

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; understanding explanation texts, 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 29.06.20
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>Challenge: Create your own work out. Choose between 3-5 different exercise moves e.g. star jumps, sit ups and lunges.</p> <p>Choose how many times to complete each move e.g. 5 star jumps 5 sit ups and 5 lunges.</p> <p>Choose how many times to repeat each set of exercises e.g. 2 times</p> <p>Practice your home workout. Can you teach it to someone else? You can always change the exercises or the number of times you do them.</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 on a city skyline. You could use these pictures for ideas or create a 3D skyline from recycling materials. (the pictures are bigger later in the document)</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Weekly Subject Focused Project: Science	
Big Question: What would you plan to see on a trip around the world?	Addition suggested tasks

Focus - LO: To use basic geographical vocabulary to refer to key physical and human features.

Key Tasks:

- Remember that human geography is man-made and physical geography is natural. Research each of the continents. Can you spot any human features? Can you spot any physical features? You could create a list, a table or print photos and label them.
- Complete the human and physical sorting activity attached to the document.
- What is a landmark? Research famous landmarks around the world. Which one is your favourite and why?
- Create a poster about a famous landmark.
- Answer the Big Question: **What would you plan to see on a trip around the world?**

- 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 and oceans – now can you include some famous landmarks?
- 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

- BBC clips – UK landmarks <https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettters-uk-places-and-landmarks/zkyjkmn>
- BBC Clips – click the links to learn about different continents and their landmarks <https://www.bbc.co.uk/teach/class-clips-video/eyfs-ks1-geography-go-jettters/zj8ypg8>
- BBC clips – London landmarks <https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-transport-travel-and-landmarks-of-london/zhtscw>
- Landmark quiz <https://www.educationquizzes.com/ks1/geography/landmarks-finding-your-way/>

Spelling and Grammar

This week's focus is words ending in -tion:

station, fiction, motion, national, section, addition, subtraction, potion, option, introduction

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:

totally

Draw a picture using the word to show its meaning:



Watching or Watching

Rainbow writing to show sounds or parts of the word:

Can you find the words in the wordsearch?

m	i	n	d	l	n	s	f
k	c	k	f	k	f	b	i
d	h	i	i	n	d	n	n
l	i	n	n	n	s	b	d
i	l	d	i	l	r	m	e
h	f	h	k	i	m	i	b
c	e	l	m	w	i	l	d
b	w	d	i	l	d	c	k

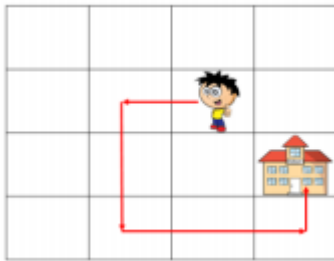
	<p>find. mind, kind, behind, child, wild, climb</p> <p>Is there any other words?</p> <p><i>Challenge</i> Can you create your own wordsearch? Test it on someone you live with.</p>
Reading	
<p>Read for 15 minutes a day. Then use some of the sentences stems below to come up with questions about what you have read. Select a different focus for each day.</p> <p>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.</p> <p>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.</p>	
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 to drive a submarine into the ocean – Explanation text (model text within this document)</p> <ul style="list-style-type: none"> - Read the model text. Use the features sheet attached to check that it includes all of the features of an explanation text. - Answer the questions about the frog explanation text. - Read the Aeroplane explanation text. Label the diagram with the words from the text. Have you learned any new words? What do they mean? - Read the sunflower text. Edit and improve it to give more detail. Add time conjunctions. Expand the sentences using conjunctions. - Look at the blank sunflower pictures. Can you label what is happening and use them to create a diagram. <p>If you would like to send me your work to see, I would really enjoy that.</p>	<p>Extra ideas:</p> <ul style="list-style-type: none"> - Play the conjunction game https://www.funenglishgames.com/grammargames/conjunction.html - Conjunction lesson and games https://www.turtlediary.com/game/conjunction.html - Time adverbials song https://www.youtube.com/watch?v=seaeluxlsqw - Follow the explanation text to grow your own sunflower – can you see all of the stages happening? - Build your own model aeroplane (junk modelling). Can you practice moving it and see if you notice the thrust and drag?
Maths	
<p>Number focused activities</p> <p>Write everything you know about ways you can turn (e.g. half turn)</p>	<p>If you have access to a computer, use: https://whiterosemaths.com/homelearning/</p> <p>Here you will be able to access a lesson a day of maths, there is a</p>

Focus: position and direction

What different ways can we move? Practice making half turns, quarter turns, three quarter turns and full turns. Practice moving forwards, backwards, left and right. When we turn, we can either go clockwise or anti-clockwise. Which way is which?

Describe the route Dennis takes to school.



Draw the route to show these directions.



Forward 1 square. Turn left.

Forward 1 square, quarter turn anti-clockwise.

Forward 1 square. Make a quarter turn clockwise.

Forward 1 square. Make a three quarter turn anti-clockwise. Forward 3

Write directions for Dennis to go to each place on the map.

video of what to do.

This week's learning is under Summer Term – Week 10. 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

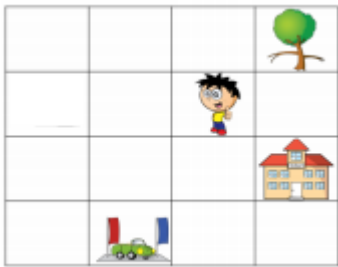
<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1> they have daily lessons with suggested activities and their Maths links to White Rose.

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.



Can you create directions for someone you live with? Guide them around using your positional language.

How many different routes can you find to get from start to finish. Use the words 'forwards', 'backwards', 'clockwise', 'anti-clockwise' and 'quarter turn'.



How many different patterns can you create using this shape?



Eva

The rule is turn the shape a quarter turn.



Rosie

The rule is turn the shape three quarters

Who is correct?

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 to drive a submarine into the ocean

First you press the big, red button to switch the engine on.

Then you push the lever into forward.

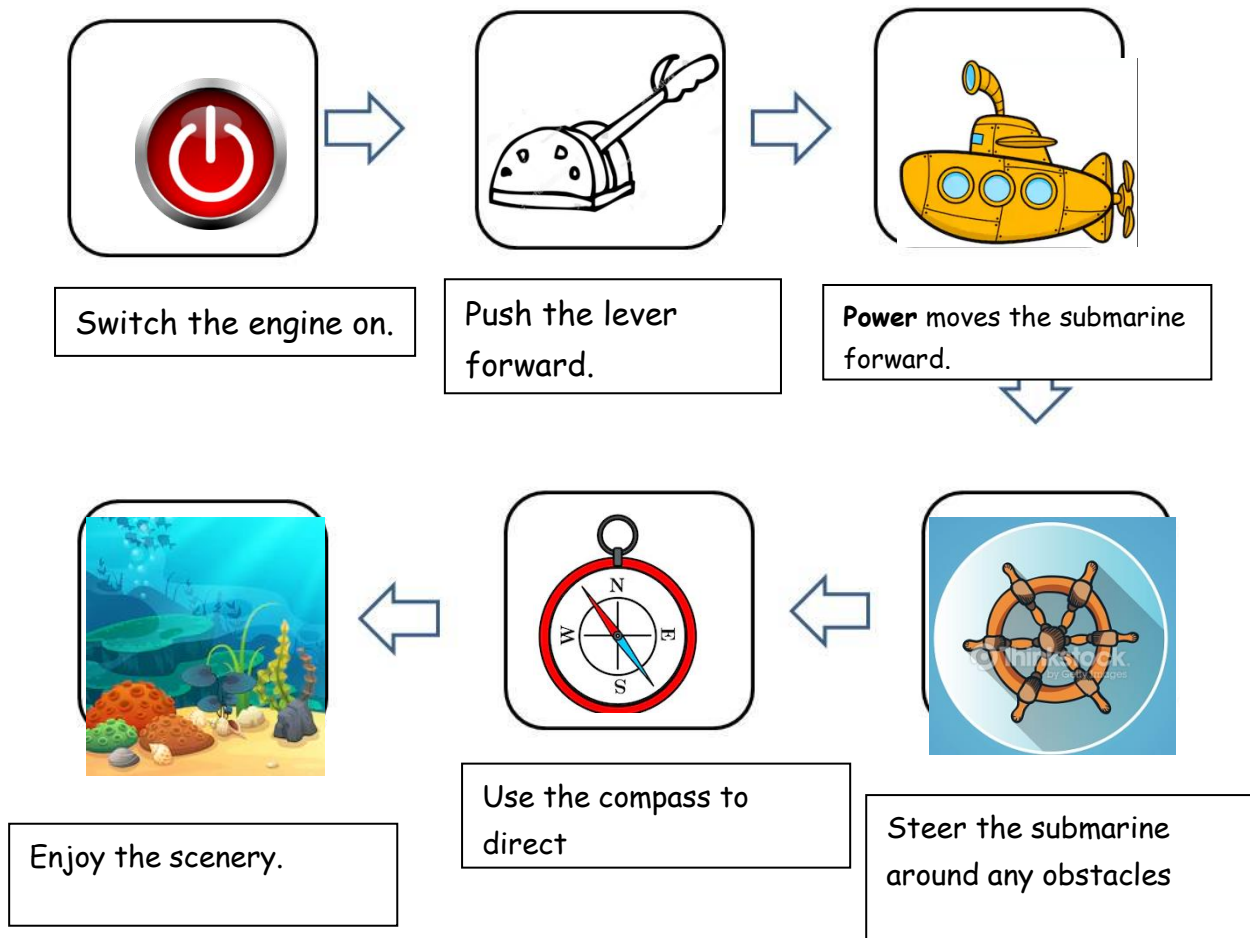
When the power created by the engine is large enough, the submarine will move forward.

After that, make sure you steer the submarine in the downwards direction, to ensure the submarine is submerged.

Next steer the submarine around any possible obstacles.

Make sure you use the co-ordinates and compass stored in the cabin until you reach your destination, so that you do not get lost!

Finally, sit back and enjoy the scenery.



Explanation Text Features Key

Text Title: _____

Here are the features of an explanation text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'time conjunctions' box in red, then use the same colour to underline all the time conjunctions in your text.

	Title shows what the text is about. Often uses "How..." or "Why..."		Technical vocabulary specific to the topic.
	Opening paragraph introduces the process.		Diagrams/illustrations with labels.
	Chronological order with time conjunctions . Time conjunctions can also be called time adverbials.		Cause and effect conjunctions explain how one event leads to the next.
	Stages of the process clearly broken down.		Final paragraph (conclusion) links back to the opening.
	Present tense (unless it's a historical explanation).		Passive voice is often used. (e.g. something is done)
	Impersonal tone .		

The Lifecycle of a Frog

Frogs are amphibians.

First, the mother frog lays her eggs in the water. This is called frog spawn.

Next, the eggs hatch into tiny tadpoles.

During this time, they grow gills to help them breathe.

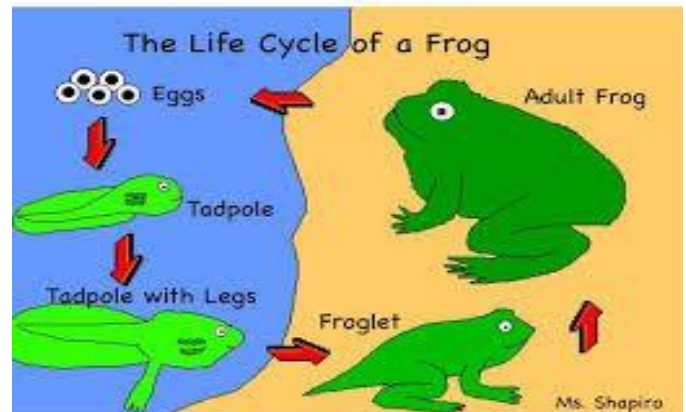
Then, they grow two back legs.

Later, they grow two front legs.

Afterwards, the tadpole looks like a frog but it has a tail. This is called a froglet.

Finally, the froglet loses its tail.

Now, it is a frog!



1. What type of animal are frogs?

2. What are the Mother frog's eggs called?

3. Can you copy and write 3 time conjunctions in the text?

4. What body part helps the tadpoles to breathe?

5. Which legs do the tadpoles grow first, front legs or back legs?
How do you know?

6. Why is the froglet not a frog yet?

7. Looking at the diagram, what comes in between the tadpole and the froglet?

How to Take-Off in an Aeroplane to Australia

First you press the big, red button to switch the engine on.

Then you press the big, blue button to take off the break.

When the power (**thrust**) created by the engine is large enough, the aeroplane will move forward.

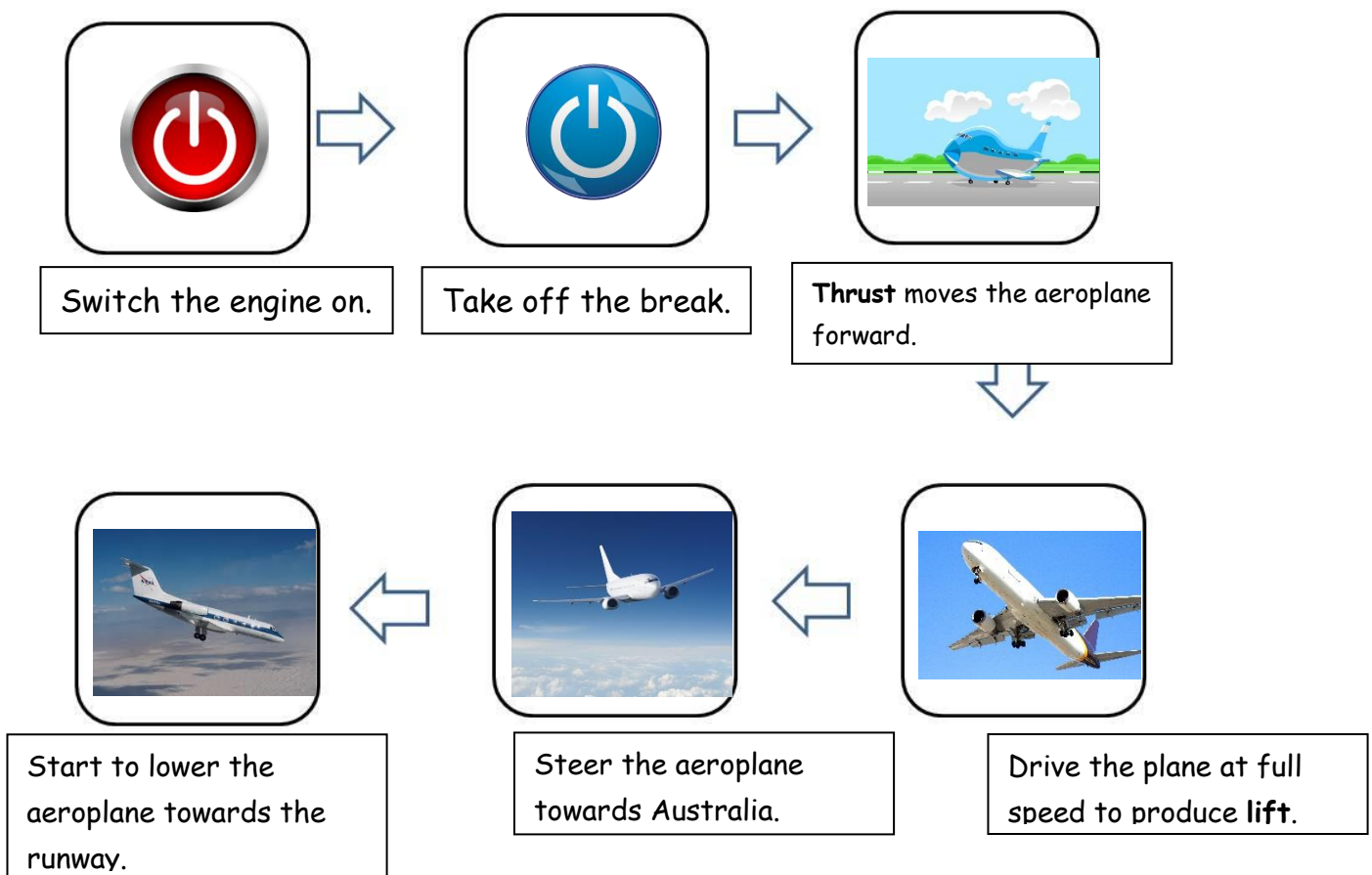
After that, make sure you steer the plane in a straight line down the runway, using the steering wheel.

Before the aeroplane moves upward into the sky, drive the plane at full speed to produce a force of **lift**. The most **lift** comes from the wings.

Next steer the aeroplane towards Australia, for 24 hours.

Make sure you use the map and compass stored in the cockpit until you reach your destination, so that you do not get lost!

Finally, start to lower the aeroplane towards the runway, when you have reached the Australian airport.



How Airplanes Fly

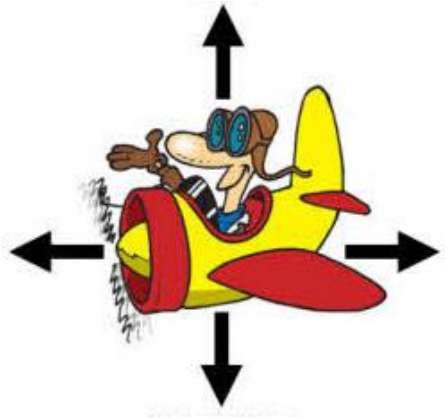
Aeroplanes fly because they are able to create a force called **lift** which moves the plane upward. **Lift** is created by the aeroplane moving forward through the air. The plane moves forward by the power or **thrust** of the engine.

The opposite force to the forward movement of the aeroplane is called **drag**. Swish your hand quickly side-to-side and you will feel the resistance on your hand.

Weight is the force created by gravity, pulling the aeroplane down to earth.

Aeroplane questions

Label the diagram of the aeroplane with the four forces acting on it.
Thrust, Lift, Drag and Weight.

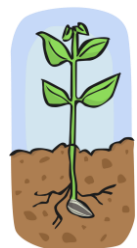
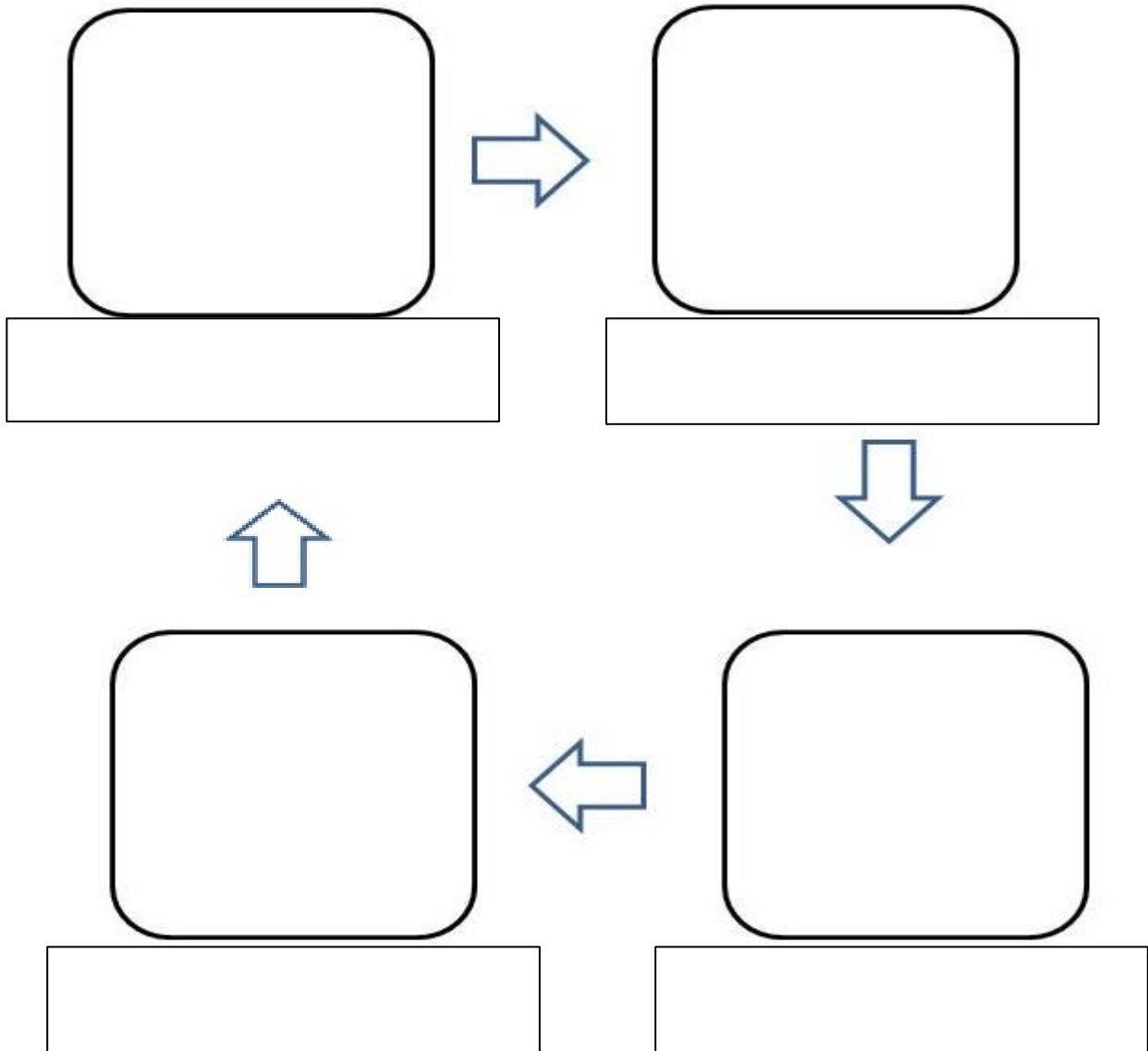


1. Can you copy and write 3 new words that you read in the text?
What do they mean?

2. Can you draw and label your own flying machine, with the 4 forces?

Creating a diagram

Here are pictures which represent the stages of a sunflower life cycle.
Cut and stick the pictures into the boxes and label them to create a diagram to go
with your improved explanation text from yesterday.



The Three Billy Goats Gruff

Once upon a time, there were three Billy Goats Gruff who lived in a valley. One day, they saw a field of sweet, green grass, but to get there they had to cross a bridge and underneath there lived a terrible, grumpy troll. The three goats made a plan.

The smallest Billy Goat Gruff came to the bridge. "Who's that trip trapping over my bridge?" growled the troll.

"It's only me, the little Billy Goat Gruff," said the smallest goat.

"Then I'm going to eat you up!" roared the troll.

"Don't eat me, I'm much too little," said the smallest Billy Goat Gruff. "My brother is coming after me and he is much bigger." So the troll waited for him.

Next, the medium-sized Billy Goat Gruff came over the bridge. "Who's that trip trapping over my bridge?" growled the troll.

"It's only me, the medium-sized Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.

"Don't eat me, I'm much too little," said the medium-sized Billy Goat Gruff. "My brother is coming after me and he is much bigger." So the troll waited for him.

Soon, the biggest Billy Goat Gruff came over the bridge.

"Who's that trip trapping over my bridge?" growled the troll.

"It's me. Big Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.

"Oh no you won't!" shouted the biggest goat, and he charged at the troll. Smack! He butted him right over the edge of the bridge. The troll fell into the river and was never seen again.

The big Billy Goat Gruff joined his brothers. They found their field of sweet, green grass and ate lots.



Questions about The Three Billy Goats Gruff

1. Where did the three Billy Goats Gruff want to go?

2. Write down one thing that the troll says over and over again.

3. Who lived under the bridge?

4. Which Billy Goat Gruff went first?

5. What could the troll hear as the goats crossed the bridge?

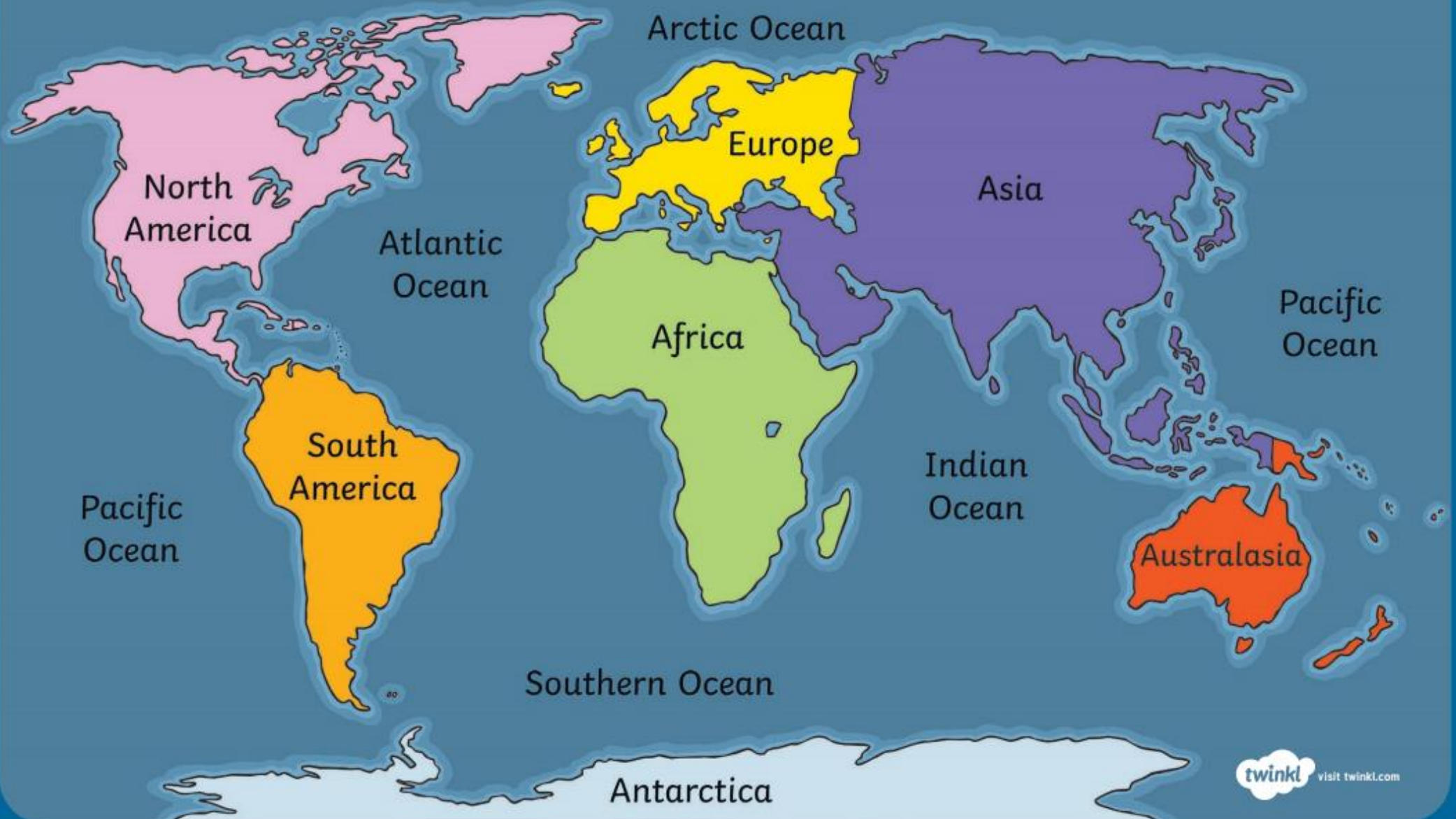
6. What did the first two goats say to the troll to make him wait?

7. Do you like that the biggest goat butted the troll over the bridge? Why?

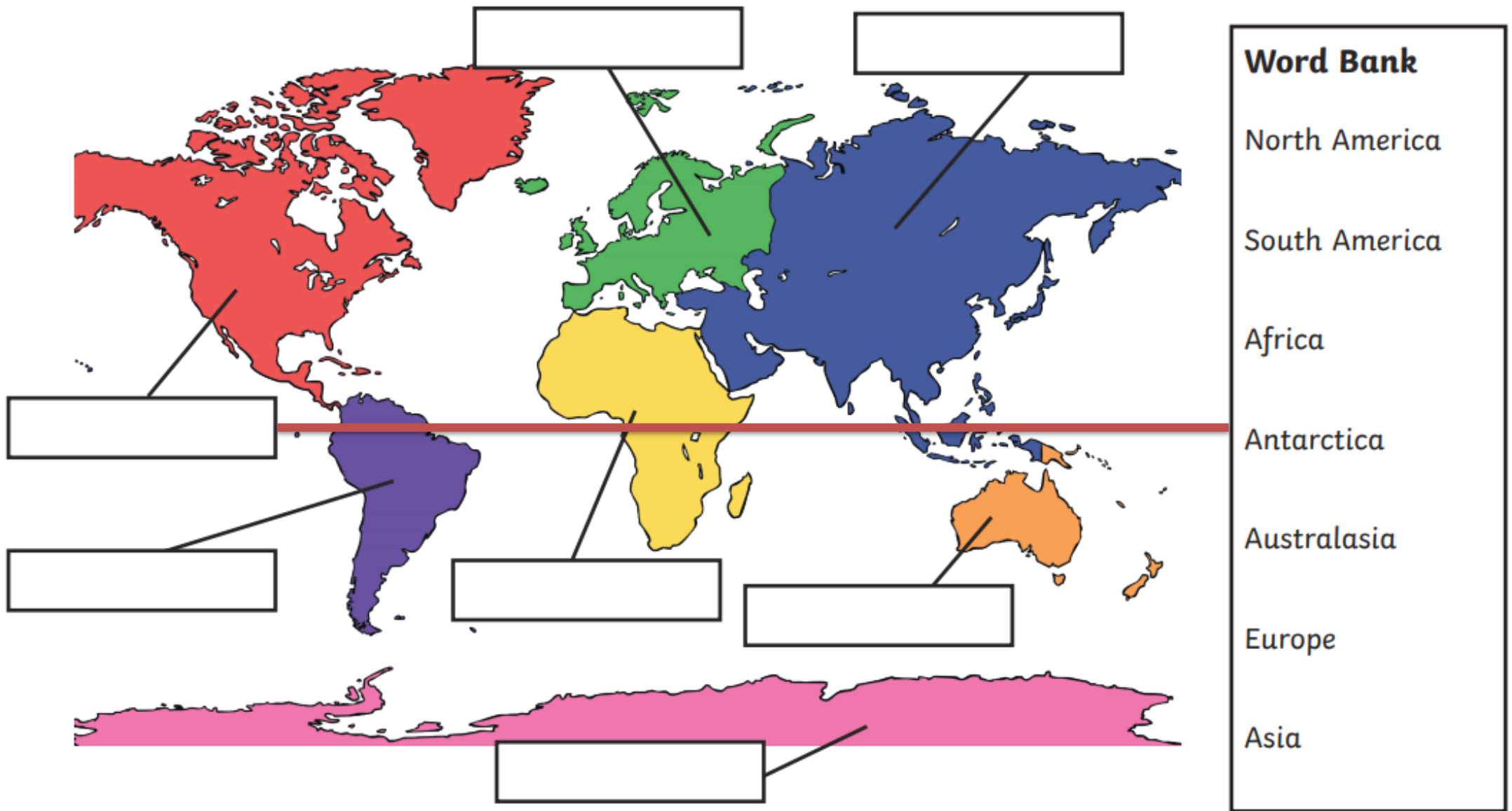
8. Which is your favourite part of the story?

9. Write an alternative ending to the story.

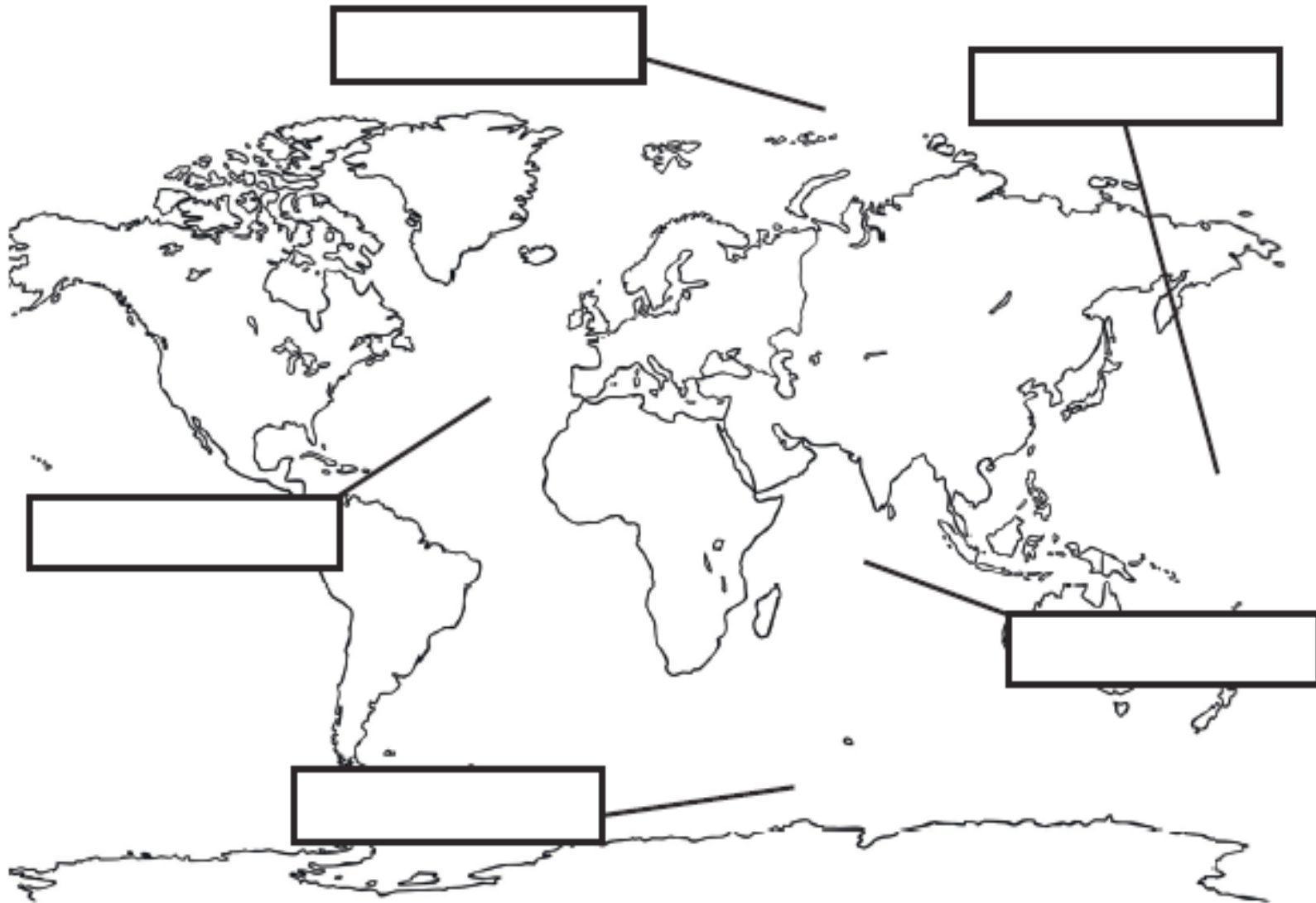
World Map



The Seven Continents of the World



The Five Oceans of the World



Word Bank

Pacific Ocean

Arctic Ocean

Indian Ocean

Atlantic Ocean

Southern Ocean

Physical Geography



Human Geography





factory



beach



hills



farm



city



port



seasons



vegetation



village



house



soil



weather



ocean



forest



town



valley



cliff



office



river



shop



coastline



mountain



harbour



Year 2 Maths activity mat 7

Section 1

Find the missing numbers:

$$75 + \square - 100$$

$$\square + 33 - 100$$

Section 4

Make £3.15 using the fewest number of coins.



Section 5

What time is the clock showing?



Section 7

Write down 2 facts about rectangles.

.....

.....

.....

.....

Section 2

What's my number? ?

I have 2 digits.

I am even.

My tens digit is half of 40.

My ones number is even and between 7 and 9.

Section 6

Write these numbers as words:

441

203

117

.....

.....

.....

Section 3

I have 62 football cards and I share them equally between my 2 friends. How many will they each have?



Section 8

I have 28 socks. How many pairs will I have?



Year 2 Maths activity mat 8

Section 1

Use the correct sign
< or > to make these true:

26		44
71		17

Section 2

What are the missing numbers? **???**

90		70	60			30
----	--	----	----	--	--	----

Section 3

A baker bakes 18 cakes. He sells half of them. How many are left?



Section 4

Which number is the odd one out? Explain how you know.

13 17 11
62 91 53



.....

Section 6

Hannah's train leaves at 11.30am. It is now 11.15am. How long does Hannah have to wait for the train to leave?

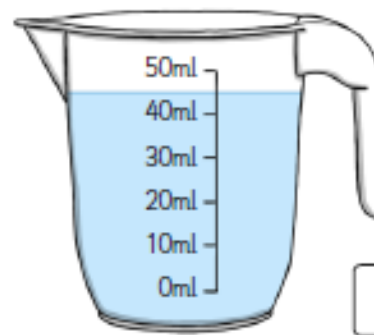
Section 5

Kim eats one cake. What fraction of the amount has she eaten?



Section 7

How much juice is in the jug?



Section 8

Are these correct? Can you correct any which are not correct?

$$112 - 10 = 100$$

$$200 + 35 = 230$$

$$73 + 14 = 87$$

Year 2 SPAG activity mat 3

a Underline the adverbs in this sentence.

The children clearly and carefully read their stories out loud to each other.



c Tick the exclamation sentence.

- Did you watch the match?
- How lovely it was to see you play tennis!
- Throw me another ball!



e Oh no! Mr Whoops is getting in a muddle. Tick the sentence he should use.

- We camped outside on the beach last weekend.
- We camp outside on the beach last weekend?
- We camping outside on the beach last weekend.



b Extend this sentence using the conjunction 'that'. Write the whole new sentence in full.

They found a great rocket...



d Circle the correct homophone for each picture.



their
there
they're



their
there
they're



their
there
they're

f Write a command sentence about this picture.

