock to show the given time.



half past nine



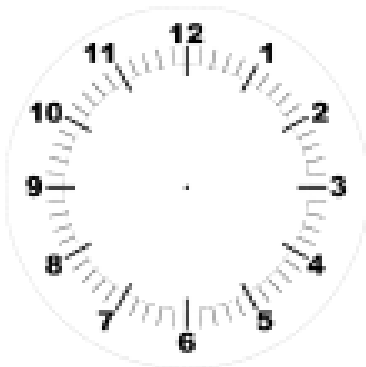
three o'clock



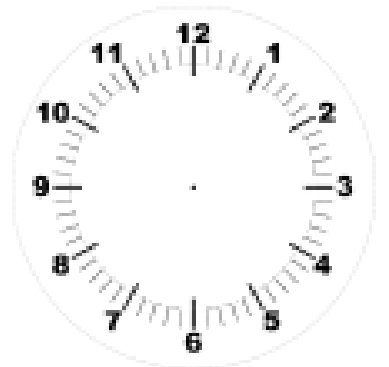
8 o'clock



half past five



half past two



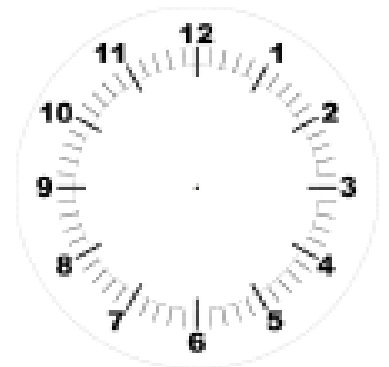
four o'clock



half past 1



12 o'clock



half past seven

Quarter to and quarter past

What time is it?

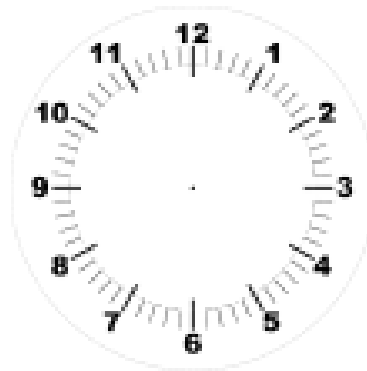


Quarter to and quarter past

Draw hands on the clock to show the given time.



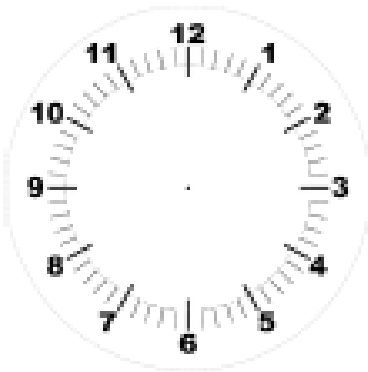
quarter to five



quarter past 9



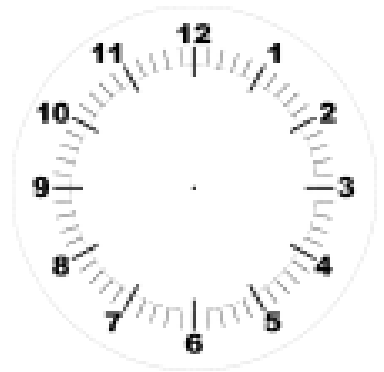
quarter to 12



quarter past three



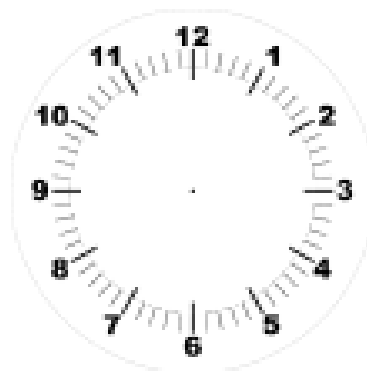
quarter past 8



quarter to nine



quarter to one

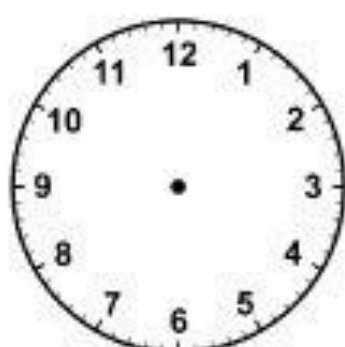
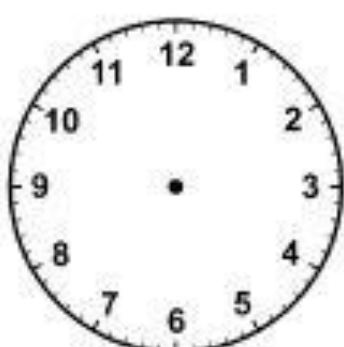
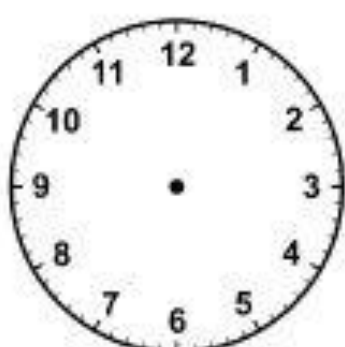
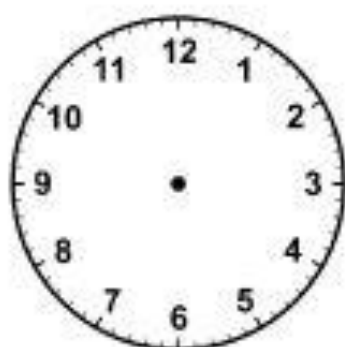
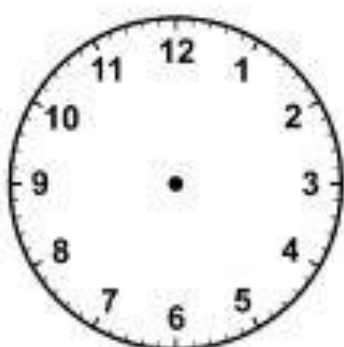
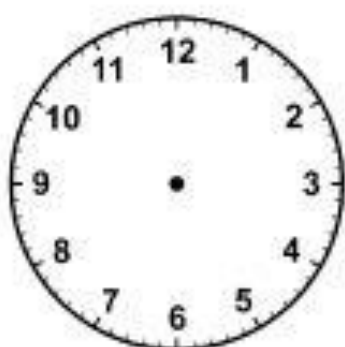
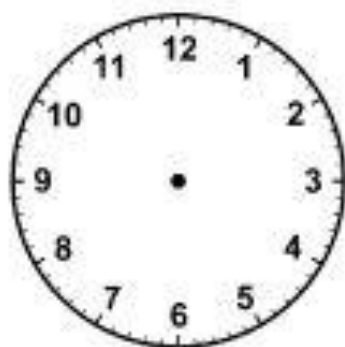
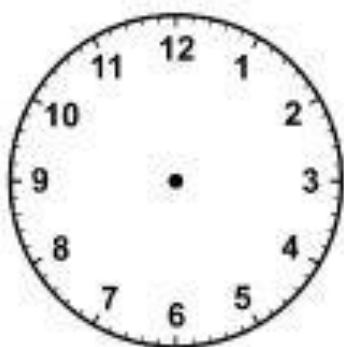
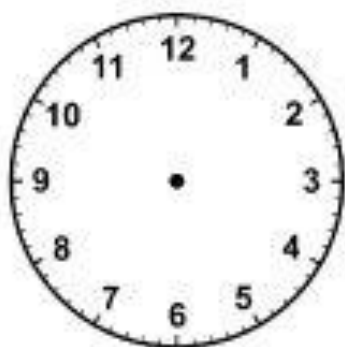
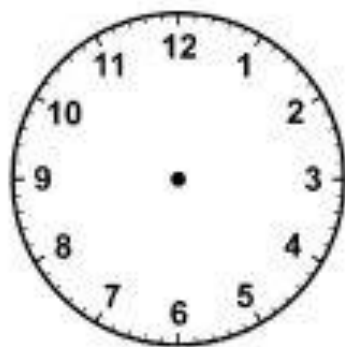
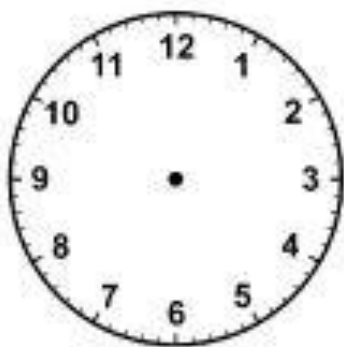
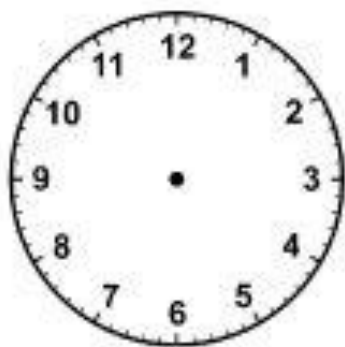


quarter past ten



quarter to two

Blank clock faces



Year 2 Maths activity mat 9

Section 1

$$5 \times 6 = \boxed{} \quad \boxed{} \div 5 = 4$$

$$8 \times 2 = \boxed{} \quad \boxed{} \div 6 = 3$$

Use these numbers to fill the boxes:

5, 15, 3

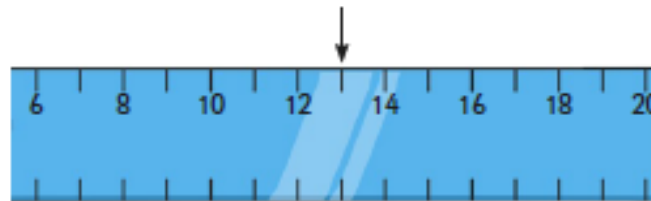
$$\boxed{} \div \boxed{} = \boxed{}$$

Section 2

I am a number. If you double me and add 3, the answer you get is 27. What am I?

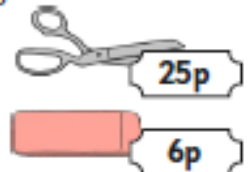
Section 3

What number would the arrow be pointing to?



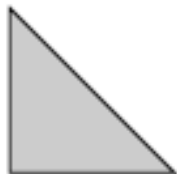
Section 4

Lucy wanted to buy some scissors and a rubber. How much would it cost her? How much change would she get from £1?



Section 5

Draw a line of symmetry for each shape.



Section 6

Sort the words that mean \times or \div

\times	\div

divide times multiply
lots of share product
equal groups of repeated addition

Section 7

Jasper the dog has 5 claws on each paw. How many claws will he have in total?



Section 8

A pirate found some treasure. He found 100 gold coins and had to share them between himself and 19 other pirates. How many gold coins would they each get?

Year 2 Maths activity mat 10

Section 1

Along a road, there are 28 street lamps.
 $\frac{1}{2}$ are not working. How many are not working?

Section 2

Put these numbers in order, smallest to largest:

33 13 23 34 53 73

--	--	--	--	--	--

smallest

largest

Section 3

This table shows the number of girls and boys who have red, black or white cars, in Class 2A. Show the numbers as a tally.

Car colour	Girls	Tally	Boys	Tally
Red	4		10	
Black	8		6	
White	7		3	

Section 4

Draw the hands on the clock to show this time: Quarter to 4

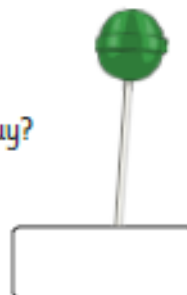


Section 6

Lollies cost 20p each.

I have £1.60

How many lollies could I buy?



Section 7

Fill in the missing numbers:

$$7 \times 2 = 10 + \boxed{}$$

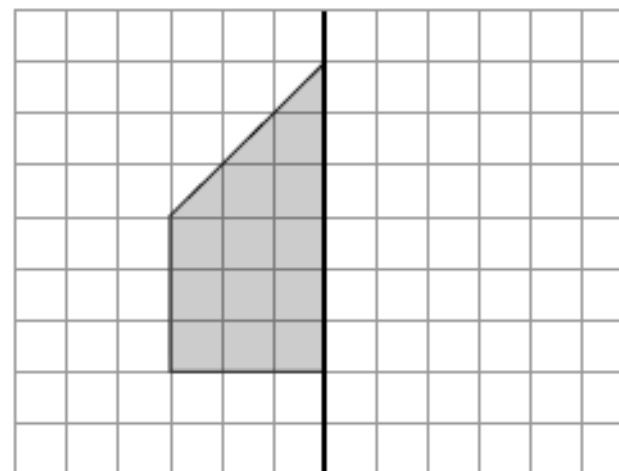
$$45 \div 5 = 20 - \boxed{}$$

Section 5

What 2D shape is at both ends of a cuboid?

Section 8

Draw the reflection of the shape.



a Circle the conjunction in each of these sentences.

He liked to skateboard or cycle to work every day.

The crab loved the pier but the seagulls always tried to peck him there!



b Write each of these sets of words as one word, using an apostrophe.

he is _____

we are _____

c Underline the compound word in each of these sentences.

The waterfall was very pretty.

He got some new sunglasses.



d Practise writing these year 2 common exception word spellings.

sure _____

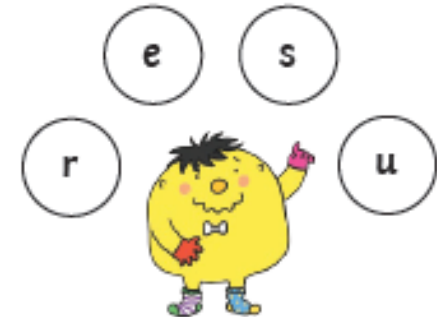
sugar _____

who _____

whole _____

again _____

e Which year 2 common exception word has Mr Whoops been juggling with?



f Improve these sentences by creating an expanded noun phrase for each one.

Selma went up to the _____
_____ attic.

He loved the picture of the _____
_____ elephants.