


Dear Parents,

Please find below a suggestion of learning tasks for the coming week. We as a school, want to reassure you that a high priority of ours is well-being. Particularly the mental well-being of the children, yourselves and our staff at such a tough time. Therefore we do not want the activities below to become a source of extra stress for you. Please know that the teachers are available by email to provide support, if needed. The most important activities for you to complete with your child(ren) is daily reading and language development through conversation. We also recognise that activities you do with your children such as craft, baking, playing games, etc have many educational benefits and would encourage you to continue completing activities both you and your child enjoy doing together.

Year 2 Home Learning Menu	Week beginning 27.04.20
P.E.	Creative (Music, Art, Drama)
<p>Joe Wicks has become the UK's PE teacher. Go on you tube at 9.00am everyday to follow along. If you have not 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 experiment with the moves they chose last week and explore creating these on three different levels e.g. on the floor, crouched and standing tall. They should choose at least one move for each level. 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. 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>Look at the two paintings. What do you like/not like about them? What techniques have the artists used?</p> <div style="text-align: center;">  </div> <p>Experiment with different techniques and colours. Create your own lighthouse picture. (Paintings are bigger at the end of the document)</p>
Weekly Subject Focused Project:	

History

Big Question: Do you think Edith Cavell/ Mary Seacole/Florence Nightingale was a real life superhero?

Focus - LO: To learn about significant people from the past and compare some aspects of life in different periods.

Key Tasks:

- Compare Edith Cavell, Mary Seacole and Florence Nightingale. What is similar about them and their experiences? What is different? Does the time that they were alive in affect their experience as a nurse?
- Write down questions which you would want to ask the nurses. See if you can research the answers.
- Answer the Big Question: **Do you think Edith Cavell/ Mary Seacole/Florence Nightingale was a real life superhero?**

Addition suggested tasks:

BBC Watch Magic Grandad - Florence Nightingale -

<https://www.youtube.com/watch?v=XkoaMawiZ-o>

The life and work of Florence Nightingale (dramatisation) | History - True Stories - <https://www.youtube.com/watch?v=jONlz7vaMnU>

Mary Seacole interactive game -

<https://www.mylearning.org/resources/mary-seacole-activities>

Edith Cavell nurses trust website -

<https://www.cavellnursestrust.org/what-we-do/who-was-edith-cavell/>

The story of Edith Cavell -

<https://www.bbc.co.uk/bitesize/clips/z8dqmp3>

Look at the differences in the uniform all three nurses wore.

- Label some photos or draw pictures and label them
- Dressing up – can you use what you have at home to dress up as any of them?

Using the questions you wrote for the nurses, create a talk show.

This could be done with people you live with, cuddly toys or even your friends on video chat (if possible – parental choice). Role play the nurses and ask them your questions for them to answer.

Spelling and Grammar

This week's focus is the sound /or/ spelt 'a' before l or ll :

all, call, ball, walk, talk, always, small, wall, fall, altogether

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:

Make these dominoes and match the contraction to its full form.

cannot | hasn't

has not | it's

it is | couldn't

could not | didn't

did not | I'll

I will | can't

Using your knowledge of these contractions, write the contractions of the following words.

should not

would not

was not

had not

Challenge

Write sentences using the contractions. Remember to include the apostrophe in the correct place.

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.

Vocabulary

The word/phrase _____ shows that...
A synonym for _____ is...

Explain

The most interesting/exciting part was... because...
I think the text is arranged in this way because...

<p>The word(s) _____ suggest that the character is feeling...</p> <p>A definition for the word _____ is...</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>The Lighthouse Keeper's Lunch (model text within this document)</p> <ul style="list-style-type: none"> - Write a setting description e.g. of the lighthouse or cottage. Remember to use lists of adjectives, similes and alliteration. - Write a character description. You can choose which character to write about. You may want to draw a picture of the character to help you describe them. - What is the opening, build up, problem, solution and ending in The Lighthouse Keeper's Lunch? 	<p>Extra ideas:</p> <p>The Lighthouse Keeper's lunch - https://www.youtube.com/watch?v=46wCRg50Wwg</p> <p>Write a recipe for something which might go in Mr Grinling's lunch.</p> <p>Write a set of instructions to make a sandwich for Mr Grinling's lunch.</p>

Losing Tale:	Generic Structure:
Opening	MC has something precious
Build up	MC sets off with the precious item
Problem	MC loses the precious item and has to search for it/face the consequences
Resolution	The precious item is found
Ending	MC vows to keep the item safe/reflects on their feelings/learns a lesson

- Plan your own losing tale with an opening, build up, problem, solution and ending.
- Write your own losing tale. Remember to include lists of adjectives, similes, alliteration, interesting verbs and adverbs. You could also include some speech using speech marks.

Mr Grinling's lunch is delicious. Can you think of any other words which mean the same as delicious?

Role play the different characters – how were they feeling at different times in the story?

A tour of a lighthouse -

https://www.youtube.com/watch?v=iyRtZzTb_y0

Create a story setting (in a cardboard box, a painting, in your garden etc) and puppets of your characters – use these to retell your losing tale.

Draw a story map of your losing tale and create actions. You could teach these to someone you live with and see if you can ping pong your story.

Maths

Number focused activities

Write everything you know about $8 + 11$

Focus: Addition and Subtraction

Addend + addend = sum

Minuend – subtrahend = difference

Complete the following calculations. Use the inverse to help you solve them and to check your answers.

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 2.

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

$$14 + 7 =$$

$$23 - 9 =$$

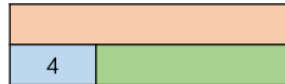
$$8 + \underline{\quad} = 17$$

$$64 - 20 =$$

$$72 = 54 + \underline{\quad}$$

$$31 = \underline{\quad} - 9$$

Here is an incomplete bar model.
The total is greater than 10 but less than 20
What could the missing numbers be?
How many different combinations can you find?



Now can you write the fact families for each calculation?

e.g.

$$6 + 5 = 11$$

$$5 + 6 = 11$$

$$11 - 6 = 5$$

$$11 - 5 = 6$$

$$8 - 5 = 3$$

$$8 - 3 = 5$$

$$8 = 5 + 3$$

$$3 = 8 - 5$$

Rosie says,



Ron disagrees.

Who is correct? Can you prove it?

I think that all of these facts are correct because the numbers are related

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)

The Lighthouse Keeper's Lunch

Once upon a time there was a lighthouse keeper called Mr Grinling who lived in a white cottage as cute as a button with his wife Mrs Grinling and their cat Hamish. It was perched on the edge of a tall, towering, rocky cliff.

Come rain or shine, Mr Grinling kept the light shining in the lighthouse and every day Mrs Grinling packed a mouthwatering lunch and slid it down a wire in a basket to Mr Grinling.

One sunny day Mrs Grinling concocted a delicious lunch and sent it carefully down the wire to Mr Grinling.

After a while some greedy seagulls flew down and ate the scrumptious lunch. "Yummy" mumbled the naughty seagulls while they chomped on the food.

Mr Grinling was devastated that he didn't receive his lunch and complained that his stomach was a growling bear. Mrs Grinling plotted a plan.

The next day, she tied a napkin to the basket. Unfortunately, her cunning plan didn't work and the seagulls ate the delicious lunch again.

Then Mrs Grinling had another, even more inventive, plan and put Hamish the cat into a basket to scare away the seagulls but it didn't work because it made Hamish sick. "Clear off you horrible seagulls!" yelled Mr Grinling as loud as thunder.

After that Mrs Grinling had an ingenious plan and concocted mustard sandwiches. "Yuk, yuk, yuk" exclaimed the seagulls and quickly flew away.

Finally Mr Grinling was jubilant because he could enjoy his delicious lunch in the golden sunshine.

