

Year 2

Week 12

Date: 29th June – 3rd 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/94/17-The-sound-spelt-a-before-l-and-l>

all
stall
small
walk
talk
stalk
always
also
almost
although

Mrs Gharib/Miss Brealey's class:

<https://spellingframe.co.uk/spelling-rule/84/7-The-l-sound-spelt-le-at-the-end-of-words>

table
fable
apple
topple
bottle
little
middle
fiddle
juggle
double

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 (resources taken from Grammarsaurus).

Miss Smith's class- Choose either the 2 star or 3 star text depending on how confident you feel reading them. Then complete the activities below.



Dinosaurs Can't Fly

DIFFICULTY: 

Meet Freddie. Freddie is a dinosaur. A green dinosaur. A ferocious, green dinosaur who has razor sharp teeth and short, stubby arms. Freddie lives in a dark, gloomy cave at the bottom of the tallest mountain you have ever seen. Freddie has a friend called Terry. Terry is a pterodactyl, who can fly high in the sky.

One hot, sunny day, Freddie brushed his teeth, munched his breakfast hungrily and headed outside to meet Terry. "Terry!" shouted Freddie, as he raced outside, but he couldn't spot his good friend anywhere. "Terry?" he asked again, looking all around him frantically. At that moment, Terry, who had been hiding on purpose, swooped down from the tall trees above, almost knocking Freddie off his feet. Shaking off his annoyance at Terry's prank, Freddie joined in with Terry's laughter. "Wow!" thought Freddie as Terry spread his strong, gigantic wings and somersaulted through the air. "I wish I could fly - it looks like so much fun!" From that moment, Freddie spent all his hours and all his days dreaming about swooping and gliding amongst the clouds. "I could fly ANYWHERE... even to Australia!" he decided excitedly.

But alas. It was not to be. Every time Freddie tried to spread his short, stubby arms and take off into the air, he just stumbled with a bang and rolled around hopelessly on the floor. He tried and tried, but he just couldn't fly. His dreams were shattered. Terry just pointed and laughed nastily.

However, Freddie refused to give up. That night, he cleverly devised a plan. First, he found some long sticks, next he attached hundreds of bird feathers to them and finally he used sticky tape to attach his new wings to his stubby arms. Carefully, he climbed to the very top of his cave, took a run up and began to flap his wings, furiously.

It worked! Freddie soared high above the mountains, through the clouds and amongst the treetops. He looked down on the city and he even flew higher than Terry! The wind whipped through his scales fiercely and a shiver of joy travelled down his spine. Could he be more excited?

As Freddie drifted through the sky towards the coast, he spotted a shark bouncing through the waves. "That looks like fun" he thought, as he began to dream again...



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Miss Smith's class activities:

- What type of text is this? Eg. Instructions, newspaper report.

-Can you find and highlight these features in the text:

Title

Paragraphs

Character description

Setting

Expanded noun phrases

Chronological order

Ending

- Look at the description of Freddie, can you guess which dinosaur he could be from the description? Write a character description for Terry the pterodactyl.

- Imagine that the story hadn't ended the way it did and Freddie still couldn't fly. Rewrite an ending for this version of the story.

- Use the text to answer these questions.

-Why does Freddie want to fly?

-There were three steps to Freddie's plan. What were they?

-This is story about a character who never gives up. Can you think of another story with a character who never gives up? Compare how the stories are similar.

5. Look at the following words. Do you think they best describe Freddie or Terry?

determined playful nasty brave

ferocious gigantic wings daydreamer

Freddie	Terry

Can you explain why you have chosen the words for each character?

Mrs Gharib/Miss Brealey's class-

Use this diary entry to help answer the questions. Choose either the 1 star or 2 star text depending on how confident you are with reading. If you choose 1 star and it is too easy then try the 2 star.



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One hot, sunny day, Freddie brushed his teeth, munched his breakfast and headed outside to meet Terry. "Terry!" shouted Freddie, as he raced outside, but he couldn't spot his good friend anywhere. "Terry?" he asked again, looking all around him quickly. At that moment, Terry, who had been hiding on purpose, swooped down from the tall trees above, almost knocking Freddie off his feet. "Wow!" thought Freddie as Terry spread his strong, gigantic wings. "I wish I could fly - it looks like so much fun!" From that moment, Freddie spent all his hours and all his days dreaming about swooping and gliding amongst the clouds. "I could fly ANYWHERE... even to Australia!" he decided.

But alas. It was not to be. Every time Freddie tried to spread his short, stubby arms and take off into the air, he just fell with a bang and rolled around on the floor. He tried and tried, but he just couldn't fly. Terry pointed and laughed nastily.

However, Freddie refused to give up. That night, he cleverly made a plan. First, he found some long sticks, next he attached hundreds of bird feathers to them and finally he used sticky tape to attach his new wings to his stubby arms. Carefully, he climbed to the very top of his cave, took a run up and began to flap his wings, furiously.

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Miss Brealey / Mrs Gharib's class activities:

1. Can you find these features in the text? You could print it out or highlight them on your tablet/laptop etc.
 - Opening
 - Paragraphs
 - Characters
 - Setting
 - Adjectives
2. Look at the description of Freddie, can you guess which dinosaur he could be from the description? Write a character description for Terry the pterodactyl. Remember to include adjectives and capital letters and full stops in your sentences.
3. Imagine that the story carried on. What would happen in the next paragraph? Remember to use capital letters and full stops in your writing.
4. Use the text to answer these questions.
 - Where does Freddie live?
 - Find and copy two phrases that are used to describe Freddie.
 - Why does Freddie want to be able to fly?

- It looks like fun.
- He doesn't like walking.
- He wants to get his own back on Terry.
- He wants to be able to eat leaves from the trees.

-Look at the paragraph that begins 'But alas'.

Tick the word that best describes How Freddie feels when he realises he can't fly.

- relieved
- terrified
- frustrated
- confused

5. Re-read the story. Put these events from the story in order using the number 1-5.

Freddie spots a shark	
Freddie builds himself wings	
Freddie realises he can't fly	
Freddie dreams of flying	
Terry plays a prank on Freddie	

English

Using the stories we have looked at last week and this week we are going to build up to writing our own story at the end of the week.

Miss Smith's class:

1. Stories normally have 5 different sections. Opening, build up, problem, resolution and ending. Use a story board to create sections for your own story. Think about what happened in the story above. Could you have a character that wants to do something but realises they can't. How is your character going to try and overcome this problem and what will happen in the end?
2. It is important when writing a story to have a character description so that the reader can imagine the character better and engage with the story more. Think about who your main character will be? Are they a person, animal, robot etc. What do they look like? What is their personality like, are they kind, mean, grumpy? Write a character description for your main character. Make sure to include lots of expanded noun phrases.
3. It is important when writing a story to think of an interesting setting. Where is the story happening? Cliffside, castle, desert, enchanted forest? What is the setting like? Use expanded noun phrases to write a setting description for your story. You might want to draw a picture of it first to help you imagine what it would look like.
4. Expanded noun phrases and interesting verbs are really important within a story to make sure there is lots of interesting vocabulary to engage the reader. For each section of your story board can you make a list of expanded noun phrases and interesting verbs that you could include when writing your story.
5. Time to write! Have a go at writing your story. Remember to make sure it has the 5 sections, opening, build up, problem, resolution and ending. Use the work you have done this week to help write your story. When you have finished check through to make sure your spellings and grammar are correct.

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. Stories normally have 5 sections, the opening (introduce the setting and the character), build up (tells us a little more about the character), problem (something happens to the character), resolution (solving the problem) and the ending (what happens to the characters at the end). Use a storyboard to help you plan your own story. Think about what happened in the story above. Could you have a character that wants to do something but realises they can't. How is your character going to try and overcome this problem and what will happen in the end?
2. It is important when writing a story to have a character description so that the reader can imagine the character better and engage with the story more. Think about who your main character will be? Are they a person, animal, robot etc. What do they look like? What is their personality like, are they kind, mean, grumpy? Draw your main character and write a short character description for your main character. Make sure to include lots of adjectives.
3. It is important when writing a story to think of an interesting setting. Where is the story happening? Cliffside, castle, desert, enchanted forest? What is the setting like? Draw a picture of where your story is set. Can you label it with adjectives to describe your setting.

4. Adjectives and interesting verbs are really important within a story to make sure there is lots of interesting vocabulary to engage the reader. For each section of your story board can you label them with interesting vocabulary you can include when writing your story.
5. Time to write! Have a go at writing your story. Remember to make sure it has the 5 sections, the opening (introduce the setting and the character), build up (tells us a little more about the character), problem (something happens to the character), resolution (solving the problem) and the ending (what happens to the characters at the end). Use the work you have done this week to help write your story. When you have done, read back over your story and make sure you have included capital letters and full stops for each of your sentences.

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 2d shapes. 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.

Match the shapes to the number of sides.

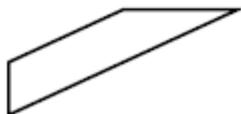
Six

Four

Three



Colour the four-sided shapes.



Complete the table.

Name	Shape	Number of sides
Pentagon		
Rectangle		
Square		
Triangle		
Hexagon		

2.

Match the shapes to the number of vertices.

Six

Four

Three



Colour the shapes with 4 vertices.

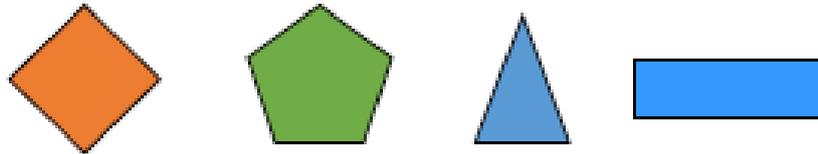


Complete the table.

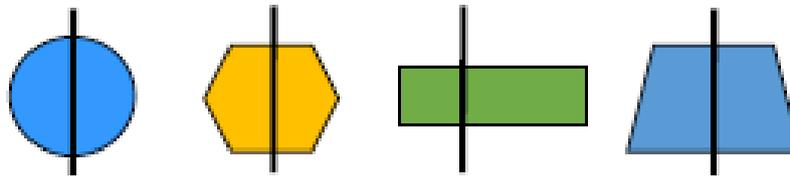
Name	Shape	Number of vertices
Pentagon		
Rectangle		
Square		
Triangle		
Hexagon		

- Get a piece of paper. Draw a large rectangle in the middle of the paper.
Draw a square inside the rectangle.
Draw a triangle below the rectangle.
Draw a pentagon that is bigger than the square.

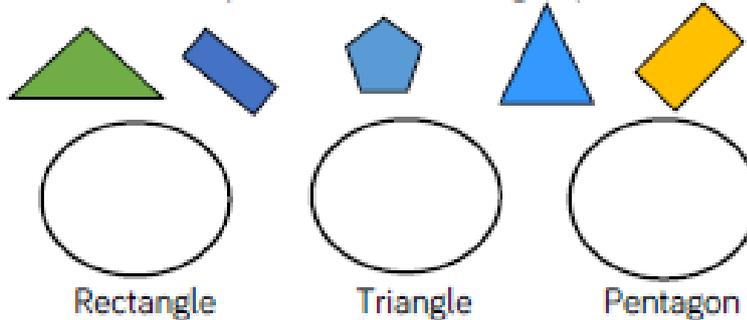
Draw the vertical lines of symmetry on these shapes.



Circle the shape with an incorrect line of symmetry. Can folding help you prove your answers.



- Sort the 2-D shapes into the correct group:



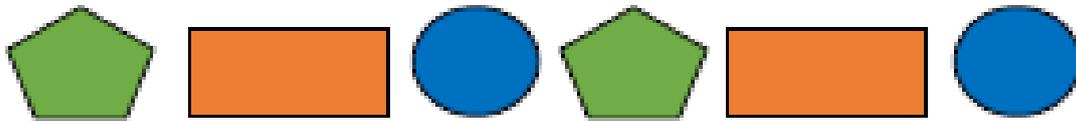
Ron sorted the shapes in order of the number of sides. Has he ordered them correctly?

Explain why.



5.

Continue this pattern:



Can you circle the set of shapes that repeat?

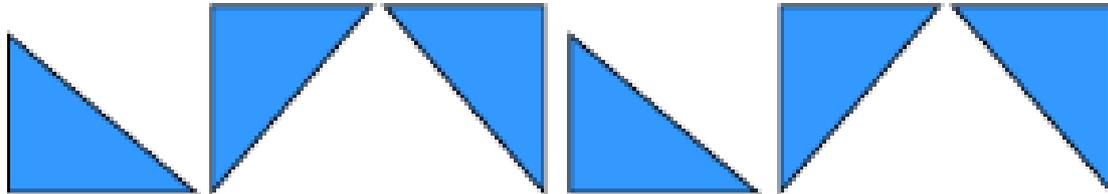
What is the next shape in the pattern? What is the 9th shape in the pattern?

Draw pictures to represent this pattern:

Square, circle, triangle, triangle, square, circle, triangle, triangle.

How many times does the pattern repeat?

Which shape would be 10th?

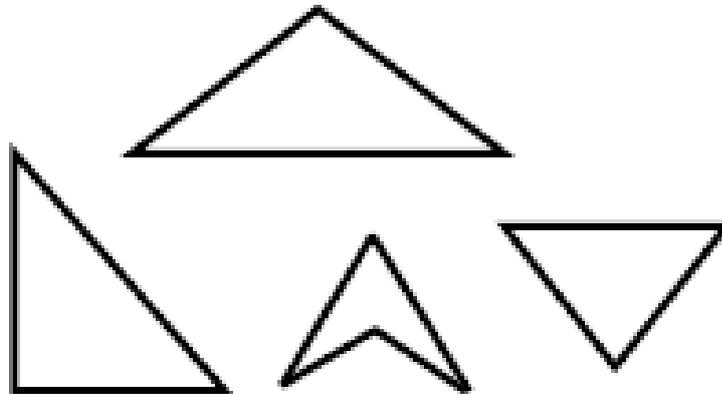


Can you make your own repeating patterns using only one shape?

Mrs Gharib/Miss Brealey's class:

1.

Which shape is the odd one out?
Explain your reasoning.



I'm thinking of a
2-D shape with
more than 3
sides.

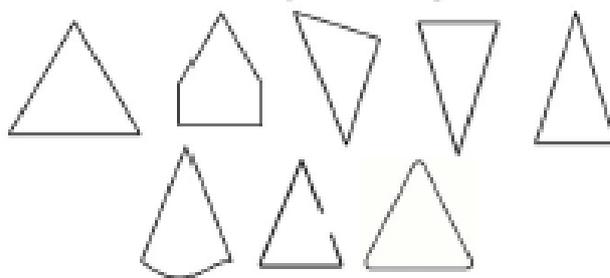


What shape could Whitney be thinking
of?

Are there any other shapes it could be?

What shape is Whitney definitely not
thinking about? How do you know?

Use true or false to say which shapes are
triangles.



2. Try using 18 pieces of penne pasta, 18 ice lolly sticks, 18 straws (anything you can find that are roughly the same length) if you are unsure and need something to help you.

Here are 18 lollipop sticks.

How many hexagons can you make?



How many octagons can you make?

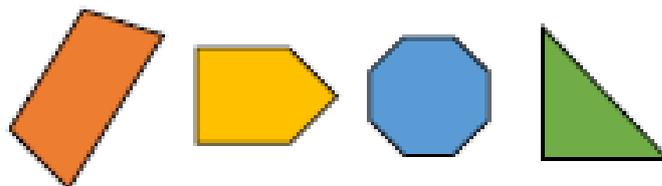
What other shapes can you make with 18 lollipop sticks?

Mo makes a rectangle using the sticks.



How many identical rectangles could he make with 18 sticks?

If I put these shapes into order from the smallest number of sides to the largest, which shape would come third?



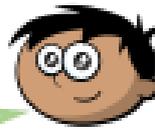
Where would a hexagon come in the list?

Why?

3.

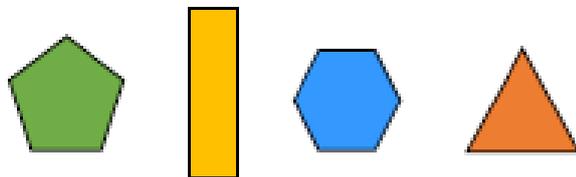
Amir says:

My shape has half the number of vertices as an octagon.



What shape could he have?

Put these shapes in order based upon the number of vertices they have.



Jack has created a pattern using shapes.



How many vertices does each step in the pattern have?

What do you notice?

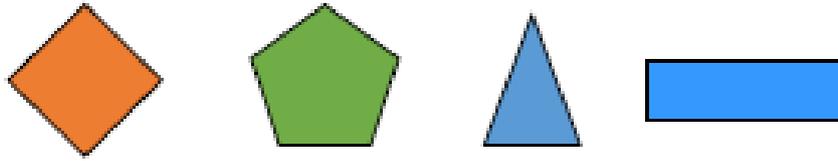
Can you predict how many vertices the next step in the pattern will have?

Is there more than one way to continue the pattern?

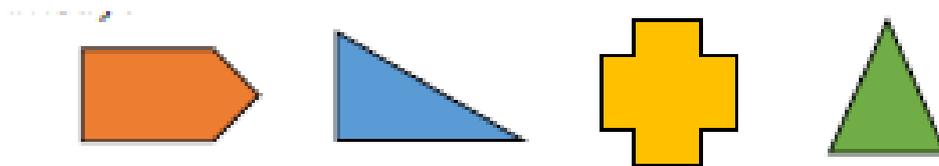
Can you create your own pattern and explore how the vertices change?

4.

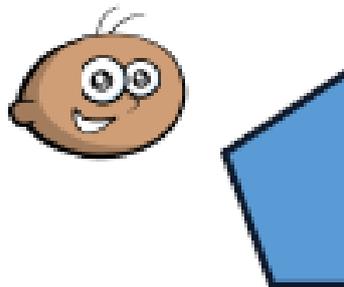
Draw the vertical lines of symmetry on these shapes.



What about these? Are there any shapes which don't have a vertical line of symmetry?



Tommy has placed a mirror on the vertical line of symmetry. This is what he sees:



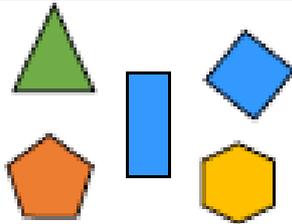
Can you complete the other half of the shape?

Can you draw more than one four-sided shape that has a vertical line of symmetry?

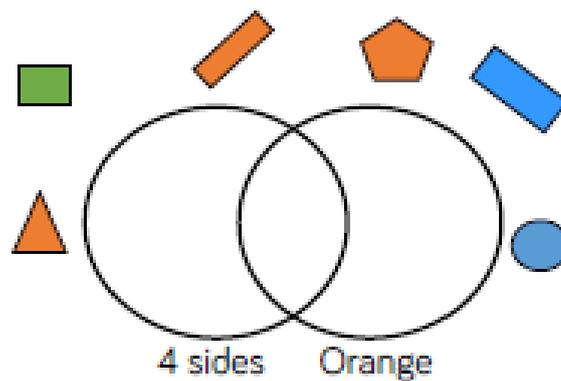
5.

Which shape is in the wrong set?

Explain why.

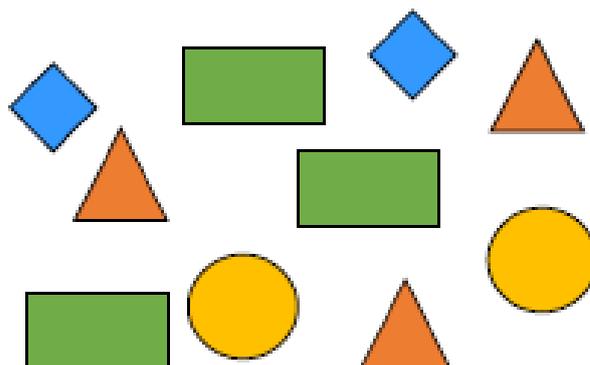
Vertical line of symmetry	No vertical line of symmetry
	

Where should these shapes go in the Venn diagram?



Create your own labels and sort the shapes in a different way.

How many different ways can you arrange these shapes to make a repeating pattern?



Theme - Extreme Habitats



Habitats can be found in many locations all around the world. This week we will be looking further at what we learnt last week about food chains and using our knowledge to create some art.

We will be using the youtube video to guide us in making our craft.

<https://www.youtube.com/watch?v=C0szLcdd5dQ>

1. You will need a large piece of plain paper and a pencil. Watch the clip up to 1.20. Following the stages to create a picture of the largest animal in the food chain.
2. Watch the clip up to 2.34. You have now got the outline of all the animals in your food chain.
3. Watch the rest of the video and colour in your picture. You can use whatever resources you have, crayons, paint, different colours paper to create a collage.
4. You have now completed your food chain collage. Can you think of a different food chain with 3 or 4 stages? Write it out and then have a go at creating your own food chain art.
5. If you have different sizes/colours of paper at home have a go at this video! This is slightly trickier but will test your skills of drawing and understanding vertical lines of symmetry.

<https://www.youtube.com/watch?v=jvJ8ftqeEzA>

Family Project –

Can you build your own reading corner at home? It doesn't need to be fancy just a blanket and some cushions. Take time each day for 10 minutes to sit together in the reading corner and take turns reading a book of your choice. If you are struggling to read the books you have at home there are lots that can be found online for free.

www.oxfordowl.co.uk

A parent account is completely free. There are books for all reading abilities.

Create an account.

Log in.

Go to 'ebooks' – ebooks library.

Then select by age group and level.



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.