

Week 11 Home Learning for Year Two

English: Traditional Tales, Babba Yaga

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Phonics & Spelling	5 – 10 min	<p>Assess your child’s knowledge of year 2 common exception words. Make a list of any words they cannot immediately spell and need to continue to work on. Practise these words for a few minutes every day. If your child is confident spelling year 2 words, move onto year 3 and 4 spellings. If you do not have a list, you could expand the images below or search on the internet for a list of these spellings.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; margin: 0;">Year 1</p> <table border="0" style="font-size: small; width: 100%;"> <tr><td>the</td><td>they</td><td>one</td></tr> <tr><td>a</td><td>be</td><td>once</td></tr> <tr><td>do</td><td>he</td><td>ask</td></tr> <tr><td>to</td><td>me</td><td>friend</td></tr> <tr><td>today</td><td>she</td><td>school</td></tr> <tr><td>of</td><td>we</td><td>put</td></tr> <tr><td>said</td><td>no</td><td>push</td></tr> <tr><td>says</td><td>go</td><td>pull</td></tr> <tr><td>are</td><td>so</td><td>full</td></tr> <tr><td>were</td><td>by</td><td>house</td></tr> <tr><td>was</td><td>my</td><td>our</td></tr> <tr><td>is</td><td>here</td><td></td></tr> <tr><td>his</td><td>there</td><td></td></tr> <tr><td>has</td><td>where</td><td></td></tr> <tr><td>I</td><td>love</td><td></td></tr> <tr><td>you</td><td>come</td><td></td></tr> <tr><td>your</td><td>some</td><td></td></tr> </table> </div> <div style="border: 1px solid black; 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padding: 5px; width: 30%;"> <p style="text-align: center; margin: 0;">Year 5 and 6 Statutory Spellings</p> <table border="0" style="font-size: x-small; width: 100%;"> <tr><td>accommodate</td><td>conetary</td><td>develop</td><td>frequently</td><td>machines</td><td>pronunciation</td><td>stomach</td></tr> <tr><td>accompany</td><td>conclude</td><td>dictionary</td><td>government</td><td>music</td><td>space</td><td>stiffen</td></tr> <tr><td>achieve</td><td>communicate</td><td>disarm</td><td>guarantee</td><td>network</td><td>reception</td><td>suggest</td></tr> <tr><td>aggregate</td><td>consequently</td><td>embarrass</td><td>harm</td><td>neighbour</td><td>recessed</td><td>symbol</td></tr> <tr><td>amateur</td><td>competition</td><td>enormous</td><td>hobbies</td><td>nuance</td><td>relevant</td><td>system</td></tr> <tr><td>anxious</td><td>conscience</td><td>equipment</td><td>identity</td><td>onset</td><td>reluctant</td><td>temperature</td></tr> <tr><td>apartment</td><td>conclude</td><td>escaped</td><td>intend</td><td>out</td><td>rhythm</td><td>through</td></tr> <tr><td>appliance</td><td>controversy</td><td>especially</td><td>immediately</td><td>opportunity</td><td>rhythm</td><td>tooth</td></tr> <tr><td>attached</td><td>convenience</td><td>exaggerate</td><td>individual</td><td>permanently</td><td>scruple</td><td>variety</td></tr> <tr><td>attitude</td><td>convenient</td><td>excellent</td><td>intention</td><td>permanently</td><td>vegetable</td><td>vehicle</td></tr> <tr><td>average</td><td>critique</td><td>enormous</td><td>interrupt</td><td>physical</td><td>shoulder</td><td>vehicle</td></tr> <tr><td>backward</td><td>curiously</td><td>enormous</td><td>language</td><td>practical</td><td>signature</td><td>patch</td></tr> <tr><td>begin</td><td>define</td><td>beneficial</td><td>laure</td><td>privilege</td><td>store</td><td></td></tr> <tr><td>house</td><td>emerge</td><td>bridge</td><td>lightning</td><td>prodigious</td><td>strong</td><td></td></tr> <tr><td>category</td><td>determined</td><td>forty</td><td>multitask</td><td>programme</td><td>solid</td><td></td></tr> </table> </div> </div> <p>Please practise the spellings using strategies previously shared in the planning (Look, say, cover, write, check; Tracing over and Rainbow writing; Highlighting the tricky bit; Making up a mnemonic; Saying the word in a funny way) or look at the Year 2 English: Parents guide which can be accessed on the News page of the Hyde Park Infant School website.</p>	the	they	one	a	be	once	do	he	ask	to	me	friend	today	she	school	of	we	put	said	no	push	says	go	pull	are	so	full	were	by	house	was	my	our	is	here		his	there		has	where		I	love		you	come		your	some		door	gold	plant	clothes	floor	hold	path	busy	poor	told	both	people	because	every	hour	water	find	great	move	again	kind	break	prove	half	mind	steak	ingrow	money	behind	pretty	sure	Mr	child	beautiful	sugar	Mrs	children	after	eye	parents	wild	fast	could	Christmas	climb	last	should	even	most	past	would		only	father	who		both	class	whole		grass	old	grass		cold	pass	many		accommodate	conetary	develop	frequently	machines	pronunciation	stomach	accompany	conclude	dictionary	government	music	space	stiffen	achieve	communicate	disarm	guarantee	network	reception	suggest	aggregate	consequently	embarrass	harm	neighbour	recessed	symbol	amateur	competition	enormous	hobbies	nuance	relevant	system	anxious	conscience	equipment	identity	onset	reluctant	temperature	apartment	conclude	escaped	intend	out	rhythm	through	appliance	controversy	especially	immediately	opportunity	rhythm	tooth	attached	convenience	exaggerate	individual	permanently	scruple	variety	attitude	convenient	excellent	intention	permanently	vegetable	vehicle	average	critique	enormous	interrupt	physical	shoulder	vehicle	backward	curiously	enormous	language	practical	signature	patch	begin	define	beneficial	laure	privilege	store		house	emerge	bridge	lightning	prodigious	strong		category	determined	forty	multitask	programme	solid	
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Writing	20 – 30 min	<p>You will be learning about traditional tales over the next few weeks, this builds on their learning about traditional tales in year one. Children will already be familiar with well known tales such as Red Riding Hood, Cinderella and The Three Little Pigs. Explain you are going to focus on a tale from Russia called Baba Yaga. Before you watch the clip of Baba Yaga, talk to your child about what they think the tale will be about, have they heard of it before? If you think it is appropriate to do so, talk to your child about Baba Yaga before watching the video/reading the story and explain she is a witch who appears in many Russian and Eastern European fairy tales. She lives in a house standing on chicken legs (yes, chicken legs!)</p> <p>Here are two links to the story of Baba Yaga, one is the story being read to a class of year two children and another is a cartoon with subtitles. Choose the option that is best for your child, both are slightly different but will give a good example of the folktale of Baba Yaga. Explain to your child that Baba Yaga is a witch in Russia and children in Russia can find her a bit scary, but there is nothing to worry about because this is only a story. What other stories can they think of that has a witch in it? Explain there are lots of different stories about Baba Yaga, they are all about good vs evil.</p>																																																																																																																																																																																																																																

		https://www.youtube.com/watch?v=lvbL4W52bJM https://www.youtube.com/watch?v=9xh-ypeld98 Once you have finished watching the story ask them if they enjoyed it, why/why not?
Reading	10 min (at least)	<u>This is SO important!</u>

Week 8: Tuesday		Baba Yaga
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	Focus on words <u>your child</u> needs to learn
Phonics & Spelling	5 – 10 min	<p>Learning the different rules for adding suffixes to words is difficult and takes a lot of practise. Therefore, we repeat it many times in year 2.</p> <p>A reminder of terminology: Suffix: A suffix is an ending, used at the end of one word to turn it into another word. Unlike root words, suffixes cannot stand on their own as a complete word. In year 2, we apply the vowel suffixes -ing, -er, -est, -ed, -y and the consonant suffixes –ment, –ness, –ful, –less, –ly Root word: Root words are words in their simplest, unchanged form. For example, help is the root word. When suffixes are added it can be changed into words such as helpful and helpless, helper, helped, helping etc.</p> <p>Ask your child what a suffix is. Suffixes are added to the end of a root words to change their meaning. Can your child remember the year 2 rules for adding suffixes? Today’s lesson will focus on: Rule 1: do nothing. A consonant suffix is added straight on to most root words without changing them. (You decide if your child is ready for the exception that root words ending in –y with a consonant before them only have the suffix added only if the root word has more than one syllable. If they are ready, you can ask them to spell merriment, happiness, plentiful, penniless, happily).</p>

Writing	20 – 30 min	<p>Remind your child of the Baba Yaga story. What happened? Who are the characters? Where was the story set?</p> <p>Remind your child of the main character Baba Yaga, what does she look like? Talk about her with your child, expand their vocabulary by encouraging them to describe her in detail. Ask your child to draw a picture of Baba Yaga and think of adjectives and noun phrases to describe her. Once they have finished their drawing they can write down their descriptive words around their picture.</p> <p>Adjective: a word that describes a noun, the children will know these as describing words (e.g. the <u>small</u> butterfly) https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc</p> <p>Noun phrase: phrases that tell you more about a noun (e.g. the <u>small</u> butterfly with <u>blue</u> wings). https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f</p>
Reading	10 min (at least)	<u>This is SO important!</u>

Wednesday		Baba Yaga
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	focus on words <u>your child</u> needs to learn
Phonics & Spelling	5 – 10 min	<p>Today's lesson will practise Rule 2: Double the final consonant. This rule is for root words that:</p> <ul style="list-style-type: none"> • have one syllable, • end in a single consonant letter • after a single vowel letter • Choose words from the following list for your child to practise writing with a suffix. <p><u>RULE:</u> Double the final consonant when there is <u>one</u> short-vowel + <u>one</u> final consonant, then add the ending (-ing, -ed, -er, -est)</p> <p><u>CCVC Examples:</u></p> <p>swim → swimming, swimmer shop → shopping, shopper, shopped skip → skipping, skipper, skipped trim → trimming, trimmer, trimmed drop → dropping, dropper, dropped plan → planning, planner, planned spot → spotting, spotter, spotted grip → gripping, gripper, gripped drip → dripping, dripper, dripped plug → plugging, plugger, plugged stop → stopping, stopper, stopped clip → clipper, clipper, clipped glad → gladder, gladdest</p>

Writing	20 – 30 min	<p>Look at the picture your child drew yesterday, recap the description you created of Baba Yaga through adjectives and noun phrases. Talk about them and improve them if possible. Ask your child to use the word bank you created to create some sentences that can be used as a character description of Baba Yaga.</p> <p>An example of a character description is below. It will help if you read this to your child too.</p> <p>The old and wrinkly woman walks slowly, resting on her walking stick as she drags her small, pointy feet along the ground. She has skin that folds over itself and looks as old as leather. Her eyes are black, blank holes and she never blinks, she is always staring at you. Baba Yaga’s nose is bent and curved with a single blank hair growing out of a brown wart on the end of it. Her mouth is as red as a rose and her lips are thin and puckered up. If she opens her mouth all you will see are yellow and brown teeth with a long red tongue. What an awful sight!</p>
Reading	10 min (at least)	<u>This is SO important!</u>

Thursday		Baba Yaga
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	Focus on words <u>your child</u> needs to learn
Phonics & Spelling	5 - 10min	<p>Today’s lesson will focus on Rule 3: Drop the ‘e’. This rule applies when adding a vowel suffix to a split vowel root word</p> <p>Choose words from the following list for your child to practise writing with a suffix.</p> <p><u>Adding Suffixes: -ing, -ed, -er</u></p> <p><u>RULE:</u> Drop the silent “e” when the suffix starts with a vowel, as in <i>-ing, -ed, -er</i>.</p> <p>have → have + ing = having</p> <p>take → take + ing = taking</p> <p>trade → trade + ing = trading</p> <p>brake → brake + ing = braking</p> <p>love → love + ed = loved</p> <p>save → save + ed = saved</p> <p>bake → bake + ed = baked</p> <p>hope → hope + ed = hoped</p> <p>serve → serve + er = server</p> <p>shake → shake + er = shaker</p> <p>move → move + er = mover</p> <p>dive → dive + er = diver</p>

		<p>Review your sentences yesterday and read through them. Explain that today you are going to look at where Baba Yaga lives. If needed, watch the videos of the Baba Yaga’s story again.</p> <p>Talk about her house, what is it made of? What colour is it? How is it different to other houses (it walks and has chicken legs!) Listen to the description of Wilf of the woods again. Can they imagine walking through thick, dark woods like this? Ask the children to draw a picture of Baba Yaga’s house and label it with adjectives and noun phrases.</p>
Reading	10 min (at least)	<u>This is SO important!</u>

Friday		Baba Yaga
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	Focus on words <u>your child</u> needs to learn
Phonics & Spelling	5 - 10 min	<p>Today’s lesson will focus on Rule 4: Change ‘y’ to ‘i’ But remember to keep the y if it comes after a vowel.</p> <p>Look at the words below, ask your child to add the vowel suffix -er, -est or -ed to make new words</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Happy, marry, funny, sky, library, kitty, sunny, carry, hairy, baby, pretty</p> </div>
Writing	20 – 30 min	<p>Look at the picture of Baba Yaga’s house that they drew and recap the words they choose to describe the house and the woods. Can they use these words to create some descriptive sentences? Ask your child to try and expand their sentences by using the words /and/but/so/because/with. Some examples are below, it might help to read them to your child before they start to write.</p> <p>Baba Yaga lived in an old hut made out of misshapen wood. It had blue sides and green shutters, the roof was painted red and had a chimney that always had black smoke bellowing out towards the sky. The old shack had oval shaped windows on each side and a curved, large door at the front so Baba Yaga could pop her head out of it to see who was outside of her home. When Baba Yaga wanted to go somewhere, the old rickety shack would rise up off the ground and walk through the woods on yellow chicken legs.</p>
Reading	10 min (at least)	<u>This is SO important!</u>

Maths

Please see separate planning uploaded onto the website.

Geography

We are going to leave the Australia and sail to the Maldives. Discuss the Ocean the children are traveling through on their way – the Indian Ocean. What continent are we in now? Asia. Use Google Earth, or an atlas, to track where they have sailed. Why does our trail end in the middle of the Pacific Ocean?

What can we deduce about the Maldives from their position on the map? What kind of a geographical feature are they? (islands) What do you think the weather will be like there? (use their position relative to the equator to think about climate)

If you are using Google Earth, zoom in close to the islands, what can you see? Talk about how the islands are very low lying. How might they be endangered (climate change). Work through the climate change powerpoint and notes.

Watch the video and regularly pause to ask questions: What is the main religion of the Maldives? How can we get to the Maldives? Why is the sea so calm? Why do they build hotels that cater for people with lots of money? Because it is so beautiful therefore it is very desired.

Further research to help the children create a top 5 fact file:

Top 5 words to describe the weather

Top 5 words to describe the island geography

Top 5 activities to do there on holiday

Top 5 animals found there

Art/DT

Think about the kinds of buildings you have seen on the videos of the Maldives. Many of the buildings were hotels. Design your own hotel which you think would attract the most visitors. Think about what the rooms would be like, what things you would do when you visited. Draw and label your design and if you can, make a model of it.

Science & PE

This week the children will be completing an exercise experiment but today it will be focussing on how exercise makes them feel both physically and mentally. Ask the children what happens to them when they exercise? Warm/ tired / out of breath ect. Does it always make you feel like this? Not if you are doing something where you move more slowly such as yoga. Which type of exercise do they prefer? Today they are going to see how many of the following exercises they can do in one minute. First create a table (like the one below) and estimate how many they think they will be able to do, then do each exercise for one minute and record how many they can actually do. Where they right? You can take as many breaks as needed between each exercise!

Exercise	Estimate	Number of exercises complete in one minute.
Star jumps		

Tuck Jumps		
Lunges		
Mountain Climbers		