

Year 2 Home Learning

Summer Term 1 Week 3 - W/B 4/05/2020

Hello Year 2! We hope you are all well and have been enjoying your home learning. We love it when you share your learning with us so please keep sending your photos in to the school website or sharing them on our school facebook page. Here is your learning for this week; we would like you to aim to do one English activity, one Maths activity and one Topic activity each day, if possible. You should also be playing games on TT Rockstars and Spelling Shed each day. It is important to read and listen to stories as much as possible too. Look on the school website for stories from school staff; there is a new one every day for you to enjoy! We are really missing being with you all and send our best wishes to you and your families.

Mrs Llewellyn and Mrs Dayman-Johns

English (as well as Daily Spelling Shed)

Listen to Mrs Llewellyn read '**There's a Snake In My School!**' on the school website. *Author: David Walliams, Illustrator: Tony Ross Publisher: Harper Collins Children's Books.*

Activity 1

Can you write a story about one of the pets the children bring in at the end of the story? Your title could be: **There's a _____ in my school.** You could choose the elephant, the kangaroo, a crocodile or a grizzly bear. Think about who the pet would play with, where they would hide and which teachers the pet would meet.



Activity 2

Read, remember and perform the 'African Animals' poem below. Can you add the actions too?


African Animals

Giraffes are tall with necks so long
Elephants' trunks are big and strong
Zebras have stripes and can gallop away
While monkeys in the trees do sway.
Old crocodile swims in the pool so deep
Or lies in the sun and goes to sleep.

Line


- 1 - Arms stretched above head, tiptoe
- 2 - Bend forward, arms down, hands together, swaying
- 3 - Gallop
- 4 - Move from "tree" to "tree", with swaying movements
- 5 - Lie on ground and swim
- 6 - Sleep.

Actions

Activity 3 Design your own snake character.  You could use ideas from the story to help you. Your snake could be a little bit like Penelope the Python or could be very different! Draw your snake and then label using **expanded noun phrases**, for example: curly red tongue, long coiled body, shimmering slimy scales.

Activity 4 When you have had a go at making your own bread, (see recipe in the topic section below) write instructions to tell someone in your family how to bake bread. Number each instruction in the correct order. Remember to start each instruction sentence with an **imperative verb (bossy verb)** like **mix, stir, pour, put, check, take**. You could set your instruction writing out like this:

Writing Instructions

How to make a 

Ingredients	Equipment
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Method

Activity 5 Practise spelling these imperative verbs (bossy verbs) correctly.

Imperative Verbs

add	colour	face	move	run	stretch
bake	cook	fill	paint	score	take
beat	cut	fold	pick	skip	tear
bend	draw	fry	pour	spoon	turn
boil	eat	mix	rotate	step	walk

twinkl www.twinkl.co.uk

Your challenge this week is to play Spelling Shed as many times as you can. How many honey pots can you earn?

To support reading at home - <https://www.oxfordowl.co.uk/for-pupils/pupil-home> - read ebooks on the Oxford Owl website. Follow the link and click on 'class login' at the top right-hand of the screen then enter your class log in details.

Beech Username: stjbeech Password: 2020

Fir Username: stjfir Password: 2020

Maths (as well as Daily TT Rockstars or Numbots)

Activity 1

Your number of the week is 8, how many different calculations (you could use addition, subtraction, multiplication, division) can you find with the answer of 8?

Activity 2

Count from 0 to 100 forwards and backwards, choose an action for odd numbers and a different action for even numbers, e.g. claps on odd numbers, jumps on even numbers.

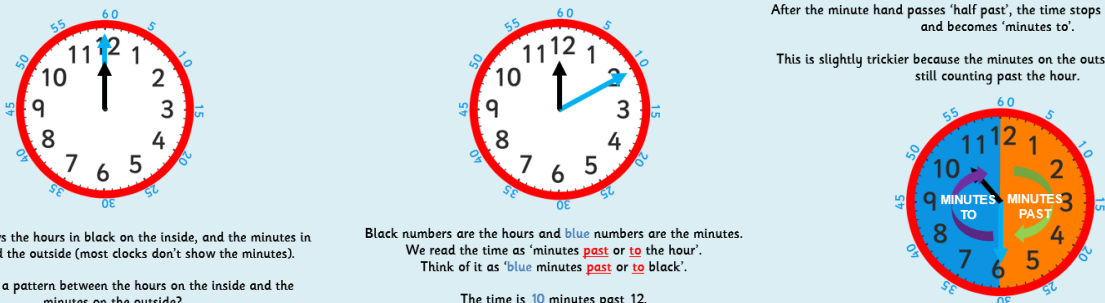
Activity 3

We've been learning to tell the time. Watch and join in the video on BBC Supermovers - <https://www.bbc.co.uk/teach/supermovers/ks1-maths-telling-the-time/zk4t8xs>

Can you make up your own song with other times in? Can you add actions too?

Activity 4

This week we are learning to tell the time to nearest five minutes:




This clock shows the hours in black on the inside, and the minutes in blue around the outside (most clocks don't show the minutes).
Can you see a pattern between the hours on the inside and the minutes on the outside?

Black numbers are the hours and blue numbers are the minutes.
We read the time as 'minutes past or to the hour'.
Think of it as 'blue minutes past or to black'.
The time is 10 minutes past 12.

After the minute hand passes 'half past', the time stops being 'minutes past' and becomes 'minutes to'.
This is slightly trickier because the minutes on the outside of the clock are still counting past the hour.

This clock makes it easier to read the minutes to the hour because all the numbers in green show the minutes to the hour.

The time will now be 'green minutes to black'.
How many minutes is it to the hour?
What time is this clock showing us?



<https://www.bbc.co.uk/bitesize/clips/zqkwmp3> - watch this video about telling the time.

What times are on the clocks below?







Activity 5

<https://www.purplemash.com/#tab/pm-home> - Follow the link and click on 2Dos in the left hand corner, you will see you have been set an activity to practise reading time to the nearest 5 minutes.

Topic

Activity 1

We know that The Great Fire of London started in Thomas Farriner's bakery on Pudding Lane. He baked loaves of bread for the people of London including King Charles II. Have a go at making your own bread using the recipe below or a recipe of your own.

<https://www.bbcgoodfood.com/recipes/bread-four-easy-steps>

Activity 2

Listen and join in with the music lesson on BBC Teach. There is a part where you have to work with a partner, you can either do this bit on your own or see if someone at home will join in with you.

<https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-samuel-pepys-part-1/zrkdqct> - Click on the picture of the River Thames at the top of the page.

http://teach.files.bbc.co.uk/schoolradio/03_flow_flow_flow.pdf - Download the lyrics to Flow, Flow, Flow.

http://teach.files.bbc.co.uk/schoolradio/04_loaves_of_bread.pdf - Download the lyrics to Loaves of Bread.

Activity 3

Find out some more about Samuel Pepys. Who was he? What did he do? Why is he important? You could use these websites to help you:

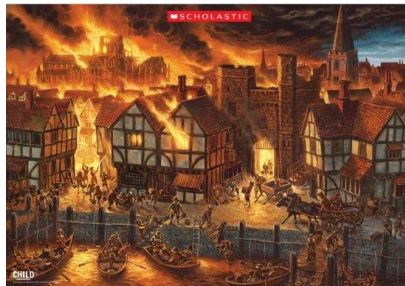
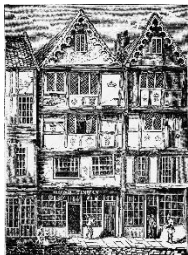
<https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt>

https://kids.kiddle.co/Samuel_Pepys

Draw a picture of him and write 3 facts about Samuel Pepys that you have found out.

Activity 4

Look at these pictures of Tudor houses and then on Purple Mash create a picture to show a street of houses on fire during The Great Fire of London.



<https://www.purplemash.com/#tab/pm-home> - Follow the link and click on 2Dos in the left hand corner, you will see you have been set a 2Do to draw a picture.

Activity 5

Make a fire using your own choice of materials – you could use collage materials, paint, lego, playdough, leaves and flowers or anything else you choose, but please send us a photo so we can see your creations!

An extra activity - you might like to play Explore London in 1666 through minecraft -

<http://www.fireoflondon.org.uk/minecraft/>