

Week 13 Home Learning Year Two

English: Traditional Tales, Babba Yaga

Monday		Baba 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;"> <table border="1" style="font-size: small;"> <thead> <tr><th colspan="4">Year 1</th></tr> </thead> <tbody> <tr><td>the</td><td>they</td><td>one</td><td></td></tr> <tr><td>a</td><td>be</td><td>once</td><td></td></tr> <tr><td>do</td><td>he</td><td>ask</td><td></td></tr> <tr><td>to</td><td>me</td><td>friend</td><td></td></tr> <tr><td>today</td><td>she</td><td>school</td><td></td></tr> <tr><td>of</td><td>we</td><td>pat</td><td></td></tr> <tr><td>said</td><td>no</td><td>push</td><td></td></tr> <tr><td>says</td><td>go</td><td>pull</td><td></td></tr> <tr><td>are</td><td>so</td><td>full</td><td></td></tr> <tr><td>were</td><td>by</td><td>house</td><td></td></tr> <tr><td>was</td><td>my</td><td>our</td><td></td></tr> <tr><td>is</td><td>here</td><td></td><td></td></tr> <tr><td>his</td><td>there</td><td></td><td></td></tr> <tr><td>has</td><td>where</td><td></td><td></td></tr> <tr><td>I</td><td>love</td><td></td><td></td></tr> <tr><td>you</td><td>come</td><td></td><td></td></tr> <tr><td>your</td><td>some</td><td></td><td></td></tr> </tbody> </table> <table border="1" style="font-size: small;"> <thead> <tr><th colspan="4">Year 2</th></tr> </thead> <tbody> <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>busy</td></tr> <tr><td>poor</td><td>told</td><td>both</td><td>people</td></tr> <tr><td>because</td><td>every</td><td>hour</td><td>weater</td></tr> <tr><td>find</td><td>great</td><td>move</td><td>again</td></tr> <tr><td>kind</td><td>break</td><td>prove</td><td>half</td></tr> <tr><td>mind</td><td>stuck</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>past</td><td>should</td><td>everybody</td></tr> <tr><td>last</td><td>last</td><td>should</td><td>even</td></tr> <tr><td>most</td><td>only</td><td>father</td><td>who</td></tr> <tr><td>both</td><td>class</td><td>whole</td><td>any</td></tr> <tr><td>old</td><td>grass</td><td>any</td><td>any</td></tr> <tr><td>could</td><td>pass</td><td>money</td><td></td></tr> </tbody> </table> <table border="1" style="font-size: small;"> <thead> <tr><th colspan="10">Year 5 and 6 Statutory Spellings</th></tr> </thead> <tbody> <tr><td>accommodate</td><td>concern</td><td>develop</td><td>frequently</td><td>machines</td><td>presentation</td><td>stomach</td></tr> <tr><td>achieve</td><td>communicate</td><td>dictator</td><td>government</td><td>muscle</td><td>quite</td><td>sufficient</td></tr> <tr><td>achieve</td><td>communicate</td><td>dictator</td><td>government</td><td>muscle</td><td>quite</td><td>sufficient</td></tr> <tr><td>achieve</td><td>communicate</td><td>dictator</td><td>government</td><td>muscle</td><td>quite</td><td>sufficient</td></tr> <tr><td>achieve</td><td>communicate</td><td>dictator</td><td>government</td><td>muscle</td><td>quite</td><td>sufficient</td></tr> <tr><td>achieve</td><td>communicate</td><td>dictator</td><td>government</td><td>muscle</td><td>quite</td><td>sufficient</td></tr> <tr><td>achieve</td><td>communicate</td><td>dictator</td><td>government</td><td>muscle</td><td>quite</td><td>sufficient</td></tr> <tr><td>achieve</td><td>communicate</td><td>dictator</td><td>government</td><td>muscle</td><td>quite</td><td>sufficient</td></tr> <tr><td>achieve</td><td>communicate</td><td>dictator</td><td>government</td><td>muscle</td><td>quite</td><td>sufficient</td></tr> <tr><td>achieve</td><td>communicate</td><td>dictator</td><td>government</td><td>muscle</td><td>quite</td><td>sufficient</td></tr> </tbody> </table> </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>	Year 1				the	they	one		a	be	once		do	he	ask		to	me	friend		today	she	school		of	we	pat		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			Year 2				door	gold	plant	clothes	floor	hold	path	busy	poor	told	both	people	because	every	hour	weater	find	great	move	again	kind	break	prove	half	mind	stuck	improve	money	behind	pretty	sure	Mr	child	beautiful	sugar	Mrs	children	offer	eye	parents	wild	fast	could	Christmas	climb	past	should	everybody	last	last	should	even	most	only	father	who	both	class	whole	any	old	grass	any	any	could	pass	money		Year 5 and 6 Statutory Spellings										accommodate	concern	develop	frequently	machines	presentation	stomach	achieve	communicate	dictator	government	muscle	quite	sufficient	achieve	communicate	dictator	government	muscle	quite	sufficient	achieve	communicate	dictator	government	muscle	quite	sufficient	achieve	communicate	dictator	government	muscle	quite	sufficient	achieve	communicate	dictator	government	muscle	quite	sufficient	achieve	communicate	dictator	government	muscle	quite	sufficient	achieve	communicate	dictator	government	muscle	quite	sufficient	achieve	communicate	dictator	government	muscle	quite	sufficient	achieve	communicate	dictator	government	muscle	quite	sufficient
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Writing	20 – 30 min (depends if you watch the film which is longer than reading the story)	<p>Look at the three boxes your child created last week, focus on the key events of the beginning, middle and end. What aspect did they change? Why did they choose this? How does that affect the story?</p> <p>Explain to them that they are going to write their Babba Yaga story this week. It will take them a few days, focus on writing a little bit at a time. Perhaps, the beginning on Tuesday, the middle on Wednesday and the ending on Thursday. Do not worry if your child does not finish their story. Remind them to ensure their letters are formed correctly, their letters are all the same size, they use full stops and capital letters and try to make their writing exciting with lots of adjectives and noun phrases and different sentence openers. If they are struggling to start, use the first few lines from the Twinkl story to help them get going. Or you could offer them these starting sentences if they are struggling.</p> <p>Once upon a time there was an evil witch who ... There once lived a..... In Russia there once was a</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 pupils about the spellings that they have already learnt -le and -el. Today, we are going to focus on another spelling of the /l/ sound. Ask your child to write the words animal, petal and metal and compare with their partner. What have they written for the final phoneme? Show them the correct spelling of the words and other words with this pattern (metal, pedal, animal, petal, hospital, capital, medical, magical). Ask your child to practise writing one of the words on your back with their finger. Can you work out which word they have written? Repeat with you writing on their back. Ask your child to practise writing some of these words with -al endings.
Writing	20 – 30 min	<p>Ask your child to continue writing, they may need some support at first (starting your writing can be the hardest part).</p> <p>Remind them that they should include all of the key events in the beginning of the story (see below). They should also read their sentences and check they make sense.</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.
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 your child needs to learn
Phonics & Spelling	5 – 10 min	<ul style="list-style-type: none"> Search on the internet for words that have -al making the /l/ sound at the end. Focus on words when you can hear the 'a' and 'l' in the word for example 'animal' as opposed to 'goal' when you cannot hear the 'a'. Choose some common words for your child to remember. Make a list of these words with /l/ being made with – al.

Writing	20 – 30 min	<p>If your child has finished the beginning then they can move onto the middle of their story. They should carry on with the beginning if they need to. Do not worry about the speed at which they write as it is a lot of writing. It is more important to focus on ensuring their sentences make sense.</p> <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 the 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
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"> • Remind your child about the -al words they discovered yesterday. • Ask them to practise writing them in their best handwriting. • Practise joining the 'a' to the 'l'. Join from the bottom and making sure that the 'l' is the correct height.

Writing	20 – 30 minutese	If they are in a position to your child can start writing the end of their story. Again, please do not worry if they have not finished writing their beginning or middle of their story. Let them write at their own pace and enjoy being creative with their story. End: - 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>
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	<ul style="list-style-type: none"> • Write -le, -el, -al and -il on pieces of paper. • Read out some words with these /l/ endings for example table, apple, bottle, little, middle, camel, tunnel, squirrel, travel, towel, tinsel, metal, pedal, capital, hospital, animal, pencil, fossil, nostril (you do not need to use all these words). • Ask your child to hold up the correct ending for the word you call out. • When they are confident with the endings, read and word and ask your child to try writing it with the correct spelling. • Show them the correct spelling and chant the letters together.
Writing	20 – 30 min	Finish any writing that needs to be done (do not worry if they do not complete the story). If your child has finished their writing, read back through with them and ask them how they would improve it. Did they remember to use capital letters, full stops and other types of punctuation? Did they use their phonics to help them spell the words they wanted to write? Did they form all of their letters correctly? Did they use exciting adjectives and noun phrases? Do their sentences make sense?
Reading	10 min (at least)	<u>This is SO important!</u>

Maths planning is on a separate document.

Geography

For the next few weeks, children will be creating a map of the world, showing all the places they have visited during their 'travels'. You can find a template for the different continents on the twinkl or you could draw your own. Children can write about each country or draw pictures showing what they have learnt about each country. Can they add in the oceans and names for each continent? This will take you more than one session so please take the few weeks to complete this project.

Science and Art.

Think back to last week. Can your child remember the habitats they researched? Now you are going to research a contrasting habitat. Research and compare a habitat for an animal that is less familiar to them, for example, on the seashore, in woodland, in the ocean, in the rainforest. You could even research habitats for animals in the countries you have been studying in Geography? Again, you can be as creative in how you show your learning, you could draw pictures, take photos, make your own different habitats out of craft items.

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>