

Week 14 Home Learning Year Two

English: Traditional Tales, Hansel and Gretel

Monday		Hansel and Gretel																																																																																																																																																																																																																																
<b>Focus</b>	<b>Aprox. timings</b>	<b>Suggested Teaching</b>																																																																																																																																																																																																																																
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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="544 788 900 1010" style="border: 1px solid black; padding: 5px;"> <p><b>Year 1</b></p> <table border="0"> <tr><td>the</td><td>they</td><td>one</td></tr> <tr><td>o</td><td>he</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>how</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> <p><b>Year 2</b></p> <table border="0"> <tr><td>door</td><td>gold</td><td>plant</td><td>clothes</td></tr> <tr><td>floor</td><td>held</td><td>path</td><td>hung</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>voter</td></tr> <tr><td>first</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>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>after</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>evergreen</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>back</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="935 788 1275 1010" style="border: 1px solid black; padding: 5px;"> <p><b>Year 5 and 6 Statutory Spellings</b></p> <table border="0"> <tr><td>accommodate</td><td>convey</td><td>despite</td><td>frequently</td><td>multifaceted</td><td>pronunciation</td><td>stomach</td></tr> <tr><td>accomplish</td><td>convinced</td><td>disturb</td><td>government</td><td>music</td><td>quest</td><td>sufficient</td></tr> <tr><td>achieve</td><td>communicate</td><td>distress</td><td>guarantee</td><td>nearest</td><td>receipt</td><td>suggest</td></tr> <tr><td>aggressive</td><td>community</td><td>embarrass</td><td>harm</td><td>neighbour</td><td>recommence</td><td>symbol</td></tr> <tr><td>ambition</td><td>conspire</td><td>enormous</td><td>humble</td><td>nominate</td><td>obscure</td><td>system</td></tr> <tr><td>anxious</td><td>conscience</td><td>equipment</td><td>identify</td><td>occupy</td><td>redistribute</td><td>temperature</td></tr> <tr><td>apparent</td><td>conclude</td><td>equipment</td><td>immediate</td><td>occur</td><td>rhyme</td><td>through</td></tr> <tr><td>appreciate</td><td>controversy</td><td>essentially</td><td>irrevocably</td><td>opportunity</td><td>rhythm</td><td>twelfth</td></tr> <tr><td>attached</td><td>convention</td><td>emerge</td><td>individual</td><td>preference</td><td>scripture</td><td>unity</td></tr> <tr><td>available</td><td>convenient</td><td>emulate</td><td>imagine</td><td>persuade</td><td>secretary</td><td>vegetable</td></tr> <tr><td>average</td><td>critique</td><td>evidence</td><td>interact</td><td>physical</td><td>shoulder</td><td>vehicle</td></tr> <tr><td>balanced</td><td>curious</td><td>exhibition</td><td>language</td><td>practical</td><td>signature</td><td>visit</td></tr> <tr><td>beneficial</td><td>deficit</td><td>beneficial</td><td>laurel</td><td>privilege</td><td>skate</td><td></td></tr> <tr><td>bounce</td><td>disparate</td><td>despite</td><td>lightning</td><td>profession</td><td>staring</td><td></td></tr> <tr><td>category</td><td>determined</td><td>dirty</td><td>misadventure</td><td>programme</td><td>stiller</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	o	he	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	how		you	come		your	some		door	gold	plant	clothes	floor	held	path	hung	poor	told	bath	people	because	every	hour	voter	first	great	move	again	kind	break	prove	half	mind	steak	improve	money	behind	pretty	sure	Mr	child	beautiful	sugar	Mrs	children	after	eye	parents	wild	fast	could	Christmas	climb	last	should	evergreen	most	past	would	even	only	father	who		back	class	whole		old	grass	any		cold	pass	many		accommodate	convey	despite	frequently	multifaceted	pronunciation	stomach	accomplish	convinced	disturb	government	music	quest	sufficient	achieve	communicate	distress	guarantee	nearest	receipt	suggest	aggressive	community	embarrass	harm	neighbour	recommence	symbol	ambition	conspire	enormous	humble	nominate	obscure	system	anxious	conscience	equipment	identify	occupy	redistribute	temperature	apparent	conclude	equipment	immediate	occur	rhyme	through	appreciate	controversy	essentially	irrevocably	opportunity	rhythm	twelfth	attached	convention	emerge	individual	preference	scripture	unity	available	convenient	emulate	imagine	persuade	secretary	vegetable	average	critique	evidence	interact	physical	shoulder	vehicle	balanced	curious	exhibition	language	practical	signature	visit	beneficial	deficit	beneficial	laurel	privilege	skate		bounce	disparate	despite	lightning	profession	staring		category	determined	dirty	misadventure	programme	stiller	
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Writing	20 – 30 min (depends if you watch the film which is longer than reading the story)	<p>This week you will be looking at the traditional tale of Hansel and Gretel. If you have the story at home read it together. If no, please listen to the radio story of Hansel and Gretel (see the link below).            Questions to ask your child:            Do they know the story? Have they read it before? Is it similar/different to other traditional tales? Did they like it? Can they think how it might be similar to the tales about Baba Yaga? What do they think the witches house looks like?</p> <p><a href="https://www.bbc.co.uk/cbeebies/radio/hansel-and-gretel?collection=cbeebies-hansel-and-gretel">https://www.bbc.co.uk/cbeebies/radio/hansel-and-gretel?collection=cbeebies-hansel-and-gretel</a></p> <p><a href="https://www.bbc.co.uk/cbeebies/puzzles/hansel-and-gretel-jigsaw-game">https://www.bbc.co.uk/cbeebies/puzzles/hansel-and-gretel-jigsaw-game</a></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m000c74q/cbeebies-hansel-gretel-christmas-show-2019">https://www.bbc.co.uk/iplayer/episode/m000c74q/cbeebies-hansel-gretel-christmas-show-2019</a></p> <p><a href="https://www.youtube.com/watch?v=FgpN2xDgQhE">https://www.youtube.com/watch?v=FgpN2xDgQhE</a></p>																																																																																																																																																																																																																																

Reading	10 min (at least)	<b><u>This is SO important!</u></b>
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Tuesday		Hansel and Gretel
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	Focus on words <b><u>your child</u></b> needs to learn
Phonics & Spelling	5 – 10 min	<ul style="list-style-type: none"> <li>• Write the following words: other, mother, brother, nothing, none, Monday and ask your child to add sound buttons once they have read them (I have included an example of sound buttons at the bottom of this lesson).</li> <li>• What do they notice about the words? The 'o' makes an /u/ sound.</li> <li>• Ask your child to underline the tricky part of the word and show you.</li> <li>• Have they got the 'o'? Discuss any errors and why they might have happened.</li> <li>• Ask your child to write out all the words and underline or colour the tricky o.</li> </ul>
Writing	20 – 30 min	Look back at the short video of Hansel and Gretel and focus on the witches' house. What does it look like? Can they describe it to you? If they saw it the woods what would they think? How does it compare to Baba Yaga's house? Which one do they prefer? What is the same and what is different about each of these houses? Can they draw one (or both) of the houses and label them?
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

Wednesday		Hansel and Gretel
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	Focus on words <b><u>your child</u></b> needs to learn

Phonics & Spelling	5 – 10 min	<ul style="list-style-type: none"> <li>Show your child the following passage: <b>On Munday I went to visit my muther and my bruther. There was nuthing to eat in the house so I set off to see if my uther bruther had sum cakes.</b></li> <li>How many errors can they spot?</li> <li>Ask your child to rewrite the passage with the correct spellings.</li> </ul>
Writing	20 – 30 min	Today the children are going to write a short description of the witches' house in Hansel and Gretel and compare it to the writing they did about Baba Yaga's house. Use their picture from yesterday to help them think of the adjectives they want to use. This might take them more than one session.
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

Thursday		Hansel and Gretel
<b><u>Focus</u></b>	<b><u>Aprox. timings</u></b>	<b><u>Suggested Teaching</u></b>
CEW	5 – 10 min	Focus on words <b><u>your child</u></b> needs to learn
Phonics & Spelling	5 - 10min	Look on the internet for other words where the /u/ sound has been made with an 'o'. pairs, ask your child write silly sentences using any of the words revised or learnt this week.
Writing	20 – 30 minutes	Finish the writing they started yesterday.
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

Friday		Hansel and Gretel
<b><u>Focus</u></b>	<b><u>Aprox. timings</u></b>	<b><u>Suggested Teaching</u></b>
CEW	5 – 10 min	Focus on words <b><u>your child</u></b> needs to learn
Phonics & Spelling	5 - 10 min	<p>Show your child the following words with a silent 'k' or 'g'. Knife, knee, knot, knit, know, knight, knock, gnat, gnarl, gnome, gnaw. Make sure they know the meanings of these words. Practise saying them as they are written, stressing the silent letter.</p> <p>Ask your child to spell some of these words, stressing the missing letter and writing it in a different colour or colouring it in.</p>

Writing	20 – 30 min	Do the children have any questions they want to ask any of the characters in Hansel and Gretel? Look at the power point on questions and then ask your child if they have any questions they want to ask the characters in Hansel and Gretel. They should write them out, remembering to use a question mark at the end of their sentence.
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

### Maths

Planning will be uploaded as a separate document.

### Geography

Children to continue with the project they started last week. Make sure the children review the names of each continent and ocean as they make their map.

### Science

This week you will be looking at food chains. Choose an animal, fish/lion – whatever your child would like to research. Using the internet and any reference books you have learn about how your chosen animal obtains their food and learn about where they fit into the food chain.

### 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=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>