

Dear Parents/Carers,

Please find below the Home Learning timetable.

We have structured it so that you and your child know what is happening every day.

The minimum expectation is that all children should read every day and complete the Maths and English activities.


Thank you for your support,

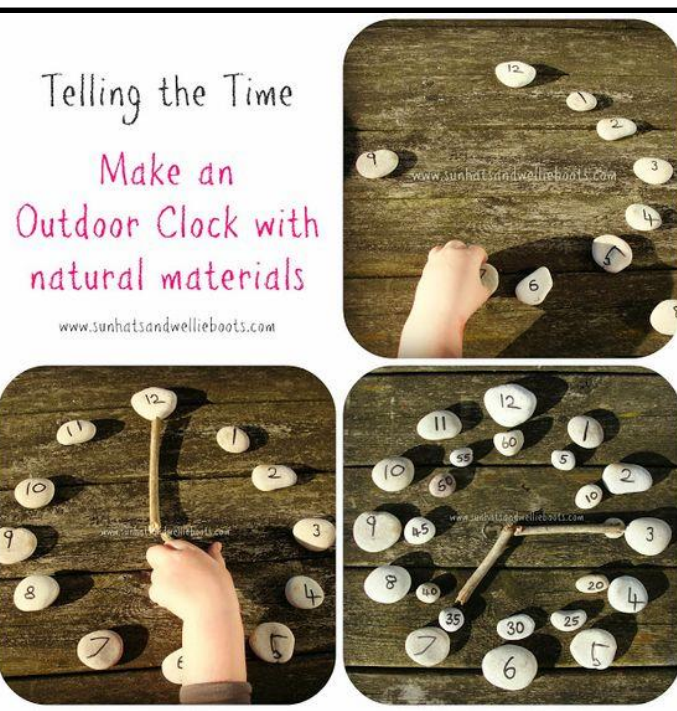
Mrs Baron

Head teacher

9 – 9.30am	Exercise
9.30 – 10.30am	Maths activities
10.30 – 11am	Snack
11am – 12noon	English activities
12 – 1pm	Lunch
1 – 1.20pm	Cosmic Yoga for kids
1.20 – 1.35pm	RE
1.35 – 2pm	Reading
2 – 3pm	Optional Activities

Year 2 Home Learning Week beginning 1st June 2020

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Breakfast	The most important meal of the day! Enjoy!				
9 – 9.30am	PE	Join Joe Wicks every day at 9am for You Tube fitness sessions for children. Alternatively see the Active 15 section below for ideas.				
9.30 – 10.30am	Maths	<p><u>Practical Maths Suggestions</u></p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <p><u>How to play:</u></p> <ol style="list-style-type: none"> 1. Write a + symbol onto a post-it note and an = symbol on a post-it note. Place them on the table face up, leaving room for the Uno cards to sit between the symbols. 2. Divide your Uno number cards into two piles and place piles as shown in the photo to the left. 3. Flip over one card from each pile and place it into the addition equation. <p><u>Challenge:</u> change the symbol to x and practise your times tables!</p> </div> </div>				



1. Find yourself 12 stones or rocks, label them and lay them out like a clock.
2. Find one long stick for the minute hand and one short stick for the hour hand.
3. Ask an adult or sibling to test you on a number of times—start with o'clock, half past, quarter past and quarter to different hours. Can you make them all correctly? Are the hands in the correct positions?

Challenge: have a go at other times, such as five minutes past the hour or five minutes to!

For this challenge, you will need lots of different cups. This picture shows some:



Which might you choose if you wanted a lot to drink? Why?
Which one would you choose if you did not want a lot to drink? Why?
Could you arrange the cups in a line from the one that holds the most liquid to the one that holds the least liquid?
How will you test whether you are right?

Maths

You are doing an amazing job keeping on top of all of your child's learning and we really appreciate it! ☺

If you would like to see which methods we use to teach maths, please see the link below.

<https://www.st-peters-pri.gloucs.sch.uk/maths-years-1-and-2>

Main task

The White Rose Maths hub is now working in association with BBC Bitesize for their daily online Maths lessons for all children – please complete this daily.

Please use the links: <https://whiterosemaths.com/homelearning/>

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

The worksheets you will need are on the Year 2 HOME LEARNING SECTION of our SCHOOL website (they are not on The White Rose Maths Hub website anymore) along with the answers.

Week commencing 1ST June – You will need WEEK 6.

Monday – The 10 times table

Tuesday – Make equal groups - sharing

Wednesday – Make equal groups - grouping

Thursday – Odd and even numbers

Friday – Magic Maths

Magic Maths

For ten quick mental maths questions you can log on to Top Marks Daily 10 and choose any level 1 or 2 questions from across the Maths Curriculum to challenge your child's mental maths skills: <https://www.topmarks.co.uk/maths-games/daily10>

If you would like further magic maths challenges, please see the attached Magic Maths challenge sheets. Please note that these are optional.

Parents, unless you have more than one laptop only one child can access this maths learning at a time. We would suggest that while 1 child completes the maths learning the other child/children should do the handwriting & mindfulness activity - see below.

10.30 – 11am	Snack Time	Remember to eat healthy snacks and drink water. 5 glasses of water each day (1 litre) for 5-8 year olds.				
11 – 12 noon	<div>English Activities:<ul style="list-style-type: none">• Writing• Spelling• Phonics/ SPaG• Handwriting• Nursery Rhymes and Poetry</div> <div>Writing tasks for each day are now at the bottom of this document.</div>	<div>Monday</div> <div>SEE SPELLING LIST</div> <div>Copy your spellings today.</div> <div>Phonics</div> <div>This week we are adding suffixes to make words plural (more than one of something!).</div> <div>When a word ends in ‘y’, drop the ‘y’ and add ‘-ies’ to make it plural.</div> <div>Example</div> <div>family → families</div> <div>Your turn</div> <div>baby</div> <div>lady</div> <div>city</div> <div>lorry</div> <div>Now write a sentence for each to show that you understand its meaning.</div> <div>Today’s English task is at the bottom of this document.</div>	<div>Tuesday</div> <div>Spellings</div> <div>LOOK, COVER, WRITE & CHECK</div> <div>Phonics</div> <div>When a word ends in ‘-ch’, ‘-sh’, ‘-s’, ‘-ss’, ‘-x’ or ‘-z’, add ‘-es’ to make it plural.</div> <div>Example</div> <div>peach → peaches</div> <div>Your turn</div> <div>fox</div> <div>ostrich</div> <div>fish</div> <div>dress</div> <div>Now write a sentence for each to show that you understand its meaning.</div> <div>Today’s English task is at the bottom of this document.</div>	<div>Wednesday</div> <div>Spellings</div> <div>LOOK, COVER, WRITE & CHECK</div> <div>Phonics</div> <div>When a word ends in ‘f’, drop the ‘f’ and add ‘-ves’ to make it plural.</div> <div>Example</div> <div>hoof → hooves</div> <div>Your turn</div> <div>knife</div> <div>leaf</div> <div>loaf</div> <div>calf</div> <div>Now write a sentence for each to show that you understand its meaning.</div> <div>Today’s English task is at the bottom of this document.</div>	<div>Thursday</div> <div>Spellings</div> <div>LOOK, COVER, WRITE & CHECK</div> <div>Phonics</div> <div>Which of the three rules should you apply to each of these words to make them plural?</div> <div>Your turn</div> <div>roof</div> <div>wish</div> <div>story</div> <div>bench</div> <div>Now write a sentence for each to show that you understand its meaning.</div> <div>Handwriting</div> <div>Copy and complete some of the Y2 CEWs in your best handwriting, then write them in a sentence:</div> <div>steak</div> <div>break</div> <div>old</div> <div>gold</div> <div>cold</div> <div>hold</div>	<div>Friday</div> <div>SPELLING TEST</div> <div>SPaG</div> <div>Have a go at the SPaG activity sheet attached to the Year 2 home learning page for this week.</div> <div>You can choose your level of challenge, from * to *** and then check your answers.</div> <div>Today’s English task is at the bottom of this document.</div>

12noon – 1pm	Lunch Time	Help to make the lunch. Eat. Enjoy! Have fun - OPAL play at home				
1 – 1.20pm	Yoga Up to 20 minutes	Google: YouTube Cosmic Kids Yoga and select one of the programmes				
1.20 – 1.35pm	RE/Prayer	Gospel	Family Prayer Time	CORE VALUE	Family Prayer Time	Lent – Week 2
1.35 – 2pm	Reading 20 minutes	Everyone should read for 20 minutes every day. Reading books are online – so log onto Oxford Reading Buddy. https://www.oxfordreadingbuddy.com/uk				
2 – 3pm	Optional Activities	<p><u>Science</u> – can you name the different parts of a plant? Have a look at some in the outdoors and see what you can identify. Then check your knowledge with the ‘Plant parts’ sheet on the Year 2 page. Then watch the video about what a plant needs to grow. You can make a poster if you want to or just enjoy singing the song! https://www.youtube.com/watch?v=dUBIQ1fTRzI</p> <p><u>Music</u> - Our Musicats Ivonne and Ben have missed working with us very much, as have the other Musicats that are part of the programme. Due to this they want to keep our fantastic Musicate learning alive at home with a Musicate Monday each week. You can see all of the Musicians here https://www.cheltenhamfestivals.com/education/take-part/musicate/musicate-at-home/ and they will continue to add more Musicate videos to help with your love and learning in Music even from home. Last week we learnt some more about PITCH, I wonder what we will learn this week.</p> <p><u>Purple Mash</u> - Log on to your Purple Mash and check the different 2Dos that you have been set this week. Don't forget to ‘hand in’ and send us a message when you have finished so we can see the excellent learning that you have been doing and see how you are too!</p> <p><u>Wellbeing</u> - go for a walk and complete the colour treasure hunt whilst you are out! There is a sheet on the Year 2 page if you would like to use it (or you can create your own). Put some music on and dance! You might want to create a routine with your family and make a music video. Alternatively, why not try some ‘Just Dance’ on YouTube?</p>				

Story Time – share a story with someone in your home. Once you have read, why don't you make some puppets or use your teddies to retell the story!

Outdoor Play – collect some sticks whilst on your walk and create a stick maze in your garden. If you don't have space at home, why not try it in a field or open space for others to enjoy too?



Cooking – with all this hot weather, you might want to make some healthy snacks to keep you cool. Fill an ice-cube tray with yoghurt (and fruit or sprinkles if you want), then freeze them for around 3 hours. Pop them out when they are done – but be quick before they melt! 😊

Nursery Rhymes

Poetry is good for developmental learning. It helps by teaching in rhythm, stringing words together with a beat help cognitive understanding of words and where they fit. Additionally, it teaches children the art of creative expression. Practise reading and singing this nursery rhyme:

		<p>https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-the-animal-fair/z766wtu</p> <p>We went to the animal fair, The birds and the beasts were there, The big baboon by the light of the moon Was combing his golden hair. The monkey fell out of his bunk, And slid down the elephant's trunk, The elephant sneezed - Achoo! And fell on her knees, And what became of the monkey, Monkey, monkey, monkey, monkey?</p>
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Writing – Monday

Before you read this week's story, have a good look at this picture of the main character. Then complete the activities in your home learning book.



1) Describe the bear with as many adjectives as you can think of. You might not know anything about him yet but you can make some predictions!

- What does he look like? (e.g. large, fuzzy)
- What is his personality like? (e.g. friendly)
- What does he like to do? (e.g. go walking in the forest)

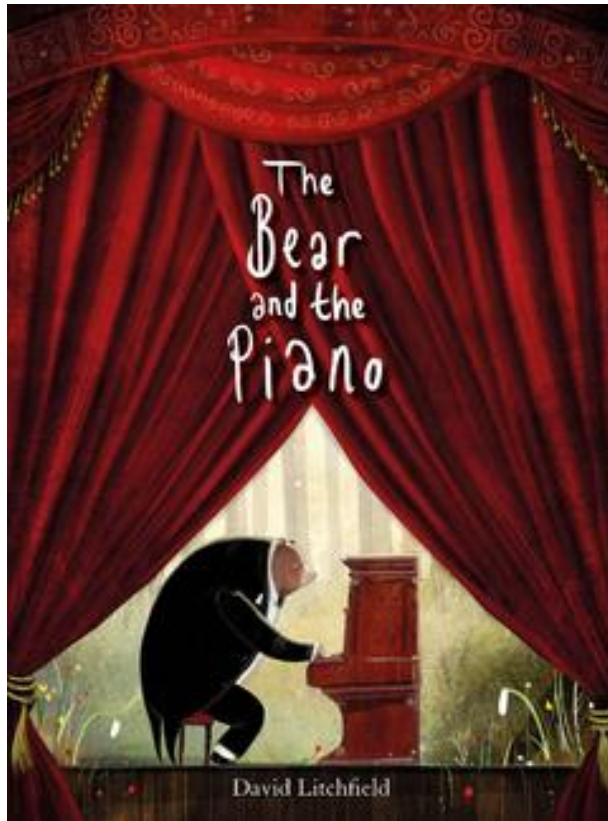
2) What do you predict will happen in the story? What clues are there in the picture? (What can you see and what do you think this might mean?)

3) Think of three questions that you would like to ask the bear. Perhaps it's about what he's doing, where he is or what he likes to do. You decide!

Challenge: pretend that you are the bear! Ask a family member to read your questions to you, then answer them from the bear's point of view. (If there is no one available to help you, you can just write the answers).

Questions I would like to ask the bear:	I think his answer might be:

Writing – Tuesday



This is your book for the week, 'The Bear and the Piano'.

You can listen to it through the link below. See if your predictions about the story were correct!

<https://www.youtube.com/watch?v=vEQvLIvURJ0>

Today's task is on the next page

Writing – Tuesday continued



Example:

The bear was just an ordinary bear who lived in an ordinary, shady forest. He was tall and his messy paws thudded as he walked. His whole body was covered in matted, mucky fur that he would sometimes wash in the cool nearby river. Although he was ordinary, one day the bear discovered that he had a hidden talent! Every day, he enjoyed playing on a mysterious, wooden instrument because it made him feel relaxed. He later found out that it was called a piano.

Challenge: magpie one of my sentences and make it better!

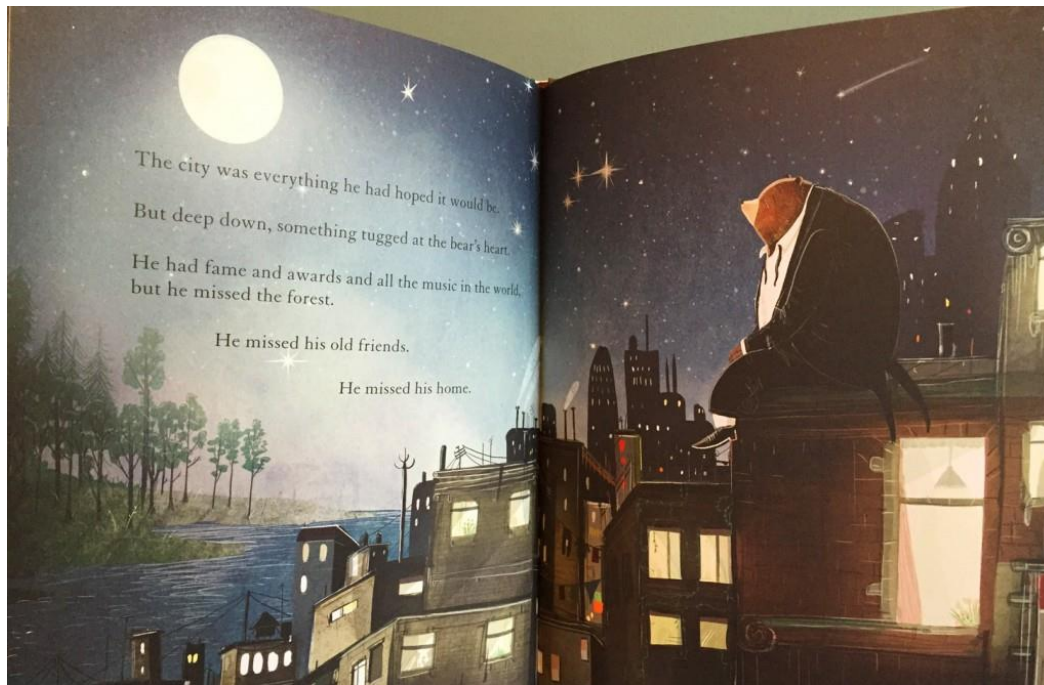
Now that you have heard the bear's story, your task is to write a character description. If you were describing him to your best friend, what would you say? Use your imagination! Here are some things for you to think about but you might have your own ideas:

- What colour is he?
- What does his fur feel like?
- What does he smell like?
- What does he wear?
- Where does he live?
- Where does he like to go?
- What does he do?
- How would his friends describe him?

Success Criteria 😊

- ✓ Expanded noun phrases (AAN phrases)
- ✓ Adjectives
- ✓ Conjunctions (but, and, so, because)
- ✓ Capital letters
- ✓ ! ? . ,
- ✓ Spellings
- ✓ Targets

Writing – Wednesday



Example:

Dear wonderful friends,

Life in the city is not as good as I dreamed! I longed to explore the world for so long that I was overjoyed when I was finally able to leave the forest and start my adventure. I have been having the most incredible time playing my piano to hundreds of people in many packed concert halls and I have all the fame I could ever dream of. The problem is, it's not making me as happy as I hoped that it would. In fact, I am so home sick today that I just wish that I could be back with you.

Please write back,

Bear x

(You might want to listen to the story again before you complete today's task).

How is the bear feeling at this point in the book? Can you think of two words to describe his emotions? Is he feeling happy or sad?

Today you are the bear!

Write a letter to your friends from this point in the story, when you are in a dilemma – you love music but you miss them! Don't forget to use 'I' because you are writing in the first person.

Success Criteria ☺

- ✓ First person (I)
- ✓ Emotive language (describe your feelings)
- ✓ Conjunctions (but, and, so, because)
- ✓ Different sentence openers
- ✓ Capital letters
- ✓ ! ? . ,
- ✓ Spellings
- ✓ Targets

Writing – Friday



**What happens next?
You decide!**

Does the bear stay in the forest?

Does he continue to play his music?

Does he go on any other adventures?

Does he take his friends to the city?

Write a short story about what the bear does next.

Share your ideas with a family member before you write them down to help you to think of your ideas. Keep reading your sentences out loud to yourself to check that they make sense. Enjoy 😊 .