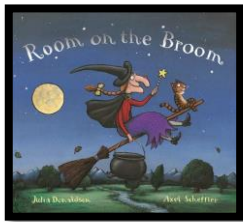
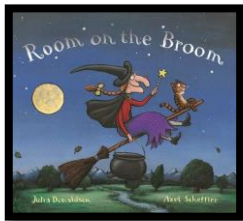
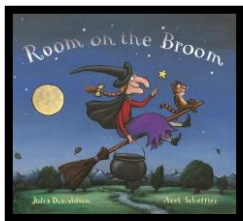


Week 8

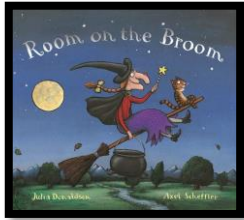
English

Week 8: Monday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	focus on words <b>your child</b> needs to learn
Phonics & Spelling	5 – 10 min	<p>Revisit the /l/ sound.</p> <p>Remind your child that it can be spelt ‘-le’ at the end of words, for example: <i>table, muddle, little</i>.</p> <p>Remind them that it can also be spelled ‘el’ for example <i>bagel, towel, label</i></p> <p>Ask your child to write the following ‘le’ and ‘el’ words on pieces of paper.</p> <p><i>Middle, tickle, apple, little, circle, table, giggle, puddle, camel, tunnel, towel, tinsel, parcel, angel, squirrel, label</i></p> <p>When all the words have been written, ask your child to sort them into groups: ‘el’ and ‘le’.</p> <p>Hide the words from your child and quiz them on which ending each word has.</p>
Writing	20 – 30 min (depends if you watch the film which is longer than reading the story)	<p>Read <i>Room on the Broom</i> to your child/ Watch <i>Room on the Broom</i> (through book, BBC film, YouTube telling)</p> <p>Stop/ pause regularly to discuss:</p> <ul style="list-style-type: none"> <li>• The meanings of new words e.g. clambered, clutched</li> <li>• Your child’s favourite words/ phrases</li> <li>• Predictions of what could happen (if it is an unfamiliar story)</li> <li>• Their opinions of the book</li> </ul> <p>We have looked at adverbs before but some children find it difficult to remember what they are so it is a good idea to revise them regularly. Explained simply, <b>adverbs</b> are a mix of <b>adjectives</b> and <b>verbs</b>. They are words that describe verbs (doing words). Try the following links:  <a href="https://www.youtube.com/watch?v=94aFcx6oliY">https://www.youtube.com/watch?v=94aFcx6oliY</a>  <a href="https://www.youtube.com/watch?v=pRTCQTHZsVc">https://www.youtube.com/watch?v=pRTCQTHZsVc</a></p> <p>If you have a copy of <i>Room on the Broom</i>, ask your child to look through the book to see how many adverbs there are. Alternatively, could listen/ watch the story again or choose another book to search through.</p> <p>Your child may like to explore <a href="https://roomonthebroom.com/">https://roomonthebroom.com/</a> for more activities and information.</p>
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

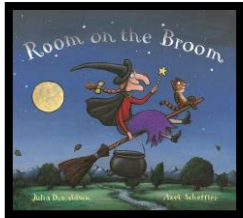
Week 8: Tuesday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	focus on words <b>your child</b> needs to learn
Phonics & Spelling	5 – 10 min	Label one side of your kitchen/ sitting room/ garden with ‘-el’ and the other with ‘-le’. Call out a word and ask your child to run to the correct side of the area depending on the spelling of the ending. Hold up the word card and ask your child to chant it letter by letter.
Writing	20 – 30 min	Not all poems need to rhyme, but it is a good idea to remind your child what rhyming words are. <a href="https://www.bbc.co.uk/bitesize/topics/zjhhvcw/articles/zqjgrdm">https://www.bbc.co.uk/bitesize/topics/zjhhvcw/articles/zqjgrdm</a>  Create lists of rhyming words starting with a word from the Room on the Broom theme for example: Witch – stitch – itch – rich – hitch – glitch etc. Broom – room – flume – boom – tomb etc. Cat – bat – mat – hat – fat – sat – rat etc. Point out that the rhyme comes at the end of the word and that although words sound the same, they are not necessarily spelled the same.
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

Week 8: Wednesday		
<u>Focus</u>	<u>Aprox. timings</u>	<u>Suggested Teaching</u>
CEW	5 – 10 min	focus on words <b>your child</b> needs to learn
Phonics & Spelling	5 – 10 min	Give your child a list of words with the ‘-le’ or ‘-el’ missed off. Midd-, tick-, app-, litt-, circ-, tab-, gig-, pudd-, cam-, tunn-, tow-, tins-, parc-, ang-l, squirr-, lab- Ask your child to write the words with the correct ending. Reinforce asking ‘Does it look right?’ or ‘Have I seen this word written like this in a book?’ They could write it both ways to see if they can recognise which ‘looks right’. Check spellings with your child.
Writing	20 – 30 min	On Friday your child will write their own poem inspired by The Room on the Broom. <b><u>This does not need to be complicated!</u></b>

		<p>Look at different poems with your child using the following searches and clicking on 'images':</p> <ul style="list-style-type: none"> <li>• Rhyming poems ks1</li> <li>• Shape poems ks1</li> <li>• Acrostic poems ks1</li> <li>• Free verse poems ks1</li> </ul> <p>NB. The 'ks1' stands for key stage 1 which is years 1 and 2.</p> <p>Remind your child that not all poems need to rhyme. Decide on a type of poem you child is happy to write and tell them that it could be a joint poem by you and your child if they would prefer (some children are intimidated by writing poems). The poem could be a few lines of a rhyming/ free verse poem; it could be a shape poem in the shape of a broom or witches hat; it could be an acrostic poem using the word BROOM as the starting letters. Some children may <b>choose</b> to write a long poem but that is not necessary. Four to six lines would be great, as would a short acrostic or shape poem.</p>
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

Week 8: Thursday		
<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	<p><b><u>Terminology for parents</u></b></p> <p><b><u>Suffix:</u></b> A suffix is an ending, used at the end of one word to turn it into another word. Unlike root words, suffixes cannot stand on their own as a complete word. In year 2, we apply the vowel suffixes -ing, -er, -est, -ed, -y and the consonant suffixes –ment, –ness, –ful, –less, –ly</p> <p><b><u>Root word:</u></b> Root words are words in their simplest, unchanged form. For example, help is the root word. When suffixes are added it can be changed into words such as help<b>ful</b> and help<b>less</b>, help<b>er</b>, help<b>ed</b>, help<b>ing</b> etc.</p> <p>Ask your child what a suffix is. Suffixes are added to the end of a root words to change their meaning. Can your child remember the year 2 rules for adding suffixes?</p> <p><b>Rule 1: do nothing.</b> A consonant suffix is added straight on to most root words without changing them.</p> <p><b>Rule 2: Double the final consonant.</b> This rule is for root words that:</p> <ul style="list-style-type: none"> <li>• have one syllable,</li> <li>• end in a single consonant letter</li> <li>• after a single vowel letter</li> </ul>

		<p><b>Rule 3: Drop the 'e.</b> This rule applies when adding a vowel suffix to a split vowel root word</p> <p><b>Rule 4: Change 'y' to 'i'</b> But remember to keep the y if it comes after a vowel.</p> <p>Spend the next few lessons trying to remember the rules for adding suffixes and practising adding suffixes.</p> <p>Bank of words to add suffixes to during the next few lessons:</p> <div style="border: 1px solid black; padding: 5px;"> <p>biggest, readily, coming, sleeping, charger, stepped, making, gripped, easiest, blacker, happiest, beautiful, having, lover, quicker, loved, maker, using, running, changed, stopping, bigger, fattest, angriest, quizzes, stopped, writer, whitest, prettier,</p> </div>
Writing	20 – 30 min	<p>You and your child chose a style of poem to write yesterday. As I said previously, some children find poems challenging to write and it is fine to make it a joint poem (we often write poems in pairs at school). Your child may develop the confidence to write their own poem after a collaborative effort with you.</p> <p>Today your child will plan their poem and write a first draft. They may need several pieces of paper and will certainly need a rubber to make changes as they write.</p> <p>The planning stage will depend on the poem they chose.</p> <p>It may consist of discussions between you and your child; jottings on a piece of paper; a mind map etc. Any form of planning is great as long as it gives your child a very clear idea of what to write.</p> <p>Try to end this session with a first draft of a poem so your child can write it up neatly tomorrow.</p>
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

Week 8: Friday		
<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>Revise the rules of adding suffixes with your child and practise adding suffixes to words using the word bank below.</p> <div style="border: 1px solid black; padding: 5px;"> <p>biggest, readily, coming, sleeping, charger, stepped, making, gripped, easiest, blacker, happiest, beautiful, having, lover, quicker, loved, maker, using, running, changed, stopping, bigger, fattest, angriest, quizzes, stopped, writer, whitest, prettier,</p> </div>
Writing	20 – 30 min	<p>Your child should have the first draft of their poem and will write it up beautifully today. Remind your child of neat handwriting:</p> <ul style="list-style-type: none"> <li>• Letters should be formed correctly</li> </ul>

		<ul style="list-style-type: none"> <li>Letters should be consistent sizes: tall letters, small letters and letters with tails</li> </ul> <p>Poems are often decorated to make them more interesting for the reader. Look at some decorated poems on the internet and ask your child to consider the reader when writing a final version.</p> <p>Ask your child to write up their poem. We would love for them to be emailed for us to see!</p>
Reading	10 min (at least)	<b><u>This is SO important!</u></b>

## Geography

- We are going to leave South America and sail across the Pacific Ocean. Plot the route on a map – look at the small islands that can be found in this Ocean.
- If we keep our route in the Southern Pacific we will reach our next continent. Australasia or Oceania (this is a tricky one to explain..... Oceania is a region made up of thousands of islands throughout the Central and South Pacific Ocean. It includes Australia, the smallest continent in terms of total land area. Most of Australia and Oceania is under the Pacific, a vast body of water that is larger than all the Earth's continental landmasses and islands combined. The name "Oceania" justly establishes the Pacific Ocean as the defining characteristic of the continent. Oceania is dominated by the nation of Australia. The other two major landmasses of Oceania are the microcontinent of Zealandia, which includes the country of New Zealand, and the eastern half of the island of New Guinea, made up of the nation of Papua New Guinea. Oceania also includes three island regions: Melanesia, Micronesia, and Polynesia, including the U.S. state of Hawaii). However, with the children establish that Australia is the largest landmass, New Zealand is also included and all the islands they have already found are included.
- We will concentrate on Australia and are looking at the geography and people.
- Look at a world map and find Australia, can they think about what the climate might be like (look for the equator)
- Use Google earth, zoom in on Uluru, what is the habitat like there? Then look around the coastal fringes and find the major cities – why do they think the cities are where they are?

## Science

Research animals that are only found in Australia, you could choose one to look at in depth and write a fact file. Can they find out why Australia has evolved such different creatures. How have they adapted for life in Australia?

## DT

Did you know that the first notepad was originally invented on February 18, 1902, when a man named J. A. Birchall created the Silver City Writing Tablet for his stationery company in Tasmania, Australia?



Birchall's innovation was making cutting the paper to a more portable size, gluing the sheets together, and sticking them to a cardboard backing.

Your task is to create a notepad you could use on your daily walk or time outside. Think about the size of your notepad. What kind of paper are you going to use? What are you going to use for backing?

Are you going to have a cover (optional)? How are you going to decorate your notepad? How many pages are there going to be in your notepad? Discuss these questions with your child first. Then you can watch the video. The main components you are going to need are glue, paper, and scissors. Everything else is optional and is not essential.

Look up for this idea of how to make a notepad:

<https://youtu.be/IHbFL4zVOM8>

### Maths Challenges

This week children have some fun challenges to work through – they can be done in any order, just choose one to do each day.

If you would like to continue with more formal maths, please continue to follow the white rose website (link is below). Click onto Summer Term week 1 for the videos and activities – it continues with fractions and measurement.

Please do not worry if you don't 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/>

Day	You will need	Key teaching points
1	A space Objects suitable for an obstacle course.	<u>Obstacle Course</u> Obstacle courses can be a fun way to use positional and directional language as well as a way to get moving! Can you make an indoor or an outdoor obstacle course? Draw a plan before you build it. Describe the route using words such as over, under, through, between etc... then have a go at completing your obstacle course. Can you give someone else instructions using positional and directional language? How long does your course take to complete?
2	Ingredients as listed (adapt as needed according to what you have)	<u>Bake it!</u> Here's a recipe for 10 chocolate crispy buns. 150 g milk chocolate 100 g butter 4 tbsp golden syrup 100 g rice krispies or cornflakes. Method 1. Melt the chocolate, butter and golden syrup in the microwave (10 seconds at a time). 2. When melted, stir in the rice krispies.

		3. Share between 10 bun cases and put in the fridge to set. You could decorate your buns with sweets or sprinkles. Send a photo in of you baking into school!
3	Pack of cards Piece of Paper Pencil	If you do not have any cards at home to use you could make your own cards for this game. You will need 4 lots of 1-9 digit cards. <u>Number Bonds to 10 – ‘Go Fish’</u> Aim: To make pairs with number bonds to 10 1. Deal 5 cards to each player. The remaining cards are placed in a pile. 2. Take turns asking other players for a particular card to make a number bond to 10. If the player doesn’t have the card, they say ‘Go Fish!’ The player picks a card from the pile. Pairs that make 10 are placed down. 3. The game ends when 1 player has no cards. 4. The player with the most pairs wins.
4	A daily walk or a view.	<u>Estimate it!</u> We love looking for maths all around us, especially during our daily walk or out of our windows. When you are on your daily walk, or looking out of your window can you estimate the following: 1. How many daffodils you will see 2. How many trees you will see 3. How many birds you will see You could make a tally chart and count how many daffodils, trees, birds you see to see how close your estimations were.
5	Objects	<u>Make it!</u> We love looking for patterns all around us. It’s amazing how many patterns we can spot around the house, especially in our food! Look at the patterns inside some objects (e.g. an orange, a kiwi, a shell or whatever you have available) Can you describe the patterns? Make your own pattern in a circle or a spiral using different items e.g. buttons, pebbles, leaves etc. Can you draw or photograph the pattern you have made? Don’t forget to send a photo of your drawings to the office, we would love to see them!

## PE

Playing catch.

Children to work on their chest, bounce and shoulder passes. This can work in pairs, groups or on their own against a wall.

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](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>