

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; reading the poem, 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 my final weekly video challenge, I would love to hear your responses! This week we also have our class assembly via zoom. This will be really special as it will give us a chance to reflect on Year 2 and say goodbye before you move to Year 3. I look forward to seeing all of you.

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](mailto:asutherland@chestertonprimary.org)

<b>Year 2 Home Learning Menu</b>	<b>Week beginning 13.07.20</b>
<b>P.E.</b>	<b>Creative (Music, Art, Drama)</b>
<p>Joe Wicks has become the UK's PE teacher. Go on you tube at 9.00am every day to follow along. 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 style="text-align: center;">Challenge: How high can you jump?</p> <p>Jump as high as you can. What can you use to measure how high you can jump? Maybe you could stack some cushions and see if you can jump over those. You could use other objects but make sure you are safe and they won't break.</p> <p>Challenge other people in your family – who can jump the highest? Is there anything you can do to help you jump higher? Try a two footed jump, a one footed jump or even a running jump.</p>	<p>There are some online classes being offered for example Emma Scott runs an art session online at 2pm everyday. You can continue to access Charanga – Yumu through the logins provided in your packs. Purple Mash also has a Music and Sound section under Tools which pupils can explore.</p> <p>For DT I would like you to bake or cook some food. You may need to ask an adult to help you. Choose a food you like, it could be cake, biscuits, salad etc and design your idea. You could even write a recipe/instructions. Then create your design. Take a picture when you have made it (I would love to see) and have a taste! Does it look like your design? How does it taste? What is good? What would you change if you did it again?</p> <p style="text-align: center;">(For non-cooking ideas, you could decorate some cookies)</p>
<b>Weekly Subject Focused Project: Art</b>	
<p>Big Question: <b>What would you put on your flag?</b></p>	<p>Addition suggested tasks</p> <p>- Index of flags – not just country flags. <a href="http://www.flags.net/">http://www.flags.net/</a></p>

Focus - LO: To use a range of materials creatively to design and make products.

Key Tasks:

- Create your flag. Use the design you made last week and make your flag. I would love to see a picture of you holding your flag. Here is me with mine.



- Evaluate your flag. What do you like about it? What would you change if you made it again?
- Answer the Big Question: **What would you put on your flag?**

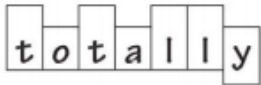
- Flags of the world  
<https://www.worldometers.info/geography/flags-of-the-world/>
- Design your own flag <https://flag-designer.appspot.com/#d=9&c1=1&c2=0&c3=2&o=6&c4=1&s=3&c5=3>
- Flags of the world quiz  
<https://www.bbc.co.uk/cbbc/quizzes/top-class-flags-of-the-world-1>
- Flags of the world song  
<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?
- Create a stained glass window flag  
<https://www.activityvillage.co.uk/stained-glass-union-flag>
- Design a flag for a boat and have a boat race  
<https://www.activityvillage.co.uk/hold-a-boat-race>
- Make a flag handprint wreath  
<https://www.activityvillage.co.uk/flag-handprint-wreath>
- Create bunting with flags you have designed  
<https://www.activityvillage.co.uk/flag-bunting>

This week's focus is possessive apostrophes:

**Megan's, Ravi's, the girl's, the child's, the man's, the woman's, the school's, a dog's, a teacher's, Gus'**

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:



Draw a picture using the word to show its meaning:



Watching or Watching

Rainbow writing to show sounds or parts of the word:

Oh no! I need help! These sentences are wrong. Can you be detectives and find the mistakes. Correct them before anyone else sees them.

The boy runned to the shops.

I were having dinner.

We am going to play in the park.

I saw a apple.

He sitted on the floor.

The penguin eated the cheese.

*Challenge*

Can you explain the mistakes in the sentences? Why were they wrong?

How many verbs can you think of which are irregular? (Do not add the suffix -ed when becoming past tense e.g. ran and sat)

## 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](http://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

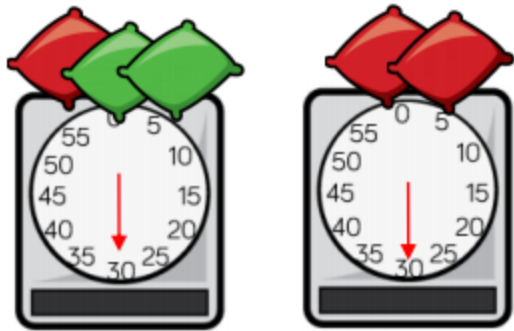
Explain

<p>The word/phrase _____ shows that... A synonym for _____ is... The word(s) _____ suggest that the character is feeling... A definition for the word _____ is...</p>	<p>The most interesting/exciting part was... because... I think the text is arranged in this way because... The best structural/literacy feature was ... because... The author engages the reader by...</p>
<b>Inference</b>	<b>Retrieve</b>
<p>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....</p>	<p>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?</p>
<b>Prediction</b>	<b>Summarise</b>
<p>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...</p>	<p>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...</p>
<b>Writing</b>	
<p>It's Behind You! – Poem (model text within this document)</p> <ul style="list-style-type: none"> <li>- Read the poem. What did it make you think of? How did it make you feel? Write a think, say, feel about yourself when you read the poem.</li> <li>- Have a look at the poem again and answer the questions attached to the document. Think about the effect of</li> </ul>	<p>Extra ideas:</p> <ul style="list-style-type: none"> <li>- Write another poem called 'You made me JUMP!' about the person your monster was creeping up on.</li> <li>- Read the two poems: There are Gribbles and Next door and compare them using the comparison chart.</li> <li>- Which of the three poems do you prefer? Why?</li> </ul>

<p>punctuation, particularly capital letters and exclamation marks. Can you write some dramatic sentences?</p> <ul style="list-style-type: none"> <li>- Think about the creature in the poem. Can you draw what you think the creature might look like? Then describe it using adjectives and similes.</li> <li>- Monster jumbles. These words have been jumbled up – can you unscramble them to find which part of the monster they are?</li> <li>- Write your own ‘It’s Behind You!’ poem about the monster you created.</li> </ul> <p>If you would like to send me your poems to read, I would really enjoy that (although I might be a bit scared!)</p>	<ul style="list-style-type: none"> <li>- Exclamation mark song <a href="https://www.youtube.com/watch?v=r4QZG71z96o">https://www.youtube.com/watch?v=r4QZG71z96o</a></li> <li>- How to use exclamation marks <a href="https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/z3dcmsg">https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/z3dcmsg</a></li> <li>- How to write exclamations <a href="https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zqbjy4j">https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zqbjy4j</a></li> <li>- Play a game with people you live with. On a blank piece of paper someone draws a head and then folds the paper so no-one else can see. The next person draws the body and then folds the paper again. The last person draws the legs. Then unfold it and look at your creation. You could use this to create your monster.</li> </ul>
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**Maths**

<p style="text-align: center;">Number focused activities</p> <p>Write everything you know about balancing</p> <p>Focus: Mass, capacity and temperature</p> <p>Mass:</p> <p>Mass refers to how much an object weighs. A rubber is smaller than a leaf however it weighs more so it has more mass.</p> <p>Find objects in your home and compare their mass. If you have scales you may be able to measure them. When we weigh with scales we use grams (g) and kilograms (kg). 1kg = 1000g Complete the sheets attached.</p>	<p style="text-align: center;">If you have access to a computer, use: <a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a></p> <p style="text-align: center;">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 12. 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 style="text-align: center;">If you have a look on BBC bitesize <a href="https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1">https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1</a> they have daily lessons with suggested activities and their Maths links to White Rose.</p> <p>Alternatively you can look at <a href="https://www.thenational.academy/online-classroom/year-2/maths#subjects">https://www.thenational.academy/online-classroom/year-2/maths#subjects</a> where there are Maths lessons. The pupils will just need a pencil and paper to complete these.</p>
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Which is heavier, the red or the green beanbag?  
Explain why.

Volume:

Capacity is the amount a container can hold. Volume is the amount the container is actually holding.

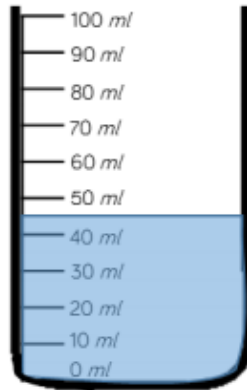
We measure the volume of liquid in litres (l) or millilitres (ml). 1 litre = 1000ml.

Have a look at the activities attached.

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

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

Estimate the amount of water in the container.



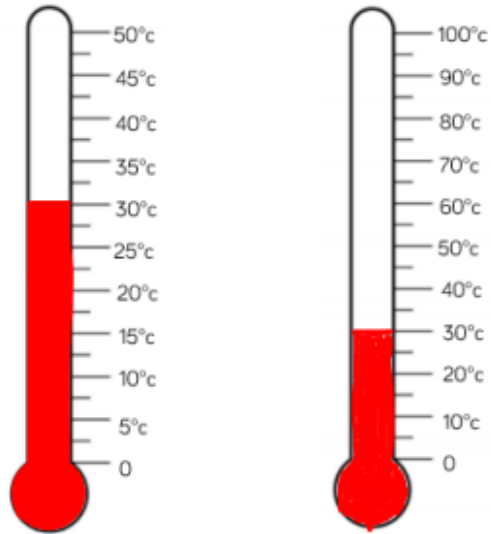
Explain why you have given your answer.

Temperature:

We measure temperature in degrees Centigrade ( $^{\circ}\text{C}$ ). When the temperature is warmer, it is higher.  
Have a look at the activities attached.



What is the same and what is different about the thermometers/temperatures?



### 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/>

## It's Behind You!

I don't want to scare you  
But just behind you  
Is a .....

No! Don't look!  
Just act calmly  
As if it wasn't there.

Like I said  
Can you hear me if I whisper?  
Just behind you  
Is a .....

**NO! DON'T LOOK!**  
Just keep on reading  
Don't turn round, believe me  
It isn't worth it.

If you could see  
What I can see standing there  
You'd understand.

It's probably one  
Of the harmless sort

Although with that mouth  
Not to mention those teeth  
And all the blood dripping down its  
chin  
I wouldn't like to say.

**DON'T TURN ROUND!**  
Listen  
It's trying to speak  
I think it wants to be friends.

Oh, I see, it doesn't!  
Never mind  
You'd better leave just in case  
I expect you'll escape  
If you don't turn round.

Oh what a shame.  
I really did think  
You'd make it to the door.  
Hard luck  
I expect it eats all its friends.

*David Harmer*



**It's Behind You! Monster  
Poems**  
by Paul Cookson and David  
Harmer,  
MacMillan Children's Books,  
2010

Think, Say, Feel

What did the poem make you think, say and feel?

What are you saying?

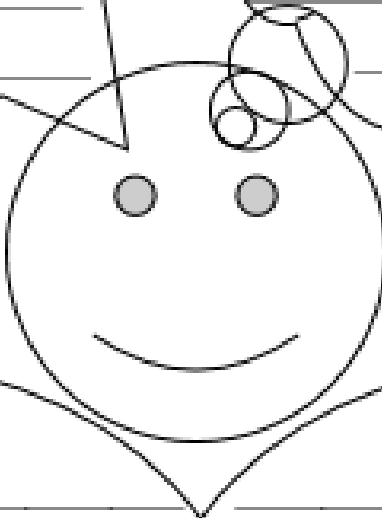
What are you thinking?

What are you feeling?

Handwriting practice area for 'What are you saying?' consisting of 10 horizontal lines.

Handwriting practice area for 'What are you thinking?' consisting of 10 horizontal lines.

Handwriting practice area for 'What are you feeling?' consisting of 10 horizontal lines.



Questions about 'It's Behind You!'



- What is the punctuation mark called at the end of the title?
- Highlight all the exclamation marks in the poem. How many are there?
- Why are they there?
- Highlight all the words in capital letters. Why has the writer done this with these words?
- Read the poem again. This time, use the exclamation marks and capital letters as a guide to where to really stress lines and/or words.

Ask someone to listen to you read.  
Can they hear how good it sounds?

## Monster scramble

swlac is the word claws scrambled up.

Can you work out what these scrambled monster body part words might be?

ruf \_\_\_\_\_

httee \_\_\_\_\_

seey \_\_\_\_\_

dhae \_\_\_\_\_

sone \_\_\_\_\_

ares \_\_\_\_\_

Make up some monster scrambles of your own. Can anyone solve them?

\_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_

## There are Gribbles

There are Gribbles in my attic  
Gribbles on the stair  
Gribbles in my wardrobe  
Gribbles everywhere.

They gibble in the morning  
They gibble late at night  
They gibble when it's dark  
They gibble when it's light.

Sometimes they gibble loudly  
Sometimes they gibble quietly  
Sometimes they gibble screaming  
Sometimes they gibble nightly.

A Gribble's never seen  
A Gribble's always heard  
A Gribble is a Gribble  
Is a Gribble is a word.

A Gribble's what they are  
A Gribble's what they do  
A Gribble gribbles out  
Before it gribbles you!



Paul Cookson

**It's Behind You! Monster Poems**  
by Paul Cookson and David Harmer

## Next Door

My mum says  
The woman next door  
Isn't a fly.

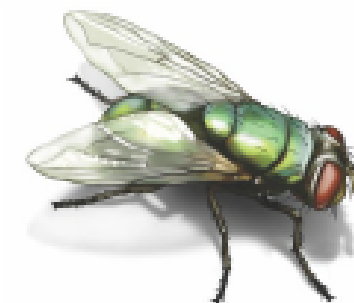
A huge bluebottle  
Rubbing six thin legs together  
Crawling upside down on the ceiling  
Sticking her long nose into the jam.

My mum says  
That buzzing and whirring and humming  
We hear each day through the wall  
Is only a Hoover.

If that's true, why  
Does her husband scuttle  
Over the floor on eight hairy legs  
And build thick webs  
In the dark cupboard under the stairs?

And why does Stan  
Her eldest son  
Buy huge cans of Deadly Flykill?

When I next see her  
Zooming over the compost and dustbins  
I'll have to ask her  
Just what's SWAT!



David Harmer

**It's Behind You! Monster Poems**  
by Paul Cookson and David Harmer

## Poem Comparison Chart

	<i>Next Door</i>	<i>There are Gribbles</i>
Is about monsters		
Is humorous		
Is scary		
Is split up into verses		
Is an example of free verse		
Contains rhyming words		
Has a strong rhythm		
Has repetition in it		
Contains very unusual or made-up words		



# Goldilocks and the Three Bears

Once upon a time there lived three bears and a little girl called Goldilocks. On a walk one day, Goldilocks found a house. She knocked, and when nobody answered, she went inside. She found three bowls of porridge. She tasted the large bowl of porridge. "This porridge is too salty!" she said. Then, she tasted the medium bowl of porridge. "This porridge is too sweet!" she said. Next, she tasted the small bowl of porridge. "This is porridge is just right," she said and ate it all up.

Goldilocks saw three chairs. She sat in the large chair. "This chair is too big!" she said. Then, she sat in the medium chair. "This chair is too big, too!" she said. Next, she sat in the small chair. "This chair is just right," she sighed, but it broke into pieces!

Goldilocks was very tired, so she went upstairs to the bedroom. She lay down on the large bed. "This bed is too hard!" she said. Then, she lay on the medium bed. "This bed is too soft!" she said. So she lay down on the small bed. "This bed is just right," she said, and Goldilocks fell asleep.

The Three Bears came home. "Someone's been eating my porridge," growled Daddy Bear. "Someone's been eating my porridge," said Mummy Bear. "Someone's been eating my porridge and it's all gone!" cried Baby Bear.

"Someone's been sitting in my chair!" growled Daddy Bear. "Someone's been sitting in my chair!" said Mummy Bear. "Someone's been sitting in my chair and it's broken!" cried Baby Bear.

When they went upstairs, Daddy Bear growled, "Someone's been sleeping in my bed." "Someone's been sleeping in my bed too," said Mummy Bear. "Someone's been sleeping in my bed, and she's still there!" cried Baby Bear.

Goldilocks woke up and saw The Three Bears. "Help!" she screamed. Goldilocks ran out of the house, and she never went back into the woods again.



## Questions about Goldilocks and The Three Bears

Answer the questions below in full sentences.

1. What did Goldilocks find during her walk?

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2. What did Goldilocks say about the large bowl of porridge?

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3. What did Goldilocks say about Baby Bear's porridge?

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4. What did Goldilocks say about Daddy Bear's and Mummy Bear's chairs?

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5. Where did Goldilocks go after she broke Baby Bear's chair?

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6. What did Goldilocks say about Mummy Bear's bed?

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7. Do you think Goldilocks found Baby Bear's bed comfy? Why?

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8. What did Baby bear say when he found out someone had broken his chair?

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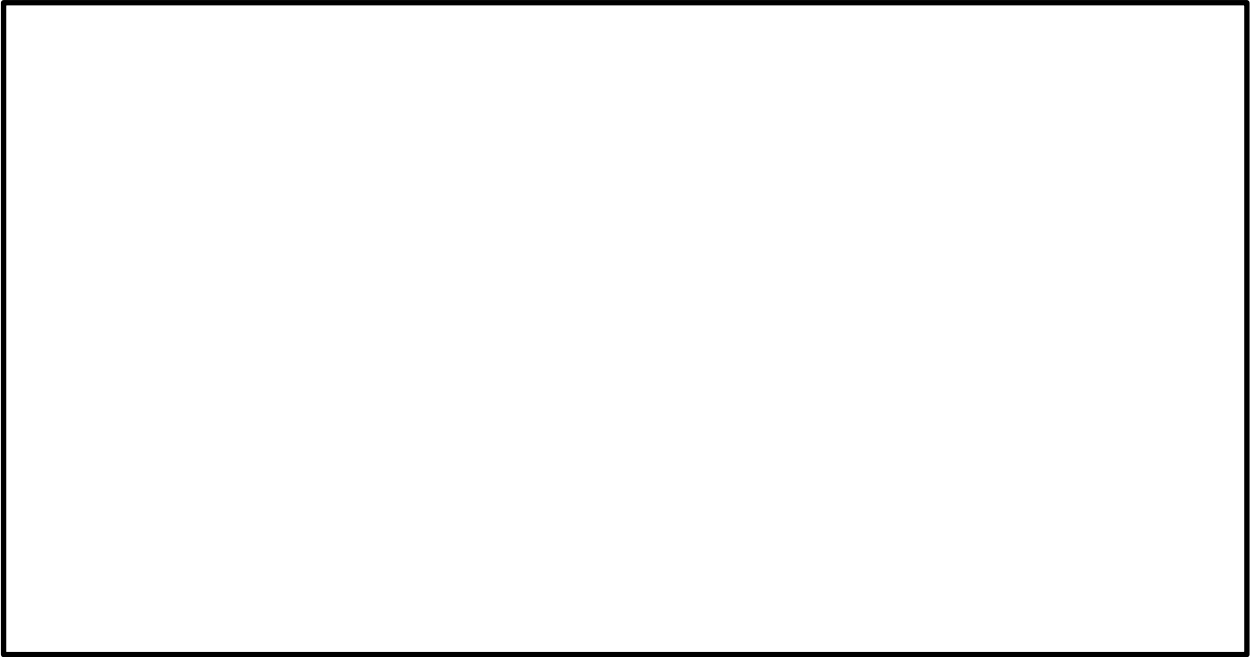
9. Where did The Three Bears find Goldilocks?

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Evaluate your flag.

Stick a picture in the box and say what you liked and what you would change.



What I like:

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I would change:

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---

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Next time I make a flag:

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Mass in grams (g)

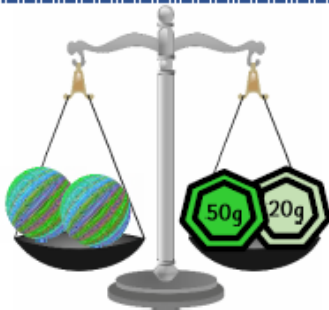
The gram weights have been used to measure the mass of the objects using a balance scale.



One bonbon weighs \_\_\_\_\_ grams.



One banana weighs \_\_\_\_\_ grams.



One ball weighs \_\_\_\_\_ grams.



One peach weighs \_\_\_\_\_ grams.

Use the scales to find the mass of one of the objects shown.



Mass in kilograms (kg)

Find the mass of each object.



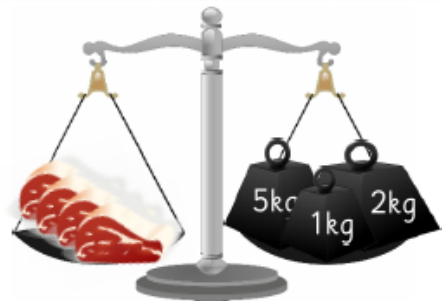
One can of beans weighs \_\_\_\_\_ kilograms.



One melon weighs \_\_\_\_\_ kilograms.

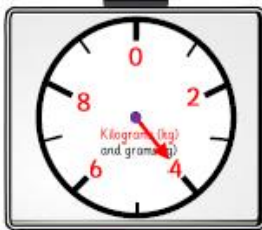


One wheel of cheese weighs \_\_\_\_\_ kilograms.



One piece of meat weighs \_\_\_\_\_ kilograms.

Use scales to record the mass of objects and people in kilograms.









## Volume

Complete the sentences using the words 'less', 'more' or 'equal'.



A

B

C

Container C has \_\_\_\_\_ than Container B.

Container A has \_\_\_\_\_ than Container C but \_\_\_\_\_ than Container B.

We measure volume in litres (l) and millilitres (ml). 1l = 1000ml

Look at a variety of different containers labelled in ml.



Is 5 ml a large or small amount?

Which container holds the most millilitres?

## Volume

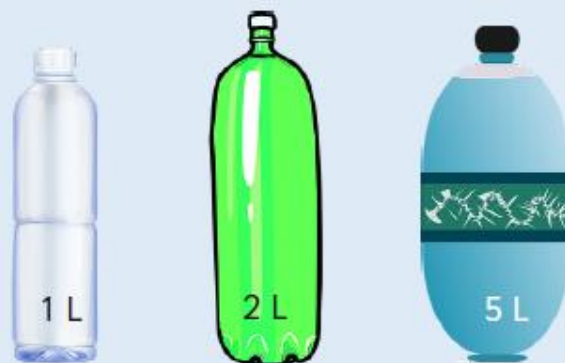
Use different types of containers.

Fill them with water or rice.

Pour the contents into a measuring cylinder and measure the volume of liquid or rice in the measuring cylinder.



Look at a variety of different containers labelled in litres.

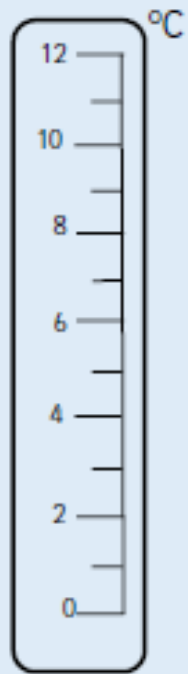


Can we measure these in ml as well?

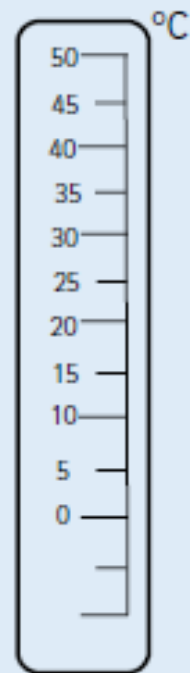
What is the same about millilitres and litres?

What is different about them?

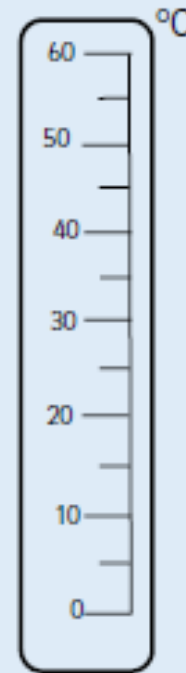
Complete the thermometers to show the temperatures.



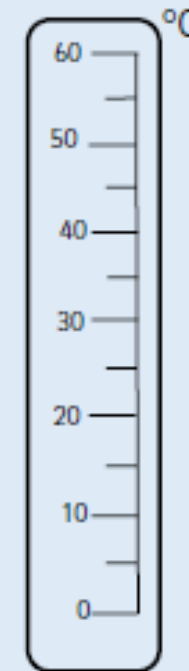
10°



25°



50°



55°



### Section 1

Caitlin and Clare equally shared some shells. There was one left over. Both girls had 16 shells. How many shells did they have altogether?




### Section 2

$$\square + 30 = 42$$

$$40 - \square = 22$$

$$\square + 15 = 30$$

### Section 6

Eggs are packed in boxes of 6. There are 30 eggs altogether. How many boxes are there?




### Section 3

$$\frac{1}{4} \text{ of } 32 \text{ is } \square$$

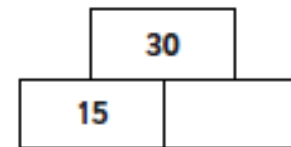
$$\frac{3}{4} \text{ of } 24 \text{ is } \square$$

$$\frac{2}{4} \text{ of } 40 \text{ is } \square$$

### Section 7

#### Addition Pyramid

Tip: The bottom numbers add together to make the top number.



### Section 4

How many 50ps would you need to make £3? Write a multiplication number sentence to show your answer.




### Section 5

Which times table are these numbers from?

24                      40  
20                      32  
16                      36

### Section 8

How many minutes in  $2\frac{1}{2}$  hours? Show your working out.

Year 2 Maths activity mat 12

### Section 1

Abi built 3 sandcastles. Rachel made five times as many sandcastles. How many did Rachel make?




### Section 2

If **A** equals 6, what is **B**?

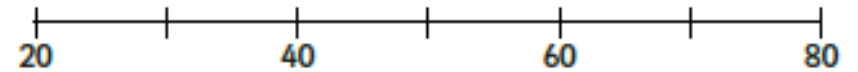
$$22 + A = B$$

$$B = \boxed{\phantom{00}}$$

### Section 3

Draw arrows on the number line where these numbers should be:

22    61    45    78



### Section 4

Lewis scores 35 points on a computer game. Max scores 29. How many more points did Lewis score?




### Section 5

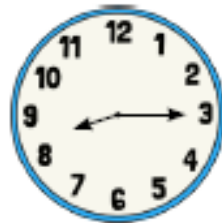
How many ways can you make 78p with coins?

### Section 6

12 birds are sitting on a roof. 8 fly away and 6 join the rest. How many birds are on the roof now?

### Section 7

Owen will go to school in 20 minutes. What time will this be?




### Section 8

Put the correct sign in:

$$\times \quad + \quad +$$

$$8 \quad \boxed{\phantom{0}} \quad 2 \quad - \quad 4$$

$$4 \quad \boxed{\phantom{0}} \quad 5 \quad - \quad 20$$

$$23 \quad \boxed{\phantom{0}} \quad 5 \quad - \quad 28$$

Year 2 SPAG activity mat 5


**a**

Oh no! Mr Whoops is getting in a muddle. Tick the sentence he should use.

Shees going to see her family.

Sh'es went to see her family.

She's going to see her family.



**c**

Extend this sentence using the conjunction 'because'. Write the whole new sentence in full.


She needed new trainers...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_



**e**


Circle the correct homophone for each picture.

**2** two too




two too

hear here



hear here



hear here

**b**

Write a question sentence about this picture.


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_



**d**

Underline the nouns in this sentence.

The baby threw his blue toys out of the pram.



**f**

Tick the statement sentence.

What time are we going to the beach?

I am going to go swimming in the sea.

Don't swim past the flags!

