

**Tuesday 7<sup>th</sup> July:**

Good morning Year 2!

We hope you made a great start to the week yesterday. How did you get on with the riddle? - What is next in this sequence? **JFMAMJJASON** . . . The answer was **D** because **January February March April May June July August September October November December**.

**Fun fact of the day** – Not only does everyone have unique fingerprints, humans also have unique tongue-prints! Have a lovely day and try your best at some of these activities.

**Daily reading**

Enjoy reading your book today for 10-15 minutes.

**Questions to support retrieval:**

- When did.....?
- What happened when.....?
- Why did ..... happen?
- How did .....?
- How many.....?
- What happened to.....?

**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**

**Adding more than two numbers:**

Find the missing number to make the number sentences true.

$$8 + 6 + \boxed{\phantom{00}} = 20$$

$$9 + 4 + \boxed{\phantom{00}} = 20$$

$$7 + 6 + \boxed{\phantom{00}} = 20$$

$$4 + 9 + \boxed{\phantom{00}} = 20$$

**Termly Spellings**

This week's spelling pattern focuses on the 'l' sound spelt 'il'

pencil  
fossil  
nostril  
pupil  
your  
where

Create silly sentences using the weekly spellings.

**Daily Maths**

Remember you can log in to Maths with Parents:

[www.mathswithparents.com](http://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**

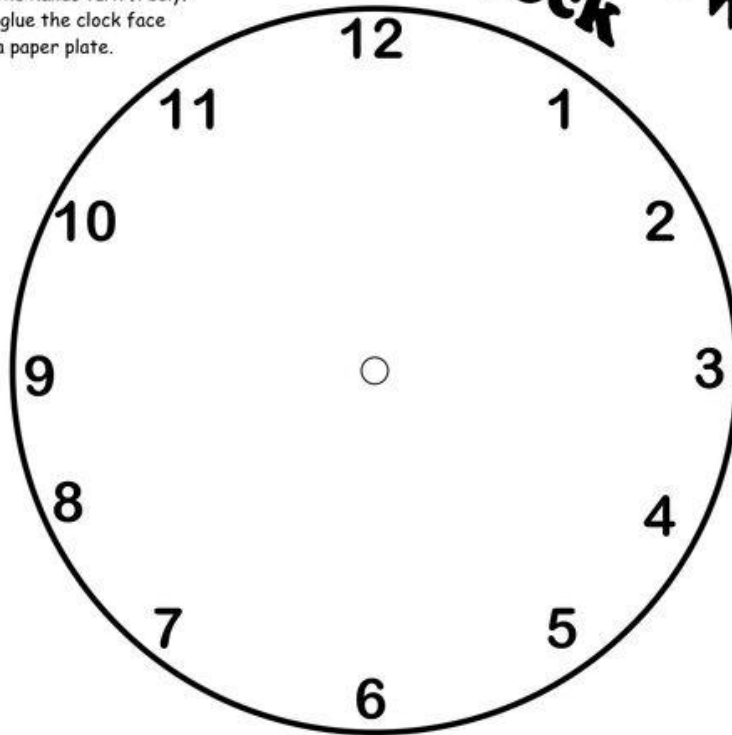
## Measurement: Time:

If you haven't already, can you create your own clock? What can you draw on it to help you remember how to tell the time? Here are some ideas of how you could do it...

### Directions:

Color the hands of the clock. Cut out the hands and clock face. Use a paper fastener to attach the hands to the face. Make sure the hands turn freely. Then glue the clock face onto a paper plate.

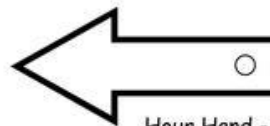
# Make Your Own Clock



Minute hand pointing to	Minutes past the hour
1	5
2	10
3	15



Minute Hand -  
Color Red



Hour Hand -  
Color Blue



### Challenge:

Using the clock, ask the children to count round in minutes. When the minute hand is pointing to a number, record how many minutes have passed the hour in a table. What do they notice? Will this pattern continue?

**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.

***Suddenly a group of gold aliens landed on Earth.***

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

**hiblifen    pronounced    jivugging    orthodontist**

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

**beautiful    people    money water**

**Challenge:** Pick one word and create an acrostic poem with it.

**Optional extra:**

<https://www.phonicsplay.co.uk/resources/phase/4/sentence-substitution-ph4>

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

**Writing:**

Write a letter to a Year 5 asking them the questions you began to list last week. You don't need to know a child in Year 5, you can start by writing 'Dear Year 5,' then you can explain to them what you'd like to know about the Upper School and explain how you are feeling about being in Year 3. Don't forget to write who the letter is from and to forward it to Miss Gatton or Mrs Titchener to pass onto a Year 5.



**Challenge:**

Include an introduction paragraph to explain why you are writing to them.

**Healthy Me**

**Make some food together:**

Try these healthy-ish banana pancakes...

**Ingredients:**

1 large banana



2 medium eggs



a pinch of baking powder (gluten-free if coeliac)



a splash of vanilla extract

1 tsp oil



	<p><b>Method:</b></p> <ol style="list-style-type: none"> <li>1. In a bowl, mash 1 large banana with a fork until it resembles a thick purée.</li> <li>2. Stir in 2 beaten eggs, a pinch of baking powder (gluten-free if coeliac) and a splash of vanilla extract.</li> <li>3. Heat a large non-stick frying pan or pancake pan over a medium heat and brush with ½ tsp oil.</li> <li>4. Using half the batter, spoon two pancakes into the pan, cook for 1-2 mins each side, then tip onto a plate. Repeat the process with another ½ tsp oil and the remaining batter.</li> <li>5. Top the pancakes with whatever you fancy.</li> </ol> <p>Miss Gatton had honey and raspberries, but Mrs Titchener had strawberries and maple syrup. Let us know what you decide!</p>
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<p><b>Problem of the Day</b></p>	<p><b>Learn a new skill:</b> Can you learn to juggle with two scarves or even three scarves? It could be any type of material - it doesn't have to be a scarf! Can you share your new skill with others and teach them how to do it?</p> <p><b>Today's riddle</b> – A monkey, a squirrel, and a bird are racing to the top of a coconut tree. Who will get the banana first, the monkey, the squirrel, or the bird?</p>
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**The activities below are supplementary and can be used to further extend learning opportunities whilst at home.**

<p><b>Home Learning</b></p>	<p>Please look at your Home Learning grid for Term 6 on the school website at <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> and go to the tab <b>Classes</b> and click on your class.</p> <p>Please plan and complete these activities throughout the duration of the school closure.</p>
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<p><b>National Curriculum Word Lists</b></p>	<p>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?</p>
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<p><b>Curriculum Overview</b></p>	<p>Take time to look at the Curriculum Overview for your year group. This can be found on the school website at <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> Go to the tab <b>Key Information</b>, go down the menu on the left hand side to <b>Curriculum</b>, go to <b>Termly Overview</b> and click on the one for your year group.</p> <p>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.</p>
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<p><b>Useful websites</b></p>	<p>Please see the useful websites list</p>
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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](mailto:2eo@newbridge.bathnes.sch.uk) 2G: [2g@newbridge.bathnes.sch.uk](mailto:2g@newbridge.bathnes.sch.uk)

*From Miss Gatton and Mrs Titchener*