

# Valley Primary School

A Member School of Connect Schools Academy Trust



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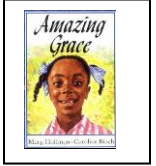
Year Group: 2 **GROUP A**

Home Learning

Weekly activities 18.1.21

	MONDAY
Reading	 <p>Read for around 15 minutes per day. We will set 3 books a week on Bug Club. Remember to click on the bug icons so you answer all the questions about the book.</p> <p><a href="http://www.activelearnprimary.co.uk">www.activelearnprimary.co.uk</a></p>
Handwriting	<p>Practise your joined handwriting. Practise this join and set of words.</p> <p><b>nk</b> think junk pink wink thank</p> <p><b>Recommended time:</b> 10 minutes</p>

**Topic:** Features of a diary entry and discussing thoughts and feelings.

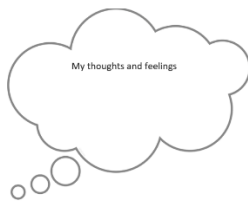


This week we will be reading the sequel to Amazing Grace called Grace and Family.

**Note for parents** – please read the ‘story background for parents’ document to get an idea of the main themes as you may feel you want to discuss some of them with your child beforehand.

Today, we will be reading the beginning of the story and concentrating on the thoughts and feeling of Grace. We be writing a diary extract as Grace tomorrow so we will be looking at the features of a diary and gathering ideas for our written work tomorrow.

**Task 1:** Thoughts and feelings bubble.



**Extract :Diary of a Killer Cat**



*Monday*

Okay. Okay. So hang me. I killed the bird. For pity's sake, I'm a *cat*. It's practically my *job* to go creeping around the garden after sweet little eensy-weensy birdy-pies that can hardly fly from one hedge to another. So what am I supposed to do when one of the poor feathery butterballs just about throws itself into my mouth? I mean, it practically landed on my paws. It could of *hurt* me.

Okay, *okay*. So I biffed it. Is that any reason for Ellie to cry in my fur so hard I almost *drown*?

**Task 2** – highlight examples of key features of diary entry using the examples provided.

**Recommended time:** 35-40 minutes

## Topic – Money

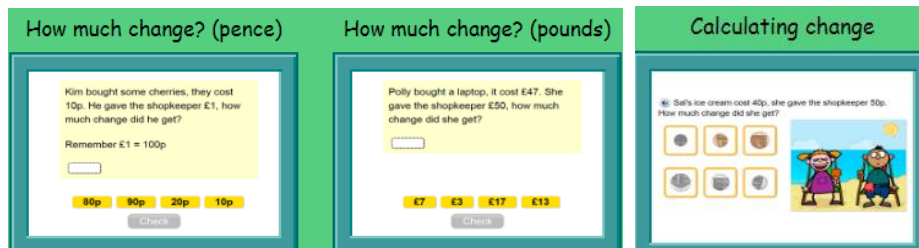
1. Watch the video <https://vimeo.com/479816820>



2. Print and complete the worksheet: **Maths Group A Monday Find change**



3. [https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/activity\\_index/item849256/grade1/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity_index/item849256/grade1/index.html)



If you are finding working out change a bit tricky, try some of the other games on this page instead, that consolidate adding coins and notes, understanding their value and comparing amounts.

4. EXTRA CHALLENGE

Print and complete the worksheet: **Monday Group A Find change CHALLENGE**



**Recommended time:** 30-40 minutes

**Focus: Adding suffixes 'er' and 'est' to root words**

Root words: with short vowels (ending in two consonant letters) <b>Rule: do nothing</b>	Root words: with long vowels (NOT split digraphs) <b>Rule: do nothing</b>	Root words: ending in a 'y' that follows a consonant letter <b>Rule: change 'y' to 'i' before adding the suffix</b>	Root words: with short vowels (ending in one consonant letter) <b>Rule: double to last consonant before adding the suffix</b>	Root words: with long vowels (split digraphs) <b>Rule: drop the 'e' before adding the suffix</b>
long	light	happy	thin	fine
quick	short	busy	hot	wide
strong	mean	easy	big	late
thick	high	silly	sad	safe

Phonics

1. Watch the video  
[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/video/item910888/grade1/module910304/collection910350/section911016/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item910888/grade1/module910304/collection910350/section911016/index.html)
2. Complete activity 1  
[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/activity/item908191/grade1/module910304/collection910350/section912074/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item908191/grade1/module910304/collection910350/section912074/index.html)
3. Complete activity 2  
[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/activity/item908238/grade1/module910304/collection910350/section912075/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item908238/grade1/module910304/collection910350/section912075/index.html)

**Recommended time:** 15-20 minutes

**Design Technology (DT): Sensational Salad**

This term Year 2 will be learning about different foods and will result in making a fruit salad!

This lesson will focus on fruit and vegetables and where they come from.

Please follow the tasks and use the attached PDF to support the learning.

Task 1: Listen to the song Cauliflowers Fluffy. How many fruit and vegetables can you hear?

[Cauliflowers Fluffy | Paintbox | Vegetable | Harvest | Kids Song | Made by Red Cat Reading - YouTube](#)

Task 2: Ask an adult to put some fruit and vegetables in a bag. Without looking, touch, squeeze, stroke or poke them. Can you guess what they are?

Task 3: Cut the fruit and vegetables pictures out from the PDF sheet and sort them into those that grow above the ground and those that grow below the ground.

Task 4: Listen to the story Oliver's Vegetables.

<https://www.youtube.com/watch?v=2yvllKqyVUc>

**Recommended time:** 40-50 minutes

TUESDAY

Reading



Read for around 15 minutes per day. We will set 3 books a week on Bug Club. Remember to click on the bug icons so you answer all the questions about the book.  
[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

Handwriting

Practise your joined handwriting. Write a sentence using some of these words.

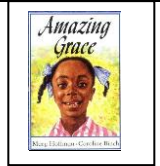
nk think junk pink wink thank

**Recommended time:** 10 minutes

English

**Topic:** Can I write a diary entry as Grace?

Today you will be writing a diary entry as Grace. We will recap the features of a diary entry and look at the example provided:



Dear Diary,  
Today wasn't a good day at first, but at the end of the day, something amazing happened!  
At school, all my class were talking about their families and it made me feel a little upset and jealous. All their families are normal, not like mine. When I got home I read one of my favourite stories about a girl and her dad. Why can't I have a **proper** family like everyone at school? If only my father lived at home with us too. It's just not fair!

Today's task: Use the ideas collected to write your diary entry. Use the opening paragraph and vocabulary sheet to help you. Remember, YOU are Grace so write in the first person using 'I' or 'we'.

Sentence openers

The next day	Grace felt	Just then	She
When she	Then	Later	Ma
The following day	Afterwards	On Monday,	After that

Can I write a diary entry as Grace?

Dear Diary,  
Today wasn't a good day at first, but at the end of the day, something amazing happened!  
At school,

Emotions/adjectives

excited	hopeful	determined
angry	worried	shocked
happy	confident	nervous

**Recommended time:** 35-40 minutes

Topic – Money

1. Watch the video <https://vimeo.com/479817217>



2. Print and complete the worksheet: **Maths Group A Tuesday Two step problems**
3. [https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/activity\\_index/item849256/grade1/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity_index/item849256/grade1/index.html)

Choose a game you haven't done yet.

4. EXTRA CHALLENGE:

Print and complete the problems **Maths Group A Tuesday Two step problems CHALLENGE**



**Recommended time:** 30-40 minutes

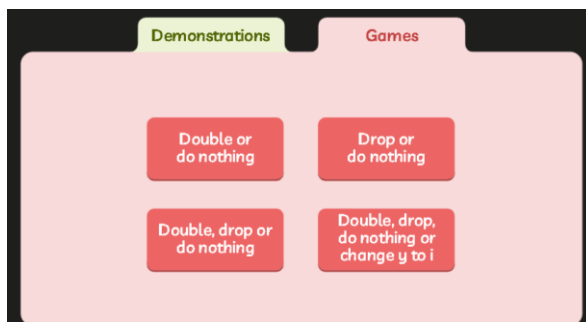
**Focus: Adding suffixes 'er' and 'est' to root words**

<b>Root words: with short vowels (ending in two consonant letters)</b> <b>Rule: do nothing</b>	<b>Root words: with long vowels (NOT split digraphs)</b> <b>Rule: do nothing</b>	<b>Root words: ending in a 'y' that follows a consonant letter</b> <b>Rule: change 'y' to 'i' before adding the suffix</b>	<b>Root words: with short vowels (ending in one consonant letter)</b> <b>Rule: double to last consonant before adding the suffix</b>	<b>Root words: with long vowels (split digraphs)</b> <b>Rule: drop the 'e' before adding the suffix</b>
long	light	happy	thin	fine
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1. Visit <https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/adjective-astronauts> and view the demonstrations for:
  - Root words: with short vowels (ending in two consonant letters)
  - Root words: with long vowels (NOT split digraphs)
  - Root words: with short vowels (ending in one consonant letter)



2. Visit <https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/adjective-astronauts> and view the game for:
  - Double or nothing



3. Challenge – put 4 of the words from today's game in to a sentence (2 with the suffix 'er' and 2 with the suffix 'est').

**Recommended time:** 15-20 minutes



Topic	<p><b>Computing: Purple Mash - 2Paint A Picture</b></p> <p>In Year 2 this term we will be learning about People of the Past, including different artists and different styles of art.</p> <p>This week's focus is <b>Abstract Art</b>.</p> <ol style="list-style-type: none"><li>1) Read through the attached PDF which will guide you through the learning.</li><li>2) Create your own Abstract Art in the style of Piet Mondrian using 2Paint A Picture.</li><li>3) Remember to save your work so your teachers can comment and enjoy your work.</li></ol> <p><b>Recommended time:</b> 30-40 minutes</p>
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WEDNESDAY

Reading



Read for around 15 minutes per day. We will set 3 books a week on Bug Club. Remember to click on the bug icons so you answer all the questions about the book.  
[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

Handwriting

Practise your joined handwriting. Practise these joins and words.

og od dog log frog rod food prod

**Recommended time:** 10 minutes

English

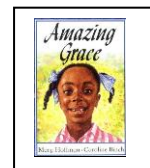
Topic: Ordering events and discussing emotions

Today we will continue the story Grace and Family and discuss how she feels at certain points in the story.

Task 1 - Order the events

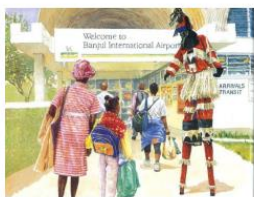


Task 1. Order these pictures from the story.



Task 2 - Gather vocabulary to describe her thoughts and feelings during these parts of the story. Make notes next to each picture e.g:

1.



Emotions, thoughts and feelings  
excited                      nervous  
intrigued                    overwhelmed  
Are they going to like me?  
I wonder how long it will take to get there?

Task 3 - *Challenge*: write another paragraph onto your diary entry describing these events and how you have been feeling.

Please note: The resources for task A and B are on the same document called 'Wednesday group A pictures to order.'

**Recommended time:** 35-40 minutes

## Topic – Money review

1. Test your knowledge! Print and complete the end of unit sheet. **Maths group A Wednesday money review**



2. Choose from the games menu!

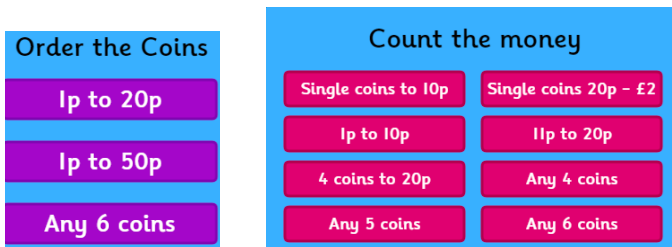
Think about which aspects of the Money topic you would like to practise. Is it ordering coins, understanding the coin values, adding sets of coins, selecting coins or finding change? Find a game to suit you then select the level that's right for you.

<https://natwest.mymoneysense.com/students/students-5-8/coin-cruncher/>



<https://natwest.mymoneysense.com/students/students-5-8/the-change-game/>

<https://www.topmarks.co.uk/money/coins-game>



<https://www.topmarks.co.uk/money/toy-shop-money>



**Recommended time:** 30-40 minutes

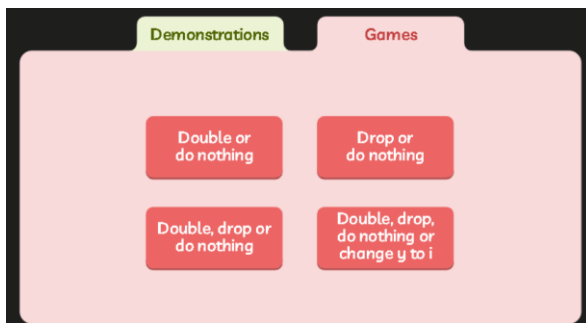
**Focus: Adding suffixes 'er' and 'est' to root words**

<b>Root words: with short vowels (ending in two consonant letters)</b> <b>Rule: do nothing</b>	<b>Root words: with long vowels (NOT split digraphs)</b> <b>Rule: do nothing</b>	<b>Root words: ending in a 'y' that follows a consonant letter</b> <b>Rule: change 'y' to 'i' before adding the suffix</b>	<b>Root words: with short vowels (ending in one consonant letter)</b> <b>Rule: double to last consonant before adding the suffix</b>	<b>Root words: with long vowels (split digraphs)</b> <b>Rule: drop the 'e' before adding the suffix</b>
long	light	happy	thin	fine
quick	short	busy	hot	wide
strong	mean	easy	big	late
thick	high	silly	sad	safe

1. Visit <https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/adjective-astronauts> and view the demonstrations for:
  - Root words: with long vowels (split digraphs)



2. Visit <https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/adjective-astronauts> and view the game for:
  - Drop or do nothing



Challenge – put 4 of the words from today’s game in to a sentence (2 with the suffix ‘er’ and 2 with the suffix ‘est’).

**Recommended time:** 15-20 minutes

**PE**









Pick 3 or 4 activities to complete.

You can do this lesson outside if you have an open space/garden or inside.

You may also want to complete a Joe Wickes session or go for a walk or even a run!

[5 Minute Move](#) | [Kids Workout 1](#) | [The Body Coach TV - YouTube](#)

Topic

<p><i>Hop on the spot for 30 seconds. How many can you do?</i></p> 	 <p><i>Throw a ball, or rolled up sock up into the air and catch. Start with a little throw up and see how high you can get. How many can you do in 30 seconds?</i></p>	<p><i>Throw a beanbag or rolled up sock into hoops or containers. How many can you score?</i></p> 	<p><i>Put down some markers at 0.5m, 1.0m and 1.5m How far can you jump on two feet?</i></p> 
 <p><i>Use a spoon and any object that you can balance on it. How many times can you get from marker to marker without dropping your egg?</i></p>	 <p><i>How many skips can you do in 30 seconds?</i></p>	<p><i>Run in and out of a line of markers. How many can you do in 30 seconds?</i></p> 	 <p><i>How many star jumps can you do in 60 seconds?</i></p>

**Recommended time:** 50-60 minutes

THURSDAY

Reading



Read for around 15 minutes per day. We will set 3 books a week on Bug Club. Remember to click on the bug icons so you answer all the questions about the book.

[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

Handwriting

Practise your joined handwriting. Write a sentence using some of the words.

og od dog log frog rod food prod

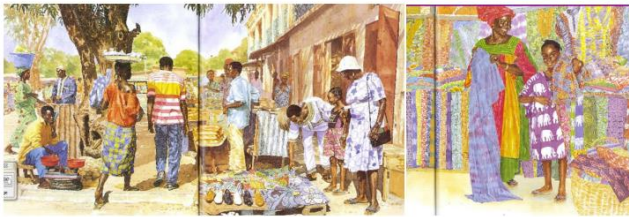
**Recommended time:** 10 minutes

English

Topic – Can I gather vocabulary to describe the market?

Today we will be gathering ideas for our writing tomorrow when we will write a letter to Ma from Grace. Again, you will be writing in role as Grace so it will be written in the first person. In the letter we will describe our trip to a busy, colourful market in the story and today's lesson is all collecting vocabulary to help us.

Task 1: Complete the 'market senses collection' document thinking about everything you would see, hear, taste, touch and smell at the market.



What I could hear	What I could see	What I could smell	What I could touch	What I could taste

**Recommended time:** 35-40 minutes

Topic – Introduction to Multiplication and Division

**PLEASE HAVE A SET OF OBJECTS FOR THIS LESSON** – counters, buttons, pennies, pasta etc – about 20

1. Watch the video <https://vimeo.com/480211577>



2. Activity sheet *Maths Group A Thursday activity sheet*



## Recognising Equal Groups Game

3. *Maths Group B Thursday equal groups game* You need a partner to play with!

**OR**

Watch this video and do the tasks as you watch.

<https://vimeo.com/480212262>



**Recommended time:** 30-40 minutes

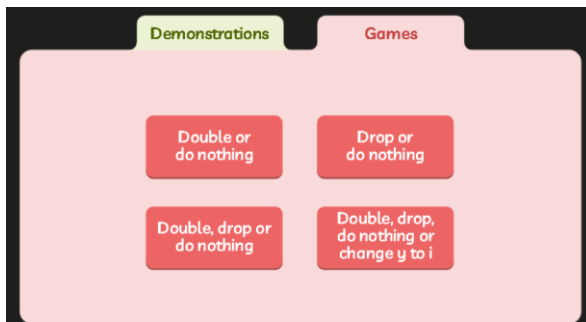
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1. Visit <https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/adjective-astronauts> and recap the demonstrations from Tuesday and Wednesday.



2. Visit <https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/adjective-astronauts> and view the game for:
  - Double, drop or do nothing



Challenge – put 4 of the words from today’s game in to a sentence (2 with the suffix ‘er’ and 2 with the suffix ‘est’).

**Recommended time:** 15-20 minutes



## RE - Judaism

### Can I understand the importance of the Shabbat?





This video clip introduces Shabbat [Introduction to Shabbat - KS1 Religious Education - BBC Bitesize](#)  
During the topic input, the teacher will share a PowerPoint about Shabbat.



### Task 1: Complete the sheet about 'The Importance of Shabbat'.

**The Importance of Shabbat**

1. Write a sentence to go with each picture.  
2. Draw pictures to match the sentences that have already been written.

		
	Families put on their best clothes	
		
	Wine (or grape juice) is shared in a kiddush cup.	Family and friends share news, tell stories and sing songs.

3. Why is Shabbat important to Jewish people?  
\_\_\_\_\_

Topic

### Challenge:

Imagine a Jewish child, Joshua, is invited out on a Friday evening. What do you think he would do? Try writing his reply explaining about Shabbat and the family meal.

You can write your reply on a lined or plain piece of paper if you need more room.



I'm having a party this Friday after school for my birthday. Would you like to come?



What did Joshua say?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Recommended time:** 40-50 minutes

	FRIDAY
Reading	 <p>Read for around 15 minutes per day. We will set 3 books a week on Bug Club. Remember to click on the bug icons so you answer all the questions about the book.</p> <p><a href="http://www.activelearnprimary.co.uk">www.activelearnprimary.co.uk</a></p>
Handwriting	<p>Practise your joined handwriting. Practise this join and set of words.</p> <p><b>oom oon</b> soon moon room broom groom</p> <p><b>Recommended time:</b> 10 minutes</p>
English	<p><b>Topic:</b> Can I write a letter in role as Grace?</p> <p>Today your task is to write a letter to Ma describing your trip to the market place. We will look at an example and look at how a letter should be set out. Use Friday's documents below to help you with your writing.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Dear Ma,</p> <p>Today was such an amazing experience I just had to write and tell you all about it. We went to the market and it was much more exciting than shopping at home. First, we went to the food market. The warm air was filled with delicious smells that made me feel really hungry. It was so noisy too, with music playing, drums beating and people talking.</p> <p>I saw hundreds of shiny, silver fresh fish, but I didn't like the smell of them. Luckily, the next stall was full of sweet, ripe mangos and juicy watermelons that had a beautiful smell. Red, round tomatoes were piled on top of each other like a pyramid. You should have seen the spicy foods! There were enormous bulbs of garlic, fat ginger roots and bright red chillies. There were so many different foods, and some that I hadn't seen before like the hairy yams. I was astonished when I saw how the women carried huge bowls of fruit and vegetable on their heads. They must be so strong!</p> </div> <div style="width: 45%;"> <p style="text-align: center;">Can I write a letter to describe a setting?</p> <p><i>Try to include:</i></p> <ul style="list-style-type: none"> <li>✓ Noun phrases</li> <li>✓ Write in the first person (I, my)</li> <li>✓ Use the past tense</li> <li>✓ Describe feelings</li> <li>✓ Best handwriting</li> </ul> <p>Dear Ma,</p> <p>Today was such an amazing experience I just had to write and tell you all about it. We went to the market and it was much more exciting than shopping at home.</p> </div> </div> <p><b>Recommended time:</b> 35-40 minutes</p>

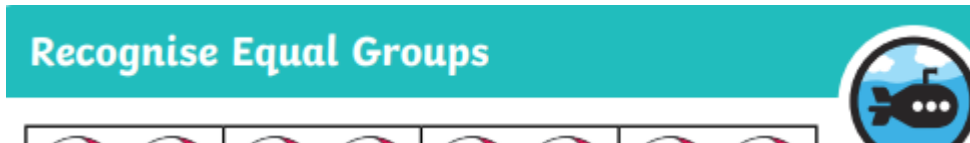
Topic – Introduction to Multiplication and Division

**PLEASE HAVE A SET OF OBJECTS FOR THIS LESSON** – counters, buttons, pennies, pasta etc – about 20

1. Watch the video <https://vimeo.com/480212026>



2. Activity sheet **Maths Group A Thursday activity sheet**



3. IXL **Year 1 Z.1** or **Year 3 AA.1**

4. EXTRA CHALLENGE

**Maths Group A problem solving**

Group A Friday Can I solve a problem using grouping?

Pat has no more than 20 sweets in a bag.



She counts her sweets in groups of two. She has one left over.

Then she counts her sweets in groups of five. She has 2 left over.

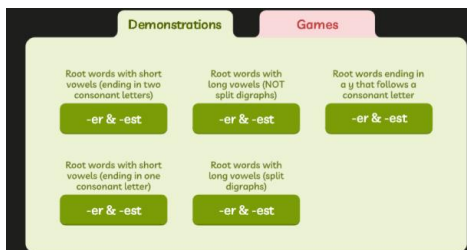
How many sweets could Pat have? Is there another answer?

**Recommended time:** 30-40 minutes

**Focus: Adding suffixes 'er' and 'est' to root words**

<b>Root words: with short vowels (ending in two consonant letters)</b> <b>Rule: do nothing</b>	<b>Root words: with long vowels (NOT split digraphs)</b> <b>Rule: do nothing</b>	<b>Root words: ending in a 'y' that follows a consonant letter</b> <b>Rule: change 'y' to 'i' before adding the suffix</b>	<b>Root words: with short vowels (ending in one consonant letter)</b> <b>Rule: double to last consonant before adding the suffix</b>	<b>Root words: with long vowels (split digraphs)</b> <b>Rule: drop the 'e' before adding the suffix</b>
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3. Visit <https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/adjective-astronauts> and view the demonstration for:
- Root words: ending in a 'y' that follows a consonant letter



4. Visit <https://www.spellingplay.co.uk/planning-and-resources/year-2/more-suffixes/adjective-astronauts> and view the game for:
- Double, drop, do nothing or change the y to i



Challenge – put 4 of the words from today’s game in to a sentence (2 with the suffix ‘er’ and 2 with the suffix ‘est’).

**Recommended time:** 15-20 minutes

Phonics

Topic

**Music** Join the Teams lesson! If you can, print out the PDF *Friday Music percussion planner* and have it ready.



