

Year 2 Home Learning - Summer Term 1 Week 5 WB 18.05.20

Hello Year 2 ☺ We are really enjoying reading your emails and seeing what you get up to at home, it is so nice to hear from you! We're so glad to hear you're enjoying the activities and loved seeing your Tudor houses, they were fantastic. We are missing being with you a lot and we hope you are all OK. Here is your learning for this week, it is our last week on our Fire! Fire! Topic. We would like you to do one English activity, one Maths activity and one Topic activity each day. Don't forget to play games on TT Rockstars and Spelling Shed too. It is important to read every day so keep listening to stories on the school website and reading your own books. Don't forget you can also read eBooks on Oxford Owl and Collins.

Mrs Llewellyn and Mrs Dayman-Johns

Our year 2 email address is: Year2stjohns@educ.somerset.gov.uk.

English (as well as daily Spelling Shed)

Listen to Mrs Dayman-Johns read 'Tell Me a Dragon' on the school website. *Author & Illustrator: Jackie Morris, Publisher: Frances Lincoln Children's Books*

Activity 1 The story is all about different dragons, can you draw and colour your own dragon? Label your dragon with expanded noun phrases (*a noun and at least one adjective*) e.g. sharp, pointy claws, glistening eyes, narrow, curved snout.

Activity 2 At the end of the story it says 'Tell me about your dragon', so can you tell us about your dragon? Use your expanded noun phrases and write a description of your dragon, use the ideas in the story to help you. Start with – **My dragon is a ...**

Example: My dragon is a grass dragon. She spends her time running around gardens and parks. She is smaller than an ant but can breathe burning, hot fire. She has glistening eyes that she watches people with ...

Activity 3 **The dragon is angry.** This is a boring sentence, can you make it better? You could add extra words into the sentence, you could extend the sentence using a conjunction (when, if, that, because, and, but, or), you could change words already in the sentence to make them more interesting. See how many different, more exciting sentences you can make from this one.

Activity 4 Read the poem 'Dragonbirth' on our Home Learning page, copy it out in your neatest handwriting and illustrate it.

Activity 5 This week our spellings have the 'ul' or 'l' sound at the end but it is spelt with 'el'. Practise writing words with this spelling pattern (camel, tunnel, squirrel, travel, towel, tinsel, hazel, vowel, angel, jewel), you could practise writing them in dotty writing, zig-zag writing or with water and a paintbrush, etc. Play Spelling Shed every day to practise spelling the words too. Can you think of anymore -el spellings that aren't on the list?

Maths (As well as daily TTrackstars)

Activity 1 Your number of the week is 20, how many different calculations can you find with the answer of 20? (you could use addition, subtraction, multiplication, division)

Activity 2 Skittles – Save a number of plastic bottles or toilet roll tubes to make skittles. Assign each skittle a different numerical value so you can add them together when you knock them over. Work out a system for keeping a running total to keep track of your scores over a number of goes. What is the most efficient way to add the new score on to the running total? Can you work out the difference between the winning score and the other scores?



Activity 3 Log onto Purple Mash and click on 2Dos in the left hand corner, you will see you have been set an activity called 'Which coins will you use?' In this activity you need to work out which coins you will need to make a certain amount.

Activity 4 Choose an amount of money, how many different ways can you make the amount using different coins? Draw around the coins and label them. For example 26p – 10p, 10p, 5p, 1p / 20p 2p, 2p, 2p / 5p, 5p, 5p, 5p, 1p, 1p, 1p, 1p, 1p etc.
Try this with different amounts of money.

Activity 5

Make a shop at home to practise using money (as with last week but this time extending it to giving change too). Gather some items that you want to sell in your shop (or draw items) and label them with prices – some might cost less than £1, some might cost over a £1. When people come to your shop add up how much they have spent at your shop and work out how much change you would have to give them if they gave you too much money (keep the amount simple at first, e.g the nearest 10p, then build up the challenge to the next 10p, £1, £5 etc when/if they are ready for it.)

Topic

Activity 1 Create your own silhouette picture. Paint, colour, collage etc the background with reds, yellow and oranges to look like the sky is on fire. Then draw, paint, collage etc the silhouettes of buildings over the top. Look at these pictures to help you ...



Activity 2 After The Great Fire of London, it was decided they should build a monument as a memorial. Can you find out about the monument? Then design your own monument to the Great Fire of London. What symbols would you include? What would it be made from? Where would you place your monument?

Activity 3 Imagine you are there during The Great Fire of London. Split a piece of paper into quarters, as below, and imagine what you would be able to see, hear, feel, smell and taste.

<u>See</u>	<u>Smell/Taste</u>
<u>Hear</u>	<u>Feel</u>

Activity 4 During 1666 they used leather buckets to carry water to put out the fire but they often leaked. Can you carry out a science investigation to find out what materials are waterproof and would be a better choice for a bucket? Here are some ideas of materials you could test: leather, wood, plastic, metal, paper.

Activity 5 Think of 3 facts you have learned about The Great Fire of London during this term. Present them however you like – write them, draw them, record a video of you saying them, make a song with them, be as creative as you want!