

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 poem using what you've learned from Nature's Way, 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.

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<b>Year 2 Home Learning Menu</b>	<b>Week beginning 11.05.20</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 everyday to follow along.</p> <p>If you have not got access to You tube, can your child make up their own workout for you and the rest of the family to have a go at.</p> <p>We have also learned about different ways to move our bodies this year. This week the pupils should choose a piece of music they enjoy to dance to. They should then experiment with the sequence they have created and adapt it to fit with the music remembering to consider each movement so that there is a flow. This will lead to creating a dance in later weeks.</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 will update 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>Design and build a shelter in your house or garden. Pretend you are entering a new world when you go inside. Can you act out a story?</p>
<b>Weekly Subject Focused Project: Science</b>	
<p>Big Question: <b>Which super sense would be your super power?</b></p> <p>Focus - LO: To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p style="text-align: center;">Key Tasks:</p> <ul style="list-style-type: none"> <li>- Use the research you did last week to create a leaflet about</li> </ul>	<p>Addition suggested tasks:</p> <p>Senses challenges – to be completed with people you live with</p> <ul style="list-style-type: none"> <li>- Taste challenge. Put some different foods in pots e.g. yoghurt, jam, ketchup etc. Choose someone to do the challenge and cover their eyes. Feed them the different foods and see if they can tell what it is just by using their sense of taste.</li> <li>- Smell challenge. Get some items which have different smells e.g. body wash, candles, coffee, cheese etc. Choose</li> </ul>

senses, comparing animal and human senses. You could write facts and draw pictures to share what you have learned.

- Peter Rabbit is running to go to Mr McGregor's garden. He has lost his sense of hearing. Make a plan of how he can enter the garden, find some food and escape without Mr McGregor sneaking up on him. Think about how his other senses might help him.
- Answer the Big Question: **Which super sense would be your super power?**

someone to do the challenge and cover their eyes. Let them smell the item and see if they can tell you what it smells of just by using their sense of smell.

- Touch challenge. Put some objects in a bag with different textures e.g. toy car, sponge, hairbrush etc. Choose someone to put their hand in the bag and see if they can work out what the objects are just by using their sense of touch. Make sure they do not see the objects beforehand.
- Sight challenge. Memory game – put some objects on a tray. Choose someone to memorise the objects for a minute (time can be changed) then ask them to cover their eyes while you take away one object (or more). Can they work out what is missing?
- Hearing challenge. Play this piece of music <https://www.youtube.com/watch?v=-4TUvTIHybA> or one of your choice and draw what it makes you think of.

BBC bitesize – the five senses

<https://www.bbc.co.uk/bitesize/clips/z2fnvcw>

Senses quiz -

<https://www.educationquizzes.com/ks1/science/animals-senses/>

Create a comic strip about a superhero with a super sense – what is it and how do they help people? (comic strip attached to document)

## Spelling and Grammar

This week's focus is the sound /ee/ spelt with '-ey':

Some words sound the same but are spelt differently. These are called homophones.

**key, donkey, monkey, chimney, valley, trolley, turkey, hockey, parsley, journey**

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:

Next to the picture is a word. Can you look at the other pictures and write the homophone for each word? One has been done for you.



sea



blue



flour



bear



bee



be



whole



*Challenge*

Can you think of any other homophones? Try to use them in a sentence.

## 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...</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>
<b>Writing</b>	
<p>Nature's Way (model text within this document)</p> <ul style="list-style-type: none"> <li>- Go outside or have a look out of the window. What can you see? Make notes/list the different parts of nature you can see e.g. twigs. Can you add adjectives? e.g. twisted twigs.</li> </ul> <p>Challenge: Write similes and metaphors about the things you</p>	<p>Extra ideas:</p> <p>Similes and metaphors video - <a href="https://www.youtube.com/watch?v=uoSBVNUO2LU">https://www.youtube.com/watch?v=uoSBVNUO2LU</a></p>

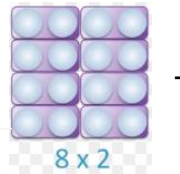
<p>listed.</p> <ul style="list-style-type: none"> <li>- Write your own poem about nature using the list you made. You could draw a picture to go with it once you've written it. Remember to include adjectives, powerful verbs, adverbs, similes and metaphors.</li> <li>- Choose something to write a poem about. It could be an object around the house, weather or something else. Plan your poem by making a list and adding adjectives, powerful verbs, adverbs, similes and metaphors which you might use. Have a look at the yellow poem worksheet attached. You could use this to help you or choose a different colour/object.</li> <li>- Write your own poem about your chosen subject. Remember to include adjectives, powerful verbs, adverbs, similes and metaphors. You could create a piece of artwork to go with your poem.</li> <li>- Perform your poem. This could be to yourself in the mirror, to someone you live with or to a friend on the phone if your parents are happy to organise that. Can you think of 2 stars and a wish?</li> </ul> <p>Remember to email me your poems if you would like me to see them. I would love to read what you write.</p>	<p>BBC bitesize - similes and metaphors - <a href="https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr">https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr</a></p> <p>Quiz about verbs - <a href="https://www.educationquizzes.com/ks1/english/verbs/">https://www.educationquizzes.com/ks1/english/verbs/</a></p> <p>BBC bitesize - what is a verb - <a href="https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpxhdxs">https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpxhdxs</a></p> <p>Write a setting description of the meadow</p> <p>Pretend you are a bee – imagine flying around the meadow – what can you see, hear, smell, taste, touch?</p> <p>BBC bitesize – what is an adjective - <a href="https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc">https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc</a></p> <p>Draw a story map of your poem. Create actions and teach them to someone in your house. Can you ping pong them?</p> <p>Play Simon Says using powerful verbs e.g. Simon Says flap your arms. Can you add adverbs to your instructions?</p>
<h2>Maths</h2>	
<p style="text-align: center;">Number focused activities</p> <p>Write everything you know about double 8</p> <p>Focus: Multiplication and Division</p> <p>Factor x factor = product</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>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 4. 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</p>

Dividend  $\div$  divisor = quotient

Complete the following calculations. Remember to show your working out and do the inverse to check your answers.



grouping for multiplication



sharing equally for division -



$6 \times 4 =$

$9 \times 2 =$

Double 12 =

$10 \div 5 =$

$20 \div 4 =$

Half of 14 =

Now can you show how to solve multiplications with repeated addition?


e.g.

$3 \times 5$  is the same as:

$3 + 3 + 3 + 3 + 3 =$

Or

$5 + 5 + 5 =$



$3 + 3 + 3 = 3 \times 3$

Is Mo correct? Explain why.

Draw an image to help you.

Use  $<$ ,  $>$  or  $=$  to make the statements correct.

$3 \times 5$        $5 + 5 + 5 + 5$

$2 \times 2$        $2 + 2$

$10 \times 2$        $5 + 5 + 5$

Think of a multiplication to complete:

$6 + 6 + 6 > \_ \times \_$

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.

### 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/>



## Nature's Way

By Heidi Campbell

Upon a nice mid-spring day,  
Let's take a look at Nature's way,  
Breathe the scent of nice fresh air,  
Feel the breeze within your hair.

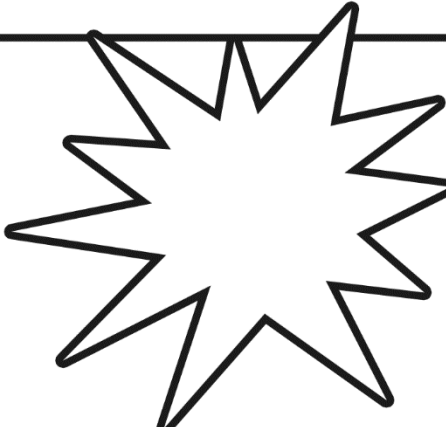
The grass will poke between your toes,  
Smell the flowers with your nose.  
Clouds form shapes within the skies,  
And light will glisten from your eyes.

Hear the buzzing of the bees,  
Climb the tallest willow trees.  
Look across the meadow way,  
And you shall see a young deer play.

Pick the daisies as they grow,  
Watch a gentle cold stream flow.  
Know the sounds of water splash,  
Catch its glimmer in a flash.

When altogether all seems sound,  
Lay yourself upon the ground.  
Take a moment to inhale,  
And listen to Nature tell her tale..



# A Yellow Poem

## Amazing Fact

In a study by the University of Chicago in 1907, it was found that the easiest colour to spot is yellow. This is why John Hertz, who is the founder of the Yellow Cab Company, decided to make his taxis yellow.

## Challenge

Many things are yellow. Think of some yellow objects and how you would describe them, then write your own 'yellow' poem.

Begin each line with 'Yellow is...'

Yellow is... \_\_\_\_\_

Yellow is... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



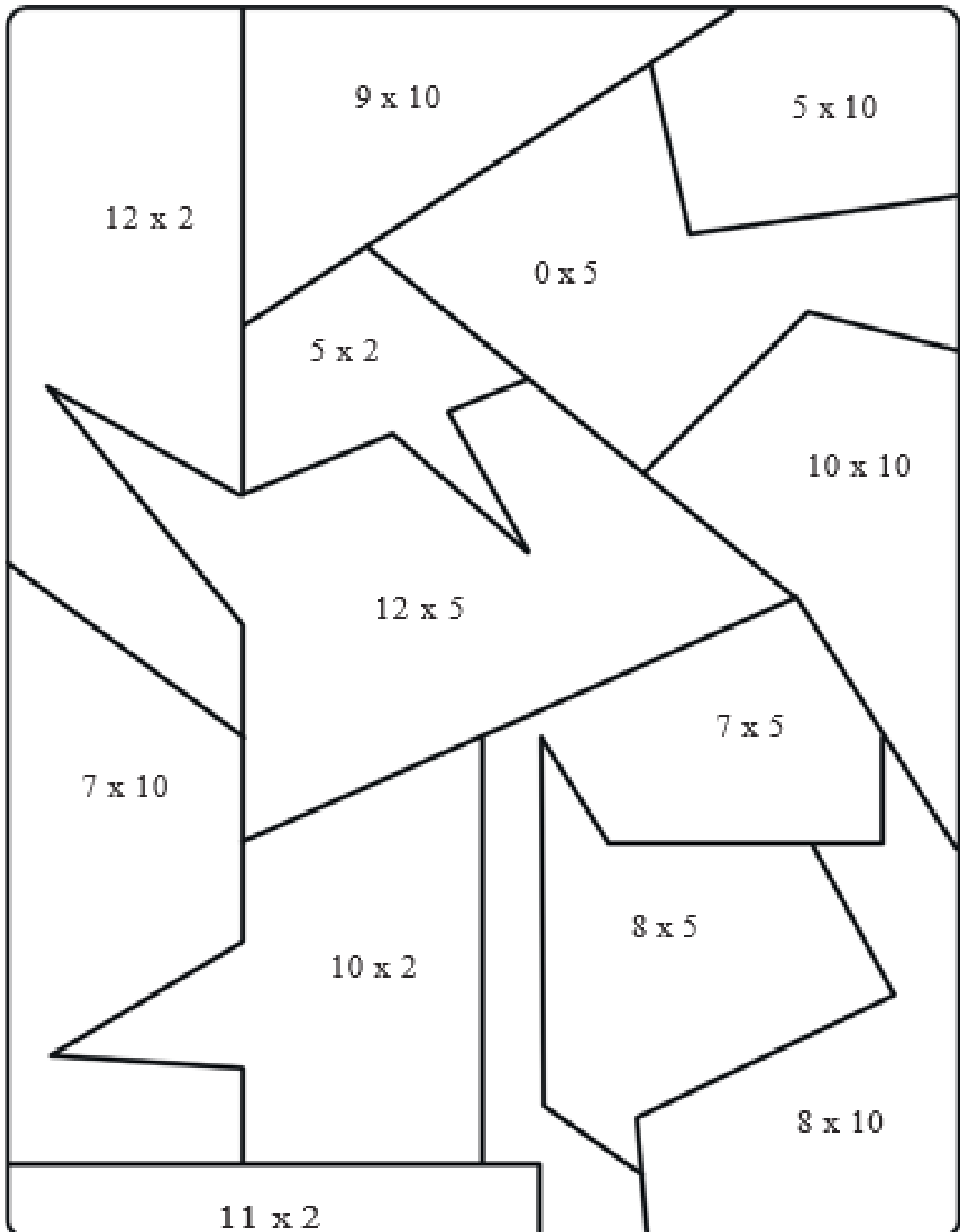
You could also try to find out:

- why yellow is the easiest colour to spot;
- if you can prove this with an investigation;
- how flowers attract birds and insects.

Colour by 2s, 5s and 10s

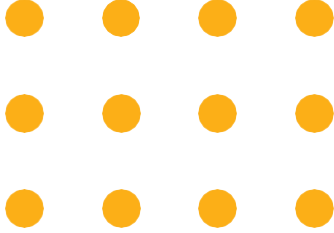
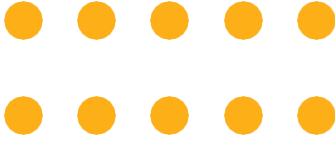
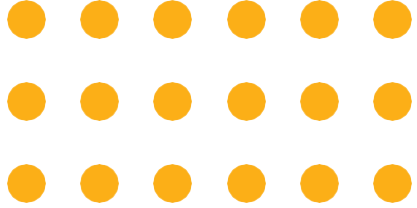
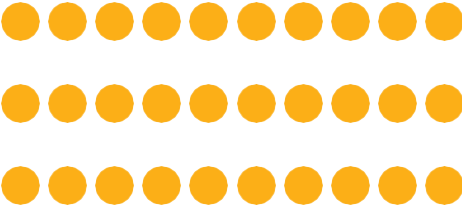
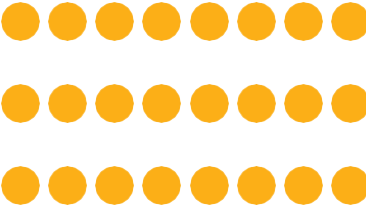
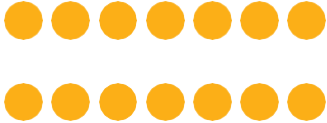
Complete the multiplication calculation and then colour the section in the correct colour.

0-10   11-20   21-30   31-40   41-50   51-60   61-70   71-80   81-90   91-100

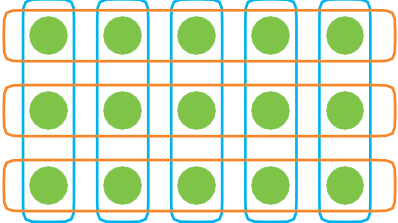



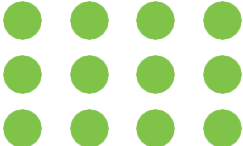
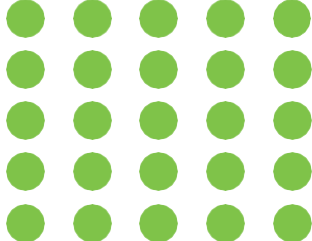


# Arrays

Write two multiplication sentences for each of these arrays. The first one has been done for you.

		
$4 \times 3 = 12$		
$3 \times 4 = 12$		
		

Write two division sentences for each of these arrays. Try using coloured pencils to group the dots.

		
$15 \div 5 = 3$		
$15 \div 3 = 5$		
		

What do you notice about the last one? Talk to your helper.

With 8 cubes, how many arrays can you create?

Once you have created your array, complete:

$$\square \times \square = \square \times \square$$



$$\square \times \square$$

and

$$\square \times \square$$



$$\square \times \square$$

and

$$\square \times \square$$

Complete the number sentences to describe the arrays.



$$\square \times \square \text{ and } \square \times \square$$

$$2 \times 12 = 22$$

Is this correct?  
Explain how you know.

$$3 \text{ lots of } 10 = 10 \text{ lots of } 3$$

Is this correct? Explain your answer.

- ① With 6 pearls, how many arrays can you create?

Once you have created your array, complete:

$$\square \times \square = \square \times \square$$

- ② Complete the number sentences to describe the arrays.



$$\square \times \square \text{ and } \square \times \square$$

- ③ Complete the number track.



- ④ How many cherries are there?



There are  cherries in total.

$$\square \times \square = \square$$

- ⑤ Complete.



There are 35 fingers.  
How many hands are there?

$$\square \times \square = \square$$

- ⑥ Complete.



There are 45 snowflakes.  
How many trees are there?

$$\square \times \square = \square$$

- ⑦ There are 7 chapters in each book, how many chapters are there in all?



$$\square \times \square = \square$$

- ⑧ Think of a multiplication fact for 10s to go in each box.

<input type="text"/>	1 x 10	<input type="text"/>
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Smallest

Greatest





Read the problems carefully and complete.



There are 35 marbles to make an array.  
What are those possible arrays?

①

There were 26 motorbikes  
parked yesterday.  
How many motorbike wheels  
is that altogether?



②

Harold and Lily read a 10-page article. Harold  
had read 7 articles. Lily had read 40 pages.  
How many articles did Lily have to read to be  
the same with Harold?



③

Use a comparison symbol between the answers  
of the two statements.

5s that go into  
30



Number of feet  
3 people have.

④

Show your working: