

Tuesday 30th June:

Good morning everybody!

*How did you get on with yesterday's riddle? - When things go wrong, what can you always count on? The answer was....**your fingers!** Well done to you if you got this correct!*

How about starting the day off with some yoga to get you nice and relaxed and ready for the day ahead? Enjoy!

<https://www.youtube.com/watch?v=LhYtcadR9nw>

Have lovely day and enjoy your activities which you can find below.

Daily reading

Enjoy reading your book today for 10-15 minutes. Did you create your reading buddy yesterday? Can they join you for some reading today?

Share a story with a friend:

Can you phone a friend and read a story to them? Afterwards you could discuss the story together and even ask them questions about the story. Use the example questions below to help you.

Example questions to support inferencing:

- Why was..... feeling.....?
- Why did happen?
- Why did say?

Top Tips:

- Prior to reading, encourage your child to focus on the title of the book, the author, the illustrator and the front cover. Make predictions about what you think will happen in this book based on these factors. Afterwards, read the blurb and see if it gives you any further hints.
- Continue asking your child questions throughout the book but also encourage them to ask questions as this will further their understanding of the text.
- When you have finished the story, is your child able to retell the events in the order in which they happened? If you are reading non-fiction, can they recall any interesting facts that they have read?

Daily counting, number bonds or times tables

Try and work out the missing numbers to make 100. You can use a 100 square to help you if you need to.

68 + ___ = 100

18 + ___ = 100

52 + ___ = 100

___ + 46 = 100

71 + ___ = 100

57 + ___ = 100

___ + 24 = 100

___ + 83 = 100

Can you create more missing number questions to test out your number bonds knowledge? If these are tricky, write out the number bonds to 100 (e.g. 10 + 90 = 100, 20 + 80 = 100.)

Termly Spellings

This week's spelling pattern focuses on homophones. Homophones are words that sound the same but have different meanings. Have a look at the video below to help you.

https://www.youtube.com/watch?v=BSLj9S2vMSw&feature=emb_title

bear

bare

here

hear

door

floor

Have a go at writing a mini story which uses your spelling words. Can you explore other homophones and use them in your story?

Daily Maths

Remember you can log in to Maths with Parents:

www.mathswithparents.com . If you haven't registered before, log in as a parent with your child's details and the class code - **2EO = 717743** **2G = 633030**

This week in our maths, we are practising our four operations understanding. Today, we are focusing on multiplication and division. Read the question carefully, underline the key words in the question which tell you what operation to use. Then find the answer to each word problem.

1. How many wheels would 6 motorbikes have?
2. There are 20 chairs. The chairs are stacked into 2 equal piles. How many chairs are in each pile?
3. If 8 taxis arrive at the party at the same time, each carrying 5 passengers, how many people arrive at once?
4. Max had 45 sweets which he wanted to share between 5 friends. How many sweets would each friend get?
5. 30 ducks walked down to the pond in pairs. How many pairs of ducks were there?
6. Cinema tickets cost £8.00 each. Five people go and pay together. How much will this cost? Will they need any change if a £50 note is used to pay for the tickets?
7. There are 36 paint brushes in the cupboard and 3 pots. How many paintbrushes should there be in each pot?

Challenge – Have a go at solving these two-step word problems for a further challenge.

1. A farmer planted three rows of carrots with six carrots in each row. A naughty rabbit then came along and ate 14 of the carrots. How many carrots were left?
2. At a pet shop there were 14 ginger kittens and 21 tabby kittens for sale. The shop keeper mixed the kittens and put them into five pens. How many kittens were there in each pen?

**Daily English/
Phonics****Dictated sentence:**

Please read the following sentence to your child. Then re-read slowly one word at a time while your child writes the sentence.

Hold on tight when the ride goes through the water.

Copy the following real and alien words, then put sound buttons on them. Press the buttons to read the words.

muffled duthingston thumping airucker

Put the following common exception words into sentences. Remember your punctuation.

because fast poor who

Challenge: Can you use these common exception words in a short rhyming poem?

Optional extra: <https://www.phonicsplay.co.uk/resources/phase/6/pond-life-plurals>

Play this game or choose a different phase and game which is suitable for your child.

Writing:

This week, we are looking at performance poetry. Yesterday you listened and watched Brian Moses performing his poem 'Walking with my Iguana'. You then looked at the pictures of the iguanas and described them in readiness for today's writing. Today, we would like you to use your preparation work from yesterday to write your own version of 'Walking with my Iguana'. Think carefully about how you want your poem to sound, will it have a beat and use repetition like the original version? How will you use your iguana description in the poem? Will you use a drum or a pan to perform your poem? Will you change the title? You may want to keep the same pattern to the original chorus and change the other parts. It really is up to you today to take charge of your writing and to be as creative as you like! If you perform your poems, we would absolutely love to see them.

Here's an example of today's writing to help you to think about the layout and to get started:



I'm trotting with my Iguana



I'm trotting
with my iguana,
I'm strolling
with my iguana

He's scaly and green,
a plant eating machine
spiky and strong,
he crawls along

And I'm trotting,
With my iguana,
I'm strolling
with my iguana

Challenge – Can you include onomatopoeia or alliteration within your version of the poem?

Healthy Me

Photo albums:

Look through photos of yourself as a younger child. How have you changed? Talk about what you were like as a baby and a toddler. Can you discuss fun experiences you've had with your family?

Problem of the Day

Challenge – Can you take your exercise outdoors today? Can you create something that you can use to exercise? This could be markers to run between or some sticks to jump over. Use Lego, blocks, recycling objects (make sure you check with an adult if they are clean and safe to use) to create your exercise equipment.

Today's riddle – What is so delicate that saying its name breaks it?

The activities below are supplementary and can be used to further extend learning opportunities whilst at home.

Home Learning

Please look at your Home Learning grid for Term 6 on the school website at <https://www.newbridge.bathnes.sch.uk/> and go to the tab **Classes** and click on your class.

Please plan and complete these activities throughout the duration of the school closure.

National Curriculum Word Lists

Look in your Reading Log and find all of the spellings for your year group. How many of these can you learn? Can you write a sentence using the words?

Curriculum Overview

Take time to look at the Curriculum Overview for your year group. This can be found on the school website at <https://www.newbridge.bathnes.sch.uk/> Go to the tab **Key Information**, go down the menu on the left hand side to **Curriculum**, go to **Termly Overview** and click on the one for your year group.

Talk to a grown up at home and decide on an aspect you would like to find out more about. This means that when you come back to school, you will be able to share something new.

Useful websites

Please see the useful websites list.

Well done for trying all of these areas of learning. Please can I ask that your parent sends a few lines in an email to let us know what you have completed today?

2EO: 2eo@newbridge.bathnes.sch.uk 2G: 2g@newbridge.bathnes.sch.uk

Have a super day everyone,

From the Year 2 teachers

