

Year 2

Week starting: 11/05/2020

Hello everyone! We hope you and your families are all well?

Doodle Maths - please log onto Doodle Maths and spend at least 15 mins per day practising before you complete your Maths activity for the day (see below).

Purple Mash Tasks - Please log on and complete the 2Dos. There will be some tasks linked to maths to complete, some comprehension and some coding.

The most important things to focus on each week are: ☺

- 1) Read - either on Purple Mash or your own reading book.
- 2) Write - Have a look at the breakdown of tasks below.
- 3) Maths - try to go on Doodle/Purple Mash every day. The Maths below also contains some arithmetic questions - try to have a go at some of these if you can't manage the main activity.

Here is a more detailed summary of what you we would like you to do this week:

English:

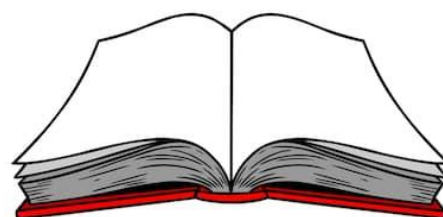
Reading:

READ READ READ! Try and read for 15 minutes a day to an adult if you can.

Try and read a mixture of fiction and non-fiction books!

We will also upload a comprehension task on Purple Mash this week.

Below you will find some questions you can ask your child when reading with them.



Try and record what you have read in your Reading Record.

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



Postcard from a book: Can you write a postcard either from one of the characters in a fiction book or from their location or from a place that is a subject in a non-fiction book. You could complete this in your workbook or we have set it as a task on Purple Mash.

Phonics: Log onto Phonics Play. You can set up free access to it at home during this time.

<https://new.phonicsplay.co.uk/> Username: march20 Password: home

This week we will be revising alternative pronunciations for the ow grapheme.

Task one:

Write down some words for children:

snow owl brown bowl

Discuss what they all have in common? They all have the ow grapheme.

Sort the words into lists by the way the ow grapheme is pronounced.

Explain that the ow grapheme can be pronounced in two different ways.

ow as in owl

ow as in snow

Task two: When you have logged on click on **INTERACTIVE RESOURCES-PHASE 5**.

Scroll down to phase 5b: Click on Cheeky Chimps: Click on ow.

Task three: Scroll down to phase 5b on phonics play .Play Acorn Adventures. Click on ow.

Task four: Scroll down to phase 5b on phonics play. Click on Sentences 5b. Click on ow. Read the sentences to an adult.

Spelling:

Look and say	Look, say and write	Cover and write	Check and write again
improve			
sure			
sugar			
eye			
could			

Fill in the missing word.

1. I have _____ in my cup of tea.
2. I wink with one _____ .
3. I am _____ we can work it out.
4. I will _____ my work.
5. We _____ play a game together.

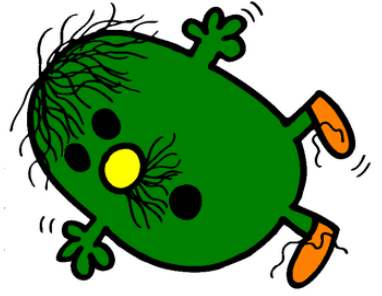
Write your own sentences using:

1. improve 2. sure 3. sugar 4. eye 5. could

Grammar

This week Mr Clumsy is having some trouble with his punctuation.
Can you help him?

Re-write the sentences out in your workbook and correct his
punctuation for him.



my name is Mr clumsy

What time is it

Today I went to the park it was very sunny

put your shoes away

how old are you

Handwriting

Have a go at copying these words into your workbook. Remember neatest handwriting!

don't don't

day day

old old

made made

I'm I'm

came came

by by

make make

Writing

My cat is no ordinary pet cat. Shall I tell you what he can do?



This week we would like you to write a short story about a superhero pet. It might be easier to break down the tasks into smaller chunks.

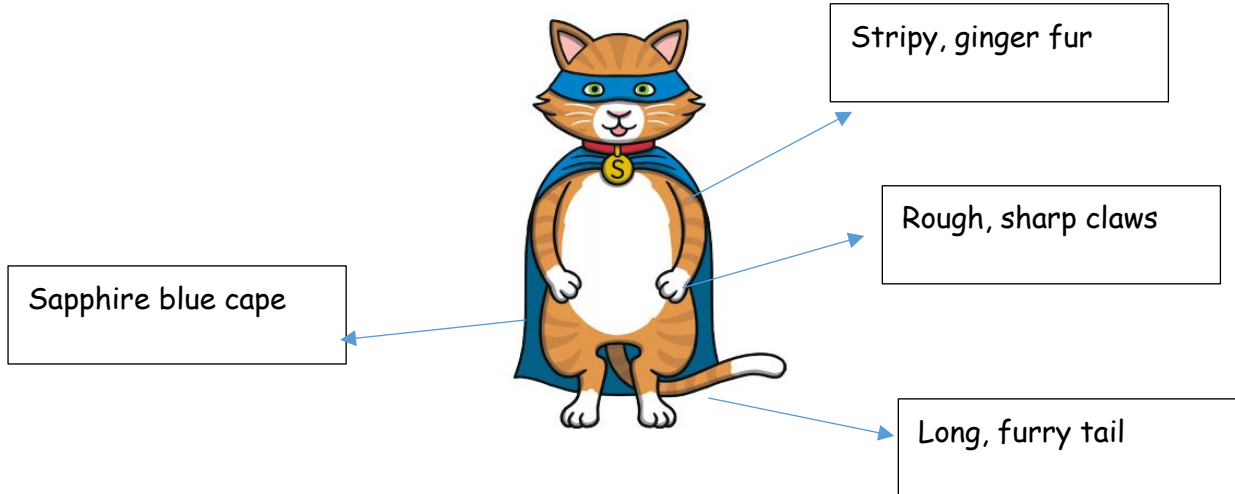
Before you start you might want to talk about:

What is your superhero pet going to be?

Why are they a superhero? Who do they help?

Task one:

Decide on your pet and make them a superhero! Draw your superhero pet and label it with some noun phrases. Your pet can be any animal!



Task 2

Plan your story. Use the planning sheet attached or make some notes in your workbook to help you.

- I can plan a story about my superhero pet.

Date:

Draw your superhero pet.	Where does your superhero pet go? What do they do? Who do they help? Draw a picture.	Where does your superhero pet go? What do they do? Who do they help? Draw a picture.	Draw what happens to your superhero pet at the end of the story.
Describe your superhero pet and where he/she lives.	Describe what your superhero pet does.	Describe what your superhero pet does.	Describe <u>what happens</u> .
How does he/she feel?	How does he/she feel?	How does he/she feel?	How does he/she feel?

Task three:

Use your story plan to write the first two boxes of your story.

Example:

I have a pet cat! My pet cat isn't just any cat! My pet cat is called Ringo and he lives with us in Dorking. I got Ringo when he was a kitten. He has striped, ginger fur and a long, fluffy tail that he uses to balance. He is very clever and knows lots of tricks. I have found out something special about him. If I tell you, can you keep a secret? In the middle of the night, Ringo transforms into a superhero. He wears a sapphire blue cape and a velvet eye mask. He can even fly but only when no one is watching. Last week, Ringo was strolling around Dorking when he suddenly heard an ear piercing MEOW! He knew another cat was in danger so he put on his cloak and flew quickly through the pitch black sky. He arrived and looked around and saw a tabby, grey cat stuck in the metal fence. The cat looked terrified! Ringo bravely pounced over and managed to bend the fence with his paws. "Thank you so much! You have saved me." meowed the tabby cat.

Task four:

Use your story plan to write the last two boxes of your story.

Example:

All of a sudden, Ringo heard a deafening squeaking noise coming from the river. He ran across the park until he got to the river. Suddenly, he saw a mouse rushing past him in the cold, clear water. Ringo shot up in the air and swooped down on the mouse. He grabbed him in his arms and took the mouse to safety. Ringo felt very proud that he could use his amazing super powers to help all the animals in danger. Finally, he walked home and curled up on the sofa with his favourite food. I told you my cat isn't just any cat!

Task five:

Edit and improve your work

In a different colour read your work through and check:

Does it make sense?

Your punctuation. Capital letters and full stops.

Can you improve any adjectives?

Can you put in some adverbs? EG Quickly, carefully etc.

Have you used some conjunctions? and but because if so that

You could design a front cover for your story and write a blurb.

Maths:

This week we are going to be focusing on movement and direction. Children should be able to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Go to : <https://www.thenational.academy/online-classroom>

Click on subject: Year 2: Maths scroll down to lesson 8

Task 1: To describe the position of an object.

Click on lesson 8: Start with the quiz and work your way through the activities by clicking on the bottom right hand side of the screen.

Task 2: <https://www.thenational.academy/online-classroom>

Click on lesson 9: To be able to give directions.

Start with the quiz and work your way through the activities by clicking on the bottom right hand side of the screen.

Task 3: <https://www.thenational.academy/online-classroom>

Click on lesson 10: To use the language of rotation.

Start with the quiz and work your way through the activities by clicking on the bottom right hand side of the screen.

Task 4:

Can you give a family member some instructions using the words:

A quarter turn left
Half turn right
Full turn
Three quarter turn
Clockwise
Anti- clockwise


We have attached a sheet for today. Task 4 activity

Task 5:


Task attached: Task 5 Wally

To describe the position of an object 

Click to start lesson Lesson 8

To be able to give directions 













Click to start lesson Lesson 9

To use the language of rotation 

Click to start lesson Lesson 10

Name: _____ Date: _____

LC: To be able to recognise and use whole, half and quarter turns, both clockwise and anti-clockwise.
SC: can turn a quarter/half/whole turn in a clockwise and anti-clockwise direction.

Start with...	Do a...	And it looks like this...
	Quarter turn clockwise	
	Half turn anti-clockwise	
	Full turn clockwise	
	Quarter turn anti-clockwise	
	Half turn clockwise	
	Quarter turn anti-clockwise	

Can you help Wally to find the things he has lost?

Using vocabulary such as right, left, quarter turn, half turn, forwards and backwards can you direct Wally around the grid to find his lost objects.

Extra task: (We have attached it)

Instructions:

Can you give instructions to the players to tell them how to travel with the ball to reach their team mates?

Example: Travelling with the ball from player 1 to player 2:

“One space left and two spaces up.”



How do you travel with the ball from:

player 2 to player 4?.....
.....

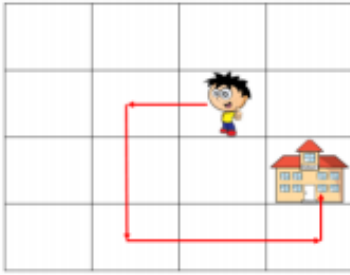
player 4 to player 3?.....
.....

player 3 to player 6?.....
.....

player 6 to the goal?.....
.....

Problem solving

Describe the route Dennis takes to school.



Draw the route to show these directions.



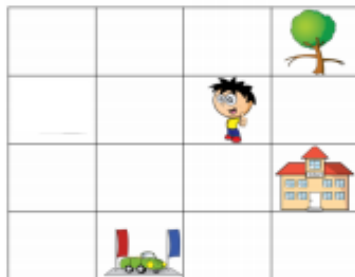
Forward 1 square. Turn left.

Forward 1 square, quarter turn anti-clockwise.

Forward 1 square. Make a quarter turn clockwise.

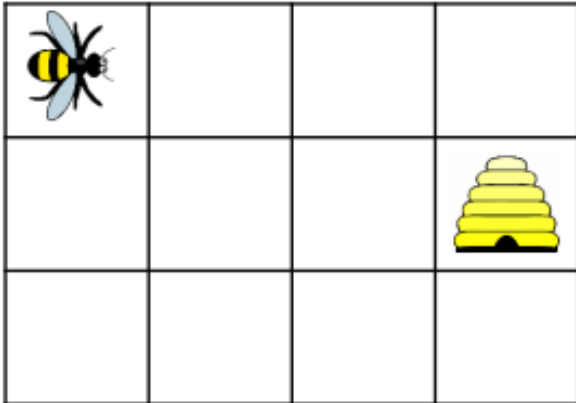
Forward 1 square. Make a three quarter turn anti-clockwise. Forward 3

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



How many different routes can you write for the bee to get to the hive?

Use the words forwards, backwards, left and right.



Is Whitney correct?



A quarter turn clockwise is the same as a three-quarter turn anticlockwise.

Convince me.

Arithmetic:

Have a go at these number sentences in your workbook. You may need to draw your jottings to help you with some of these.

MONDAY

$87+10=$	$6+9=$
$64-28=$	$10+20+4=$
$\underline{\quad}+20=30$	$2\times 9=$
$90-50=$	$\frac{1}{2}$ of $18=$

TUESDAY

$\underline{\quad}\div 5=5$	$56-18=$
$9\times 5=$	$120\div 10=$
$15=8+\underline{\quad}$	$54+45=$
$2\times \underline{\quad}=16$	$12\div 4=$

WEDNESDAY

$60 \div 10 =$	$63 + 24 =$
$59 - 54 =$	$\underline{\quad} + \underline{\quad} = 35$
$9 \times 5 =$	$\underline{\quad} + \underline{\quad} + \underline{\quad} = 56$
$24 - 20 =$	$80 - 20 - 40 =$

THURSDAY

$23 + 23 =$	$\frac{3}{4}$ of $40 =$
$11 \times 2 =$	$\underline{\quad} + \underline{\quad} = 67$
$49 + 32 =$	Half of $22 =$
$\underline{\quad} - \underline{\quad} = 10$	$\underline{\quad} - \underline{\quad} - \underline{\quad} = 25$

FRIDAY

$99 = \underline{\quad} + \underline{\quad}$	$63 - 10 - 8 =$
$\underline{\quad} \times \underline{\quad} = 10$	$60 + \underline{\quad} = 100$
$36 + 48 =$	$\frac{1}{2}$ of $38 =$
Double $50 =$	$55 = 40 + \underline{\quad}$

RE:

This week you will be thinking about the world around you and believe that they should look after the world for God. A separate document is attached.

Topic:

We will be setting you optional topic based learning until we go back to school. The topics will be the same for each year group so that children within the same family can work as a team and learn together if they would like to. How much you do together is your choice; it could be you complete the whole project together, with children taking on different roles or that they share smaller tasks together and then decide to present their learning separately in different formats.

This week we would like children find out about 'All Kinds of Homes.' There is a more detailed explanation of how to go about this aspect of learning attached.

Enjoy 😊

