

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 looking at newspaper reports, 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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Year 2 Home Learning Menu	Week beginning 18.05.20
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. 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>We have also learned about different ways to move our bodies this year. This week the pupils should finish creating their dance. They should make sure that their moves are in time with the music and flow together. They should have moves on different levels and use their whole bodies. They can then perform their dance or teach it to someone else.</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. I have updated the lessons so you have access to more material. Purple Mash also has a Music and Sound section under Tools which pupils can explore.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Create a still life. You can choose objects from your home e.g. fruit, cups, bowls etc. and position them however you would like. Practice drawing them in different ways e.g. in pencil, coloured pencil, paint.</p> <p>Look at these images for ideas – they are attached larger later in the</p>

	<p>document. Look at the Tate's description of still life - https://www.tate.org.uk/art/art-terms/s/still-life</p>
<p>Weekly Subject Focused Project: DT</p>	
<p>Big Question: Where would you get food to keep you fit and healthy?</p> <p>Focus - LO: To understand where food comes from.</p> <p>Key Tasks:</p> <ul style="list-style-type: none"> - Research where food comes from – can you make a mind map? - Plan a healthy fruit salad (or pasta salad etc depending on ingredients you have access to). Create your salad and enjoy it. Evaluate the salad. Was it healthy? Was it tasty? What did you like? What would you change next time? - Answer the Big Question: Where would you get food to keep you fit and healthy? 	<p>Addition suggested tasks</p> <ul style="list-style-type: none"> - Design a healthy lunch box – what would it include? - Listen to the Cauliflowers fluffy song https://www.youtube.com/watch?v=PukdaXUzgOU which fruits and vegetables can you recognise? - Plant your own seeds – can you grow some fruit or vegetables? - Write a recipe for your salad. Can you instruct someone else on how to make it? - Learn about how bread is made https://www.bbc.co.uk/bitesize/clips/zywrkqt - Eating a varied diet https://www.bbc.co.uk/bitesize/clips/zwgnvcw - 5 types of food https://www.bbc.co.uk/bitesize/clips/zbsmhyc - Where does our food come from? https://www.youtube.com/watch?v=9Opt06QF9WY - Use the Eat Well Guide attached to the document to create a healthy meal. - Complete the Food Journal for the week.
<p>Spelling and Grammar</p>	
<p>This week's focus is the /o/ sound spelt with 'a' after w and qu:</p>	<p>Sometimes when words end in 'e' with a consonant before it, we take</p>

want, watch, wander, quantity, squash, quality, squabble, squad, quad, quarrel

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:

the 'e' off before adding the suffix '-er' or '-est'

Use the grid provided to make as many words as you can by adding the suffixes. Can you add both of the suffixes to all of the root words or do some not make sense?

nice	er
late	
ripe	
rude	est
brave	
hike	
ride	
write	

Challenge

Can you try adding '-ing' and '-ed' to the root words in the grid?

Create a story using the words in the grid and the suffixes.

e.g. One dark and stormy night, the rudest monster in the world was riding his bike.

Can you carry on my story or create your own?

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>
<p>Inference</p>	<p>Retrieve</p>
<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>
<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...</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>
<p>Writing</p>	
<p>Newspaper report (model text within this document)</p> <ul style="list-style-type: none"> - Read the example Newspaper report. What do you notice? Identify the key features of a newspaper report – why are these important? - Research newspaper reports. What are they written about? What would you write a newspaper report about? 	<p>Extra ideas:</p> <p>What are the features of a newspaper report – video and quiz https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt</p> <p>Complete the fact and opinion sheet</p>

- Plan your own newspaper report. You can choose what you would like to write one about and research the topic.
 - Write your own newspaper report. Remember to give it an eye-catching title. You could print photos or draw your own pictures.
- There is a blank template on this document which you can use or create your own!

Remember to email me your newspaper reports if you would like me to see them. I would love to read what you write.

Go through the 'I Can' checklist once you have written your report – can you check them all off? If not edit your work.

Create a video of you pretending to be a news reporter and report the news you wrote about. Ask your parents if you can watch some BBC newsround to see how they report news.

<https://www.bbc.co.uk/newsround>

Maths

Number focused activities



Write everything you know about $5 + 5 + 5 = 3 \times \underline{\quad}$

Focus: Multiplication and Division

Factor \times factor = product

Dividend \div divisor = quotient

Complete the following calculations using the inverse to check your answers. The product of the multiplication will always be the dividend in the division. You can use these strategies to support you.

arrays -  grouping for multiplication  -

sharing equally for division - 

e.g. $5 \times 3 = 15$ and $15 \div 3 = 5$

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 5. 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.

$2 \times 7 = \underline{\quad}$ and $\underline{\quad} \div \underline{\quad} =$
 $12 \div 3 = \underline{\quad}$ and $\underline{\quad} \times \underline{\quad} =$
 $5 \times 6 = \underline{\quad}$ and $\underline{\quad} \div \underline{\quad} =$
 $4 \times 7 = \underline{\quad}$ and $\underline{\quad} \div \underline{\quad} =$
 $18 \div 9 = \underline{\quad}$ and $\underline{\quad} \times \underline{\quad} =$
 $24 \div 4 = \underline{\quad}$ and $\underline{\quad} \times \underline{\quad} =$

Now can you create multiplication and division fact families
e.g.

$3 \times 2 = 6$
 $2 \times 3 = 6$
 $6 \div 2 = 3$
 $6 \div 3 = 2$

You have 30 counters.



How many different ways can you put them into equal groups?

Write down all the possible ways.

Tommy and Annie have some counters.

Tommy shares his counters into 2 equal groups.
He has 15 in each group.

Annie groups her counters in twos.
She has 19 groups.

Who has more counters and by how many?
How did you work it out?

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/>

DINOSAUR ON TOUR!

Have you ever visited London? Then you might have seen one of the biggest and most popular members of the Natural History Museum.

Dippy, the spectacular, enormous Diplodocus skeleton has been at the museum since 1905 but now some other museums around the United Kingdom are going to have a turn to look after him.



The real Diplodocus skeleton was found in America in 1898 and put on display there. King Edward VII saw a drawing of it and he asked to have a model of the skeleton built for the Natural History Museum.

The king's wish eventually came true. The 292 bones arrived in London in 36 packing boxes. It took four months to put the skeleton together and Dippy finally went on show on Friday 12th May, 1905. What an amazing sight he was!

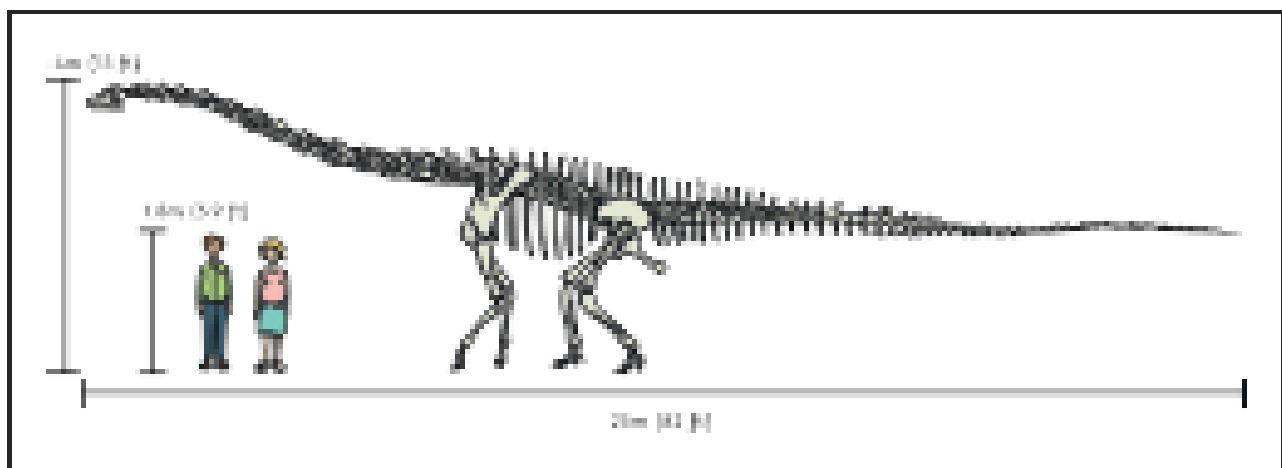
Dippy has stood proudly in the hall of the Natural History Museum since 1905.

Dippy hasn't had a boring time at the museum. The skeleton was gently taken apart in the wartime and put into the basement to keep him safe from the bombs. He has even been in television programmes and films. What a star!

Don't worry if you haven't met Dippy yet. He is being carefully packed away by the people that

work at the museum. Dippy starts his tour in February 2018 so there is still lots of time for you to see this unbelievable dinosaur skeleton.

For more information about the tour go to <http://www.nhm.ac.uk/about-us/national-impact/Diplodocus-on-tour.html>



This shows how big a Diplodocus is.

Fact and opinion

Recognise the difference between facts and opinions.

Facts tell us information about something.

Opinions are a point of view.

Read the sentences below and write Fact or Opinion next to them.

The first one has been done for you.

1. Florence Nightingale was a nurse. Fact
2. Prince George is the son of the Duke and Duchess of Cambridge.

3. Swimming is fun. _____
4. Glasgow is a city in Scotland. _____
5. Red shoes are the prettiest shoes. _____
6. Michael Morpurgo, Jacqueline Wilson and J.K. Rowling are authors.

7. Henry VIII had six wives. _____
8. Jacqueline Wilson's books are brilliant. _____
9. Peas, sprouts and onions are vegetables. _____
10. Rabbits are cute animals. _____
11. Blue is the best colour. _____
12. Penguins are animals. _____
13. Cheese is delicious. _____
14. Ice is made from frozen water. _____
15. Wood comes from trees. _____



Planning a Newspaper Report



Name of newspaper: _____

Price: _____

Date: _____

Story headline: _____

Introduction	
Who was involved?	
What happened?	
Where did the event take place?	
When did it happen?	

Interviews	
Who will you interview? How are they involved in the events?	
What did they have to say?	

Break up the story in time order.	
Paragraph 1	
Paragraph 2	
Paragraph 3	

Final paragraph	
What are the characters doing now and what might happen in the future?	

What will your picture be of? _____

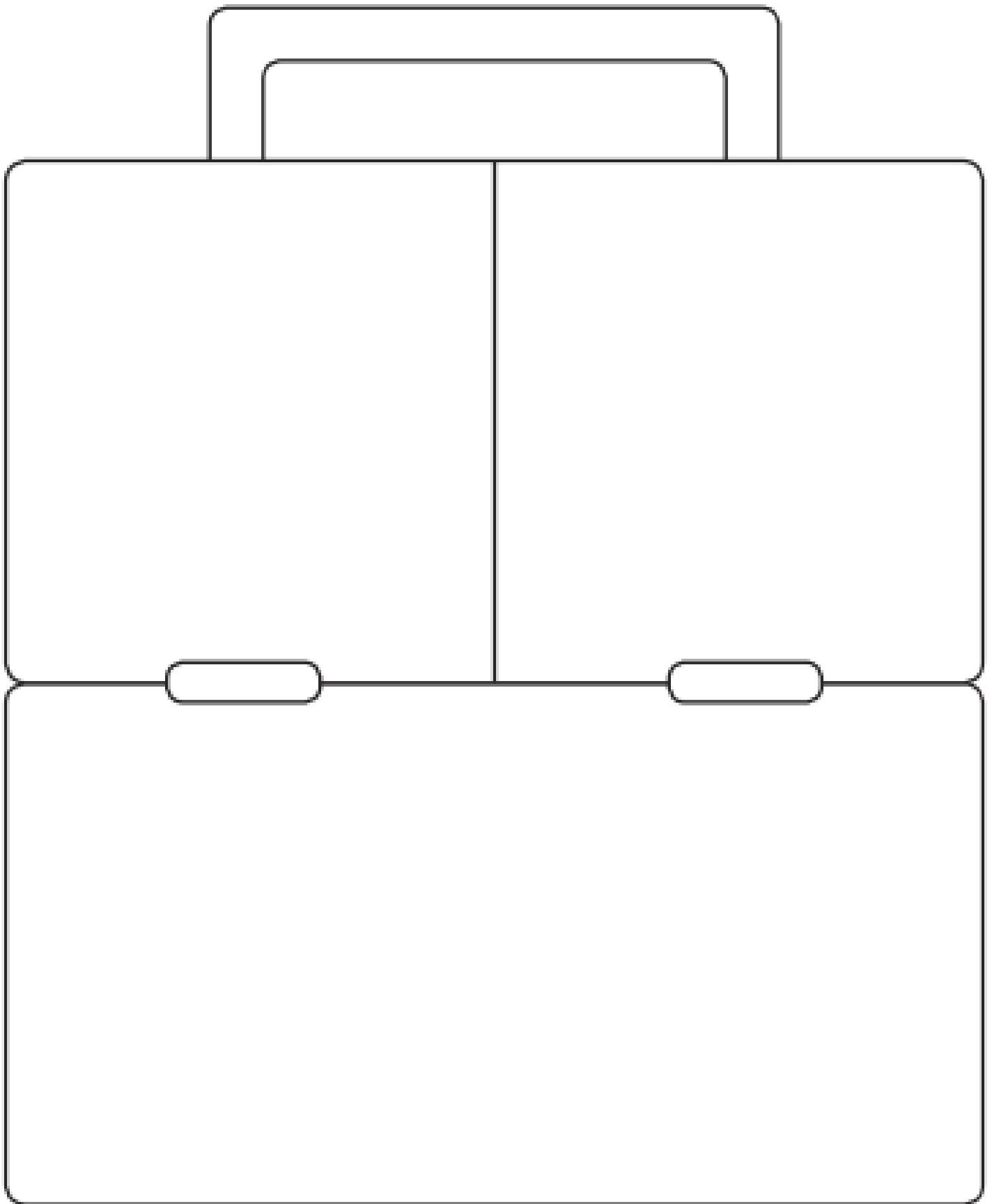
What will the caption be? _____

Newspaper Report 'I Can' checklist

Working at the expected standard:	✓
I can use full stops and capital letters in my sentences.	
I can sometimes use question marks.	
I can sometimes use exclamation marks.	
I can use statements.	
I can use questions.	
I can use exclamations.	
I can use commands.	
I can use some expanded noun phrases for description and detail.	
I can use present and past tense correctly and consistently.	
I can use co-ordinating joining words (conjunctions) – and, but, or.	
I can use some subordinating joining words (conjunctions) – when, if, that, because.	
I can use my phonics to spell new words.	
I can spell some words that have contractions - can't, don't, won't.	
I can add some suffixes to the end of root words correctly – joy → joyful, care → careless	
I can use some joined handwriting.	
I can make my capital letters and digits the correct size and the right way round compared to lower-case letters.	
I can use fingers spaces that are the right size.	

Healthy Eating Lunchbox

Design a healthy lunch which you would like to eat.



Food Groups

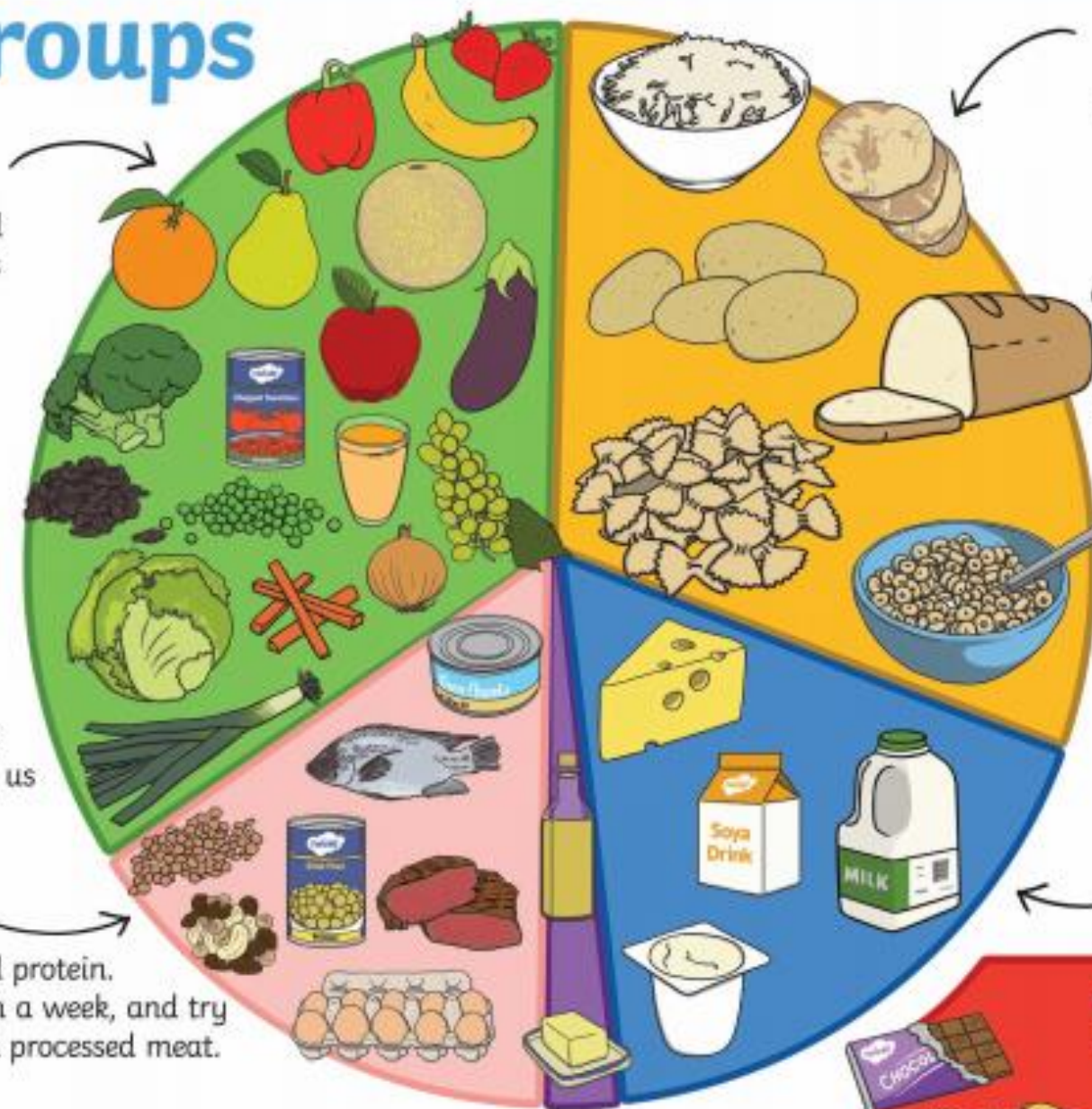
Fruit and Vegetables

These are good sources of vitamins and minerals and fibre. Aim to eat 5 portions a day! Choose from fresh, frozen, tinned, dried or juiced. Fruit juice and/or smoothies should be limited to no more than a combined total of 150ml per day.

Proteins

Proteins such as beans, pulses, fish, eggs, meat are very important for helping us grow and build muscles. Beans and pulses are a good alternative to meat as they contain less fat and are higher in fibre and protein. Try to eat 2 portions of fish a week, and try to reduce intake of red and processed meat.

Oil and Spreads Choose unsaturated oils and spreads and use in small amounts. Eat sparingly.



Carbohydrates

Starchy foods such as potatoes, bread, rice, pasta and cereals should make up just over a third of the food you eat. These are important for giving us energy. Choose higher-fibre, wholegrain varieties, such as wholewheat pasta and brown rice, or simply leave skins on potatoes.

Dairy and Alternatives

These are a source of calcium which is important for strong teeth and bones. Choose lower fat and sugar options.

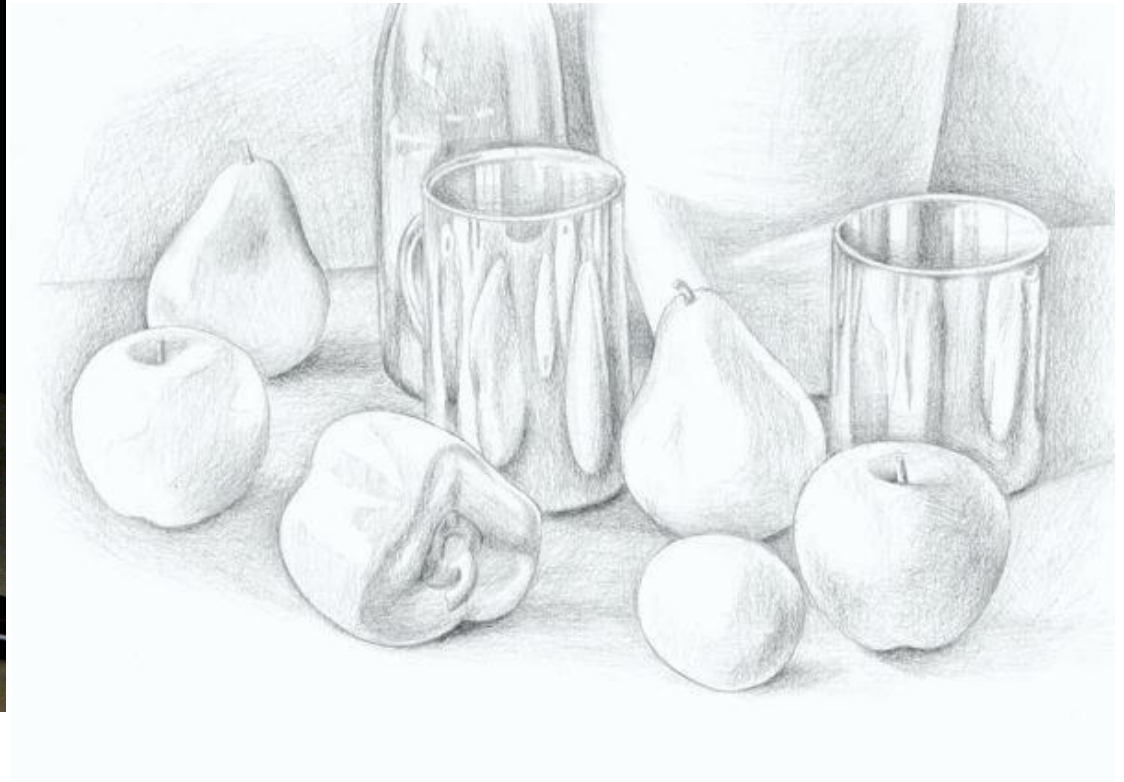
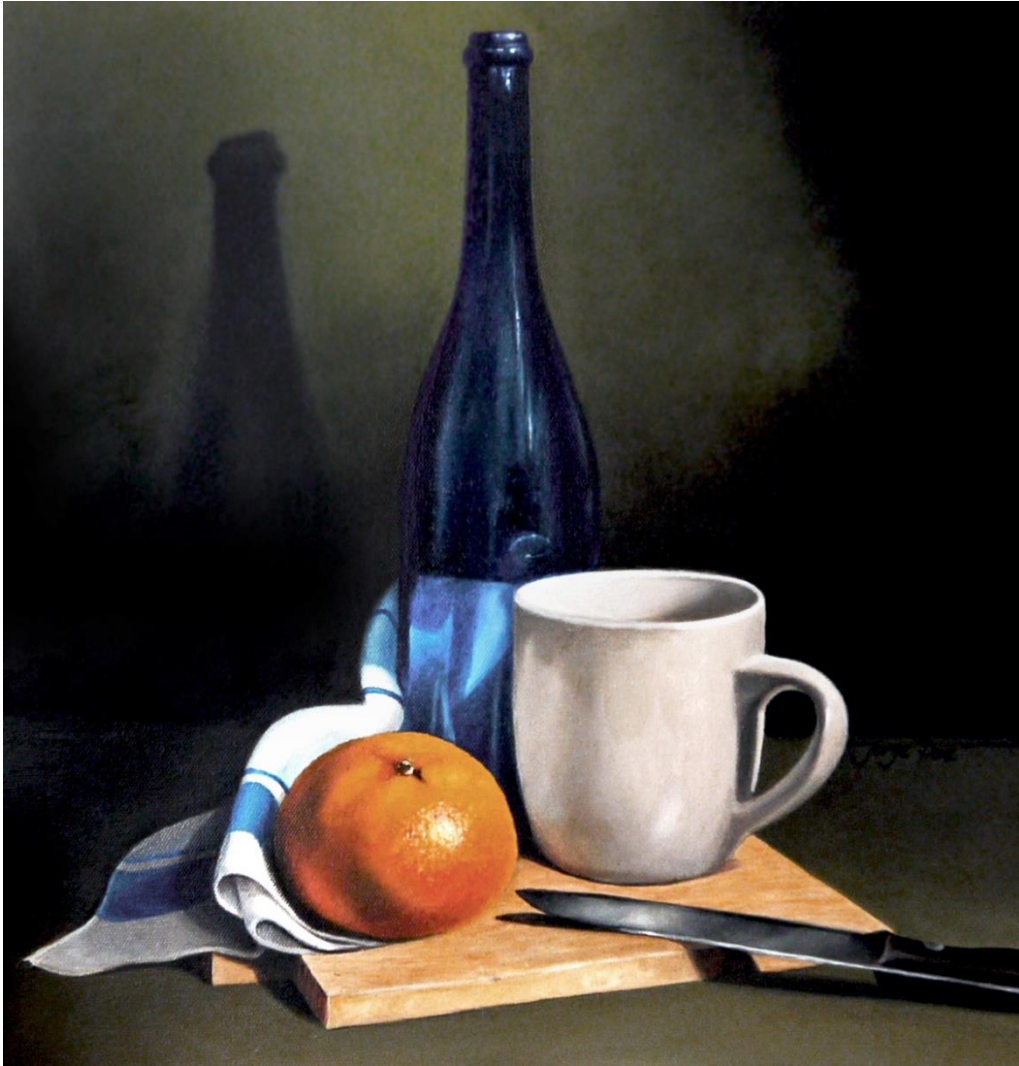
Food and Drinks High in Fat and / or Sugar
Eat less often and in small amounts.



My Food Journal



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Lunch							
Dinner							
Snacks							
Drinks							

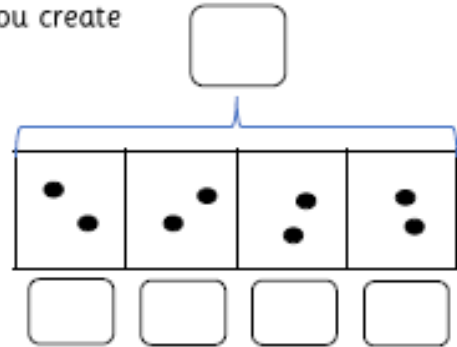


Write the calculation sentence represented by the sentence and solve it.

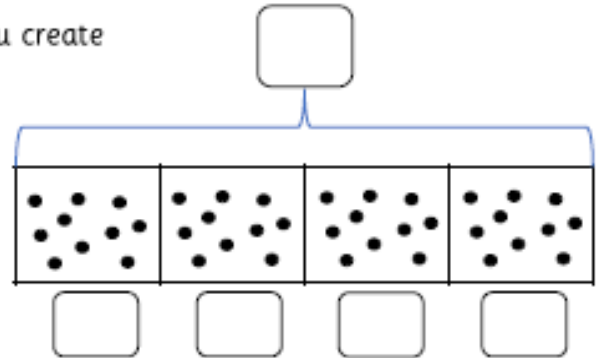
I share 24 cubes between 8 boxes.

I share 28 cubes between 7 boxes.

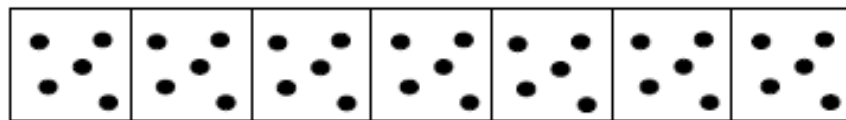
What multiplication and division number sentences can you create from the bar model?



What multiplication and division number sentences can you create from the bar model?



Write a multiplication and division word problem for the bar model shown.



Multiplication word problem:

Division word problem:

Solve the division problems.

There are 32 carrots in a field.
I pick 12 for my pet rabbit and split the remaining
carrots between my mum and my aunt.

How many carrots do they get each?

Show the calculation you have used.



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I make 3 towers of 2 blocks.
Tia makes the same tower as me but makes 4
more than me.

We then split all of them between us so we have
an equal amount. How many blocks do we have?

Show all the steps you used.



I have 92 gloves and want to pair
them up. How many pairs will I
have?



Show a multiplication and division
calculation.

$$\square \div \square = \square \quad \square \times \square = \square$$



I have 78 gloves and want to pair
them up. How many pairs will I
have?



Show a multiplication and division
calculation.

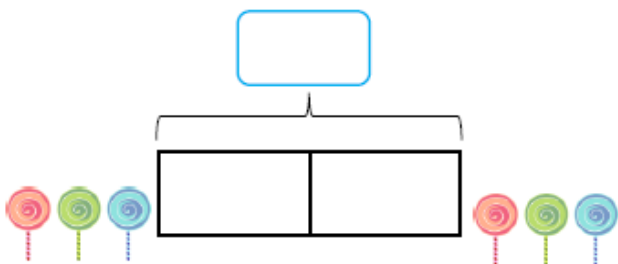
$$\square \div \square = \square \quad \square \times \square = \square$$

Leanna, Tia and Malachi have 24 lollipops each.
They share them equally between their 2 younger
cousins. How many lollipops will each cousin get?

There are ____ lollipops altogether.

There are ____ groups.

There are ____ in each group.



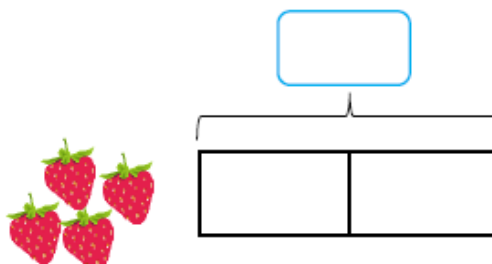
$$\square \div \square = \square \quad \square \times \square = \square$$

Leanna, Tia and Malachi have 18 strawberries each.
They share them equally between their 2 younger
cousins. How many strawberries will each cousin
get?

There are ____ strawberries altogether.

There are ____ groups.

There are ____ in each group.



$$\square \div \square = \square \quad \square \times \square = \square$$

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