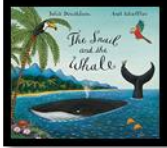
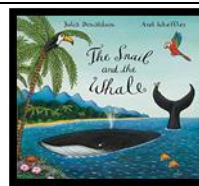


Year 2 Home Learning (Week 6) Week beginning 4th May



English – please read English Parent Guidance


| Week 6: Monday | |  |
|--------------------|--|--|
| <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 | <p>Discuss the different meanings of the words they're, their and there with your child. Also discuss the apostrophe in they're (they are). It may help to draw visual prompts:</p> <p>they're their there</p> <p>Write the words there, their and they're on separate pieces of paper. Read the following sentences and ask pupils to hold up the correct card.</p> <ul style="list-style-type: none"> • There are three cakes in the tin. • They're going to eat those cakes! • Their cakes are delicious! • Their house is down this road. • There is a big dog by that gate. • Are there any apples left? • They're escaping out of the window! |
| Writing | 20 – 30 min (depends if you watch the film which is longer than reading the story) | <p>Read the Snail and the Whale to your child/ Watch the Snail and the Whale (through book, BBC film, YouTube telling)</p> <p>Stop/ pause regularly to discuss:</p> <ul style="list-style-type: none"> • The meanings of new words e.g. immensely, hideous • Your child's favourite words/ phrases • Predictions of what could happen (if it is an unfamiliar story) • Their opinions of the book <p>On Friday your child will write a description of a setting from the book. This writing will need to include adjectives. Can your child remember what adjectives are? (Adjectives are describing words e.g. red, beautiful, sunny, hot, hard etc.)</p> <p>Watch BBC bitesize to remind your child about adjectives https://www.bbc.co.uk/bitesize/topics/zrqqtf/articles/zy2r6yc</p> <p>If you have a copy of the Snail and the Whale, ask your child to look through the book to see how many adjectives there are. Alternatively, could listen/ watch the story again or choose another book to search through.</p> |
| Reading | 10 min (at least) | <u>This is SO important!</u> |

Week 6: Tuesday

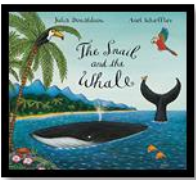


| <u>Focus</u> | <u>Aprox. timings</u> | <u>Suggested Teaching</u> | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------|--|--|--------------|--------------|----------|--------|-------|-------------|----------|--------------|-------|----------|-----------|--------------|--------|-------------|----------|--------------|---------|----------|-----------|--------------|---------|-------------|-----------|--------------|
| CEW | 5 - 10 min | focus on words your child needs to learn | | | | | | | | | | | | | | | | | | | | | | | | |
| Phonics & Spelling | 5 - 10 min | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="color: red;">Base</th> <th style="color: red;">Third Person</th> <th style="color: blue;">Singular</th> <th style="color: blue;">Plural</th> </tr> </thead> <tbody> <tr> <td style="color: red;">I fly</td> <td style="color: red;">He</td> <td style="color: blue;">One lady</td> <td style="color: blue;">Two</td> </tr> <tr> <td style="color: red;">I cry</td> <td style="color: red;">He</td> <td style="color: blue;">One jelly</td> <td style="color: blue;">Two</td> </tr> <tr> <td style="color: red;">I copy</td> <td style="color: red;">He</td> <td style="color: blue;">One baby</td> <td style="color: blue;">Two</td> </tr> <tr> <td style="color: red;">I reply</td> <td style="color: red;">He</td> <td style="color: blue;">One lorry</td> <td style="color: blue;">Two</td> </tr> <tr> <td style="color: red;">I carry</td> <td style="color: red;">He</td> <td style="color: blue;">One party</td> <td style="color: blue;">Two</td> </tr> </tbody> </table> <p>Show your child the chart above and work out how it operates. Ask them to say I fly and write it down. Then say he flies and write it down.</p> <p>Notice what has happened to the word? How does your child think carries might be spelt? Discuss and then pupils have a go at changing other words that end in 'y' to 'ies', adding them to the chart.</p> <p>Do the same with some plurals: one lady – two ladies Ask your child what they notice about the spelling of these words.</p> | Base | Third Person | Singular | Plural | I fly | He | One lady | Two | I cry | He | One jelly | Two | I copy | He | One baby | Two | I reply | He | One lorry | Two | I carry | He | One party | Two |
| Base | Third Person | Singular | Plural | | | | | | | | | | | | | | | | | | | | | | | |
| I fly | He | One lady | Two | | | | | | | | | | | | | | | | | | | | | | | |
| I cry | He | One jelly | Two | | | | | | | | | | | | | | | | | | | | | | | |
| I copy | He | One baby | Two | | | | | | | | | | | | | | | | | | | | | | | |
| I reply | He | One lorry | Two | | | | | | | | | | | | | | | | | | | | | | | |
| I carry | He | One party | Two | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 20 – 30 min (depends if you watch the film which is longer than reading the story) | <p>The Snail and the Whale travel to many amazing places. You child will choose one to focus on in detail and write about on Friday.</p> <p>Re-read/ re-watch the Snail and the Whale and consider which location you will write a description of.</p> <p>When your child has chosen a location, ask them to draw it. Drawing will help them look in more detail and generate more ideas to write about on Friday.</p> <p>Plan the picture, thinking about colours, sizes, what is at the front of the picture and what is at the back.</p> <p>They may choose to do a rough drawing (or two) to clarify their ideas. Advise them to mark lightly with the pencil so mistakes can be rubbed out easily.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 10 min (at least) | <u>This is SO important!</u> | | | | | | | | | | | | | | | | | | | | | | | | |

| Week 6: Wednesday | |  |
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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 | Review what your child noticed about the spelling of the words they added to the chart in the last lesson. How did the words change? Ask your child to look up the rule for changing 'y' to 'ies' on the internet and find other words where this change is needed. |
| Writing | 15 - 20 min | Ask your child to remind you what adjectives are. Find the adjectives in these sentences: <ol style="list-style-type: none"> The brave snail travelled around the world. I saw the starry sky above the dark ocean. The busy beach was full of excited children. <p>Today's task is to write a list of adjectives to accompany the picture they drew yesterday. They will use these adjectives in their descriptive writing on Friday.</p> <p>Think about the 5 senses (some senses will be more relevant than others but you may hear animals/ the boats or taste salt if describing the sea etc.)</p>  |
| Reading | 10 min (at least) | <u>This is SO important!</u> |

| Week 6: Thursday | |  |
|--------------------|-----------------------|---|
| <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 | Remind your child of the strategy 'Look, say, cover, write, check'. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. |

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| | | <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p> <p>Pupils choose words changing ‘y’ to ‘ies’ and use this strategy to learn each word.</p> |
| Writing | 20 – 30 min | <p>What is a statement?</p> <p>Ask your child to tell you what a statement is (statements tell us something e.g. The snail is on the whale. The rock is black).</p> <p>If necessary, remind your child about statements at https://www.bbc.co.uk/bitesize/articles/z97r2nb</p> <p>Ask your child to write some descriptive statements about their picture. Try to include the adjectives your child thought of yesterday.</p> <p>Ensure the statements are grammatically correct: capital letter, full stop, make sense.</p> <p>They can include two-part sentences but remind your child to only use one conjunction per sentence.</p> <p>Encourage your child to regularly re-read their sentences and edit them when necessary.</p> <p>These sentences do not need to be linked together and can be in any order. Tomorrow, your child will use them as the basis of their writing.</p> |
| Reading | 10 min (at least) | <u>This is SO important!</u> |

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| Week 6: Friday | |  |
| <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>Ask your child to look around the room for objects.</p> <p>Ask them whose pencil/coat/book they have.</p> <p>Write down the words for example, Megan’s, Mum’s. Show them the apostrophe before the ‘s’ for belonging and remind them that this is called the possessive apostrophe.</p> <p>Practise saying the word apostrophe and show them how and where it is written in the words displayed.</p> <p>Ask your child to write down examples of words with possessive apostrophes e.g. Mum’s hat, Billy’s cup etc.</p> |
| Writing | 20 – 30 min | <p>Your child has been building up to writing a descriptive piece about a location in Snail and the Whale. Today they will combine their work on adjectives and statements to write describe their location.</p> <p>Ask them to think through how they will write their description. Remind them to think about organising their writing. Maybe they will write about what they can hear, then smell, then see etc. Maybe they will write about the animals, then the sea etc. Just make sure they think through their writing and don’t jump from writing a statement about the bear, then the sea, then what they can smell, then something else occurs</p> |

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| | | to them about the bear so they write that. Writing down a brief plan of their writing may help to ensure it is organised. |
| Reading | 10 min (at least) | <u>This is SO important!</u> |

Geography

- Talk with the children about the journey from the Antarctic to the Atacama Desert in Chile. How would the weather change as we travel? Why? Discuss the Oceans the children are traveling through on their way. What continent are we in now? South America.
- Show the children the map of the Atacama Desert in South America. What do the children think it would be like there? Can they use their deduction skills to start making inferences e.g. it is called a 'desert' therefore dry; it is near the equator therefore hot; it is a desert therefore not very populated; it is near the coast so people probably live near the coast for water; dry, so probably not many animals live there except desert animals etc.
- How does the Atacama Desert compare with the previous places we learned about?
- Research about the different habitats found in the desert. Draw pictures and write about the animals found living in the desert.
- Websites to help you – www.oddizzi.com/explore-the-world/physical-features/ecosystems/deserts/world-deserts/atacama-desert and www.mocomi.com/atacama-desert

Science

Link with the Geography research about the different animals that live in the Atacama desert. How have the animals adapted to living in their particular habitat? Can you find any examples of plants/animals who rely on each other for survival?

DT

Atacama Desert is the driest desert on Earth. It hardly rains there. As you are talking to your child about the desert ask them questions about how it might feel to live in the desert where there is no water. Think about how your body might behave if it does not receive enough water. Explain to your child that the process where our bodies absorb water is called hydration. Today, you are going to create and evaluate your own hydration drink.

The basic ingredients:

- 1 ½-2 cups water

- 1/8 to 1/4 tsp salt
- 2 tsp sugar or honey

Explain to your child that water is going to hydrate the body, sugar will give it necessary quick energy and salt helps your body function. Although this is a basis for the hydration drink, ask children if they can come up with an idea of how to improve the taste of it (e.g. adding frozen or fresh fruit/berries, lemon juice or any juice, mint etc.). After the children have improved their drinks ask them to evaluate their outcome. Does it taste the way they expected it to taste? Is there anything they would change next time?

Art

Make a habitat box or a mood board that represents aspects of the Atacama Desert. Discuss what a mood board is and what would be sensible to include and what is not relevant. They can use objects, their own drawings, pictures, words to explain what the human and physical geography is like. For example, they could stick on bit of silver foil to represent the silver mines, a sprinkling of sand to represent the desert, a drawing of mountains, silver stars to represent the clear sky etc.

Maths Fractions

This week children will be learning about equal parts of a whole, finding a half and then finding a quarter. I whole heartedly recommend using the white rose website, the link is below. This has short video clips for you to watch each day and an activity booklet for your child to complete. If you cannot access the website, I have broken down the key teaching points for each day so you can do the activities and learning at home without it. Remember, each child will go at their own pace so please do not worry if they do not 'get it' straight away. I am also aware you may not have all of the resources listed below. These are just suggestions and can be easily substituted by whatever you have available to you.

<https://whiterosemaths.com/homelearning/year-2/>

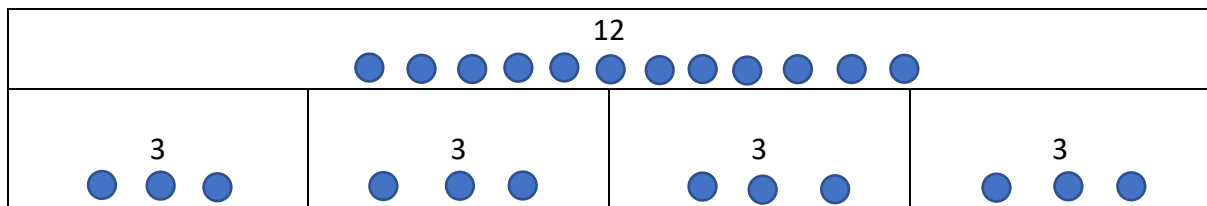
Follow week 1's videos and learning activities on the website.

| Day | You will need | Key teaching points |
|-------------------------|---|---|
| 1 Make an equal part | Playdough Paper Pencil Colouring pencils Fruit Orange Bread | When looking at fractions, you have a whole, fractions are EQUAL parts of that whole. Ask your child to draw a shape (circle, triangle, square etc..) or make a shape out of playdough, use a slice of bread or piece of fruit. Cut the object into two equal parts (a half), then cut it into four equal parts (quarters). Talk about how you had a whole objects which has now been split into equal parts. An orange/satsuma is a really good way of demonstrating this concept. Look at the orange/satsuma (if you have one) before peeling the skin, talk about how it is a whole piece of fruit. Peel the orange/satsuma and ask your child to explain what they see now (still a whole). What happens when you pull it apart? It is broken into equal parts. Ask them to work out how many parts (segments) it has? Are all of the segments equal? |

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| | | Why/why not? If you are drawing a shape, draw a line to show the whole shape in two equal parts, then four equal parts and colour each equal part in different colours. |
| 2 Recognise a half | Paper Pencil Colouring pencils Plate Tupperware lid | Key teaching point, a half is two equal parts of the whole. That can two equal parts of a shape, object or number. Children need to know that the whole object has been split into two equal parts. To do this, draw some shapes (you can draw around a plate for a circle, Tupperware lid for a square/rectangle etc..) and cut them out. Ask your children to fold them in half, checking they are equal. Ask your child to colour in half of the shape, using the line made when they folded to help. Can they find another way to show half? Some shapes you can do that (e.g. square, rectangle, circle) other shapes you won't be able to do this (e.g. heart, triangle). |
| 3 Find a half | Objects/piece of fruit Paper Pencil | To find half of a number it is easy for children to understand the concept of sharing between two. Start off by counting out an equal number of objects or dried food (pasta etc..) or fruit (grapes etc..). With your child count the number of objects/pieces of food (try to keep the number below 10 to begin with). Explain you are going to split the number in half, to do this you will need two equal groups. You can share the objects between two people or draw two circles and put the objects into two equal groups. Either way, both groups/people should have the same amount to ensure they are equal. Some children will need to count out the objects into each group and some children will be able to half the number of objects instantly. Both ways are fine, the key thing to remember is they need to make sure each group is equal. If your child is finding this easy, ask them to find half of an odd number of objects. What happens then? How can you solve this problem? Discuss their ideas and encourage them to reason and explain their thinking. |
| 4 Recognise a quarter | Paper Pencil Plate Paper plate Ruler Colouring pencils | Draw around a plate to make a circle or (if you have one) use a paper plate. Look at the circle and explain that it is a whole object. Today you are going to split this whole circle into four equal parts, making each part of the whole a quarter. Either carefully draw lines on your shape/paper plate using a ruler (or something with a straight edge) to make quarters (usually done by drawing through the centre and then through the centre again). Ask your child to colour each of the four equal parts in different colours. Ask your child to draw some other shapes (or you can do this for them to ensure they are drawn correctly). Ask them to split them into four equal parts, there is normally more than one way of doing this, can they think of how else they could do this? Children can then colour in each of the equal parts in different colours. With one of the shapes, can they colour in just one of the equal parts ($\frac{1}{4}$). Show them the fraction that represents this, explaining that they have coloured in just one of the four equal parts so they put the one on top of the four ($\frac{1}{4}$). If they coloured in two of the equal parts they would put two on top of the four ($\frac{2}{4}$). If they coloured in three of the equal parts they would put three on top of the four ($\frac{3}{4}$) and if they coloured in all four it would be the whole shape! |
| 5 Find a quarter | Objects/toys/fruit Paper Pencil | Count out 12 objects (toys, cubes, grapes, raisins etc..) and explain that you want to share the objects equally between four people. Ask your child to draw four circles or the bar model (see below) and share the objects out |

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| | | <p>equally. How many does each person get? Explain there have been 12 objects shared equally between four groups, each group has 3 objects each. Repeat with another multiple of four (e.g. 16, 8, 20 etc..). Each time saying, there are X objects shared equally between four groups, each group has X objects each. If your child has mastered this, you can then look at halving a number and then halving it again instead of sharing equally between four. Both are valid ways of finding a quarter of a number of objects, let your child use the method they understand.</p> |
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Example of the bar model, showing 12 shared into four equal parts. I have put both the numbers and objects to show how this can be done using both.



PE/Movement

Family Fun

Each member of the family creates a workout/exercise choice. This could be part of your daily exercise for example walking, running or cycling. You will then put everybody's name in a hat and pick whose exercise day it is. Another option is you could also choose to do a circuit of 5-10 exercises then do each other's workouts each day. Whoever's workout day it is they can act as the fitness instructor demonstrating at the front.

Keep following the Joe Wicks exercise at home programme on YouTube.

Good links to use at home.

Dance

Search

Kidz Bop dance along

Or use the link

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

Yoga/ Mindfulness

Search

Kids yoga and mindfulness to STAY STRONG

Or use the link

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

Search

Yoga Time! | Jungle Safari - Kids Yoga and Nursery Rhymes

Or use the link

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

Fitness / Exercises

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