

Year 2

Week 14

Date: 13th July – 17th July

Hello Year 2,

We hope you are finding the activities we set for you fun and are learning lots of new things. As well as your home learning resources, Times Tables Rockstar's and reading three times per week, here is some additional learning for you to complete over the next week. You may complete written tasks on a computer if you do not have enough paper. This will help your ICT skills for when you return to school.

Spelling

Miss Smith's class:

<https://spellingframe.co.uk/spelling-rule/96/19-The-sound-spelt-ey>

donkey
donkeys
monkey
monkeys
chimney
valley
trolley
key
keys

Mrs Gharib/Miss Brealey's class:

<https://spellingframe.co.uk/spelling-rule/86/9-The-l-sound-spelt-al-at-the-end-of-words>

hospital
metal
legal
pedal
animal
capital

Click on the spelling tiles button to practice spelling words including these rules.

Click the practice/test button to practice your spellings of these rules and to test yourself. You could test yourself at the beginning of the week and again at the end to see how much you have improved.

At the bottom of the page there is a 'print word list' button. Click on this to get a list of spelling to practice on a piece of paper at home.

Reading Comprehension

Miss Smith's class-

How to grow a giant pumpkin

Have you ever wondered how to grow a giant, orange pumpkin like the one in Cinderella? Read these simple instructions to find out how!

What you will need:

- two tiny, white pumpkin seeds
- a small seed pot to start your seedlings off
- warm soil - enough to fill your pot
- a large, deep hole outside, in the sun but away from the wind
- water - lots of it!

What you need to do:

1. First, fill your small seed pot with a handful of warm soil. Pat the soil down firmly with your hand to make sure it is packed in tightly.
2. Next, carefully make a couple of little holes in the warm soil with your fingers. Make sure the holes aren't too close!
3. Then, gently sprinkle a tiny, white pumpkin seed into each hole that you have made.
4. After that, cover each hole over with a small pinch of soil. Make sure you can't see the seed anymore!
5. Finally, leave your small pot in a warm, dry place. A good place for the pumpkins to grow would be on a sunny window sill.

How to make sure your pumpkin grows into a giant one:

Your pumpkin seeds will need lots of water to help them grow. Keep them on the window sill from March till May. Pull out the weakest seedlings and leave the strongest seedling alone. Take the plants out of the small pot in June, and place into the large, deep hole that you have dug. Your giant pumpkin will be ready to harvest in October. How easy that was! If you follow these instructions, your pumpkin should grow as gigantic as a whale!



Miss Smith's class activities:

1. Find all the imperative verbs in the text and circle them. Now find all the adverbs and underline these.
2. Could you split the 'What you will need' section into two subheadings 'Materials' and 'Equipment'. What items would go under each subheading?

3. Which sentence types have been used in the introductory paragraph? Why have these been used?
4. Could you add in a warning section to these instructions? Remember that the subheading needs to be underlined and you need to keep it short.
5. Use the text to answer these questions:
 - Which adjectives are used to describe the pumpkin seeds?
 - How should you pat the soil in the pot? Why is this?
 - Where is the best place to keep your planted seed?
 - How long should you keep the pot on the window sill?

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Mrs Gharib/Miss Brealey's class-

Use the set of instructions below to help answer the questions.

1. What type of text is this? Eg. Instructions, newspaper report.
-Can you find and highlight these features in the text:
Title
Introductory paragraph (the paragraph after the title that tells us what we are doing)
Subheadings (tell us what each section is)
Numbered steps
Imperative verbs (bossy verbs)
Chronological order (all the steps in the correct order)
Images
Time connectives
2. Which sentence types have been used in the introductory paragraph? Hint- use the punctuation to tell you.
3. Underline all the adjectives (describing words) in the set of instructions. What do they do for the text? Would the set of instructions be as good without them?
4. Use the text to answer these questions;
 - What is the title of this set of instructions?
 - Which time connectives are used in the set of instructions?
 - Where should you leave the pot when you have finished planting the seed?
 - What do the seeds need lots of to help them grow?
 - What size seed pot should you use?
5. Can you write a warning that you might need for this set of instructions? Use your imagination. Remember we are trying to grow a giant pumpkin.

English

This week we are going to use what we have looked at about instructions to help us write out own set of instructions.

Miss Smith's class:

1. Think about something that you have been doing at home. It could be getting dressed, making breakfast or tidying your bedroom. With instructions we always need a title. Can you write a title for a set of instructions that you are going to write.
2. Introductory paragraph – this is the part where you hook the reader in. Write an introductory paragraph with just a couple of sentences which will try to get the reader to want to find out more.
3. List of what you will need. You could divide this into two separate subheadings if it is appropriate for what instructions you are writing. Write a subheading and what the reader will need to get ready in order to follow your instructions.
4. Time to write the steps! You will need a subheading, numbered steps, time connectives, imperative verbs, adverbs and adjectives. Try to write clear steps for your instructions so that the reader can clearly see what you are wanting them to do.
5. Now time for a warning/extra information section. Think about what instructions you have written, now write a warning or extra information that the reader will need to know to be able to follow the instructions. Make sure it is relevant to the instructions you are writing and that you have included a subheading for this section.

Using the text above you are going to analyse the text features this week and build up skills to be able to create your own story next week.

Mrs Gharib/Miss Brealey's class:

1. Think about something that you have been doing at home. It could be getting dressed, making breakfast or tidying your bedroom. With instructions we always need a title. Can you write a title for a set of instructions that you are going to write. Start your title with 'How to...'
2. Introductory paragraph – this is the part where you hook the reader in. Write an introductory paragraph with just a couple of sentences which will try to get the reader to want to find out more. Could you include a question beginning with 'Have you ever....'
3. List of what you will need. You could divide this into two separate subheadings if it is appropriate for what instructions you are writing. Write a subheading and what the reader will need to get ready in order to follow your instructions.
4. Time to write the steps! You will need a subheading, numbered steps, time connectives, bossy (imperative) verbs and adjectives. Try to write clear steps for your instructions so that the reader can clearly see what you are wanting them to do. Could you tell the reader how to do the bossy verbs using adverbs? Eg slowly cut or carefully pour.
5. Now time for a warning/extra information section. Think about what instructions you have written, now write a warning or extra information that the reader will need to know to be able to follow the instructions. Make sure it is relevant to the instructions you are writing and that you have included a subheading for this section.

Maths

Using Times Table Rockstar's focus on your 2, 5, 10 and 3 times tables (if you feel confident with these and are getting them correct in under 2 minutes please go onto learning 4 and 8 times tables).

(Resources taken from White Rose Hub)

This week's focus will be position and direction. Have a good think about all the work we have done in class over the course of the year to help you remember and complete the following activities.

Miss Smith's class:

1.

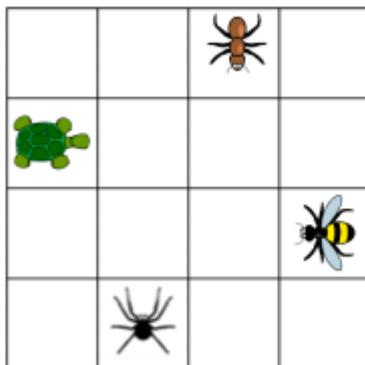
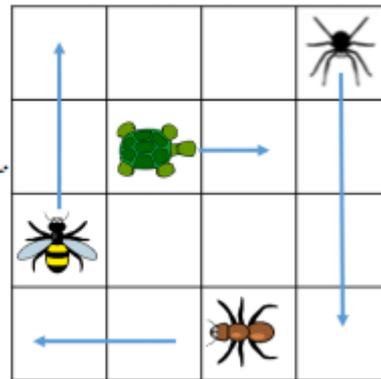
Complete the stem sentences to describe the movements made.

The  has moved 1 square _____.

The  has moved ___ squares _____.

The _____ has moved 2 squares up.

The _____ has moved ___ squares down.



Record these movements on the grid using arrows.

The  moves 1 square right.

The  moves 3 squares forward.

The  moves 1 square down.

The  moves 1 square up.

2.

Match the turn to the description.



A full turn.

A quarter turn clockwise.

A half turn anticlockwise.

Describe how the triangle has turned each time.



The triangle has made a _____ turn _____.



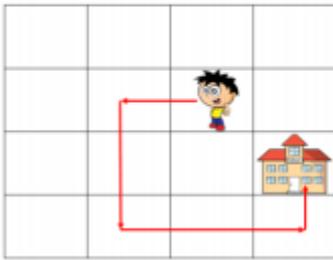
The triangle has made a _____ turn _____.



The triangle has made a _____ turn _____.

3,

Describe the route Dennis takes to school.



Draw the route to show these directions.



Forward 1 square. Turn left.

Forward 1 square, quarter turn anti-clockwise.

Forward 1 square. Make a quarter turn clockwise.

Forward 1 square. Make a three quarter turn anti-clockwise. Forward 3

4,

Continue these patterns by adding the next 3 shapes.



Fill in the missing shapes to complete the patterns.



5, Have a go at getting a member of your family to turn different ways using the language left and right. Then try using the language clockwise and anti-clockwise.

Describe the turn for each pattern.



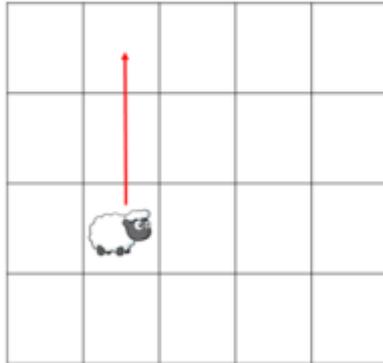
Mrs Gharib/Miss Brealey's class:

1.



Amir

The sheep has moved 2 squares forward.

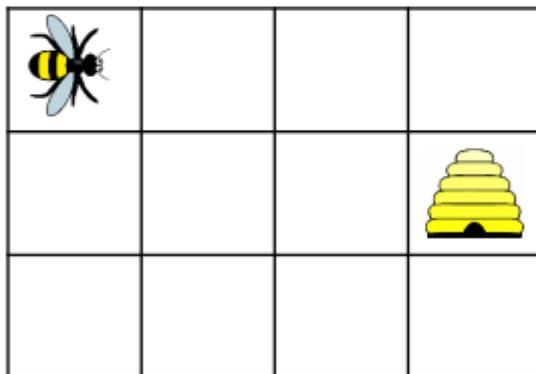


Is Amir correct?

Explain your reasoning.

How many different routes can you write for the bee to get to the hive?

Use the words forwards, backwards, left and right.



2.

Describe how the triangle has turned each time.



The triangle has made a _____ turn _____.



The triangle has made a _____ turn _____.



The triangle has made a _____ turn _____.

Look at the number shape below:



How could the number shape have turned?

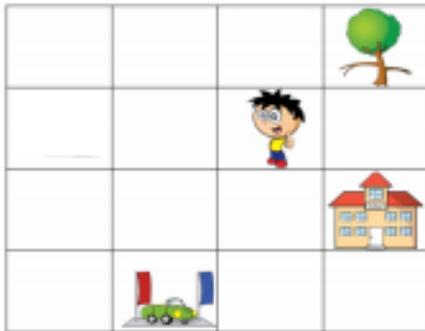
Describe all possibilities.

Always, Sometimes, Never

If two objects turn in different directions they will not be facing the same way.

3.

Write directions for Dennis to get to each place on the map.



Is Whitney correct?



A quarter turn clockwise is the same as a three-quarter turn anticlockwise.

Convince me.

How many different routes can you find to get from start to finish. Use the words 'forwards', 'backwards', 'clockwise', 'anti-clockwise' and 'quarter turn'.

			Finish
	Start		

4.

Fill in the missing shapes to complete the patterns.



Describe the turn for each pattern.



Make your own shape pattern by turning the shape. Give it to a family member to see if they can complete the pattern and describe the turns.

5.



Eva

The rule is turn the shape a quarter turn.

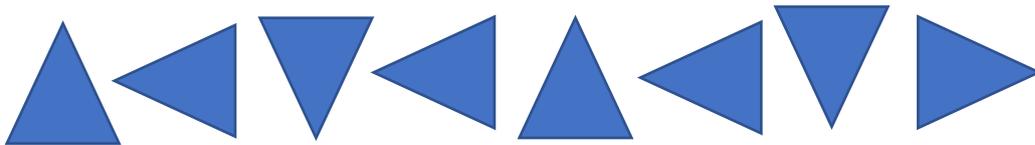
The rule is turn the shape three quarters.



Rosie

Who is correct?

Spot the mistake in each pattern. Describe which is wrong and why.



Theme - Extreme Habitats



Habitats can be found in many locations all around the world. This week we are going to have a closer look at part of the culture of the places we identified last week!

Use the internet to help you research.

1. Find out and write down 3 dishes which are traditionally English foods (spaghetti bolognese doesn't count). Now find out 3 food which are traditionally Brazilian.
2. Have a look on YouTube for a recipe of one of the foods you researched. Have a go at making one of these dishes.
3. Can you write a set of instructions using what you learnt in English for the dish you made. Look back at the English section to help you work through writing your instructions so you don't miss any parts out.
4. Describe how the food tasted. Can you compare the food from Brazil to food in the UK. Do they use a lot of different ingredients, what flavours do you find in Brazilian food?
5. Imagine you are trying to get people from Brazil to eat your favourite English dish. Write a persuasive paragraph for how to get people in Brazil to want to cook and eat your favourite English dish.

Family Project –

Linking this week to the Art week – Connecting generations. Why not have a go at trying your cooking/baking skills out and making something for an elderly relative/older friend/neighbour. I

am sure they would love to have some sweet dish delivered to them! Remember to take photos and upload them to the FROG site as we would love to see you in your chef whites!



Here is one of many links to traditional British desserts.

<https://www.bbcgoodfood.com/howto/guide/top-10-retro-british-desserts>

Keep fit and stay active:

PE with Joe Wicks, The Body Coach: <https://www.thebodycoach.com/blog/pe-with-joe-1254.html>

Cosmic Kids Yoga and Mindfulness: <https://www.cosmickids.com/category/watch/>

Go Noodle (movement and mindfulness): <https://www.gonoodle.com/>

Supermovers (dance videos linked to the curriculum): <https://www.bbc.co.uk/teach/supermovers>

Additional information:

- If you are keeping a Diary - Keep adding entries. We would love to find out what you have been doing during your time at home.
- Please continue to record your reading in your reading records.
- Please continue to follow the Governments recommendations and stay indoors.
- Please continue to check the school website for any new information.