

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; write a setting description, 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 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: Can you jump, jump, clap – jump, jump, clap at the same time as the music from Queen – We will rock you. Now can you try it with no music?</p> <p>Choose a song and make up a routine with it using body percussion (use your body to make sounds e.g. clapping)</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>Create some masking tape artwork. With a blank piece of paper, use masking tape to create shapes and then colour in the gaps in whichever colour you choose. Peel off the masking tape. Cut out a silhouette of a Zebra and stick it where you want it. You could also cut out some trees etc.</p> <p>When choosing the colours think about what colours the sky might be in Africa.</p> <div data-bbox="1339 995 1834 1382" data-label="Image">  </div>

Weekly Subject Focused Project: Science

Big Question: **What would you plan to see on a trip around the world?**

Focus - LO: To name and locate the world's seven continents.

Key Tasks:

- What are continents? Look at a map of the world and identify the world's seven continents. Can you name any countries which are in each continent?
- Use the sheet attached to name each of the continents. Look at the equator. What does it tell you about the weather on each continent? Will every country in one continent have the same weather? Find out one fact about each continent.
- Write a quiz about the continents. You could ask about the weather, countries or anything else you have found. Test this on someone you live with or email it to me.

Addition suggested tasks

- Watch a video about the seven continents
https://www.youtube.com/watch?v=wYYakyS_HOg
- Watch the seven continents song
<https://www.youtube.com/watch?v=K6DSMZ8b3LE>
- Complete the continents quiz
<https://www.educationquizzes.com/ks1/geography/continents-of-the-world/>
- National Geographic about the continents
<https://www.nationalgeographic.org/encyclopedia/Continent/>
- Draw your own map of the continents
- Identify animals which live on different continents – why?
- Which continent would you most like to visit or live on? Why?
- Compare the different continents. What is life like on each continent? Why might it be different?

Spelling and Grammar

This week's focus is the suffixes –ment, -ness and -ful:

enjoyment, sadness, careful, playful, plainness, argument, merriment, happiness, plentiful, cheerful

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:

Try clapping and counting the syllables for the word “station” (sta/tion). Try to spell station. The –tion sound can be spelt in different ways but this is the most common.

Write station and chant the letters. Rub out a letter each time you chant but continue to say all of the letters. Once they are all rubbed out, can you re-write it using the chant?

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:

You can try this with these words: station, fiction, motion, nation, section, education, foundation, competition, lotion, direction, fraction.

Challenge

Create your own chant using these words. Can you make it into a song? You could clap the syllables or use body percussion as well.

Teach your chant to someone you live with.

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 feeling...
 A definition for the word _____ 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...
 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...

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

<p>I can tell that... because.... The character behaved in this way because....</p>	<p>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>
<p>Prediction</p>	<p>Summarise</p>
<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>
<p>Writing</p>	
<p>How the Zebra got his stripes (model text within this document)</p> <ul style="list-style-type: none"> - Prediction – what do you predict the baboon would tell everyone about the fight and how he got his red bottom? - Watch this video about expanded noun phrases https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f. Can you find any in the story? Think about where the story is set, can you write some expanded noun phrases about the setting? - Watch the adverb song to remind yourself about adverbs https://www.youtube.com/watch?v=StyV3acYm0g and think about the setting in the story. Can you think of any adverbs to describe what might happen in the setting? e.g. the water rippled calmly. - Write a setting description of the setting in the story. Use the expanded noun phrases and adverbs from the other days to help you. You could also use adjectives, alliteration, similes and metaphors. 	<p>Extra ideas:</p> <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=d1HWaT6494w and then use them to write a conversation between the zebra and his 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

- Organise the story into opening, build up, problem, resolution and ending.

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

<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.
- Watch this song about expanded noun phrases – don't worry about the prepositions although you can try using them if you want to challenge yourself

<https://www.youtube.com/watch?v=WhEoRVNjFDs>

Maths

Number focused activities

Write everything you know about three groups of five

Focus: multiplication and division

Factor x factor = product

Dividend ÷ divisor = quotient

Complete the calculations using working out to help you. Do the inverse to check your answer.

$$4 \times \underline{\quad} = 16$$

$$18 \div \underline{\quad} = 9$$

$$\underline{\quad} \times 7 = 14$$

$$5 \times \underline{\quad} = 40$$

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 8. 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.

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

$$12 \div \underline{\quad} = 4$$

$$\underline{\quad} \div 4 = 8$$

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.

Use the number cards to make multiplication and division sentences.

How many can you make?



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



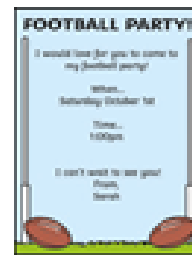
b) Sarah went to school



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.

Expanded Noun Phrases

Look at each sentence below. The noun phrases are very short. Can you improve the sentences by expanding the noun phrases? The first one has been done for you.

1. The car drove down the road.

The **red sports** car drove down the **long, winding** road.

2. The woman climbed the mountain.

3. There was a spider climbing up the wall.

4. The children ate the picnic.

5. The cat chased the mouse.

Now try writing your own expanded noun phrases in sentences.

The Enormous Turnip



Once upon a time, there lived a little old man and a little old woman. One day, the little old man planted some turnip seeds. One of the turnips grew... and grew... and grew... until it was enormous.

The little old man pulled, and pulled, and pulled, but still the turnip would not budge. The little old man shouted to his wife to help. Together they pulled, and pulled, but still the turnip would not budge! So they shouted to a boy who was playing in the field. Together they pulled, and pulled, and pulled, but still the turnip would not budge!



Next, they all shouted to a girl to help them. Together they pulled, and pulled, and pulled, but still the turnip would not budge! So they all shouted to the old man's dog to help them. Together they pulled, and pulled, and pulled, but still the turnip would not budge!

Then, they all called the little old woman's cat to help. Together they pulled, and pulled, and pulled, but still the turnip would not budge! So they all called the farmhouse mouse to help.



Together they pulled, and pulled, and pulled, and suddenly... out popped the enormous turnip! The little old man was very pleased. He invited everyone round for a turnip dinner!



Questions about The Enormous Turnip

Answer the questions below in full sentences.

1. Name five characters in the story.

2. Who did the little old man shout to for help first?

3. Who did they call to help them after the little old woman?

4. Who did they call to help them after the girl?

5. What pets did the little old man and woman have?

6. Who did they call to help them before the mouse?

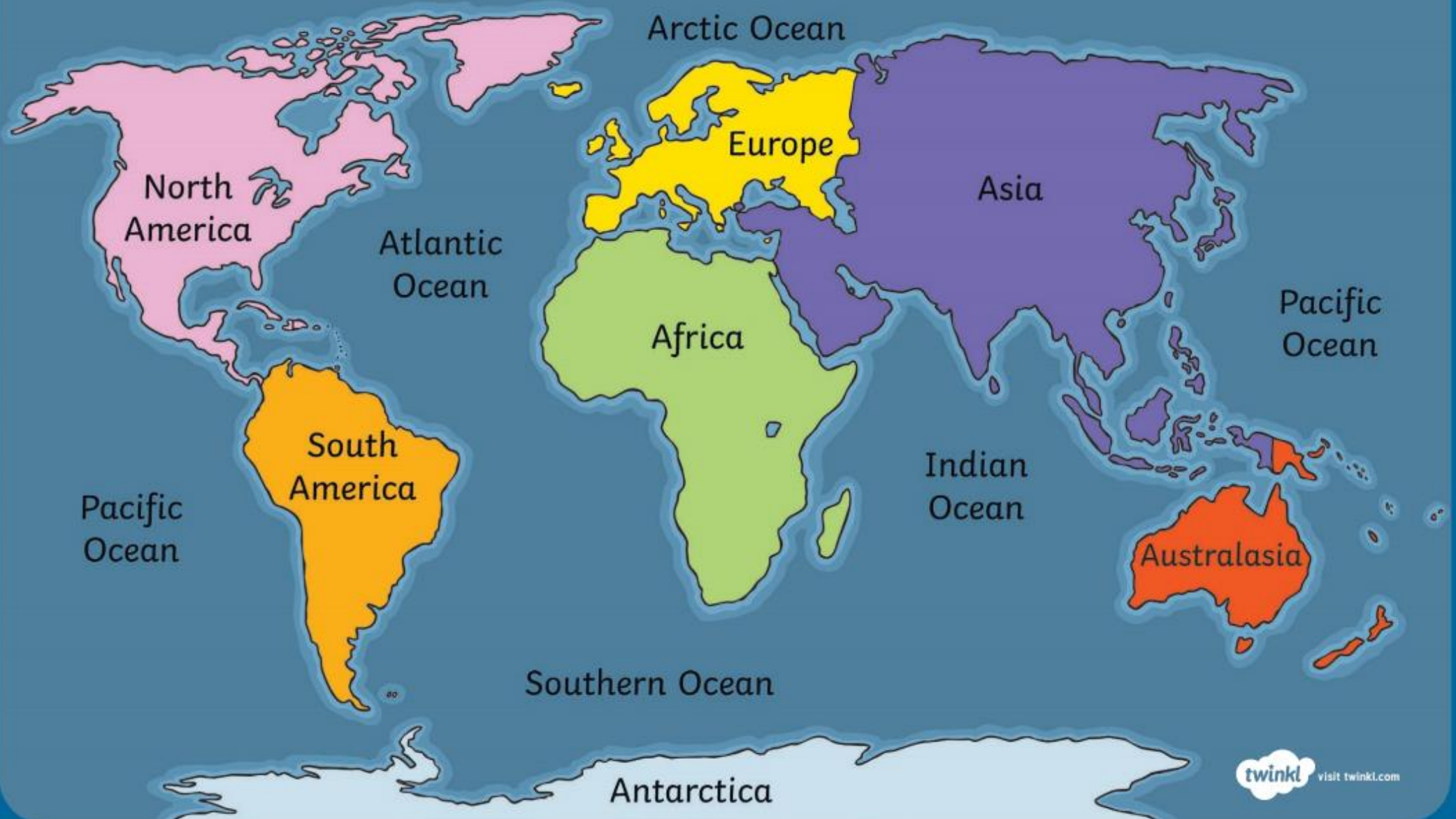
7. What were they all helping to pull up?

8. How many characters did it take to pull it up?

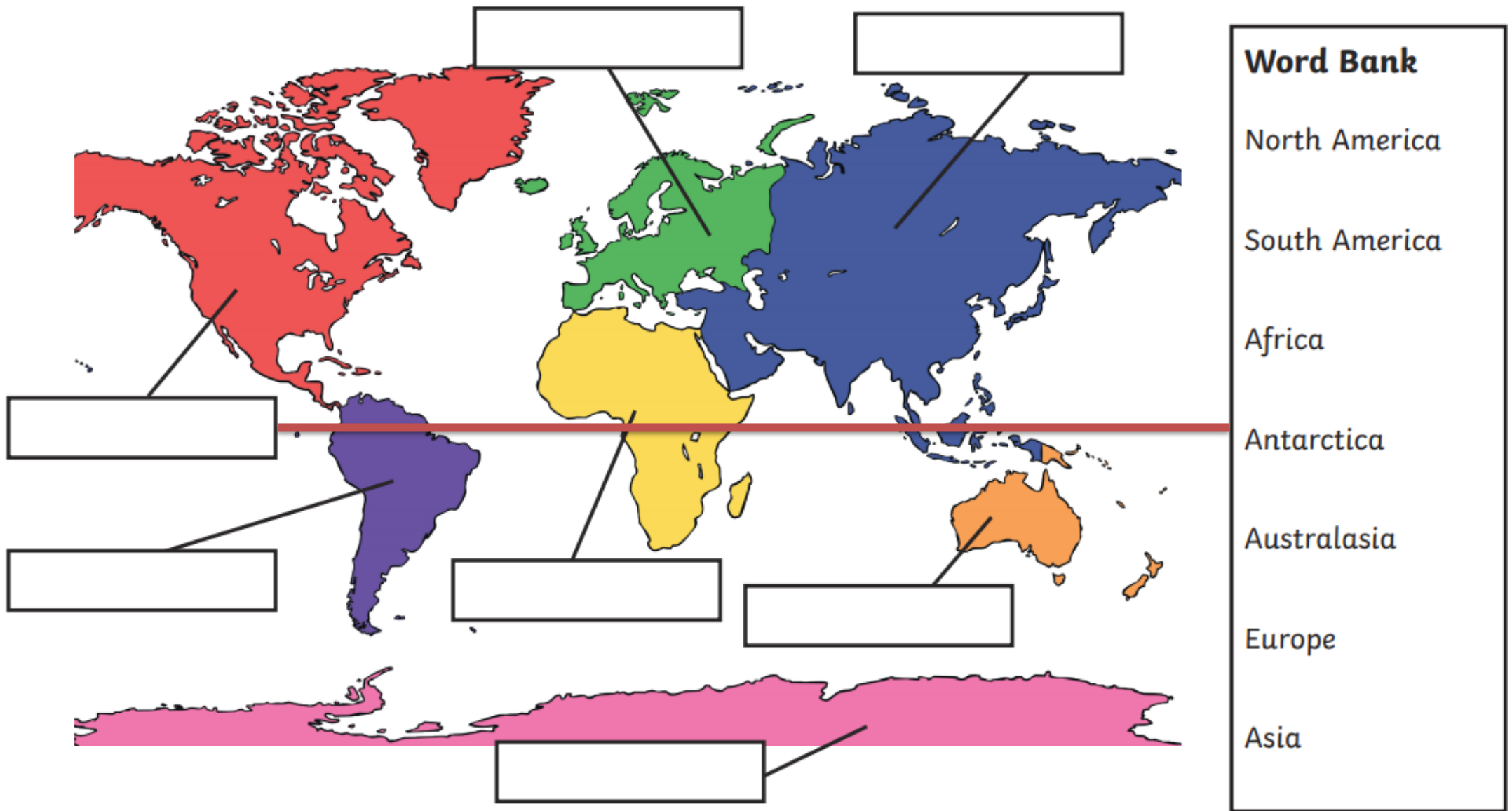
9. What did the little old man do to thank everybody at the end?



World Map



The Seven Continents of the World





Year 2 Maths activity mat 3

Section 1

Fill in the missing boxes.

$$2 \times 6 = \square$$

$$6 \times 2 = \square$$

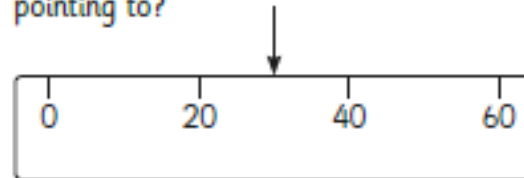
$$\square \div 2 = 6$$

Write the last division number sentence in the pattern:

$$\square \div \square = \square$$

Section 3

What number would the arrow be pointing to?



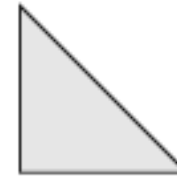
Section 4

Kalim is saving up to buy a toy Velociraptor. He needs £24. He has £12. How much more does he need to save?



Section 5

Draw a line of symmetry on each shape.



Section 6

Put a circle around all the words that mean +

- | | |
|-----------|------------|
| | minus |
| subtract | total |
| | multiply |
| | sum of |
| less than | altogether |
| | add |
| | plus |
| divide | equal |

Section 2

I think of a number.

I double it.

I subtract 4.

My answer is 8

What was the number I was thinking of?

Section 7

A gardener plants 5 rows of daffodil bulbs, and plants 6 in each row. How many daffodils will they have?

Section 8

Name 3 things you might see which are the shape of a cuboid.

Year 2 Maths activity mat 4

Section 1

There are 16 cars in a car park.

$\frac{1}{4}$ of them are white. How many are not white?

Section 2

Put these numbers in order, smallest to largest:

82 28 18 48 89

--	--	--	--	--

Section 3

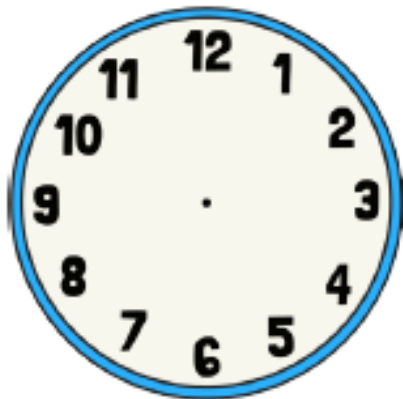
This table shows the number of girls and boys who have pets, in Class 2A. Show the numbers as a tally.

Pet	Girls	Tally	Boys	Tally
Dog	13		10	
Cat	5		7	
Rabbit	2		1	

Section 4

Draw the hands on the clock to show this time:

Quarter past 7



Section 5

What 2D shape is at the ends of a cylinder?

.....

Section 6

I have a pound coin.

I buy a lolly for 25p.

How much change will I be given?

Which coins could I be given in change?



Section 7

Fill in the missing numbers:

$4 \times 2 = 10 - \boxed{}$

$15 \div 3 = 15 - \boxed{}$

Section 8

What 2 shapes will come next in the pattern?




Year 2 SPAG activity mat 1

a

Tick the command sentence.

When is Sports Day?


Ready, steady, go!



c

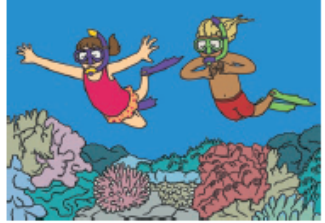
Underline the nouns in this sentence.

He drove his car slowly down the lane.




e

Write a statement sentence about this picture. Statements tell you something and end with a full stop.




b

Circle the correct homophone for each picture.



I
eye




I
eye

d

Extend this sentence using the conjunction 'if'.

I will put on my coat...



f

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

I was work on the computer before lunch?

I was working on the computer before lunch.

