

Week 12 Year Two Home Learning
English: Traditional Tales, Babba Yaga

	Monday 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;"> <div data-bbox="472 815 667 1032"> <p style="text-align: center;">Year 1</p> <table border="0"> <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>go</td><td>pull</td><td>so</td></tr> <tr><td>are</td><td>full</td><td>house</td></tr> <tr><td>were</td><td>by</td><td>our</td></tr> <tr><td>was</td><td>my</td><td>here</td></tr> <tr><td>is</td><td>there</td><td>is</td></tr> <tr><td>has</td><td>where</td><td>I</td></tr> <tr><td>I</td><td>love</td><td>you</td></tr> <tr><td>you</td><td>come</td><td>some</td></tr> <tr><td>your</td><td>some</td><td></td></tr> </table> </div> <div data-bbox="667 815 861 1032"> <p style="text-align: center;">Year 2</p> <table border="0"> <tr><td>door</td><td>gold</td><td>plant</td><td>clothes</td></tr> <tr><td>floor</td><td>hold</td><td>path</td><td>bug</td></tr> <tr><td>poor</td><td>told</td><td>bath</td><td>people</td></tr> <tr><td>because</td><td>every</td><td>hour</td><td>water</td></tr> <tr><td>find</td><td>great</td><td>move</td><td>again</td></tr> <tr><td>kind</td><td>break</td><td>grow</td><td>half</td></tr> <tr><td>mind</td><td>steak</td><td>improve</td><td>money</td></tr> <tr><td>behind</td><td>pretty</td><td>sure</td><td>Mr</td></tr> <tr><td>child</td><td>beautiful</td><td>sugar</td><td>Mrs</td></tr> <tr><td>children</td><td>offer</td><td>eye</td><td>parents</td></tr> <tr><td>wild</td><td>fast</td><td>could</td><td>Christmas</td></tr> <tr><td>climb</td><td>last</td><td>should</td><td>everybody</td></tr> <tr><td>most</td><td>past</td><td>would</td><td>even</td></tr> <tr><td>only</td><td>father</td><td>who</td><td></td></tr> <tr><td>both</td><td>class</td><td>whole</td><td></td></tr> <tr><td>old</td><td>grass</td><td>any</td><td></td></tr> <tr><td>cold</td><td>pass</td><td>many</td><td></td></tr> </table> </div> <div data-bbox="861 815 1203 1032"> <p style="text-align: center;">Year 5 and 6 Statutory Spellings</p> <table border="0"> <tr><td>accustomed</td><td>ceremony</td><td>develop</td><td>properly</td><td>machines</td><td>pronunciation</td><td>stretch</td></tr> <tr><td>accounting</td><td>conviction</td><td>discussing</td><td>government</td><td>music</td><td>space</td><td>sufficient</td></tr> <tr><td>achieve</td><td>communicate</td><td>discuss</td><td>gesture</td><td>necessary</td><td>suggest</td><td></td></tr> <tr><td>agreeable</td><td>community</td><td>embarrass</td><td>harsh</td><td>neighbour</td><td>recovered</td><td>system</td></tr> <tr><td>ambitious</td><td>competition</td><td>environment</td><td>kindness</td><td>insistence</td><td>relevant</td><td></td></tr> <tr><td>amused</td><td>consequence</td><td>equipment</td><td>identity</td><td>strange</td><td>retrospect</td><td>temperature</td></tr> <tr><td>apartment</td><td>conscious</td><td>escaped</td><td>immediate</td><td>occur</td><td>rhythm</td><td>thorough</td></tr> <tr><td>appreciate</td><td>controversy</td><td>especially</td><td>immediately</td><td>opportunity</td><td>rhythm</td><td>wealth</td></tr> <tr><td>attached</td><td>consequence</td><td>suggestion</td><td>individual</td><td>particulate</td><td>secretary</td><td>vegetable</td></tr> <tr><td>available</td><td>consequence</td><td>existence</td><td>internet</td><td>physical</td><td>shoulder</td><td>vehicle</td></tr> <tr><td>average</td><td>criticism</td><td>existence</td><td>internet</td><td>physical</td><td>signature</td><td>vehicle</td></tr> <tr><td>balanced</td><td>criticism</td><td>exploration</td><td>language</td><td>projectile</td><td>signature</td><td>vehicle</td></tr> <tr><td>begin</td><td>definite</td><td>benefit</td><td>house</td><td>principle</td><td>signature</td><td>vehicle</td></tr> <tr><td>brave</td><td>determine</td><td>bring</td><td>lighting</td><td>profession</td><td>signature</td><td>vehicle</td></tr> <tr><td>category</td><td>determined</td><td>bring</td><td>lighting</td><td>profession</td><td>signature</td><td>vehicle</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	go	pull	so	are	full	house	were	by	our	was	my	here	is	there	is	has	where	I	I	love	you	you	come	some	your	some		door	gold	plant	clothes	floor	hold	path	bug	poor	told	bath	people	because	every	hour	water	find	great	move	again	kind	break	grow	half	mind	steak	improve	money	behind	pretty	sure	Mr	child	beautiful	sugar	Mrs	children	offer	eye	parents	wild	fast	could	Christmas	climb	last	should	everybody	most	past	would	even	only	father	who		both	class	whole		old	grass	any		cold	pass	many		accustomed	ceremony	develop	properly	machines	pronunciation	stretch	accounting	conviction	discussing	government	music	space	sufficient	achieve	communicate	discuss	gesture	necessary	suggest		agreeable	community	embarrass	harsh	neighbour	recovered	system	ambitious	competition	environment	kindness	insistence	relevant		amused	consequence	equipment	identity	strange	retrospect	temperature	apartment	conscious	escaped	immediate	occur	rhythm	thorough	appreciate	controversy	especially	immediately	opportunity	rhythm	wealth	attached	consequence	suggestion	individual	particulate	secretary	vegetable	available	consequence	existence	internet	physical	shoulder	vehicle	average	criticism	existence	internet	physical	signature	vehicle	balanced	criticism	exploration	language	projectile	signature	vehicle	begin	definite	benefit	house	principle	signature	vehicle	brave	determine	bring	lighting	profession	signature	vehicle	category	determined	bring	lighting	profession	signature	vehicle
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Writing	20 – 30 min	<p>Talk about Baba Yaga with your child, what can they remember about the story? Who are the characters? Use their pictures and descriptions from last week and talk about Baba Yaga and her home.</p> <p>You can even listen to the story again to recap the work done last week. https://www.youtube.com/watch?v=ivbL4W52bJM</p> <p>Explain that there are lots of different stories about Baba Yaga and this week you are going to read another story about a girl called Natasha. This story can be found on twinkl (see the link below). https://www.twinkl.co.uk/resource/t-l-54514-baba-yaga-story</p>																																																																																																																																																																																																																													
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<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	Focus on words your child needs to learn
Phonics & Spelling	5 – 10 min	<ul style="list-style-type: none"> • Remind your child of the /l/ sound at the end of words. • How can this sound be spelled? • Show your child the following words: pencil, fossil, nostril, stencil. • Explain that this is a very unusual spelling of /l/ at the end of words. • Practise writing the words pencil, fossil, nostril, stencil
Writing	20 – 30 min	<p>Once you have read the story together discuss the main events that happen, focussing on these key points.</p> <ol style="list-style-type: none"> 1) Who are the main characters in the story? Step-mum, Dad, Natasha and Baba Yaga. 2) Why is Natasha reluctant to go into the dark woods? 3) How is she persuaded to go into the dark woods? 4) What does Natasha’s step mum want her to get from Baba Yaga 5) What does Natasha take with her into the dark woods? 6) Who does she help along the way? 7) What does the cat and servant girl do to help Natasha? 8) What two things help Natasha escape? 9) How does the story end? 10) Did you enjoy the story? <p>Please do not worry if they are not able to answer all of these questions, just talk about them with together and use them as a guide to discuss the key points of the story.</p>
Reading	10 min (at least)	<u>This is SO important!</u>
Wednesday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	Focus on words your child needs to learn
Phonics & Spelling	5 – 10 min	<ul style="list-style-type: none"> • What words did your child practise writing yesterday? • Ask them how common this ending is. • Search on the internet for other words with an -il ending. • Practise writing a few of the more common of these words.

Writing	20 – 30 min	<p>Go back to the story and discuss the key events again. Explain today you are going to decide the key events at the beginning, middle and ending. You can use three boxes to record the key ideas by writing down key words, drawing pictures or recording ideas. This may take you two sessions to complete. Please take your time and go back over the story as many times as your child needs, this is a long story with lots of information which won't necessarily be retained. It is more important that your child understands the story as opposed to remembering all of the details. Do this over a few days if you need to. I have outlined the key events below.</p> <p>Beginning:</p> <ul style="list-style-type: none"> - Main characters are introduced. - Natasha is persuaded to go to see Baba Yaga to get a needle and thread, even though she doesn't want to go. - Natasha is given some stale bread, some mouldy cheese and an old slice of meat. <p>Middle:</p> <ul style="list-style-type: none"> - Natasha felt lost, scared and alone as she walked into the dark woods. - She comes to an old, rusty gate and see's Baba Yaga's house and it's chicken legs. - Natasha is kind and thoughtful (the opposite of Baba Yaga) and oils the old gate. - She also gives a napkin to the crying servant and feeds the hungry dog. - She meets Baba Yaga and continues her weaving whilst she looks for the needle and thread. She gives the last of her food to the cat who gives her a magic comb and towel. <p>End:</p> <ul style="list-style-type: none"> - The cat encourages Natasha to escape. - The servant helps Natasha to escape by taking a long time to run the bath, the dog doesn't bark and the gate is quiet. Why do all these things happen? - When Natasha gets close to home, she has to use the magic towel and comb. What does Baba Yaga's house do? - How does it end for Natasha's step-mum?
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	<ul style="list-style-type: none"> • Today we will be playing a memory game with words that end in /l/. Write the following words on pieces of paper: muddle, fossil, parcel, pencil, apple, angel, label, purple, circle, puddle, bubble, table • Display the words and ask your child to look at them carefully and chant some of the trickier ones. • Ask your child to close their eyes and try to remember them. • Remove or cover one of the words and ask your child to write the missing word. • Reveal the word and check spellings. • Repeat
Writing	30 minutes	Continue with the work from yesterday. If you have finished, ask your child to think of adjectives that are important to describe the key events (e.g. the dark woods, the squeaky gate, the upset servant etc..)
Reading	10 min (at least)	This is SO important!
Friday		Baba Yaga
CEW	5 – 10 min	Focus on words your child needs to learn
Phonics & Spelling	5 - 10 min	Remind your child that homophones are words that sound the same but are spelt differently. Compile a list of homophones with your child (e.g. whole/hole, two/too/to, bear/bare etc..). Read one of the sentences below with your child and ask them to explain the meaning of the homophone. I like <u>to</u> eat cakes. Have you got <u>two</u> cakes? I like cakes <u>too</u> . The <u>sea</u> is very choppy today. I can <u>see</u> huge waves.
Writing	20 – 30 min	Talk through the three boxes you have created to show the key events in the beginning, middle and end of the story. Ask your child to explain each point, adding more description to it as they talk through the events with you. Explain to your child that they are going to write their version of Babba Yaga next week, but they are going to change one aspect. This could be that there is a mouse instead of a cat at Baba Yaga’s house. It could be that Natasha has a magic hat instead of a magic towel. It could be that Baba Yaga is slowed down by a tornado instead of a river. There is no right or wrong answer to this, let your child use their imagination! Once they have decided what they want to change add it into the relevant box (beginning/middle/end).
Reading	10 min (at least)	This is SO important!

See separate documents for Maths Planning this week.

Geography

Using Google Earth or an atlas, find the Maldives again, then look for India because this is where we are sailing to next. What ocean are we sailing over? Compare the size of India to the Maldives.

What kind of a climate do you think India has? Do you think the climate will be the same across the country?

Look together at the powerpoint and discuss the information found in it. Complete the map sheet. Then choose one aspect of the powerpoint for further research. Show your research however you wish (paintings, diagrams with labels, writing, film etc)

Art / DT

Look at the Indian art powerpoint showing Indian patterns and those patterns used in Indian batik. Ask your child to design their own Indian inspired pattern which could be used in batik. Talk about the traditional method of batik using wax and dye to make the patterns.

If you would like to have a go at simple batik, make some flour and water paste as in the video <https://www.youtube.com/watch?v=WdLhHCHjc-k> Paint the paste onto fabric in a very simple design. If you have dye or acrylic paint use that after the glue has dried to colour your design. Once it has dried, wash the glue out. If you only have poster paint or washable paint you can use this. But when the design is dry, don't wash, just pick off the dried paste instead. There are lots of You Tube videos showing techniques for doing this, each one is slightly different.

Science

This week you are going to be looking at different habitats. Explain that different habitats provide the basic needs for different kinds of animals and plants. This week you are going to investigate some garden habitats. Choose some creatures that you are likely to find in a garden (butterfly, ant, woodlouse etc..) and research the conditions and habitats or micro-habitats (under log, on stony path, under bushes) they need to survive. This can be done in many different ways. You could be creative and draw pictures, you can take photos... how ever you would like to express what you have learnt.

PE

Keep as active as you can at home by going for your daily walks, riding your bike or by following the Joe Wicks exercise at home programme on YouTube.

Here are some links that will take you to some good websites for promoting fitness at home.

https://www.youtube.com/watch?v=sHd2s_saYsQ&t=558s

<https://www.youtube.com/watch?v=9JI01thiHYI&t=2495s>

<https://www.youtube.com/watch?v=C4CaR0syf1g>

<https://www.youtube.com/watch?v=xj7TQ6xTjnU>