



# HILL WEST *Primary*

FOUR OAKS

## **Home Learning Pack**

**Year 2**

**Week Beginning: wb 28.06.2021**



## Home Learning Links

### Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

[www.thenational.academy](http://www.thenational.academy)

### BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

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

### Phonics English Hubs

Online phonics lessons for the Letters and Sounds phonics programme.

<https://www.wandleenglishhub.org.uk/lettersandsounds>

### World Book Online

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw%3D%3D>

### Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

### Beanstalk

Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.

<https://beanstalk.co/>

### Tutortastic

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

**Education Quizzes**

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

**Top Marks**

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

**Classroom Secrets**

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

**National Geographic**

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

**Reading Eggs**

**Key Question Week 10: Who's at the bottom of the food chain?****Key Text for Linked Learning:** Encyclopaedias and fact books about insects and micro habitats**Linked Learning:** English, Science and Geography

In Science this week, the children will explore the school grounds, looking for examples of food chains (living things eating leaves, for example). They will understand what is meant by a food chain and that living things need other living things to survive. They will construct their own food chain, understanding that energy is transferred by producers (plants) to consumers (animals) and that arrows in a food chain show the direction that the energy is moving within the food chain. In Geography, the children will apply their map skills to label an aerial view map of the school grounds, marking the places that animals or their habitats have been located during their science lessons. They will develop their use of simple compass directions and locational and directional language to describe a route to a habitat from the classroom. In English, children will look at the features of non-chronological reports. They will develop their understanding of why these texts do not need to be in chronological order. They will explore the use of language and vocabulary within this text type, as well as research the meaning of more challenging words. Towards the end of the week, they will improve parts of a non-chronological text to ensure that the vocabulary used is appropriate for the text-type. They will edit the text to ensure that it includes a variety of scientific/technical vocabulary, whilst considering the formality of tone.

**Maths:** This week children will revisit their learning on fractions and time. They will start by shading halves and quarters of shapes, before finding halves, thirds and quarters of amounts. The children will move on to look at analogue clocks, and will be introduced to digital clocks, telling the time to the nearest five minutes.

**Science:** See above

**History:** The children will investigate why Gargoyles were placed on the ramparts of castles (or other buildings) by medieval builders using a variety of historical evidence (images of buildings across the centuries from the Ancient Egyptian, Ancient Greek and Medieval times) to understand the past in greater detail.

**Geography:** see above

**Computing:** The children will continue to develop their understanding of algorithms. They will consider how algorithms are used to create models by continuing to build a character from 'Shrek' using the programme Lego WeDo.

**Music:** Children will begin to work on their singing skills using the Charanga scheme. They will be introduced to the song, "Hands, Feet, Heart".

**Art:** The children will create a design for their own gargoyle considering what expression their gargoyle will have (humorous, scary etc) and how it will provoke emotion in the audience.

**Design Technology:** This week the children will investigate and explore 'levers' to identify their purpose and uses. Children will begin to understand how levers work by looking at physical examples.

**PDW / R.E:** In R.E. the children will explore the principle of 'appreciating beauty' by considering the concept that 'beauty is only skin deep'. They will ask and answer the questions, "Is Shrek beautiful?", "Is Fiona more beautiful as an ogre than a princess?" or "What is beauty?"

**P.E:** In athletics this week, children will practice obstacle races and will focus on how to complete the course using appropriate skills, such as, quick footwork, jumping and landing on two feet.

**Vocabulary:**

**Abdomen, antenna, arachnid, chrysalis, exoskeleton, hibernate, invertebrate, pupa, thorax, myriapod**

Here is a list of the Year 2 spellings, which the children are expected to learn off by heart by the end of Year 2. They are stuck into the homework books but just in case you need a new copy.

Y2 Half Term 1	Y2 Half Term 2	Y2 Half Term 3	Y2 Half Term 4	Y2 Half Term 5	Y2 Half Term 6
after	again	any	bath	because	beautiful
behind	both	break	busy	child	sugar
class	Christmas	climb	clothes	children	plant
door	cold	even	every	eye	father
find	gold	grass	everybody	money	hour
floor	hold	great	half	most	improve
kind	old	many	move	only	prove
mind	told	pass	should	fast	Mr/ Mrs
poor	water	steak	could	past	parents
sure	whole	wild	would	last	people
more	while	who	good	pretty	path

# Monday 28<sup>th</sup> June 2021

## Maths:

### Maths Retrieval: 28.06.21

1.

Copy out the number pattern into your Numeracy books and fill in the missing numbers.

Remember to write down the pattern.

2, 4, 6, — — — — —

What is the pattern?

3, 6, 9, — — — — —

What is the pattern?

4, 8, 12, — — — — —

What is the pattern?

2.

Create your own number sequences:

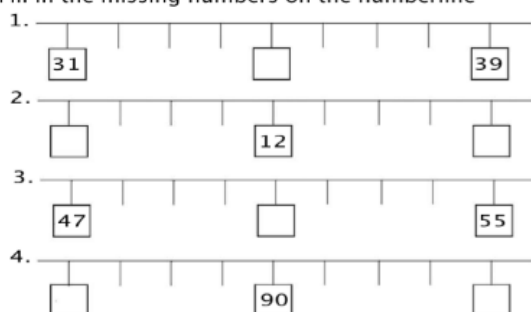
Going UP in 10s:

Going UP in 5s:

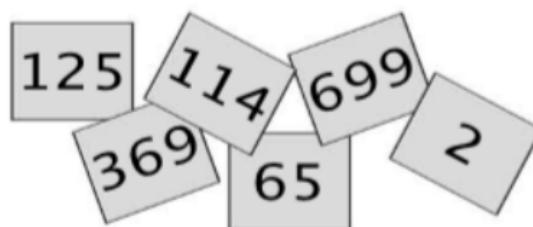
Going UP in 2s:

3.

Fill in the missing numbers on the numberline



4. Put these number in order



**Misconceptions** Those lacking the confidence to start, Ask yourself a questions such as 'What would be a 'silly' suggestion to start with?' Then think what might be a slightly better suggestion to try.

Add two digit numbers and look for number patterns

Today we are going to look for number patterns on a calendar

MAY 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					Notes: <small>ORIGINAL DRAWS.COM</small>	

1. Pick a month on a calendar.  
Draw a 4 by 4 rectangle anywhere in that month.
2. Add the number in the top left corner to the number in the bottom right corner.  
Write the total.
3. Now double it, so add it to itself.

Mon	Tues	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

$7 + 31 = 38$
$38 + 38 = 76$

4. Circle a number in this rectangle.

Cross out all the numbers in the same row and column as your circled number.

Mon	Tues	Wed	Thu	Fri	Sat	Sun
	1	2	3	4	5	6
7	8	9	10	11	12	13
<del>14</del>	<del>15</del>	16	<del>17</del>	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5. Choose another number (not one that is crossed out) and circle it.  
Cross out all the numbers in the same row and the same column as this circled number.
6. Repeat one more time.
7. Circle the last number.
8. Add the four circled numbers. (Add two of the numbers.  
Now add the other two. Then add the two totals.)  
What do you notice? What if you add the number in the top right corner to the number in the bottom left corner?
9. Repeat the process starting with another 4 x 4 rectangle on a different month or in a different place on the same month.

### Challenge

Try different size rectangles. Does it still work? Can you say why/why not?

Now try this on these calendar pages



# JANUARY 2021

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

# JULY 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

## FEBRUARY

SUN	MON	TUE	WED	THU	FRI	SAT
			1 <small>02/01</small>	2 <small>02/02</small>	3 <small>02/03</small>	4 <small>02/04</small>
5 <small>02/05</small>	6 <small>02/06</small> <small>Constitution Day Observed</small>	7 <small>02/07</small>	8 <small>02/08</small>	9 <small>02/09</small>	10 <small>02/10</small> <small>Valentine's Day</small>	11 <small>02/11</small>
12 <small>02/12</small>	13 <small>02/13</small>	14 <small>02/14</small> <small>Valentine's Day</small>	15 <small>02/15</small>	16 <small>02/16</small>	17 <small>02/17</small>	18 <small>02/18</small>
19 <small>02/19</small>	20 <small>02/20</small> <small>Presidents Day</small>	21 <small>02/21</small>	22 <small>02/22</small>	23 <small>02/23</small>	24 <small>02/24</small> <small>Pig Day Observed</small>	25 <small>02/25</small>
26 <small>02/26</small>	27 <small>02/27</small> <small>Shrove Tuesday (Mardi Gras)</small>	28 <small>02/28</small>				

## MARCH 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

# December

2019

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
49	1	2	3	4	5	6	7
50	8	9	10	11	12	13	14
51	15	16	17	18	19	20	21
52	22	23	24	25	26	27	28
1	29	30	31				
						November 2019 <small>S M T W T F S</small> <small>0 4 5 6 7 8 9</small> <small>10 11 12 13 14 15 16</small> <small>17 18 19 20 21 22 23</small> <small>24 25 26 27 28 29 30</small>	January 2020 <small>S M T W T F S</small> <small>0 1 2 3 4</small> <small>5 6 7 8 9 10 11</small> <small>12 13 14 15 16 17 18</small> <small>19 20 21 22 23 24 25</small> <small>26 27 28 29 30 31</small>

## Mastery

### Always, Sometimes, Never



I am thinking of a two-digit number, if I add ones to it, I will only need to change the ones digit.

Explain your answer.

Here are three digit cards.



Place the digit cards in the number sentence.

How many different totals can you find?

$$\square \square + \square =$$

What is the smallest total?

What is the largest total?

English:

Monday 28<sup>th</sup> June 2021

Handwriting

b

od

og

GPS

Add the correct punctuation to the text below.

The ant is little black and lives in the soil and there are more than 12,000 species of ants all over the world and they can lift 20 times its own body weight and ants don't have ears Do you like ants

To identify features of non fiction and fiction texts

Fiction

Non-fiction

## Science

### TASK

Today you are going to create a knowledge organiser about an insect. You can pick any insect you like and need to research it online. You will need to find out the following;

- Habitat
- Food chain
- apperance
- Scientific vocabulary
- diagram
- 3 questions

Monday 28th June

To create a knowledge organiser

The template consists of a large rectangular frame. Inside the frame, there are four smaller rectangular boxes: a small blue-outlined box at the top center, a horizontal box on the left side, a large vertical box on the left side, and a smaller orange-outlined box at the bottom right. The orange-outlined box is labeled 'VOCABULARY' in its top-left corner.

# Tuesday 29<sup>th</sup> June 2021

## Maths

Maths Retrieval: 29.06.21

1.

4		12	16		24
	32		40		
52	56		64		72
		84		92	96
100			112		120
		132		140	
148		156	160		168

2.



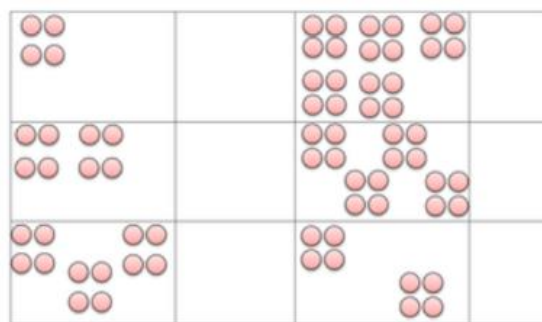
How many legs

3.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

List the numbers that should also be yellow

4.



Whats the value of each box?

**Misconceptions** Those lacking the confidence to start, Ask yourself a questions such as 'What would be a 'silly' suggestion to start with?' Then think what might be a slightly better suggestion to try.

Mental oral starter

Count forward and backwards in 4's, count on from a given number in 4's

Can you see a pattern?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Count back in fours to solve problems - Add two digit number

### **Sandcastles**

Lisa went on holiday.



In 5 days she made 80 sandcastles.  
Each day she made 4 fewer castles than the day before.  
How many castles did she make each day?

Lisa went on making 4 fewer castles each day.  
How many castles did she make altogether?

How long did Lisa go on holiday for?

Who was she on holiday with?

How old is Lisa?

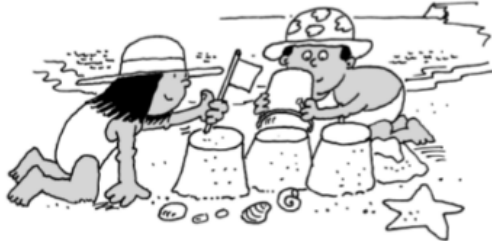
If we don't know these things What do we know?  
What do we need to find out?

Do you have any ideas how we might start?

*Your challenge is to find the number that Lisa DID make on day 1, and the other days of course, to give a total of 80 sandcastles over the 5 days.*

### **Sandcastles**

Lisa went on holiday.



In 5 days she made 80 sandcastles.  
Each day she made 4 fewer castles than the day before.  
How many castles did she make each day?

Lisa went on making 4 fewer castles each day.  
How many castles did she make altogether?

Model:

Lets pick a number for day 1 and see how we get on.

How many shall we try?

What is your suggestion?

Day 1: If Lisa made this on day1, how many would she make on day 2?

Day 3

Day 4

Day 5

### Sandcastles

Lisa went on holiday.



In 5 days she made 80 sandcastles.  
Each day she made 4 fewer castles than the day before.  
How many castles did she make each day?

Lisa went on making 4 fewer castles each day.  
How many castles did she make altogether?

Try a different number

Lets pick a number for day 1 and see how we get on.

How many shall we try?

What is your suggestion?

Day 1: If Lisa made this on day1, how many would she make on day 2?

Day 3

Day 4

Day 5

### Sandcastles

Lisa went on holiday.



In 5 days she made 80 sandcastles.  
Each day she made 4 fewer castles than the day before.  
How many castles did she make each day?

Lisa went on making 4 fewer castles each day.  
How many castles did she make altogether?

Try a different number

Lets pick a number for day 1 and see how we get on.

How many shall we try?

What is your suggestion?

Day 1: If Lisa made this on day1, how many would she make on day 2?

Day 3

Day 4

Day 5



### Mastery:

Challenge! Lisa's brother Mark started with a different number to Lisa, and made 3 fewer sandcastles each day. Over 5 days he made 75 sandcastles. On which day did he and Lisa make the same number of sandcastles? (Day 4:  $21+18+15+12+9$ ) [Do you see how  $75 = 5 \times$  the 'middle' number...]

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Fatima and Ben are solving this calculation:

$$56 + 39$$

Work out the answer and explain your method to a friend.

I counted on from 56,  
counting on first in tens  
and then in ones.



I added all the tens together  
and all the ones together.  
Then, I put the tens and ones  
back together.

Which do you think is the best method? Why?

Do you think you could have improved the method that you used to work out the question? How?

[illegible]

English

Tuesday 29<sup>th</sup> June 2021

Handwriting

Pp

re

ve

GPS

Change the tense of the following words.

ran -

went-

walk-

flys-

crawl-

buy-

Change the tense of the following sentences.

A stag beetle is the largest species of insect to be found in the UK.

They flew to the hive.

I dream of being free.

It is beautiful.

The insects played on the flower.

Honey bees live in large groups.

## Ants

Most ants you see are female. Ants have a caste system, where responsibilities are divided. The queen is the founder. Ant are insects and live in a colony. An ant can be identified by their elbowed antennae and distinct node-like body. Ants can be found on every continent except Antarctica.



## Ant Facts

- Common Name: Ant
- Kingdom: Animalia
- Phylum: Arthropoda
- Class: Insecta
- Order: Hymenoptera
- Superfamily: Formicoidea
- Family: Formicidae

1. What are most ants?






2. Who is the founder?

3. What 2 phrases have been used to describe the ant?

Can you write 3 questions using the text above?

## Geography

Explain how the mouse got to the cheese.

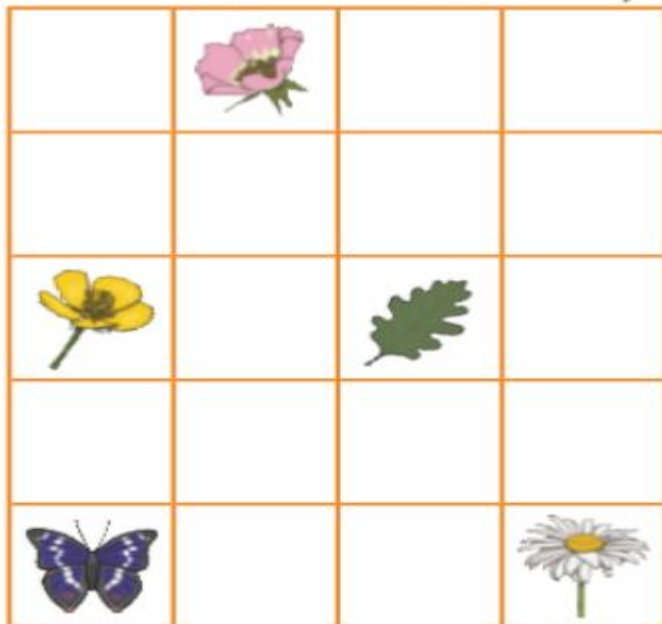
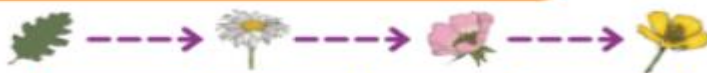
Can you find another way for the mouse to get to the cheese?

What is the difference between locational and directional language?

Locational means

Directional means

Work out a route for the butterfly:



Draw your route on the grid and write instructions to match.

## TASK

Starting at our classroom door you are going to write directions to a habitat on our school grounds that you visited in your Science lesson.

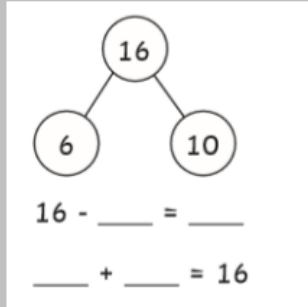


# Wednesday 30<sup>th</sup> June 2021

## Maths:

### Maths Retrieval: 30.06.21

1.



2.

24	
13	11

$$\underline{\quad} + \underline{\quad} = 24$$

$$24 - \underline{\quad} = \underline{\quad}$$

3.

$$\begin{array}{rclcl} 25 & + & 8 & = & 33 \\ \underline{\quad} & + & \underline{\quad} & = & \underline{\quad} \\ \underline{\quad} & - & \underline{\quad} & = & \underline{\quad} \\ \underline{\quad} & - & \underline{\quad} & = & \underline{\quad} \end{array}$$

4. Make up your own

$$\begin{array}{rclcl} \underline{\quad} & + & \underline{\quad} & = & \underline{\quad} \\ \underline{\quad} & + & \underline{\quad} & = & \underline{\quad} \\ \underline{\quad} & - & \underline{\quad} & = & \underline{\quad} \\ \underline{\quad} & - & \underline{\quad} & = & \underline{\quad} \end{array}$$

### Misconceptions

why does a wrong solution not work, how can you adapt it so that it does work, what would be a good/bad place for this number and why?

- Think of a 2-digit number less than 70.
- Add 30.
- Subtract 20.
- Add 10.
- Subtract 20.
- Add 3.
- Write down this final answer.

What was the first number your thought of?

Add 3 to this number, your answer is \_\_\_\_\_

We asked you to add 30 and 10, but subtract 20 and 20, before addign 3. So you added 40, then subtracted 40, which means that you just had to add 3 to get the answer.

Now we are going to make our own magic chains...

# 'Magic' chain

Think of a 2-digit number less than 50.

Add .

Subtract .

Add .

Subtract .

Add 5.

## Mastery

### **What's my age?**

1. Ahmed doubles his age, and then adds 9.  
This gives his mother's age which is 33.  
What is Ahmed's age?
2. Becky doubles her age and then subtracts 10.  
This gives her sister's age which is 32.  
What is Becky's age?
3. Sam adds 5 to his age, and then doubles this answer.  
This gives his father's age which is 40.  
What is Sam's age?
4. Maya halves her age, then subtracts 8.  
This gives her daughter's age which is 12.  
What is Maya's age?

Now write your own age puzzle!

English:

Wednesday 30<sup>th</sup> June 2021

English:

Handwriting

Gg

oon

oom

GPS

### Deconstructing vocabulary

Year 1 and 2 deconstructing vocabulary

Picture:

Syllables:


Synonyms:

Word:

chrysalis

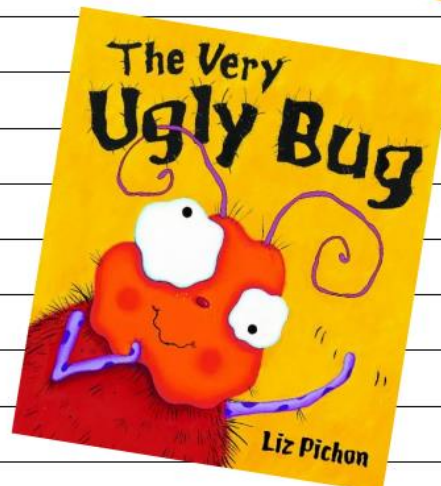
Opposite:

Meaning:

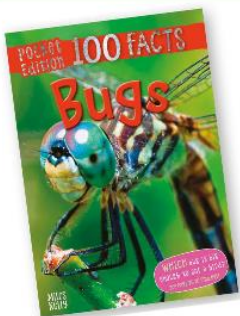
Put it in a sentence: Remember ABC  ●



Would I find the same vocabulary in the books below?



Can we sort the vocabulary to match the correct book.



happy      Once upon a time      nectar  
Immunity  
special      classification  
colony  
lonely      happily  
fairy story      Later that day  
habitat  
friendly      chrysalis  
invertebrate      nature  
glabrous  
(smooth without hairs and scales)  
entomophagy  
(feeding on other insects)

Copy the following words into your book and write the correct definition from the sheet

habitat-

glabrous-

colony-

entomophagy-

invertebrate-

A community of animals or plants of one kind living close together or forming a physically connected structure.

The practice of eating insects, especially by people.

The active immature form of an insect, especially one that differs greatly from the adult and forms the stage between egg and pupa, e.g. a caterpillar or grub.

The natural home or environment of an animal, plant, or other organism.

The hard outer case enclosing a chrysalis.

(chiefly of the skin or a leaf) free from hair or down; smooth.

An animal lacking a backbone, such as an arthropod, mollusk, annelid, coelenterate, etc. The invertebrates constitute an artificial division of the animal kingdom.

## Music- Hands, feet and heart

Watching the following clip

<https://www.youtube.com/watch?v=5PbYP9K-N3A>

### **Hands, Feet, Heart** **Lyrics and Song Structure**

#### **Introduction**

#### **Verse**

in my hands, in my feet, in my heart,  
Music is in me  
in my hands, in my feet, in my heart,  
Music is in me

#### **Chorus**

in my soul (in my soul)  
in my heart (in my heart)  
Music is in me  
in my soul (in my soul)  
in my heart (in my heart)  
Music is in me

#### **Introduction**

#### **Playing sections 1, 2, 3, 4**

#### **Introduction**

#### **Verse**

in my hands, in my feet, in my heart,  
Music is in me  
in my hands, in my feet, in my heart,  
Music is in me

#### **Chorus with tag ending**

in my soul (in my soul)  
in my heart (in my heart)  
Music is in me  
in my soul (in my soul)  
in my heart (in my heart)  
Music is in me  
Music is in me

Do you like the song?

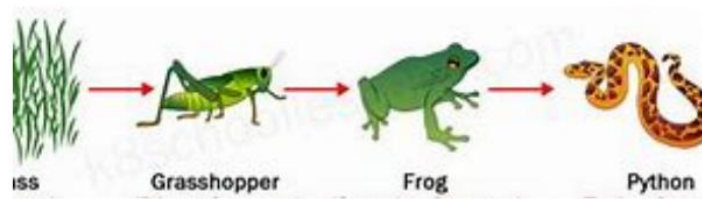
What can you hear?

What is the style of this music?

How is the song put together?

# Science

to understand the transfer of energy from the sun in a food chain



What is happening in this food chain?

producer  
primary consumer  
secondary consumer  
prey  
pretator  
carnivore  
herbivore

BBC Bitesize Food chains from [www.bbc.co.uk](http://www.bbc.co.uk)



Why am I showing you a picture of the sun?  
How can we relate this to a food chain?  
How does the sun stay in the food chain?  
What do I mean when I say 'the transfer of energy in a food chain'?

producer  
primary consumer  
secondary consumer  
prey  
pretator  
carnivore  
herbivore  
sun  
transfer of energy



### TASK

Today you are going to create a food paper chain. You need to draw and label each part of the chain.



## Thursday 1<sup>st</sup> July 2021

### Maths:

#### Maths Retrieval: 01.07.21

1.

Cakes are sold in packs of ten.



How many cakes?

2.

A shop sells bags of tennis balls in packs of 5.



In a week the shop sells 35 balls.  
How many packs of tennis balls are sold?

3.

Janice brings 15 packets of plain crisps and 17 packets of flavoured crisps for a party. If there are 27 children in the class and each child has one pack each, how many packs will be left over?

Show your workings.



4.

22. A class of children sit in groups of 4. There are seven groups.



Write the calculation you would use to calculate how many children there are in the class.

#### Misconceptions

why does a wrong solution not work, how can you adapt it so that it does work,  
what would be a good/bad place for this number and why?

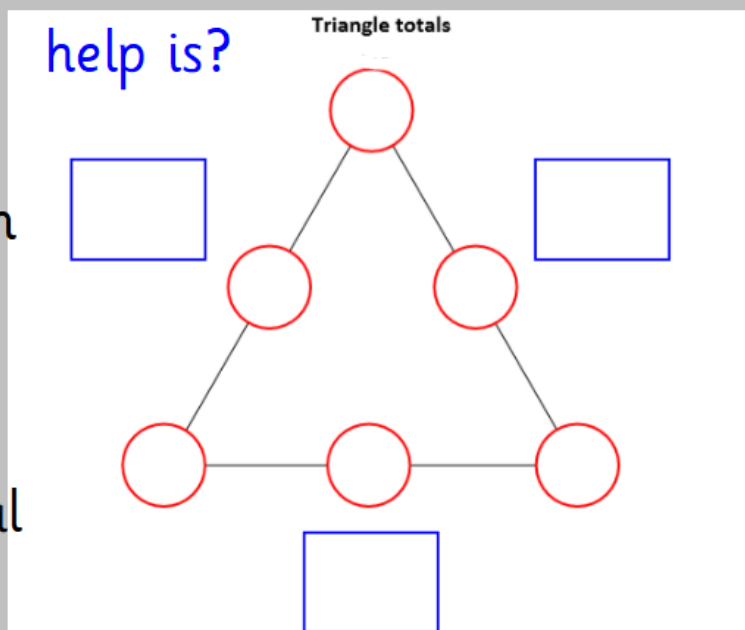
We are going to write numbers 1 - 6 in the circles, using each number only once.

Lets do it together

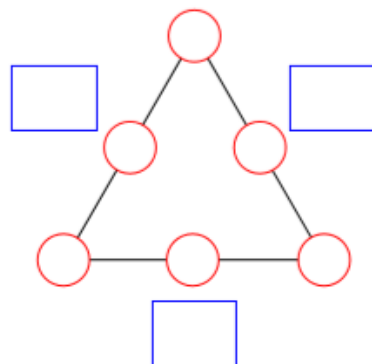
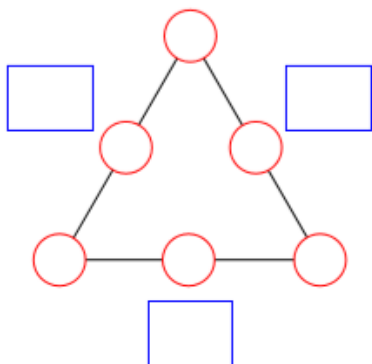
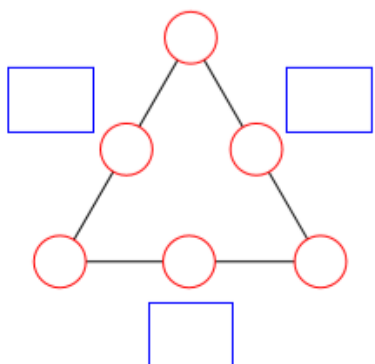
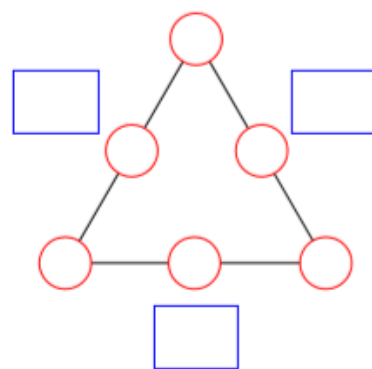
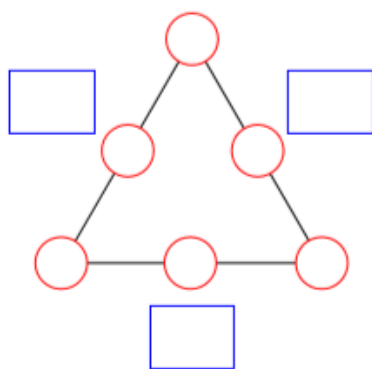
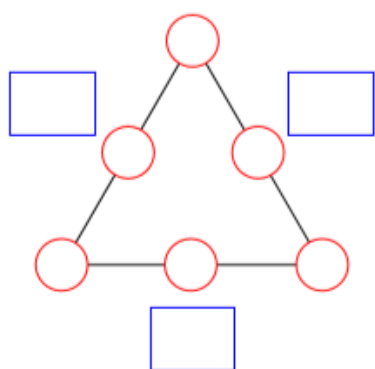
How can we move number to help is?

Now write the total of each side in the squares.

We are aiming to make each side equal the same.

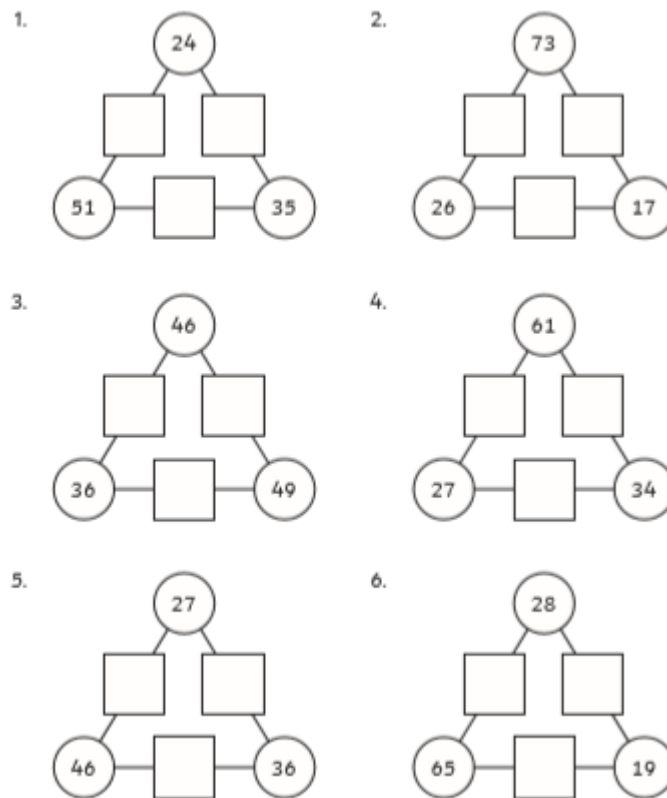


Triangle totals  
Sheet 2





## Matery



English:

Thursday 31<sup>st</sup> July 2021

Let's see who can remember yesterday's activity about tense!

Tick to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past Tense	Present Tense
Sam rode his bike.		
Nazeem was dancing.		
Sally is eating.		

## Homophones: here or hear?

Which word would I use?

Spellings - copy the sentences below into your book using the correct homophone for hear or here

1. Can you \_\_\_\_\_ the birds singing?
2. Sit \_\_\_\_\_ next to me.
3. I can always \_\_\_\_\_ the teacher from over \_\_\_\_\_.

### Handwriting

Hh

on

ng



## GPS- Upleveling sentences

Tom wrote a simple sentence. Can you help him improve his sentence?

a man built a house

Step 1: re write the sentence with the correct punctuation.

Step 2: add adjectives to your sentence

A \_\_\_\_\_ man built a \_\_\_\_\_ house.

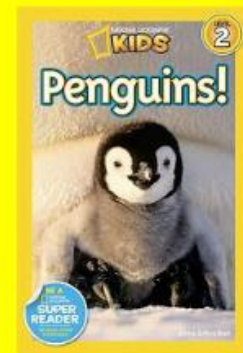
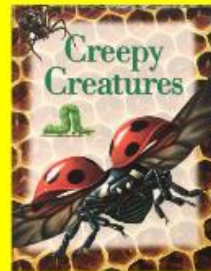
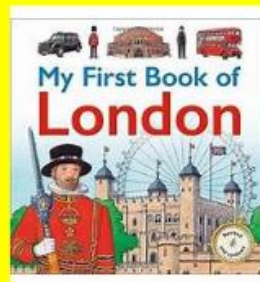
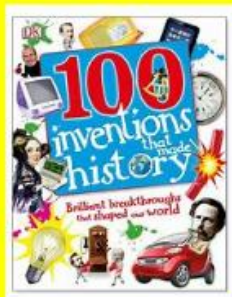
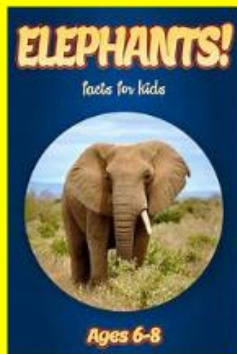
Step 3: how big was the house? Use that to extend your sentence.

A \_\_\_\_\_ man built a \_\_\_\_\_ house that \_\_\_\_\_.

Uplevel these sentences by yourself:

1. a dog chased a cat
2. a boy ate a pizza

What type of books have we been focusing on this week?



Can you tell me the special features of a non fiction book?  
What do they always have?

Let's make a list:

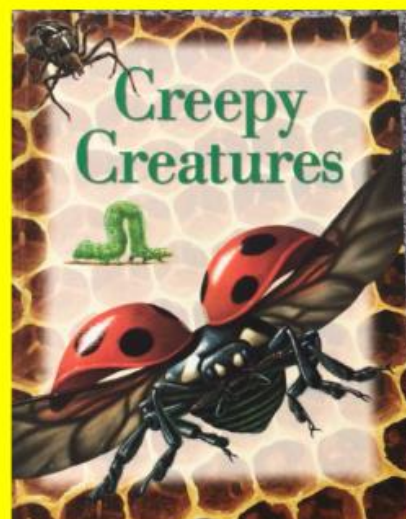
Thursday 1st July

To make links between the book I am reading and other books I have read.



	Word Reading	Comprehension
Year 2	<ul style="list-style-type: none"> <li>I can read accurately most words of two or more syllables without mistakes.</li> <li>I can read words containing common suffixes.</li> <li>I can use chunking/ syllables to help me sound out longer words.</li> <li>I can identify decoding errors and repeat/self-correct.</li> <li>I can read in phrases.</li> <li>I am beginning to read with an appropriate pace.</li> <li>I can read most Year 2 common exception words.</li> <li>I can read most words accurately and fluently without overt sounding and blending.</li> <li>I can sound out most unfamiliar words accurately, without due hesitation.</li> <li>I can re-read books to develop my fluency and confidence in word reading.</li> <li>I can take note of punctuation such as speech marks and exclamation marks when reading.</li> <li>I can read words accurately and fluently at over 90 words per minute.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>I can discuss the sequence of events in books and how items of information are related to each other.</li> <li>I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>I can identify features of information books, story books, newspapers.</li> <li>I can use a glossary/Index to find out what a word means from within a non-fiction book.</li> <li>I can recognise simple recurring literary language in stories and poetry discussing and clarifying the meanings of words.</li> <li>I can participate in discussion about books, poems and other works that are read to me and that I can read for myself, taking turns and listening to what others say.</li> <li>I am continuing to build up a repertoire of poems learned by heart, reciting some, with appropriate intonation to make the meaning clear.</li> <li>I understand the books I read and am read by drawing on what I already know or on background information.</li> <li>I can make basic inferences based on what is being said and done. </li> <li>I can ask and answer questions about the text I am reading (in the moment and after the text).</li> <li>I can make plausible predictions about what might happen on the basis of what has been read so far.</li> <li>I can explain what has happened so far in what I have read. </li> <li>I can make links between the book I am reading and other books I have read.</li> <li>I have completed Reading Eggspress up to lesson 60.</li> <li>I can explain and discuss my understanding of books, poems and other material that I read and have listened to.</li> <li>I can visualise what I am reading (being read) and I can describe/ draw what I am visualising.</li> <li>I can identify when I have a meaning breakdown in a text.</li> <li>I can discuss what breakdown strategies I could use when I have a meaning breakdown in a text.</li> <li>I can apply different breakdown strategies with support when I am reading a text.</li> <li>I can re-read the text around a word to try and work out its meaning.</li> <li>I can identify VIP words and phrases in a text and I am beginning to link these to make meaning. </li> <li>I can look back and find easy answers about a text that I have listened to. </li> <li>I can use clues about a text that I have been read to find answers (infer). </li> <li>I have completed a reading survey to begin to identify myself as a reader.</li> <li>I can use simple background knowledge to help me understand a text.</li> </ul>

Today we are going to compare two non fiction books.  
Looking for any similarities and any differences.



Look at the information with your partner.

List the similarities and differences in your book.

Similarities

1. both books are about insects
2. both books have a contents page

Differences

1. 1 book is only about bees the other is about lots of different bugs



PDW

What does this quote mean?

Beauty is  
only skin  
deep.

via [www.unknownmami.com](http://www.unknownmami.com)

The saying "beauty is only skin deep" means that the outer physical appearance of a person does not determine who that person is on the inside. It is common to hear the saying "beauty is only skin deep."

The saying exposes a tendency for individuals to judge one another primarily by their physical appearance.



Adjectives to describe the pictures above.

Why did you pick these adjectives?



This little girl is 10 years old. She is mean to other children and bullies the smaller girls in her class. She has been excluded from school because she kicked her teacher. She stole from her next door neighbour's bag and blamed her little sister.



This old lady is kind. She has 3 grand children and they always want to stay with her. She does charity work and helps children who are blind. She has adopted 2 children and now is a foster mum. She is a popular lady with lots of friends.

Watch the following clip. Think about how the characters are feeling and think about the quote we looked at at the start of the lesson.

<https://www.bing.com/videos/search?q=princess+fiona+changing+into+an+ogre&&view=detail&mid=130DD4880409EB473CD6130DD4880409EB473CD6&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dprincess%2520fiona%2520changing%2520into%2520an%2520ogre%26qs%3Dn%26form%3DQBVDMMH%26sp%3D-1%26pq%3Dprincess%2520fiona%2520changing%2520into%2520an%2520ogre%26sc%3D0-36%26sk%3D%26cvid%3D942849F3BE5B4A3C94F8418406131775>



# Friday 2<sup>nd</sup> July 2021

## Maths:

### Maths Retrieval: 02.07.21

1. Using 10 straws, how many different 2D shapes can you make?



2.



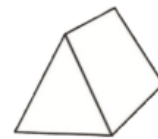
Draw the other half

3.

	vertical line of symmetry	no vertical line of symmetry
3 sides		
more than 3 sides		

4.

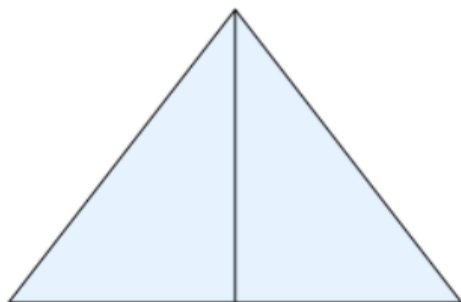
Write the name of the 3D shapes beneath each picture.



### Misconceptions

why does a wrong solution not work, how can you adapt it so that it does work, what would be a good/bad place for this number and why?

How many triangles can you see?



How many squares can you see?

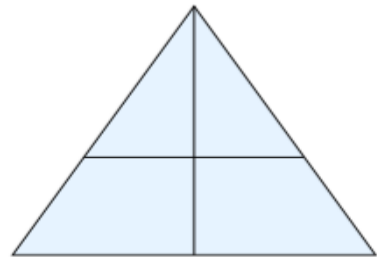
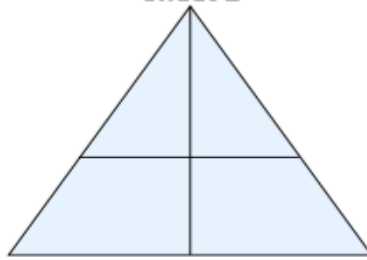
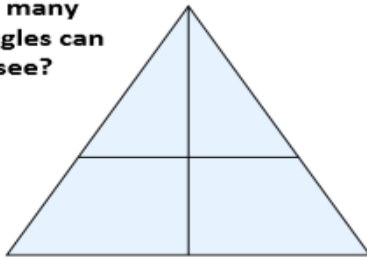


We are going to use different coloured pens to highlight all the different triangles and squares we can find.

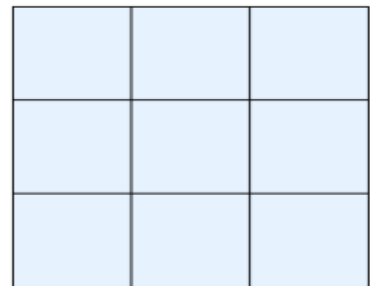
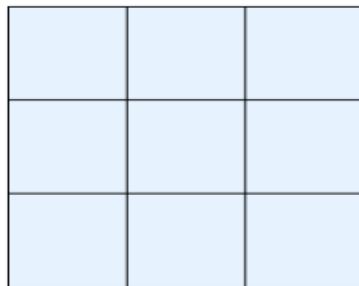
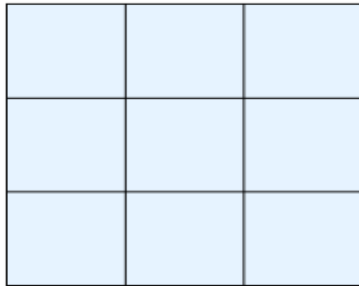


Shape Pictures  
Sheet 2

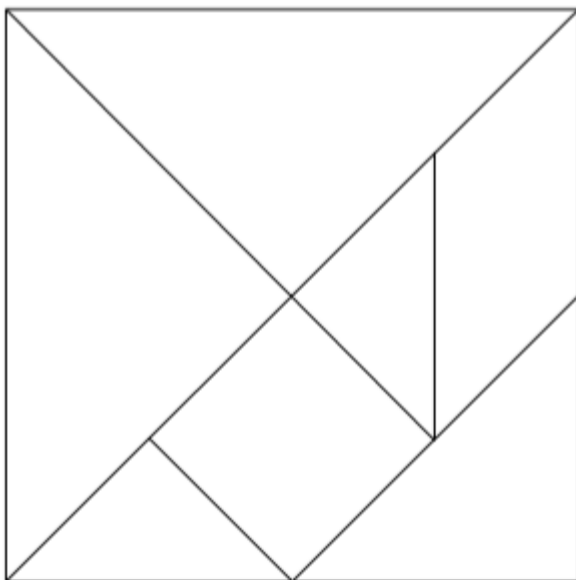
How many  
triangles can  
you see?



How many squares can you see?



## Mastery



Challenge children to use all 7 pieces to make the following shapes:

- a triangle
- a square
- an oblong
- 2 different pentagons
- at least 2 different hexagons
- three 4-sided shapes (non-rectangular)

English:

Friday 2<sup>nd</sup> July 2021

**Two, to or too?**

Are you going \_\_\_\_\_ the fair?  
There are only \_\_\_\_\_ places left!  
There are \_\_\_\_\_ many people in here.



**New or knew?**

I \_\_\_\_\_ you would do that!

Do you like my \_\_\_\_\_ shorts?

This car is brand \_\_\_\_\_.



**Blue or blew?**

The wind \_\_\_\_\_ really hard.

My favourite colour is \_\_\_\_\_.

Is that \_\_\_\_\_?

**So or sew?**

I couldn't climb over it, \_\_\_\_\_ I went around it.

Do you know how to \_\_\_\_\_?



**Sea or see?**

Can you \_\_\_\_\_ me?

There's nothing to \_\_\_\_\_ here.

The ship sailed across the \_\_\_\_\_.



**Sun or son?**

The \_\_\_\_\_ is going down.

My \_\_\_\_\_ plays football really well!

The \_\_\_\_\_ shines really brightly.

GPS: Sort the homophones into the correct

Copy the sentences into your book.

1. The wind \_\_\_\_\_ really hard.
2. My favourite colour is \_\_\_\_\_.
3. Is that \_\_\_\_\_?
4. Are you going \_\_\_\_\_ the fair?
5. There are only \_\_\_\_\_ places in here?
6. There are \_\_\_\_\_ many people in here.

Handwriting

li

ea

do

# GPS- Adverbs

## Adverb Word Bank

cheerfully	sadly	shyly	happily	gently	angrily	hungrily
------------	-------	-------	---------	--------	---------	----------

1. Answer each question with an adverb. Use the **Adverb Word Bank** to help you.

- a) How did your brother play? He played *happily*.
- b) How did your mum say goodbye? Mum said it \_\_\_\_\_.
- c) How did the dog bark? The dog barked \_\_\_\_\_.
- d) How did the kite fly in the breeze? The kite flew \_\_\_\_\_.
- e) How did your dad tell you off? My dad told me off \_\_\_\_\_.

Friday 2nd July

To retrieve information form a text.



	Word Reading	Comprehension
<b>Year 2</b>	<ul style="list-style-type: none"> <li>I can read accurately most words of two or more syllables without mistakes.</li> <li>I can read words containing common suffixes.</li> <li>I can use chunking/ syllables to help me sound out longer words.</li> <li>I can identify decoding errors and repeat/self-correct.</li> <li>I can read in phrases.</li> <li>I am beginning to read with an appropriate pace.</li> <li>I can read most Year 2 common exception words.</li> <li>I can read most words accurately and fluently without overt sounding and blending.</li> <li>I can sound out most unfamiliar words accurately, without due hesitation.</li> <li>I can re-read books to develop my fluency and confidence in word reading.</li> <li>I can take note of punctuation such as speech marks and exclamation marks when reading.</li> <li>I can read words accurately and fluently at over 90 words per minute.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>I can discuss the sequence of events in books and how items of information are related to each other.</li> <li>I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>I can identify features of information books, story books, newspapers.</li> <li>I can use a glossary/index to find out what a word means from within a non-fiction book.</li> <li>I can recognise simple recurring literary language in stories and poetry discussing and clarifying the meanings of words.</li> <li>I can participate in discussion about books, poems and other works that are read to me and that I can read for myself, taking turns and listening to what others say.</li> <li>I am continuing to build up a repertoire of poems learned by heart, reciting some, with appropriate intonation to make the meaning clear.</li> <li>I understand the books I read and am read by drawing on what I already know or on background information.</li> <li>I can make basic inferences based on what is being said and done. </li> <li>I can ask and answer questions about the text I am reading (in the moment and after the text).</li> <li>I can make plausible predictions about what might happen on the basis of what has been read so far.</li> <li>I can explain what has happened so far in what I have read. </li> <li>I can make links between the book I am reading and other books I have read.</li> <li>I have completed Reading Express up to lesson 60.</li> <li>I can explain and discuss my understanding of books, poems and other material that I read and have listened to.</li> <li>I can visualise what I am reading (being read) and I can describe/ draw what I am visualising.</li> <li>I can identify when I have a meaning breakdown in a text.</li> <li>I can discuss what breakdown strategies I could use when I have a meaning breakdown in a text.</li> <li>I can apply different breakdown strategies with support when I am reading a text.</li> <li>I can re-read the text around a word to try and work out its meaning.</li> <li>I can identify VIP words and phrases in a text and I am beginning to link these to make meaning. </li> <li>I can look back and find easy answers about a text that I have listened to. </li> <li>I can use clues about a text that I have been read to find answers (infer). </li> <li>I have completed a reading survey to begin to identify myself as a reader.</li> <li>I can use simple background knowledge to help me understand a text.</li> </ul>

Today we are going to take a closer look at the non fiction book Egg to Bee. What information will I learn from this book?



Where would I find information about where bees live?

How many legs do bees have?

4 ☐

8 ☐

6 ☐

Why do honey bees visit flowers? (page 4)

Why are bees important? (page 5)

What is a bees home called? (page 6)

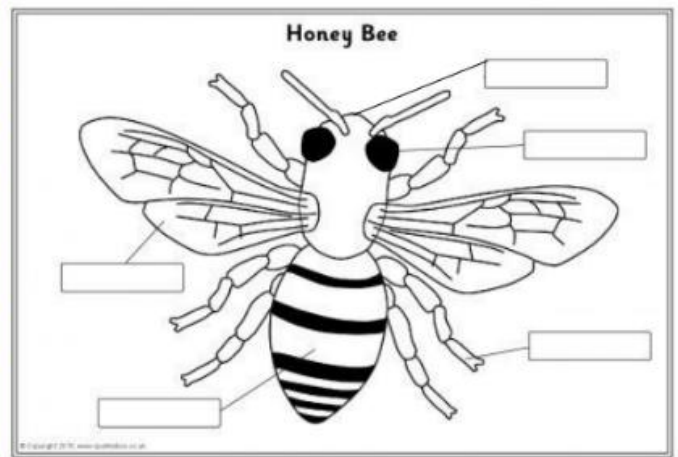
Which bee lays the eggs? (page 6)

King ☐

Queen ☐

Princess ☐

Look at the diagram on page 5. Label the parts of a bee.



Extra challenge: Using the information in the non fiction book, write your own retrieval questions.