



Chesterton Primary School



Beech Class

Year 2

2019-2020



Dear Beech Class,

It is your final three days of Year 2. Wow how the time has flown. I am so proud of each and every one of you for what you have achieved this year. You have all worked so hard and made progress. Be proud of yourself for what you have done this year and for managing to complete learning even when you couldn't be at school.

Your learning for these last three days is all about summer and they are suggested activities. If you have other ideas then I am happy for you to do those instead. Do not worry about completing all of the activities if you do not have time, this is just a guide of some fun activities for your last few days of Year 2.



The most important activities for you to do are; an English activity of your choice, a maths activity of your choice, daily reading and something active e.g. a walk to keep your brains and bodies healthy.

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. Well done again for everything you have achieved in Year 2. I am so proud to have been your teacher. Have a wonderful summer holiday and most importantly, look after yourselves and stay safe.

Best wishes, Miss Sutherland.

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Year 2 Home Learning Menu	Week beginning 20.07.20
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 a summer time dance. Imagine you are going to the park, the beach or playing in the garden. How might you move? Can you experiment with moves on different levels (high/low) and different speeds?</p> <p>Choose a piece of music to dance to. Here are some suggestions: https://www.youtube.com/watch?v=jnj9n1o8kOA – The Beach Instrumental https://www.youtube.com/watch?v=8sbS3VBp818 – Summer Instrumental</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>Find a cardboard box e.g. shoe box, cereal box and create a summer setting. It could be of the beach, a park, a swimming pool, an ice cream shop – whatever you would like. Use materials you have at home to create it e.g. paper, tissue paper, pencils, paint.</p> <div style="display: flex; justify-content: space-around;">   </div>
Weekly Subject Focused Project: Geography and Science	

Focus: Geography - LO: To name and locate the world's seven continents and five oceans and use basic geographical vocabulary to refer to key physical and human features.

Key Tasks:

- You are going on a summer holiday. Think about the different continents and where they are compared to the equator. Where would you like to go for your holiday?
How will you get there?
Will you have to cross any of the five oceans?
What will you see when you get there?

Focus: Science - LO: To observe and describe weather associated with the seasons and how day length varies.

Key Tasks:

- Now you've planned your holiday, what will the weather be like when you get there?
Have a look at the weather in the country you are going to.
What season will it be when you go?
What is their average day length in that season?
What clothes will you need to pack? What else might you pack? e.g. suncream/hot water bottle

Addition suggested tasks

- Write a postcard about the place you are going on holiday
- Draw the items you would pack in your suitcase – sheet attached
- Create a leaflet about the place you are visiting. What landmarks are there?
- Draw a map of the journey you will take. How long will the journey be?
- Design your own passport for the trip.
- Keep a weather diary for the number of days you would be on holiday in this place.
- The world <https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-the-world/zkk6t39>
- Continents and oceans game
<https://online.seterra.com/en/vgp/3188>
- Learn about the continents and oceans and then arrange them
http://www.sheppardsoftware.com/World_Continents.htm
- 10 famous landmarks <https://www.kids-world-travel-guide.com/top-10-famous-landmarks.html>

Spelling and Grammar

This week's focus is months of the year/time:

July, August, summer, hour, half, minute, before, after, month, second

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:

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:

Help! Help! I am going on a summer holiday and I wrote a list of what to pack but my cats ripped it up with their claws. Now I don't know what to take. Can you unscramble the words so I don't look silly on my holiday please?

ath

torshs

erssd

lpif oflsp

uns rmeac

mmnigswi mtuosce

Challenge

What else might I need to pack? Can you finish the list and have a go at scrambling some words for someone else to solve?

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

<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>A definition for the word _____ is...</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>
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>Summer – you will need your art activity (summer setting)</p> <ul style="list-style-type: none"> - Look at the summer setting you created. Use adjectives, similes, metaphors and alliteration to describe it. You could write a setting description. - Use a toy or draw a character and act out them going to your summer setting. What happens? 	<p>Extra ideas:</p> <ul style="list-style-type: none"> - Write a summer shape poem - Collect items which make you think of summer and describe them - Create characters for your story and act it out in your setting box

You could write a story about this (remember to include your setting description!)

OR

Summer – poem

- Read the summer poem attached. What do you notice about it? Go outside and have a look at what happens in summer? Can you see animals? What do the trees and plants look like? What do people wear?
- Write a poem about summer using the research you did.

If you would like to send me what you have done/an email telling me about it, I would love that.

- Draw a picture about summer time to go with your writing
- Create a senses diary about summer. What can you hear? See? Smell? Taste? Touch?
- Adjective song <https://www.youtube.com/watch?v=5hlqdPrH--k>
- Similes and metaphors song <https://www.youtube.com/watch?v=uoSBVNUO2LU>
- Alliteration song https://www.youtube.com/watch?v=zVQQID_HnI

Maths

Number focused activities

Write everything you know about giving change

Focus: Money





Create a summer shop. You might sell ice creams, swimming costumes, goggles, beach equipment or anything else you can think of.

Put prices on your items and create your own money or cut out the money attached to this document.

I have 20 p.

My change is more than 5 p but less than 10 p.

What could I have bought?

	
Sweet: 7 p	Apples: 18 p
	
Chocolate: 12 p	Banana: 4 p

As it is the last few days of term, there is no Maths on White Rose.

BBC bitesize are running lessons until the 24th July
<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.

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

Ask the people you live with to come to your shop and buy things.
Check they give you the correct coins and make sure you give them
the correct change if needed.

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/>

Summer Wishes



I wish for summer's sunny days,
To come and visit me.
So I can play in meadows green,
Or splash in the cool blue sea.

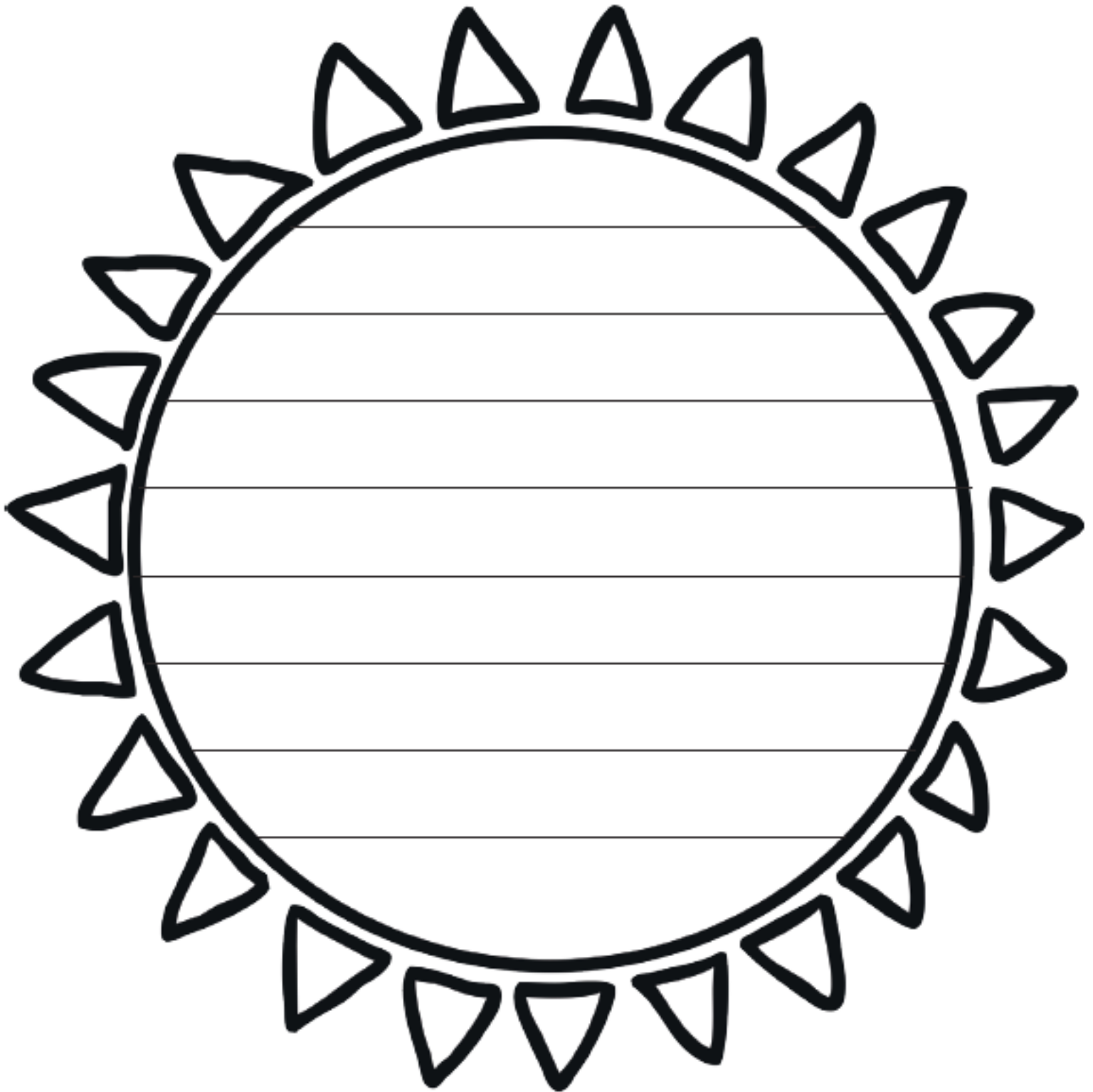
I wish for candy floss white clouds,
To drift across the sky.
So I can play at guessing shapes,
As they slowly sail on by.

I wish for sizzling barbeques,
For delicious finger food;
For burger baps and hotdog rolls,
When everything tastes so good.

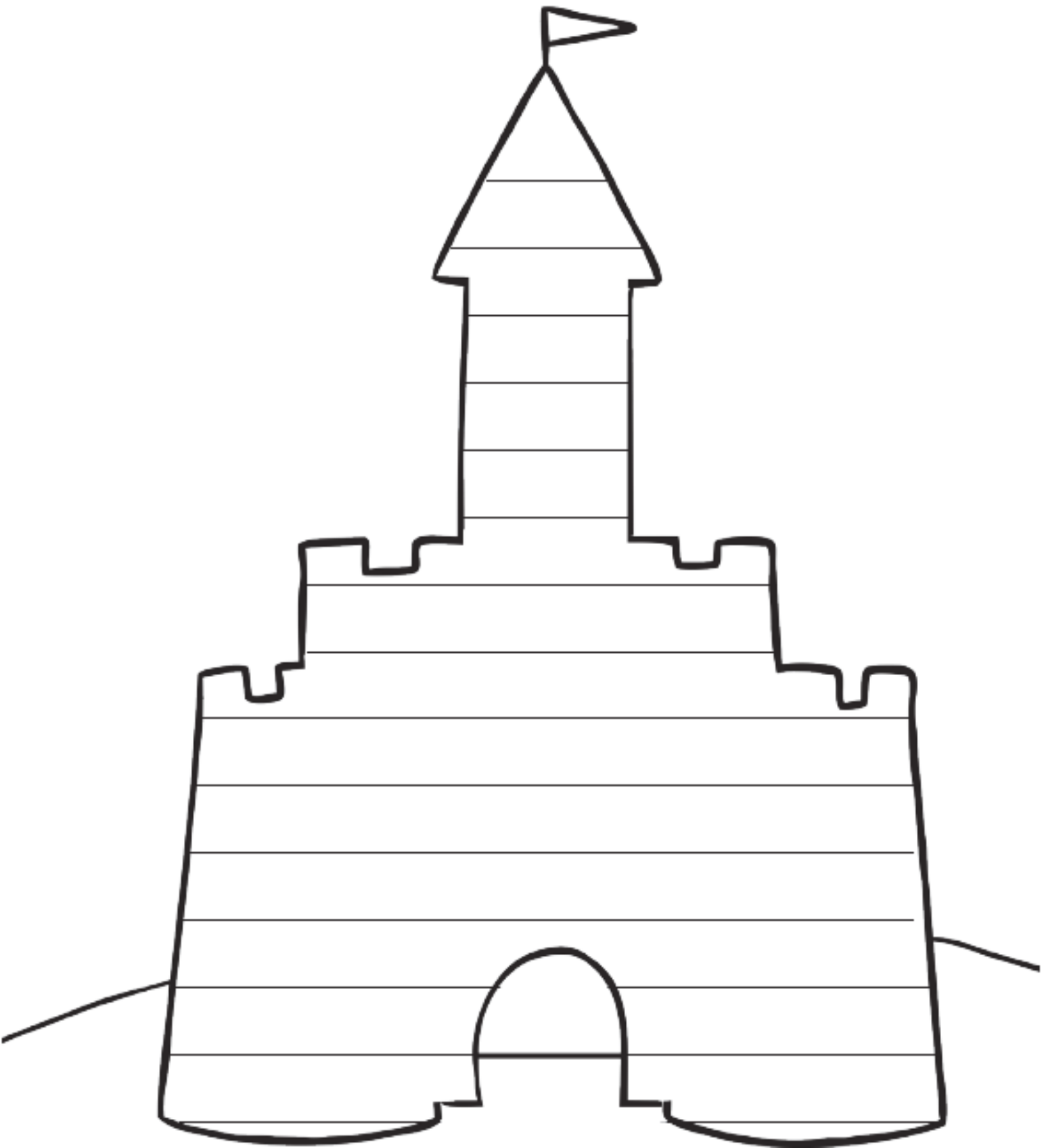
I wish for all my friends to play,
Together in the sun.
To run, to hide, to chase, to jump,
To always have great fun.



Summer Shape Poem



Summer Shape Poems



Jack and the Beanstalk

Once upon a time, there was a boy called Jack. Jack lived in a cottage with his mother. They were very poor and they had a cow. One day, Jack's mother asked him to take the cow to market to sell. On the way, Jack met a man, who gave him some magic beans in return for the cow.



When Jack came home with the beans his mother was angry. She threw the beans out of the window and sent him to bed. The next morning, a giant beanstalk had grown in the garden! Jack climbed the very tall beanstalk.

When Jack finally reached the top, he saw an enormous castle. Jack went inside. Suddenly, Jack heard a loud noise and hid. A huge giant came into the room with a hen and a golden harp. "Fee, Fi, Fo, Fum, I smell the blood of an Englishman!" He shouted. The giant sat down at the table. "Lay!" said the giant and the hen laid an egg. "Sing!" said the giant. The harp sang and the giant fell asleep.



Jack jumped out of the cupboard and took the hen and the harp. As he ran, the harp shouted. The giant woke up and chased Jack. Jack climbed down the beanstalk and the giant followed him. As Jack got to the bottom of the beanstalk, he shouted, "Help!" Jack's mother came out with an axe. She used it to chop the bottom of the beanstalk. The giant fell and crashed to the ground. He was never seen again. With the golden eggs and the magic harp, Jack and his mother lived happily ever after.



Questions about Jack and the Beanstalk

Answer the questions in full sentences.

1. What did Jack sell?

2. What did Jack get in return for the cow?

3. What grew in the garden?

4. What did Jack see once he climbed to the top of the beanstalk?

5. What did the giant shout when he came into the room?

6. What did Jack do when he heard the giant?

7. How did the giant fall asleep?

8. What did Jack take from the giant?

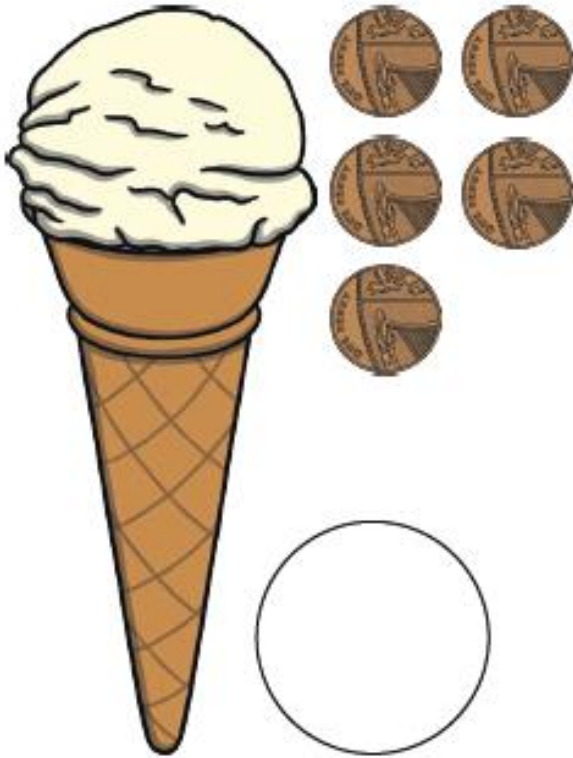
9. How did they get rid of the giant?





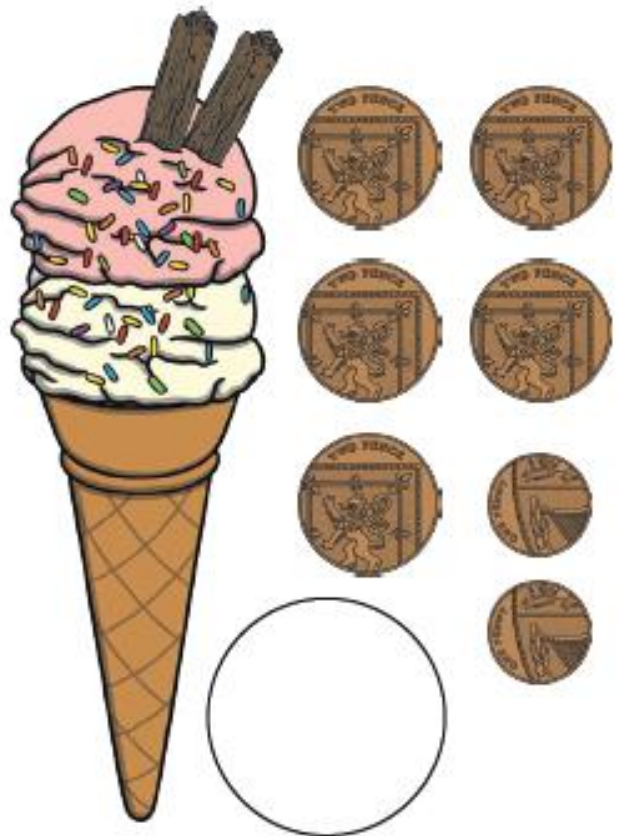
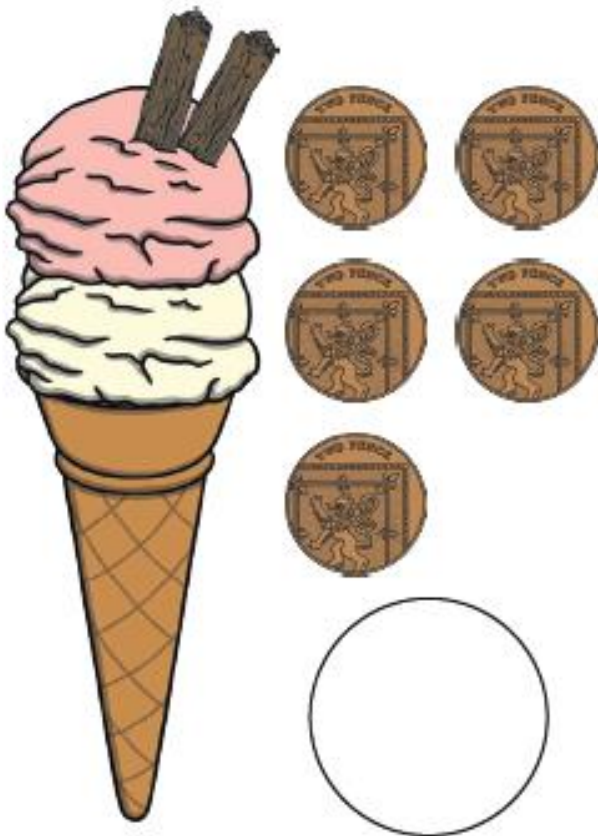
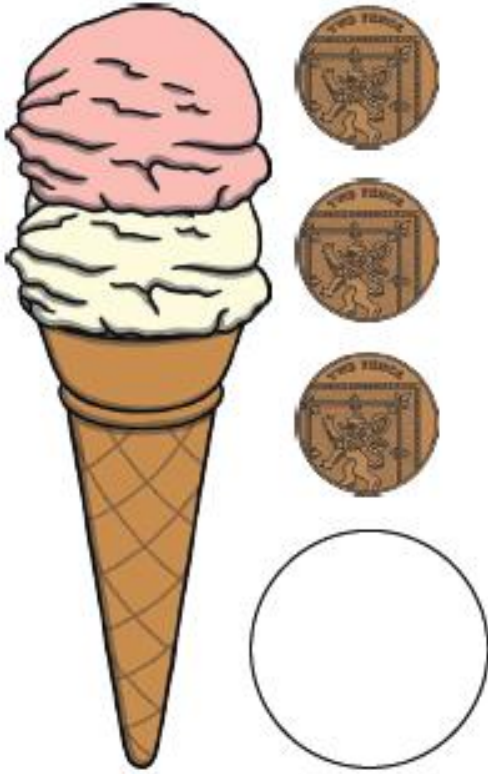
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Look at the coins and write the amount in the circle.



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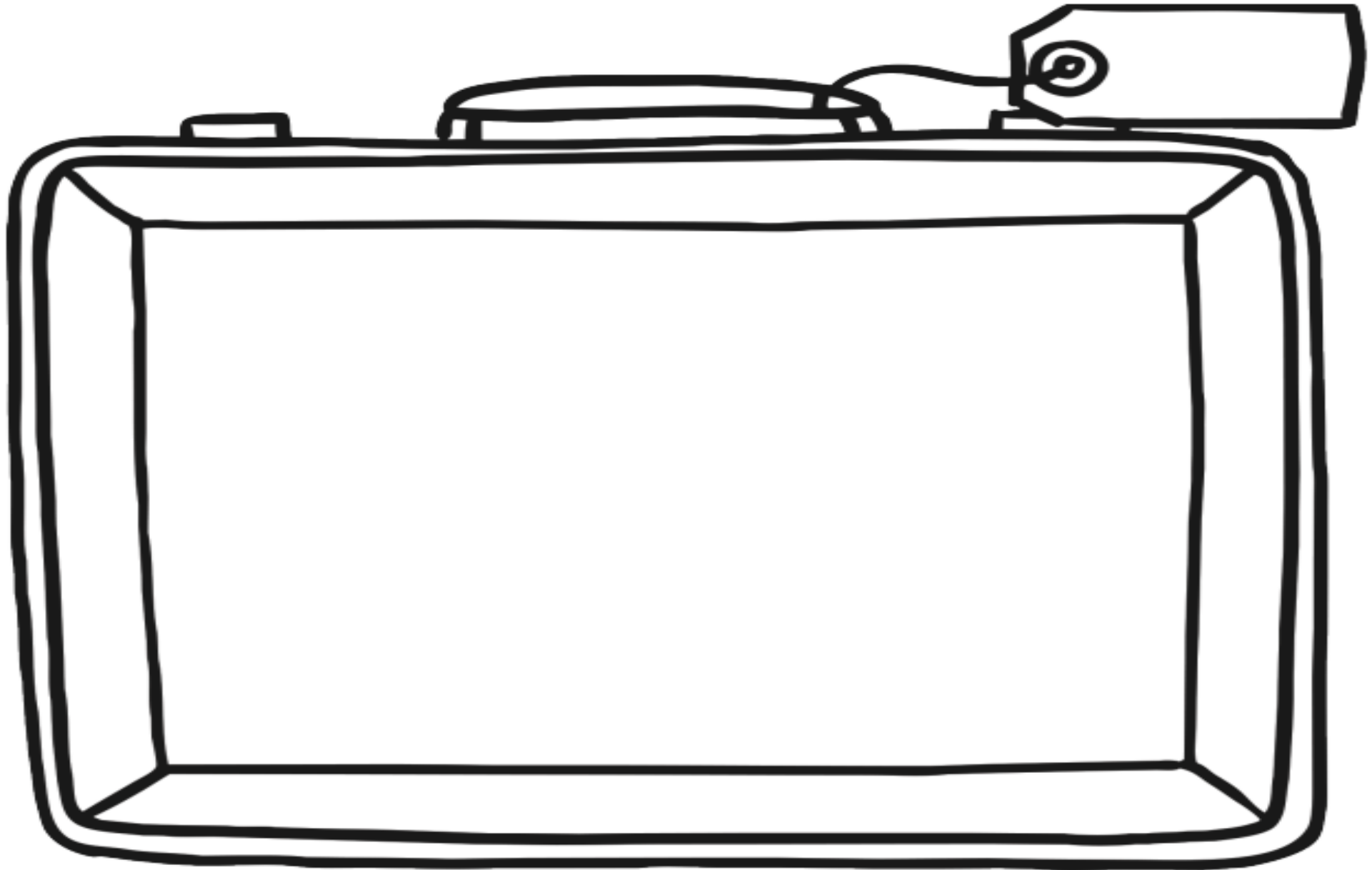
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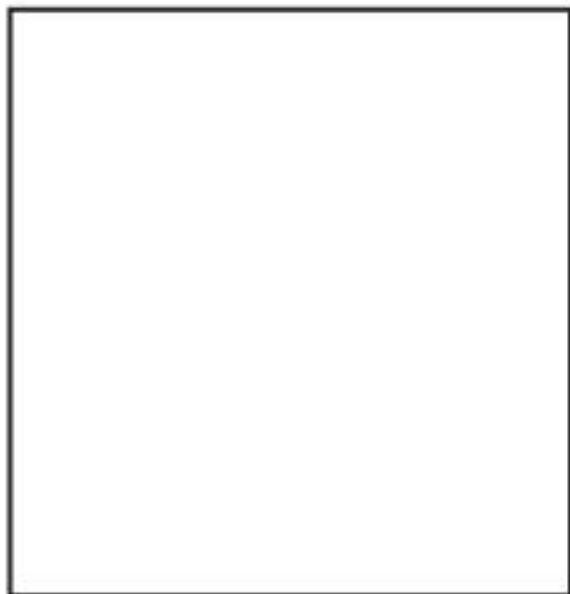


Suitcase

What will you pack in your suitcase? Draw and label the items.



PASSPORT



Name:

Signature:

Passport Number: 12345

Description:

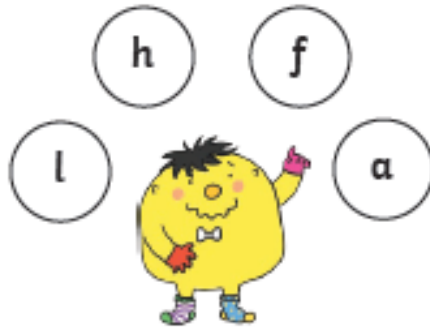
Gender:

Age:

Home Country:

Year 2 SPAG activity mat 6

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



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

She had a _____
_____ toy for her birthday.

We just wanted to go out
on the _____
_____ field.



c Underline the compound word in each of these sentences.

All the children put their hands up for popcorn.

Her heavy backpack really hurt her back.



d Write a sentence to go with this picture in the past tense.



e Circle the conjunction in each of these sentences.

My friends asked me to play but I had to finish my homework.

It was a dark night and the stars shone brightly.



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

do not _____

it is _____