

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 reading Nature's Way and thinking about the language, practicing addition and subtraction with number lines, identifying the five senses of the body, 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 enjoy hearing about what you have been doing at home. Most importantly, look after yourselves and stay safe.

From Miss Sutherland.

<b>Year 2 Home Learning Menu</b>	<b>Week beginning 04.05.20</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 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 and different levels they have chosen. They should begin to put these into a sequence and think about how to move between 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>Read 'Nature's Way' poem. Create a piece of artwork based on the poem. What does it make you think of?</p>
<b>Weekly Subject Focused Project: Science</b>	
Big Question: <b>Which super sense would be your super power?</b>	Addition suggested tasks:

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.

Key Tasks:

- Draw around a body (could be you or someone you live with) on big paper or outside with chalk. Alternatively print an outline of a body. Label the outline with the different parts of the body.
- List the five senses we have – where do these relate to on our body e.g. sight – eyes. What do they help us do? Create a song/rap/poem about the senses.
- Research animals senses – are they the same as humans? Look at bats hearing, owls eyesight and snakes using vibrations for sound. What other differences between animals and humans can you find?

Senses challenges – to be completed with people you live with

- 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.
- Smell challenge. Get some items which have different smells e.g. body wash, candles, coffee, cheese etc. Choose 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/>

Senses walk, hunt and body labelling sheets attached to the document.

## Spelling and Grammar

This week's focus is the sound /u/ spelt with 'o':

**other, mother, brother, nothing, Monday, money, cover, honey, discover, wonder**

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:

BBC Bitesize – possessive apostrophes

<https://www.bbc.co.uk/bitesize/topics/zvwxnb/articles/zx9ydxs>

Watch these videos to remind yourself about possessive apostrophes

Correct the sentences:

**The cats basket was in the corner.**

**I went to Lolas house yesterday.**

**My mums car is bright red.**

*Challenge*

Write sentences using possessive apostrophes.

Can you write a sentence with more than one possessive apostrophe?

E.g. My mum's car is blue and my dad's car is red.

## 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>- Read the poem and identify any words you are unsure of – can you read around the text to find out what they mean? Make a dictionary.</li> <li>- Create a story map of the poem.</li> </ul>	<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>

- Practice learning the poem using your story map and create actions – can you teach them to someone you live with and ping pong the poem?
- What grammatical features can you find in the poem? See if you can spot adjectives and interesting verbs. Can you find anything else?
- Practice using the different features you have found in our own sentences. Now can you think of some similes and metaphors for nature?
- Choose a verb from the poem e.g. look. How many other verbs can you think of which mean the same thing? Can you put them in a sentence? E.g. gaze – As I gaze across the field, I see a butterfly hovering in the sky.

BBC bitesize - similes and metaphors -  
<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr>

Quiz about verbs -  
<https://www.educationquizzes.com/ks1/english/verbs/>

BBC bitesize - what is a verb -  
<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpxhdxs>

Write a setting description of the meadow

Pretend you are a bee – imagine flying around the meadow – what can you see, hear, smell, taste, touch?

BBC bitesize – what is an adjective -  
<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc>

Simile worksheet attached to document

## Maths

### Number focused activities

Write everything you know about eleven ones plus three tens

Focus: Addition and Subtraction

Addend + addend = sum

Minuend – subtrahend = difference

Complete the following calculations. Use number lines to calculate your answers.

If you have access to a computer, use:

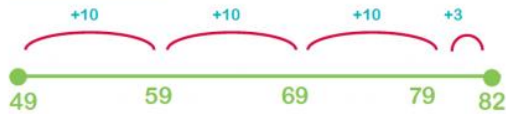
<https://whiterosemaths.com/homelearning/>

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 3.

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

$$82 - 49 =$$



$$10 + 10 + 10 + 3 = 33$$

$4 + 8 + 3 =$

$19 - 2 = 15 + \underline{\quad}$

$7 + 7 + 7 = \underline{\quad} + 14$

$\underline{\quad} = 26 - 7$

$53 + 45 =$

$98 - 27 =$

Now can you write your own calculations and solve them on a number line?

Jack and Eva are solving the subtraction  $23 - 9$

Here are their methods:

I put 9 in my head and counted on to 23

Jack



I put 23 in my head and counted back 9

Eva

Who's method is the most efficient?

Can you explain why?

Can you think of another method to solve the subtraction.

### 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)

## 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..





# My 5 Senses

Walk around your house or garden and fill in the boxes.

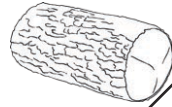
<p>I can see</p> 	
<p>I can hear</p> 	
<p>I can feel</p> 	
<p>I can smell</p> 	
<p>I can taste</p> 	

# My Five Senses Scavenger Hunt

Something smooth



Something rough



Something that makes a noise



Something round



Something yellow



Something that came from a plant



Something that has a smell



Something long



Something man-made



Something soft



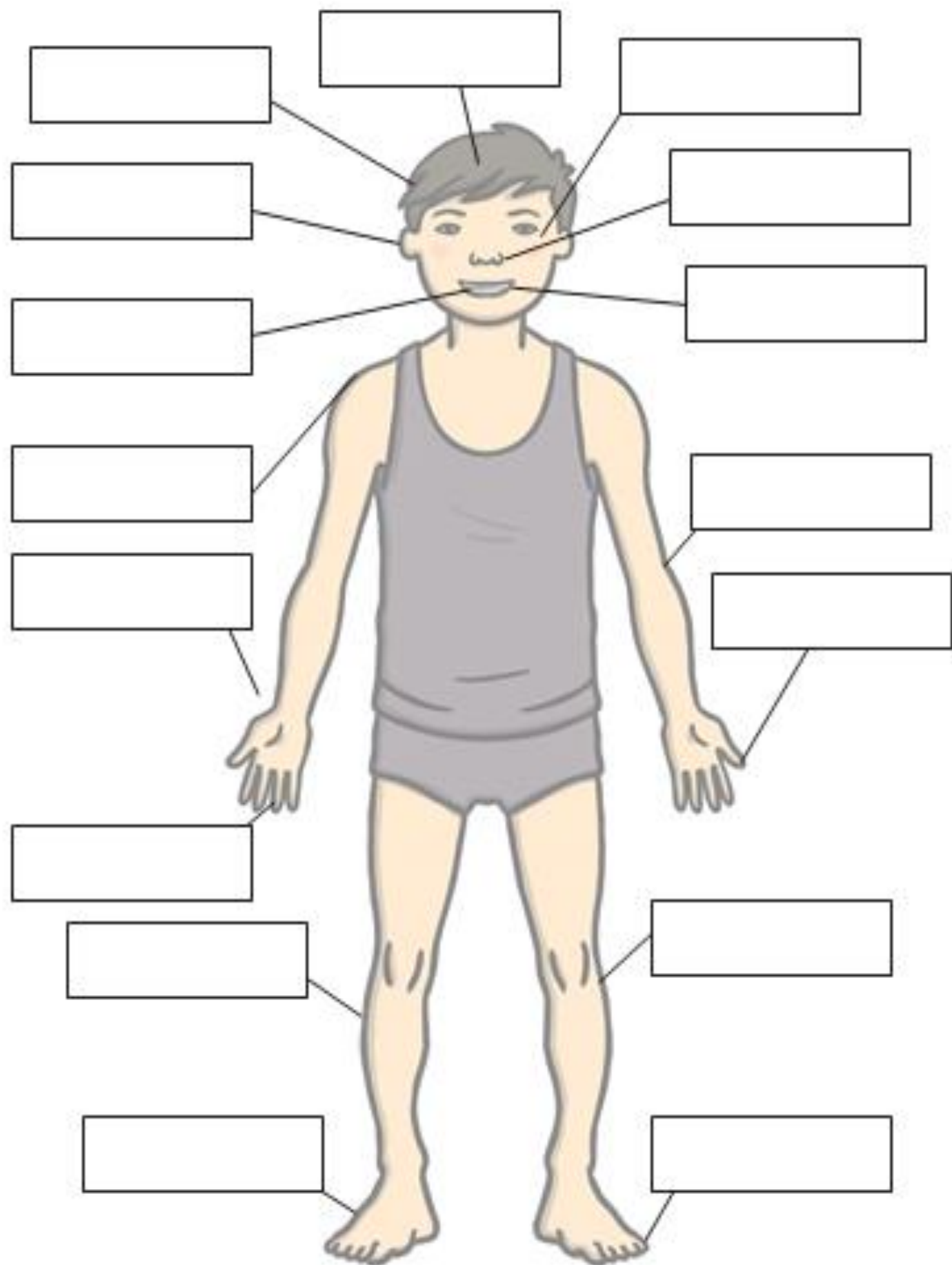
Something you can eat



Something red



# Parts of the Body Labelling Activity



## Smashing Similes

See how many similes you can think of to describe and compare different things.

1. The boy ran \_\_\_\_\_ like \_\_\_\_\_.
2. The coins shone \_\_\_\_\_ as \_\_\_\_\_.
3. Jessie swam \_\_\_\_\_ like \_\_\_\_\_.
4. The giant laughed as loud as \_\_\_\_\_.
5. The bells tinkled \_\_\_\_\_.
6. The man was as tall as \_\_\_\_\_.
7. The police sirens wailed like \_\_\_\_\_.
8. The boy on the skateboard whizzed by like \_\_\_\_\_.
9. The baby was as quiet as a \_\_\_\_\_.
10. Write your own simile sentence here:

---

---