

Week 10 Home Learning Tasks 15th June 2020



	Task	Success criteria	The tasks below should be <u>completed in order</u> . We look forward to reading your work.	
Literacy	Write a kenning	Nouns Verbs Hyphen	Look at ppt 1 and 2 about kennings. Kennings are 2 word phrases describing an object without saying what it is. Look at worksheet with the title – ‘Have a go at making a penguin kenning’. Try this yourself.	Can you add any lines to it?
Literacy	Write a kenning	Noun and -er noun Verbs hyphen Alliteration	Use the planning sheet 'Animals you could use Tuesday'. You can use any animal. When you have completed the planning sheet, write out your kenning. Remember to use a new line for each two word description.	Draw a picture to go with your kenning. Can you use any alliteration?
Literacy	Write a kenning	Noun and -er noun Verbs hyphen Alliteration	Use the planning sheet 'A kenning about me Wednesday'. The sheet gives examples of words you can use in each box, eg. Smile in the personality box. When you have completed the planning sheet, write out your kenning. Remember to use a new line for each two word description.	Draw a picture of yourself to go with the kenning. Have you used any alliteration?
Liter	Use SPAG	homophones	Homophones are words which sound the same but have different spellings. Try the worksheet for SPAG Thursday.	Make the fortune teller game for Thursday.

Literacy	Use SPAG	Statements Questions Punctuation Commas Suffixes Homophone Exclamation	Look at SPAG sheet 1 and 2. Do what you can from each. PARENTS, THE ANSWERS ARE PROVIDED FOR SPAG SHEET 2	Write an exclamation sentence using any of the words from the worksheets.
Reading	Read and answer questions	Read the text and the questions. Underline the important part of the question where appropriate. Tick answers. Draw lines for answers. Fill in missing words. Complete sentences.	The Sound Keeper Poem and Comprehension Activity ADULTS PLEASE NOTE THAT THE ANSWERS ARE INCLUDED.	Check that you have answered all the questions.
Topic	Find out about Viking longboats	Answer questions about Vikings and their longboats. Design a Viking longboat.	Watch the video with facts about Vikings at https://www.youtube.com/watch?annotation_id=annotation_3090181385&feature=iv&src_vid=3xIy7FoiaQY&v=6LyDSBv2ngc Look at the ppt Vikings. Complete the sentence from the end of the ppt. 'You should sail in my longboat because...' Use the template Make a Viking Longboat and Make a Viking Longboat Activity.	Use 2a and an adverb in your sentence.

What is a kenning?

kennings are like riddles.

They describe something without ever saying what it is. What did you notice about the poems?

- tail-wagger
- face-licker
- ball-catcher
- house-guardian
- furry-friend
- cat-chaser

- lip-licking
- chin-dripping
- sauce-swirling
- cone-filling
- flake-holding
- tongue-freezing



KENNINGS

Success Criteria:

- I know that a kenning can consist of either noun-noun phrases or noun-verb phrases;
- I understand that kennings do not name the theme of the poem;
- I use the language in the poem to work out the theme;
- I understand that kennings are understood best when they are read aloud.

What is a kenning?

What did you notice about the phrases in each poem?

Each line of the poem is made of a two-word phrase.

- house-guardian
- furry-friend

Here the phrases are made up of a noun + a noun.

The words are joined by a hyphen.

- lip-licking
- chin-dripping

Here the phrases are made up of a noun + a verb (the verb usually ends in -ing).



Did you know?

The two-word format for a kenning relates to the Old Norse tradition of naming things like weapons, e.g. **Skull-Splitter** or **Blood-Taker**.

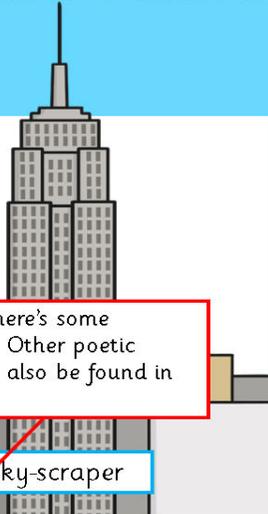
The word 'kenning' derives from the Old Norse word 'kenna eitt við', which means 'to express a thing in terms of another'.

Kennings came into our language via the Anglo-Saxon and Norse cultures. These people came from what is now Scandinavia and northern Germany.



We even use them in everyday language!

How do we describe a very tall building?



Oh look – here's some alliteration! Other poetic devices can also be found in kennings.

sky-scraper

A really sad film or story is often called a...



tear-jerker



Let's have a go!

How can we write a kenning?

To start creating your kenning, try and make a noun + noun phrase or a noun + verb phrase using your words.

mice drinks milk **nuzzle** scratch

nose

ear

night

lick

stalk **sleeps a lot** **fur** **night**

hunter hates **rubs** **ankles** purr
dogs



Let's have a go!

How can we write a kenning?

First, we need to choose a theme. (It doesn't have to be gory, like the Vikings!)



eat

Then, we brainstorm lots of words or phrases associated with that theme...

mice drinks milk **nuzzle** scratch

stalk **sleeps a lot** **fur** **night**

hunter hates **rubs** **ankles** purr
dogs



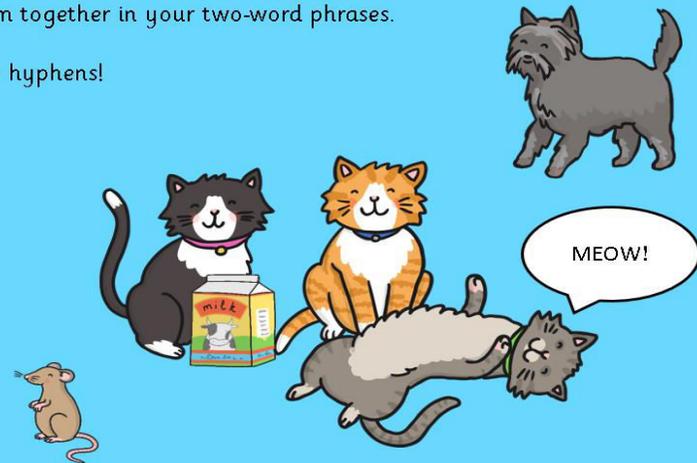
Let's have a go!

How can we write a kenning?

Finally, put them together in your two-word phrases.

Don't forget the hyphens!

- mouse-hunter
- milk-drinker
- night-stalker
- fur-licker
- ankle-rubber
- dog-hater
- nose-nuzzler
- ear-scratcher
- loud-purrer



Kennings Rules

What is this poem all about?

They work like a **riddle** - you have to guess what it's all about!



Kennings describe what a **person, idea or object** is or does.

Sun-stealing
Night-stretcher
Cold-maker
Snow-faller
Face-freezer
Christmas-bringing

We use kennings in our everyday language, such as 'sky-scraper' for a very tall building.

If you are creating a noun + a verb phrase, your verb may end in -ing, e.g. milkshake-drinking.

Each line is a simple phrase of either a noun + a noun OR a noun + a verb.

If you are creating a noun + a noun phrase, try adding -er to the second noun, e.g. cheese-eater.



Have a go making a penguin kenning.

Can you fix this kenning so that there is a noun and an 'er' noun in each line?



Penguin

Penguin

e.g. Teases Seals → Seal teaser

Eats fish

Slides on ice

Storm stander

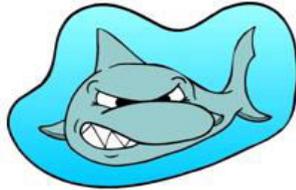
Cuddles its egg

Warm huddler

Long waiter

Slides on its belly

Animals you could use



How they eat, move, actions.....



Nouns ending in 'er' that you can use:

Cracker

Flapper

Blower

Thumper

Eater

Chewer

Swisher

Snapper

Swinger

Muncher

Cruncher

Dreamer

Runner

Mover

Swisher

Hunter

Sleeper

Catcher

Jumper

Hopper

Floater

Galloper

Bather

Shaker

Swimmer

Trotter

Crawler

Spinner

Slitherer

Teaser

A Kenning About Me!

A kenning is a great way to talk yourself in poem-form. If your friends and family had to describe you, what would they say about your personality, your hobbies, your favourite things and your dislikes?

Fill this table with words and phrases about yourself.

My Personality	My Hobbies	My Favourite Things	Things I Dislike
E.g. Smile	E.g. Cycling	E.g. Horses	E.g. Cabbage

Try to think of nouns or verbs to go with the words you've collected, so that you have phrases. For example, you could have...

sun + smile, cycle + race, horse + groom, cabbage + hate

Finally, write your kenning! Remember each line has only 2 words (either a noun + a verb or a noun + a noun) and they're joined with a hyphen.

The examples above could give you...

Horse-grooming

Cabbage-hater

Cycle-racing

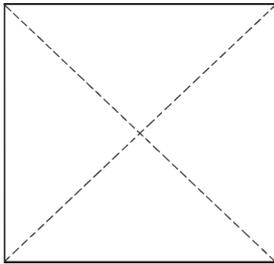
Sun-smiler

Year 2 Spelling: Homophones Fortune Teller

Fortune Teller

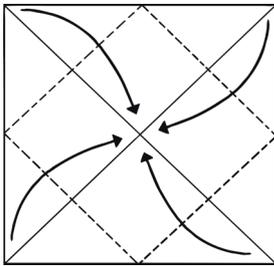
Instructions

①



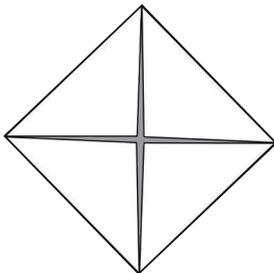
With pictures face down, fold on both diagonal lines. Unfold.

②



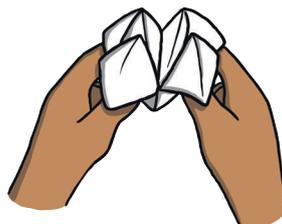
Fold all four corners to the centre.

③



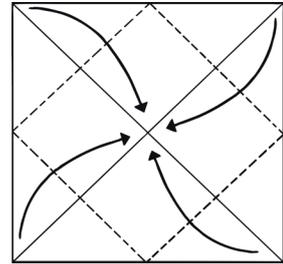
Turn paper over.

⑦



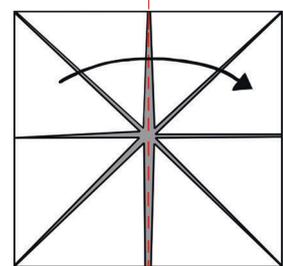
Slide thumbs and forefingers under the squares and move the fortune teller back and forth to play.

④



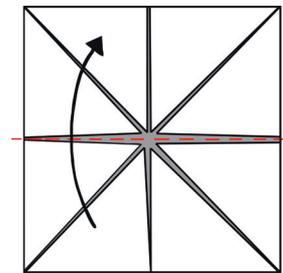
Once again, fold all corners to the centre.

⑤



Fold paper in half and unfold.

⑥



Fold in half from top to bottom. Do not unfold.

<p>sea or see</p>	<p>The fish swam in the deep blue _____.</p>	<p>Come and sit over _____.</p>	<p>here or hear</p>
<p>It is hard for me to _____ without my glasses.</p>	<p>sea</p>	<p>here</p>	<p>I can't _____ you very well.</p>
<p>see</p>	<p>hear</p>	<p>won</p>	<p>He has just _____ the race!</p>
<p>night or knight</p>	<p>The _____ came riding over on a horse.</p>	<p>one</p>	<p>I'm counting, _____, two, three, look at me.</p>
<p>night</p>	<p>night</p>	<p>one or won</p>	<p>The stars looked beautiful last _____.</p>

Homophones 3

Fill each gap with the correct homophone.

Knot or Not?

Shiloh felt a _____ in her stomach.

Milab did _____ want to do her homework.

There was a _____ in the middle of the rope.



Who's or Whose?

_____ coming swimming after school?

_____ turn is it to take out the rubbish?

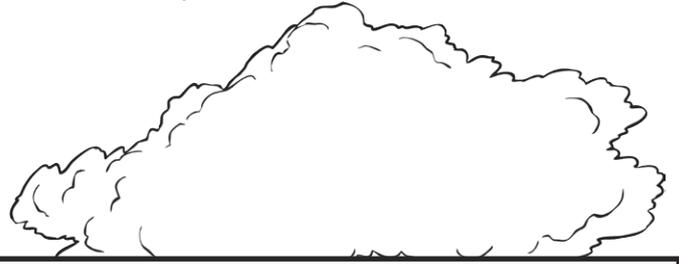
_____ cooking dinner tonight?

Tail or Tale?

She enjoyed reading the _____ about the princess.

Winnie the cat was chasing her own _____.

Dad didn't believe Masood's tall _____.



The _____ during summer was sunny and warm.

Miss Phillips couldn't decide _____ or not to give homework.

The _____ forecast predicted rain and hail.

Weather or Whether?

We ate _____ cake for dessert.

The _____ was difficult.

_____ of my friends are coming for a play date.

Some or Sum?



Landon wanted to _____ an ice-cream.

Mirta didn't want to say _____ to her friends.

Wait for me _____ the lamp post.

Buy, Bye or By?

Homophones 3 Answers

Fill each gap with the correct homophone.

~~Knot or Not?~~

Shiloh felt a **knot** in her stomach.
Milab did **not** want to do her homework.
There was a **knot** in the middle of the rope.

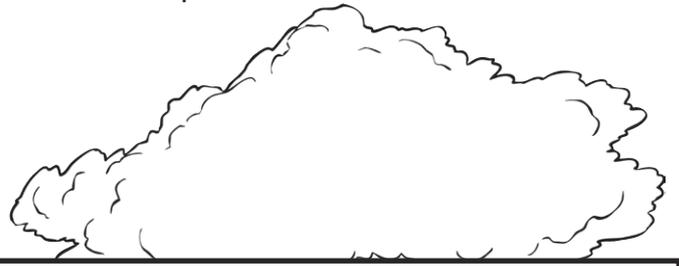


~~Who's or Whose?~~

Who's coming swimming after school?
Whose turn is it to take out the rubbish?
Who's cooking dinner tonight?

~~Tail or Tale?~~

She enjoyed reading the **tale** about the princess.
Winnie the cat was chasing her own **tail**.
Dad didn't believe Masood's tall **tale**.



The **weather** during summer was sunny and warm.

Miss Phillips couldn't decide **whether** or not to give homework.

The **weather** forecast predicted rain and hail.

~~Weather or Whether?~~

We ate **some** cake for dessert.

The **sum** was difficult.

Some of my friends are coming for a play date.

~~Some or Sum?~~



Landon wanted to **buy** an ice-cream.

Mirta didn't want to say **bye** to her friends.

Wait for me **by** the lamp post.

~~Buy, Bye or By?~~

Homophones

Learning Outcome: To recognise and use common homophones correctly in writing.

Task: Choose the correct homophone for each sentence below.

We went _____ the supermarket.	to	too
The _____ was looking for food.	bare	bear
There was a sunset over the _____.	sea	see
There were _____ cats on the wall.	to	two
I could hear thunder in the _____.	knight	right
The _____ shone all day long.	son	sun
The wind _____ the washing on the line.	blue	blew
“Come _____,” said the teacher.	here	hear
The _____ rode a white horse.	night	knight
The tree’s branches were _____.	bear	bare
I went to _____ my friend.	sea	see
The _____ flew to the rose.	bee	be
They put _____ books away.	there	their
I have _____ sister and two brothers.	won	one

Write a **statement** about the picture.

And a **question**.



a

Tick either past or present tense for these sentences.

I am looking outside.

past tense present tense

I was reading to my friend.

past tense present tense

c

Add commas to the sentence.

There are pink green yellow and blue candles.



e

Look carefully at these homophones. Match the picture to the correct spelling.

sea



see



night



knight



b

Write two new words by adding these suffixes **-ed** and **-ing** to the root word...

cry



d

Oops, Mr Whoops has spelt these common exception words backwards! Write them correctly, four times each, to help him.

ssalc _____

neve _____

ysub _____

tnalp _____

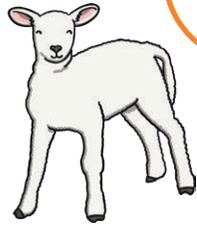


f

Year 2 Summer Term 1

1

Draw three lines to name the types of sentences.



a

What lovely little lambs skipping about!

question

There are two beautiful lambs.

exclamation

Do you like them?

statement

Underline the adjectives in this sentence.

Joseph thought the crunchy, orange carrots looked delicious.

c



Change these words into nouns by adding the suffix **-er** or **-ness**.

hike **happy**

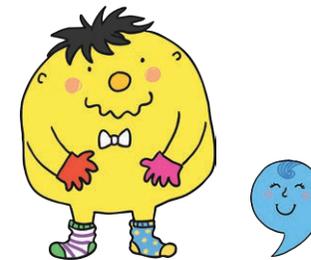
d

Remember, you may need to make changes.

Oops, Mr Whoops has made two punctuation mistakes. Help him by correcting his comma and apostrophe.

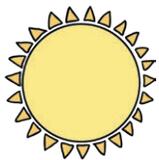
Esme Zeba, and, Z'ebas dog travelled on the train on Thursday.

e



Circle the correct homophone for each picture.

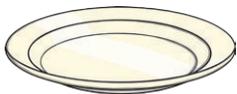
b



son / sun



son / sun



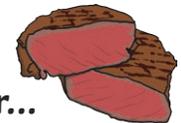
ate / eight



ate / eight

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

The steak was on the floor...



f

Year 2 Summer Term 1 Answers

1

a

Draw three lines to name the types of sentences.

What lovely little lambs skipping about!

There are two beautiful lambs.

Do you like them?

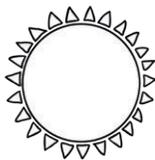
question

exclamation

statement

b

Circle the correct homophone for each picture.



son / sun



son / sun



ate / eight



ate / eight

c

Underline the adjectives in this sentence.

Joseph thought the crunchy, orange carrots looked delicious.

d

Change these words into nouns by adding the suffix **-er** or **-ness**.

hike **happy**

Remember, you may need to make changes.

hiker

happier / happiness

e

Oops, Mr Whoops has made two punctuation mistakes. Help him by correcting his comma and apostrophe.

Esme, Zeba and Zeba's dog travelled on the train on Thursday.

f

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

The steak was on the floor...

Answers will vary.

The extended sentence must include the starter words spelt correctly, use 'but' and make sense.

The Sound Keeper

I read a book this morning
With photos of the past;
Of memories when I was young,
And sounds that always last.

The pictures were of holidays,
The pictures were of me,
But the ones that I remembered best
Were right beside the sea.

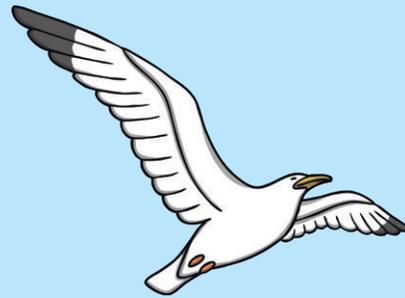
The crying of the seagulls,
The laughter in the air,
The hum of all the people,
And the music of the fair.

The slurp of drippy ice cream,
The fizz of cola pop,
Applying sun cream to my back,
Slippy, slappy, slop.

The whooshing of the pebbles,
The crashing of the waves,
The gurgling and rushing
Of the water in the caves.

The sound of my legs splashing,
Swimming in the sea,
Dad is paddling to my left
And Mum is here with me.

I read a book this morning,
The sounds, they always last.
It keeps them there, fresh like new,
Memories of my past.



The Sound Keeper Questions

1. When did the person in the poem read the book? Tick one.

- in the morning
- last night
- Saturday

2. But the ones that I heard best
Were right beside the _____

What comes next? Tick one.

- school
- house
- sea

3. What was drippy? Tick one.

- sweets
- ice cream
- seagulls

4. Where was Mum? Tick one.

- on the Moon
- reading a book
- here with me

5. What does the book do to the sounds? Tick one.

- keeps them there
- takes them away
- makes them go quiet

The Sound Keeper Answers

1. When did the person in the poem read the book? Tick one.

- in the morning**
- last night
- Saturday

2. But the ones that I heard best
Were right beside the _____

What comes next? Tick one.

- school
- house
- sea**

3. What was drippy? Tick one.

- sweets
- ice cream**
- seagulls

4. Where was Mum? Tick one.

- on the Moon
- reading a book
- here with me**

5. What does the book do to the sounds? Tick one.

- keeps them there**
- takes them away
- makes them go quiet

The Sound Keeper Questions

1. What did the book have in it? Tick one.

- stories
- recipes
- photos

2. Which pictures did the poet hear best?

3. Match the sound to the correct thing or animal from the poem:

laughter

seagulls

music

air

crying

fair

4. Find and write three words that describe the sun cream.

5. Number the events below to show the order in which they happen in the poem. The first one has been done for you.

- The fizz of cola pop.
- Dad is paddling.
- 1 The hum of the people.
- The crashing of the waves.

The Sound Keeper Answers

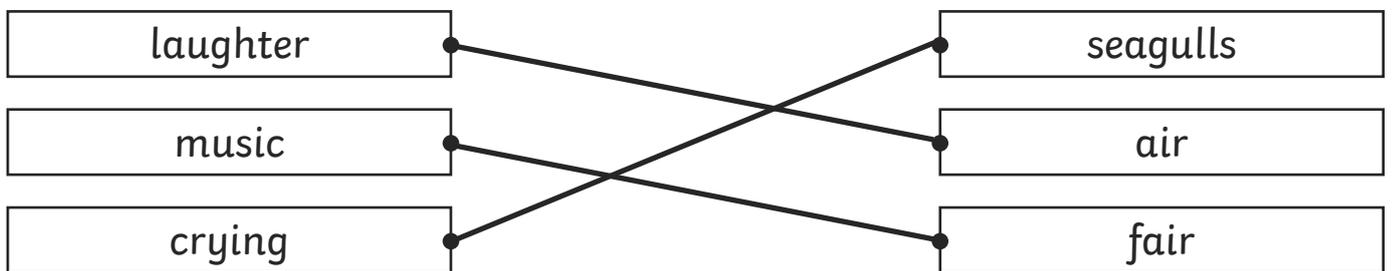
1. What did the book have in it? Tick one.

- stories
- recipes
- photos**

2. Which pictures did the poet hear best?

The ones that were right beside the sea.

3. Match the sound to the correct thing or animal from the poem:



4. Find and write three words that describe the sun cream.

Slippy, slappy, slop.

5. Number the events below to show the order in which they happen in the poem. The first one has been done for you.

- 2** The fizz of cola pop.
- 4** Dad is paddling.
- 1** The hum of the people.
- 3** The crashing of the waves.

The Sound Keeper Questions

1. What were the pictures of? Tick two.

holidays seagulls me Grandpa

2. The crying of the seagulls

What other word could the poet have used instead of crying to show how the seagulls sounded?

3. What two sounds did the ice cream and cola pop make?

4. What happened when the water hit the rocks?

5. Number the events below to show the order in which they happen in the poem. The first one has been done for you.

pebbles whoosh

Dad paddles

1 seagulls cry

sun cream slops

legs splash

6. I read a book this morning

The sounds, they always last

It keeps them there, fresh like new

Memories of my past.

What type of book is it and how do you think it can keep the sounds fresh like new?

The Sound Keeper Answers

1. What were the pictures of? Tick two.

holidays seagulls **me** Grandpa

2. The crying of the seagulls

What other word could the poet have used instead of crying to show how the seagulls sounded?

Accept any suitable answer, such as: calling, shrieking, screaming.

3. What two sounds did the ice cream and cola pop make?

Slurp and fizz.

4. What happened when the water hit the rocks?

The sound of the water hitting the rocks echoed in the caves.

5. Number the events below to show the order in which they happen in the poem. The first one has been done for you.

3 pebbles whoosh

5 Dad paddles

1 seagulls cry

2 sun cream slops

4 legs splash

6. I read a book this morning

The sounds, they always last

It keeps them there, fresh like new

Memories of my past.

What type of book is it and how do you think it can keep the sounds fresh like new?

The book is a photo album. Just by looking at the photos the poet remembers the sounds as if they had just happened.



Craft Instructions

Viking Longboat



Supplies

- Card (large empty cereal boxes work well)
- Pencil
- Ruler
- Scissors
- Sticky tape
- Coloured pens or paints
- Sticky tack
- Drinking straws
- Glue
- Fine string or thread
- Coloured paper or felt for the sail



Viking Longboat



Building the Ship

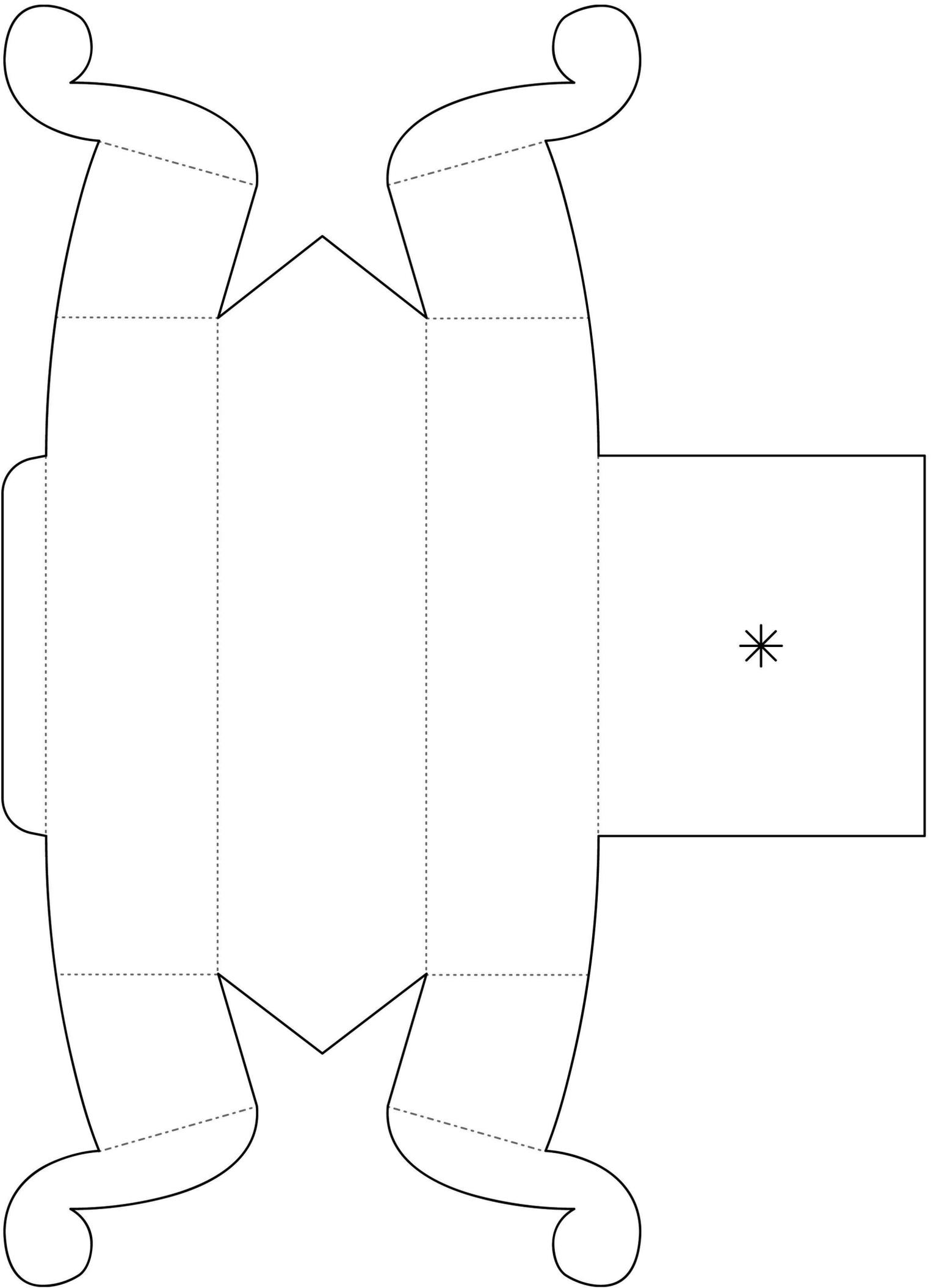
- 1 Cut out the template carefully along the lines.
- 2 Make a small hole where the star is.
- 3 Fold along the dotted lines.
- 4 Stick the ends of the ship together.
- 5 Cut out circles for the shields and stick them to the sides of the ship.



Making the Sail

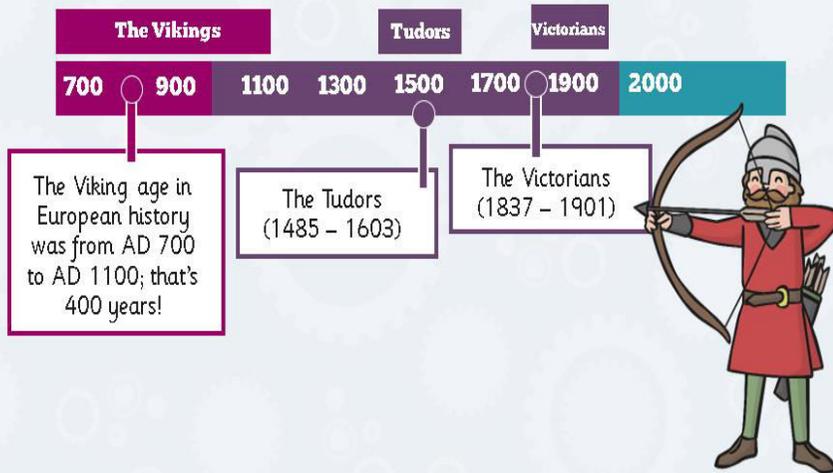
- 1 Make a sail out of felt and glue a drinking straw to the back.
- 2 Fix the sail to a second straw to make a cross with the straws, and push into the small hole in the top of the ship.
- 3 Fix the sail onto the bottom of the ship with sticky tack or sticky tape if necessary.





Who Were the Vikings?

Where do the Vikings fit on the timeline?



Who Were the Vikings?



The Vikings' homeland was **Scandinavia**; modern Norway, Sweden and Denmark. From here they travelled great distances, mainly by sea and river. They travelled as far as North America to the west, Russia to the east, Lapland to the north and North Africa and Iraq to the South.

- We know about them through **archaeology**, poetry and the writings of people in Europe and Asia whom they encountered.
- They were skilled craftsmen and boat-builders, adventurous explorers and wide-ranging traders.



Why do you think the Vikings wanted to travel?

The Gokstad Ship Discovery



Here is an example of how we know about the Vikings through archaeology. In 1880, a team of archaeologists discovered a Viking longboat buried under the ground in a farm in Norway.

The ship is now in a museum in Oslo, Norway.



The Gokstad Ship Discovery



Watch BBC video clip:

<https://www.bbc.co.uk/programmes/p0114mrt>



How did the design of the longboat help the Vikings?



Can You Design Your Own Viking Longboat?



A figurehead at the front of the ship helped to scare enemies!

Very detailed carvings were etched into the sides of the ship.



The sail was square and sometimes dyed red, again to scare the enemies away!

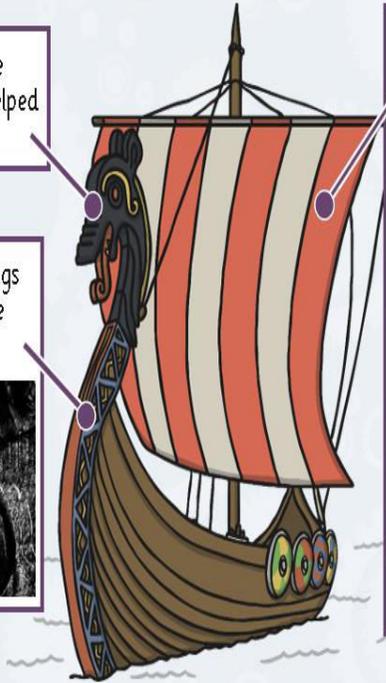


Photo courtesy of ZBGames.com and Picta.com/istock.com granted under creative commons license attribution

Imagine You Are a Viking



Can you persuade everyone to sail in your longboat?



You should sail in my longboat because...

