

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 story, 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 22.06.20 |
|--|--|
| 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 style="text-align: center;">Challenge: How far can you jump?</p> <p>Practice different types of jumping e.g. running jump, standing on two legs and jumping, jumping with one foot then the other.</p> <p>Practice swinging your arms to see if it helps you jump further.</p> <p>Set two marker e.g. a cone or a toy. Can you jump from one and reach the other? Can you jump even further than your marker?</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 artwork based around the Union Jack. You could use tissue paper like the photo below or anything else you would like.</p> <div style="text-align: center;">  </div> |
| Weekly Subject Focused Project: Science | |
| <p>Big Question: What would you plan to see on a trip around the world?</p> | <p>Addition suggested tasks</p> |

Focus - LO: To name and locate the world's five oceans.

Key Tasks:

- What are the names of the world's five oceans and where are they? Complete the sheet attached.
- Research some facts about the oceans. Which continents do they border? What is the same/different about them? Which is the biggest/smallest?
- Plan a journey from a place in Africa to a place in England. How would you travel? Which oceans would you cross?

- 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 – can you now include the five oceans?
- Identify animals which live on different continents – why? What about in the oceans? Are there different animals in each ocean?
- 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?
- BBC bitesize- oceans
<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw>
- The five oceans song
<https://www.youtube.com/watch?v=vfv7TF9RHbY>
- Learn about the five oceans
<https://www.youtube.com/watch?v=1WZsxVDTqcU>
- Complete the oceans quiz
<https://www.educationquizzes.com/ks1/geography/oceans-of-the-world/>
- Create a leaflet about the five oceans

This week's focus is the suffixes -less and -ly:

badly, hopeless, penniless, happily, lovely, joyless, slowly, quickly, careless, fearless

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:

Focus: j, g, dge, ge

Look at these pictures. Can you write the word they are showing?

Remember the word must include one of the focus sounds.



Challenge

Write sentences including these words. Can you think of any other words containing either dge, j, g, or ge?

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>How the Zebra got his stripes (model text within this document)</p> <ul style="list-style-type: none"> - Plan a new story based on the model text. Who are your characters? What is the opening, build up, problem, solution and ending? | <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 |

- Write a setting description for where your story takes place. Can you include adjectives, alliteration, similes and metaphors?
- Draw a story map for your new story
- Create actions for the story map. Can you teach them to someone you live with? Try to ping pong the actions.
- Write your new story.

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

- sentences in the story to help you. Can you recognise different sentence types?
- Remind yourself about speech marks
<https://www.youtube.com/watch?v=d1HWWaT6494w> and then use them to write a conversation between the zebra and his zebra friends when he got back home. What did he say to them? How did he explain how he got his stripes?
 - Play these games to learn about sentences
<http://www.sentenceplay.co.uk/sentenceGames.htm>
 - Read this to learn more about sentence types
<https://www.theschoolrun.com/what-are-simple-compound-and-complex-sentences-0>
 - BBC bitesize: sentence types
<https://www.bbc.co.uk/bitesize/articles/zhh6pg8>
 - Create an alternative ending to the story. What would have happened if the baboon and zebra hadn't had a fight?
 - Draw a picture of the character you have chosen to describe. You could label it to help you think of more describing words.
 - Play 'I spy' with adjectives. Instead of telling the person you play with a letter, tell them an adjective and see if they can guess what you can see e.g. I spy something green.
 - 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>
 - Use the setting description sheets attached to help you think of describing words.

Maths

Number focused activities

Write everything you know about rectangles

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.

Focus: shape



Look at the shapes above.

Can you put them in the table below?

| Shape | Name | 2D or 3D | Number of sides/edges | Number of vertices | Number of faces |
|-------|------|----------|-----------------------|--------------------|-----------------|
| | | | | | |
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Remember 2D shapes do not have faces.

Does a shape always have to look like a regular shape? All of the shapes we have learned are regular. If a shape has 5 sides, it is still a pentagon. We call it an irregular pentagon. Can you try drawing some irregular shapes and naming them?

This week's learning is under Summer Term – Week 9. 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.

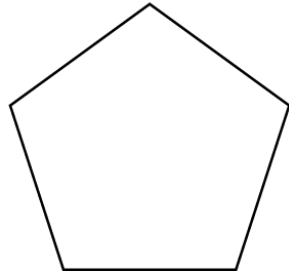
If you have a look on BBC bitesize <https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1> they have daily lessons with suggested activities and their Maths links to White Rose.

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 consolidation work.

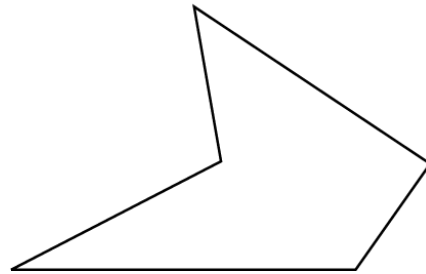
Please also practice your 2, 5 and 10 times tables.

Regular Pentagon

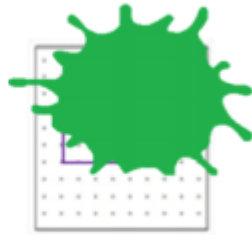


e.g.

Irregular Pentagon



What shape could be hiding under the spilt paint?



Prove your answer by drawing it.

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



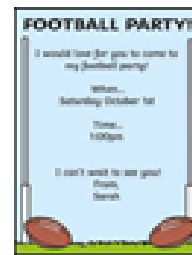
b) Sarah went to school



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 Gingerbread Man

Once upon a time, there lived a little old woman and a little old man. One day, the little old woman made a gingerbread man. When she opened the oven, the gingerbread man jumped off the baking tray and ran away! The little old woman and the little old man ran after him, yelling, "Stop! Stop!" but they could not catch him.

The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



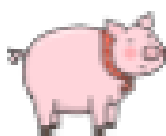
The gingerbread man ran until he came to a cat. "Stop! You look good enough to eat!" said the cat and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man ran until he came to a dog. "Stop! You look good enough to eat!" said the dog and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



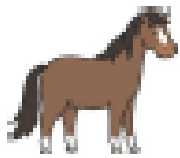
The gingerbread man ran on, then he came to a cockerel. "Stop! You look good enough to eat!" said the cockerel and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man ran down the lane and came to a pig. "Stop! You look good enough to eat!" said the pig and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



A little further on, the gingerbread man came to a cow. "Stop! You look good enough to eat!" said the cow and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man ran on, then he came to a horse. "Stop! You look good enough to eat!" said the horse and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"

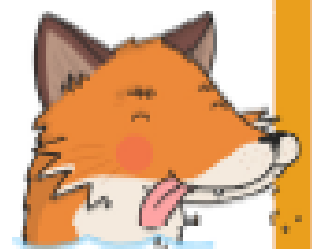


It was not long before the gingerbread man came to a boy. "Stop! You look good enough to eat!" said the boy and chased him. The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me, I'm the gingerbread man!"



The gingerbread man kept running and came to a girl. "Stop! You look good enough to eat!" said the girl and joined in the chase. The gingerbread man ran on, until he came to a river. He stopped as he could not swim!

Just then, a fox came by. "I can help you cross the river," said the fox. "Just hop onto my tail and I will swim across." The gingerbread man saw the others coming and worried that he would be eaten, so he jumped on. Soon the gingerbread man began to get wet. "Climb onto my back," suggested the fox, so he did. The water was getting even deeper. The fox said, "Jump onto my nose so that you don't get wet." So he did. Just then, the fox tipped back his head and the gingerbread man flew into the air. The fox opened his mouth and SNAP! That was the end of the gingerbread man.



The end.

Questions about The Gingerbread Man

1. What did the gingerbread man jump off at the beginning?

2. Who did the gingerbread man run away from?

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

4. What does the gingerbread man say over and over again?

5. What did each of the characters say when they saw the gingerbread man?

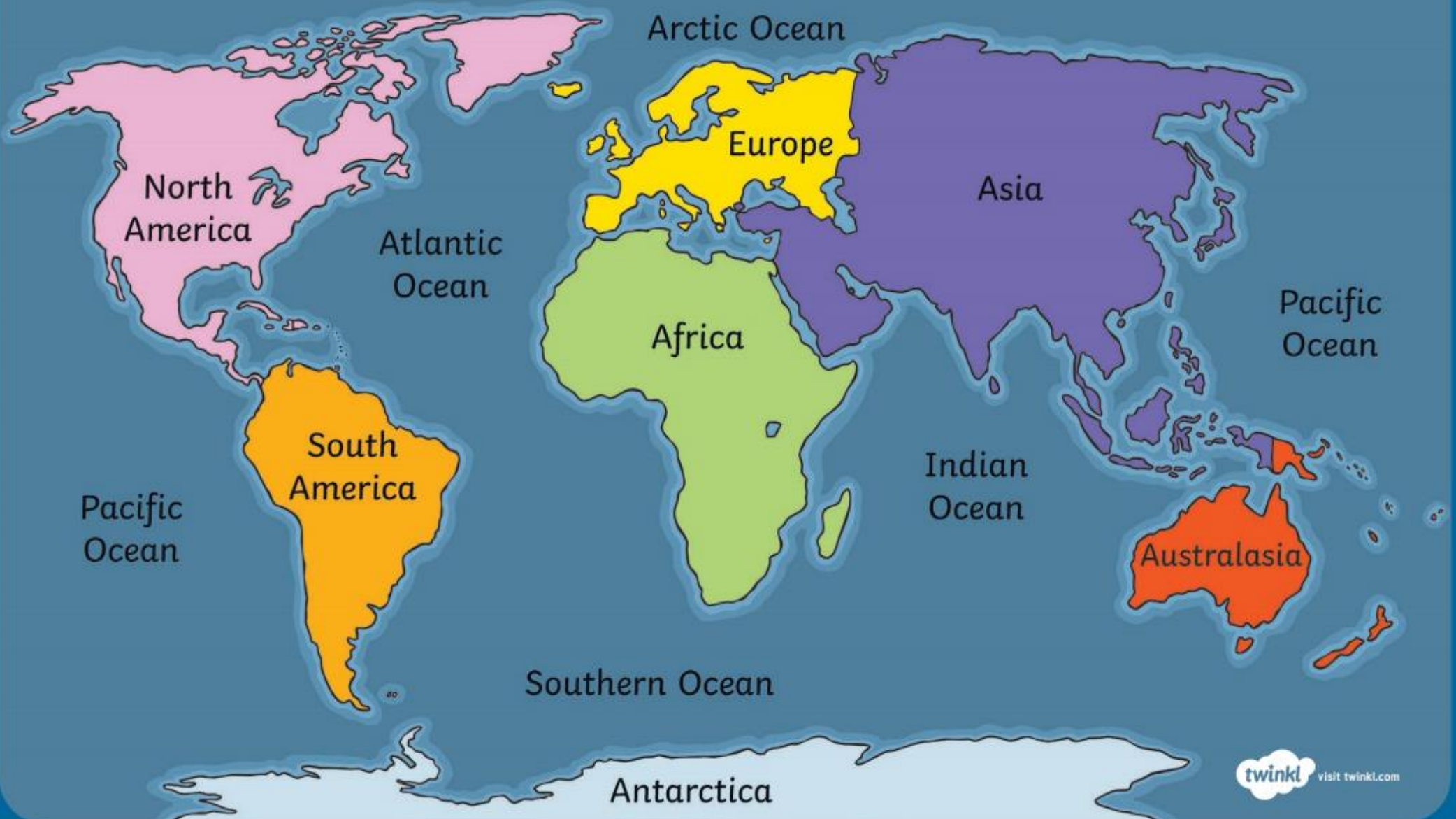
6. Who were the first five characters that chased the gingerbread man?

7. How do you think the gingerbread man was feeling when he was being chased?

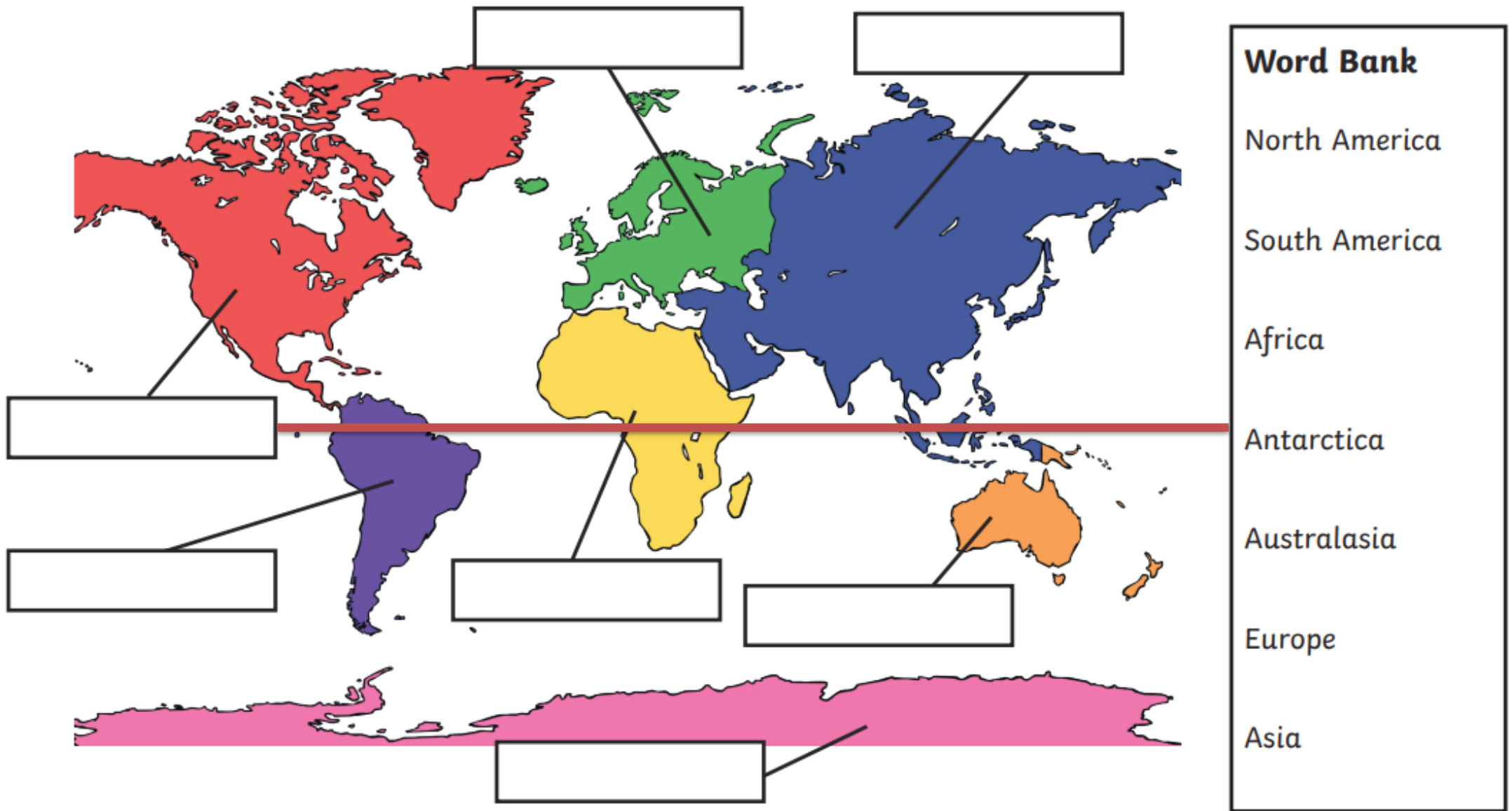
8. Why was it tricky for the gingerbread man when he reached the river?

9. Who do you think was the scariest character in the story and why?

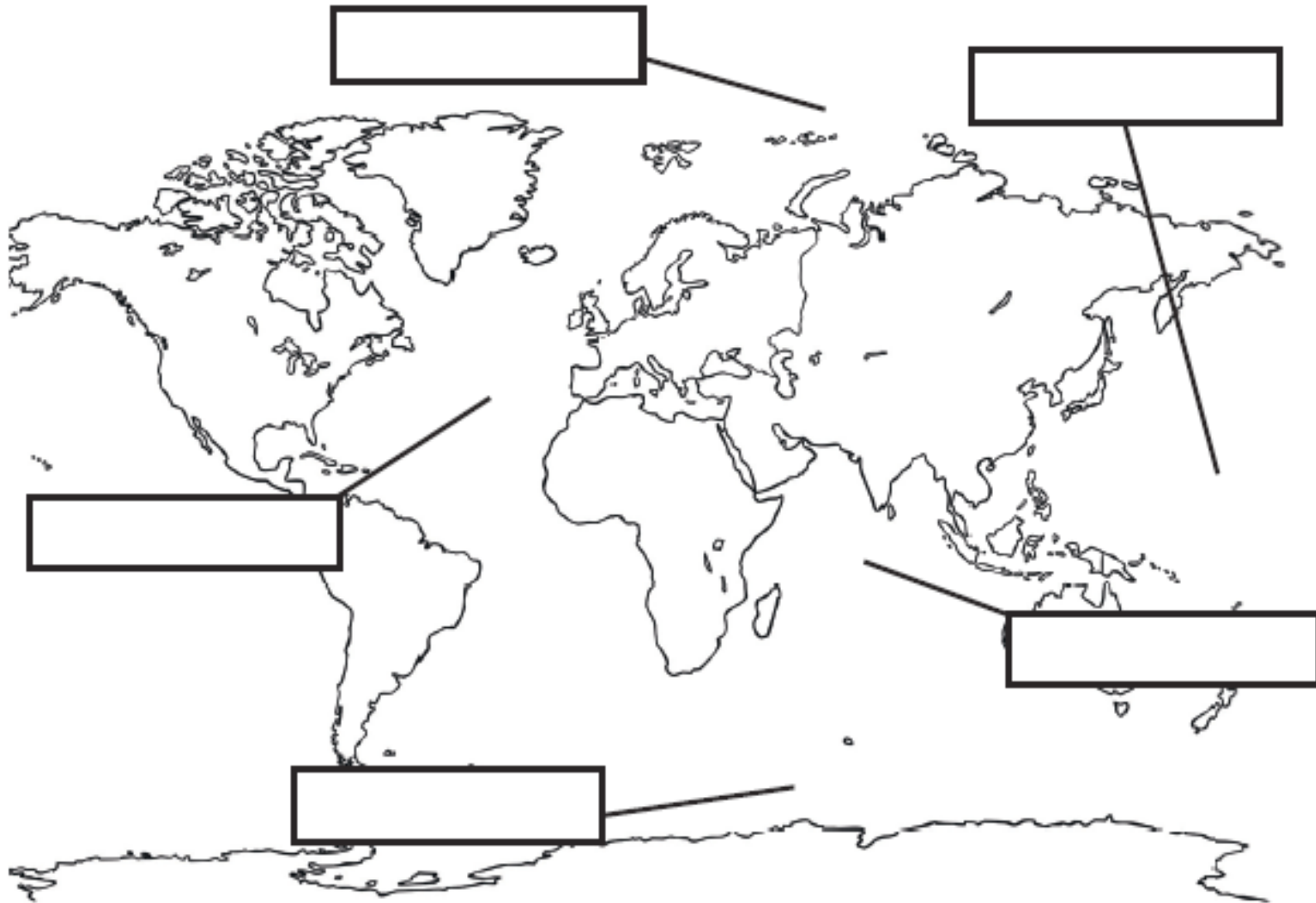
World Map



The Seven Continents of the World



The Five Oceans of the World



Word Bank

Pacific Ocean

Arctic Ocean

Indian Ocean

Atlantic Ocean

Southern Ocean

Year 2 Maths activity mat 5

Section 1

Gina and Milly equally shared out a bagful of cherries. There was one left over. Both girls had 12 cherries.

How many cherries would have been in the bag?

Section 2

Fill in the missing boxes:

$$\square + 15 = 30$$

$$60 - \square = 34$$

Section 3

Complete these statements:

$\frac{1}{2}$ of 20 is

$\frac{1}{4}$ of 20 is

$\frac{3}{4}$ of 20 is

Section 4

How many 10ps would you need to make £2?



Section 5

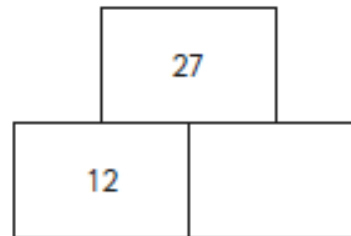
Which times table are these numbers from?

5 20 15 35 40 55

Section 7

Addition Pyramid

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



Section 8

How many minutes are there in 2 hours?

How many minutes are there in $1\frac{1}{2}$ hours?

Show your working out.

Section 6

If I count 12 pairs of socks, how many socks are there altogether?

Year 2 Maths activity mat 4

Section 1

There are 4 bridesmaids at a wedding. Each bridesmaid needs 5 roses in their bouquet. How many roses will there be altogether?

Section 2

If **A** equals 10, what is **B**?

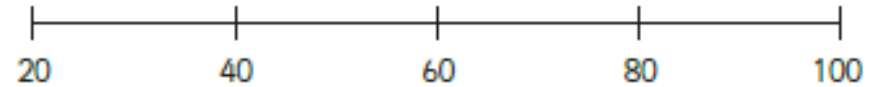
$$5 + A = B$$

B -

Section 3

Put these numbers on the number line:

35 50 75 90



Section 4

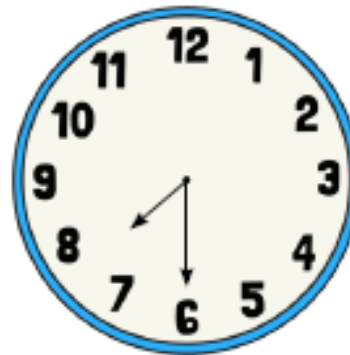
There are 16 cups on a shelf. Half of them are pink. How many of them are not pink?

Section 6

Jane has 20 beads. She gives half of them to Naz. Then she gives 8 to Meg. How many beads does she have left?

Section 7

Dan will go to bed at 9.30. How long is it until his bedtime?



Section 8

Put the correct sign in: \times $+$ $-$

9 4 - 13

3 5 - 15

1 9 - 10

10 5 - 2

Section 5

Can you show 2 different ways to make 28p?

Year 2 SPAG activity mat 2

a


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

is not _____

she will _____

c

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



e

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

They looked up at the _____
_____ buildings.


Dominika and Kamil had a great time riding the _____
horses.

b

Circle the conjunction in each of these sentences.

I help my sister with her hamster and she lets me hold him.

We could go to the shop or we could visit my friend.

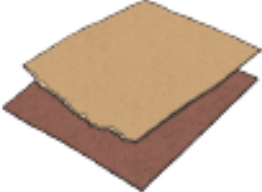


d

Underline the compound word in each of these sentences.

They used up all the sandpaper.

Elena couldn't find her earplugs in her room.



f

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

