

## Week 15 Home Learning Year Two

English: Traditional Tales, Hansel and Gretel and Baba Yaga

Monday		Hansel and Gretel and 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; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center; background-color: #ADD8E6; margin: 0;">Year 1</p> <table style="font-size: 8px; border-collapse: collapse; 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>so</td><td>pull</td></tr> <tr><td>are</td><td>big</td><td>house</td></tr> <tr><td>were</td><td>was</td><td>my</td></tr> <tr><td>is</td><td>here</td><td>our</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; background-color: #FF0000; color: white; margin: 0;">Year 5 and 6 Statutory Spellings</p> <table style="font-size: 8px; border-collapse: collapse; width: 100%;"> <tr><td>accommodate</td><td>concern</td><td>deserve</td><td>frequency</td><td>mischievous</td><td>pronunciation</td><td>staunch</td></tr> <tr><td>accompany</td><td>conclude</td><td>dictionary</td><td>government</td><td>musical</td><td>space</td><td>sufficient</td></tr> <tr><td>achieve</td><td>communicate</td><td>distress</td><td>guarantee</td><td>necessary</td><td>recognise</td><td>suggest</td></tr> <tr><td>aggression</td><td>community</td><td>entertain</td><td>harm</td><td>neighbour</td><td>recommended</td><td>symbol</td></tr> <tr><td>ambition</td><td>competition</td><td>environment</td><td>hardship</td><td>relevance</td><td>relevant</td><td>upset</td></tr> <tr><td>anxious</td><td>conscience</td><td>equipment</td><td>identity</td><td>stray</td><td>reluctant</td><td>temperature</td></tr> <tr><td>apart</td><td>conclude</td><td>equipment</td><td>immediate</td><td>actor</td><td>rhythm</td><td>through</td></tr> <tr><td>apartment</td><td>convenient</td><td>especially</td><td>immediately</td><td>responsibility</td><td>rubber</td><td>twelfth</td></tr> <tr><td>attached</td><td>consequence</td><td>emigrate</td><td>individual</td><td>parliament</td><td>scarf</td><td>variety</td></tr> <tr><td>available</td><td>convenient</td><td>excellent</td><td>intention</td><td>persuade</td><td>secretary</td><td>vegetable</td></tr> <tr><td>average</td><td>critique</td><td>criticism</td><td>abstract</td><td>physical</td><td>shudder</td><td>vehicle</td></tr> <tr><td>backward</td><td>curiosity</td><td>expression</td><td>language</td><td>product</td><td>algebra</td><td>witch</td></tr> <tr><td>begin</td><td>define</td><td>benefit</td><td>source</td><td>privilege</td><td>store</td><td></td></tr> <tr><td>beginning</td><td>disagree</td><td>bring</td><td>lightning</td><td>problem</td><td>stray</td><td></td></tr> <tr><td>beginning</td><td>discovered</td><td>bring</td><td>mischievous</td><td>programme</td><td>seller</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	so	pull	are	big	house	were	was	my	is	here	our	his	there		has	where		I	love		you	come		your	some		door	gold	plant	clothes	floor	hold	path	bug	poor	told	both	people	because	every	hour	water	find	great	move	again	kind	break	prove	half	mind	stuck	improve	money	behind	pretty	sugar	Mr	child	beautiful	offer	Mrs	children	wild	eye	parents	fast	last	could	Christmas	climb	should	everybody		most	past	would	even	only	father	who		both	class	whole		old	grass	any		cold	pass	many		accommodate	concern	deserve	frequency	mischievous	pronunciation	staunch	accompany	conclude	dictionary	government	musical	space	sufficient	achieve	communicate	distress	guarantee	necessary	recognise	suggest	aggression	community	entertain	harm	neighbour	recommended	symbol	ambition	competition	environment	hardship	relevance	relevant	upset	anxious	conscience	equipment	identity	stray	reluctant	temperature	apart	conclude	equipment	immediate	actor	rhythm	through	apartment	convenient	especially	immediately	responsibility	rubber	twelfth	attached	consequence	emigrate	individual	parliament	scarf	variety	available	convenient	excellent	intention	persuade	secretary	vegetable	average	critique	criticism	abstract	physical	shudder	vehicle	backward	curiosity	expression	language	product	algebra	witch	begin	define	benefit	source	privilege	store		beginning	disagree	bring	lightning	problem	stray		beginning	discovered	bring	mischievous	programme	seller	
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Writing	20 – 30 min (depends if you watch the film which is longer than reading the story)	<p>This week the children are going to think about what they liked and what they didn’t like about Baba Yaga and Hansel and Gretel. This is called book talk. Ask your child the following questions for both Baba Yaga and Hansel and Gretel, do one today and one tomorrow (they can be done in any order). This will help them to focus their thinking on what they want to write and form ideas in their heads rather than stare at a blank piece of paper. Ask them to talk to you and jot notes down about their ideas before they begin writing on Wednesday.</p> <p>What did you like about the story?          Is there anything you did not like about the story?          Does it remind you of any other stories? Why?          Would you recommend this book to a friend? Why?</p>																																																																																																																																																																																																																													
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Writing	20 – 30 min	<p>Today the children will begin to write out their book review for either Baba Yaga or Hansel and Gretel they can choose to do a book review for both if they want to! Before they start writing talk to them about the ideas they discussed with you on Monday and Tuesday. Ask them to look back through any notes they made too. This will take more than one session and should be spread out over the rest of the week. There are some information and some examples of book reviews via these links below.</p> <p><a href="https://www.mensaforkids.org/teach/lesson-plans/book-review-guide/book-review-writing-examples/">https://www.mensaforkids.org/teach/lesson-plans/book-review-guide/book-review-writing-examples/</a></p> <p><a href="https://www.booktrust.org.uk/books-and-reading/tips-and-advice/writing-tips/writing-tips-for-teens/how-to-write-a-book-review/">https://www.booktrust.org.uk/books-and-reading/tips-and-advice/writing-tips/writing-tips-for-teens/how-to-write-a-book-review/</a></p> <p><a href="https://www.twinkl.co.uk/resource/t2-e-054-book-review-writing-template">https://www.twinkl.co.uk/resource/t2-e-054-book-review-writing-template</a></p> <p>Book Review  Title:  Author:  This book is about:  What I liked about this book:  What I did not like about this book:  Similar stories to this one:  I would/would not recommend this book because.  I would give this book __ stars.</p>
Reading	10 min (at least)	<b><u>This is SO important!</u></b>
Thursday		Hansel and Gretel and Baba Yaga
<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	Continue with the work set out on Tuesday.
Writing	20 – 30 Minutes	Children to continue writing their book review of either Hansel and Gretel and/or Baba Yaga.
Reading	10 min (at least)	<b><u>This is SO important!</u></b>
Friday		Hansel and Gretel and Baba Yaga
<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	Continue with the work set out on Tuesday.
Writing	20 – 30 min	Finish writing their book report(s). If your child has finished they can draw some pictures of each story to accompany their book review.
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

### Maths

This week you will be learning about Statistics. This will be uploaded as a separate document.

### Geography

Finish the project started in week 13. Remember to keep reviewing the names of each continent and ocean as you make your map.

### Science

This week you will be comparing the differences between things that are living, dead, and things that have never been alive.

Watch this video

<https://www.bbc.co.uk/bitesize/clips/zg7s39q>

Talk about living things and their characteristics. They need a food source, they produce waste and they reproduce (seeds, babies, eggs), they grow, move, breathe etc... This is a tricky concept to understand with plants as we do not see them move, grow or produce waste, they also produce their own food. Watch this video, what else can you spot?

<https://www.bbc.co.uk/bitesize/clips/zcd9wmn>

There is a game to play underneath the BBC video spotting things that are alive and things that have never been alive. Use the link below.

<https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zs73r82>

Two activities – you can choose to complete one or both of these activities.

- 1) Prove they are alive. They can draw a picture of themselves and label all the things that show they are alive.
- 2) Look around you, in your house and on your daily walk – talk about the things that are alive and things that have never been alive. You could record all the things you see in a table or by drawing them.

Twinkl have some good resources for you to explore this topic even more should you want to.

## 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>