

Weekly Maths Tasks

This week have a look at [bbc bitesize](#), maths links to fractions, which we have done in class and you may have completed some early in the lockdown when completing the **White Rose Maths**, so it will be a recap.

We can only see lesson titles and are not able to view the lessons prior to the day. The link will give you some maths learning and any is better than nothing, but if you and your child do not understand, please don't pursue, use some of the ICT games for times table or practise writing the equation as suggested below.

Have a look [bitesize](#), let the children watch the clips and complete any work you are able to access.

Topmarks games:
<https://www.topmarks.co.uk/maths-games/5-7-years/multiplication-and-division>
 Also see a further times table link on page 4 of this document.

[BBC Bitesize Daily Home Learning:](#)
 Monday: Unit Fractions
 Tuesday: Non-Unit Fractions
 Wednesday: Finding a Half
 Thursday: Finding a Quarter
 Friday: Maths in Football.

Continue to practise your 2, 5, 10 times tables and linked division. Challenge yourself to learn the 3, 4 or 11 x table. Remember to count in steps of 2, 5, 10 and 3 to support this.

Weekly English Tasks

Spellings
 Spend 10 mins a day/every other doing something with these words.

This week's spellings are compound words. Compound words are words which are made up of 2 or more syllables which could be words on their own, eg: **rainbow** = **rain** and **bow**

I will give you compound words. Encourage the children to play games with them: such as writing them out in full or cutting them up to encourage the children to identify the two parts correctly. Get them to write the words in sentences or you dictate sentences to the children.

football playground butterfly ladybird greenhouse everybody bookshelf moonlight

Reminder of all the previous spellings completed:

Wk: 6 Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Wk: 5 again both could door floor find kind mind old cold

Wk: 4 I'm I'll didn't can't hasn't don't won't it's

Wk: 3 after break children climb everybody great improve most parents would

Wk: 2 beautiful, because, behind, busy, clothes, every, many, move, pretty, should

Wk: 1 boys, girls, foxes, brushes, glasses, churches, teddies, babies, hurries, carries.

	<p>Reminder: The common exception words (Weeks: 2, 3, 5)are key words children are expected to read and spell correctly in the appropriate year group, so when you read your children's written work through, encourage them to check these spellings if they are incorrect.</p>	
<p>Writing</p> <p>Link to spellings.</p>		<p>I am sure many of you will know this famous character and may have the story at home. If you haven't got the story follow this link to watch the story on you tube. https://www.youtube.com/watch?v=QYiZnuKmY9Q</p> <p>In the story, the mouse is walking through the woods and meets creatures along the way. He tells them about the Gruffalo's favourite foods, then meets the Gruffalo himself.</p> <p>I would like you to draw the Gruffalo or cut out this image, then create a wanted poster, using the descriptions from the story about how he looks. You can decide why he is wanted; perhaps he has just not been seen for a while after going out for a walk one day or he has eaten some owl ice cream or roasted fox!</p> <p>As an extra challenge, can you create your own Gruffalo character, perhaps the Gruffalo's brother or sister? Draw your character and using adjectives and expanded noun phrases describe their features. Maybe they have pink eyes or a curly green tail or a sky blue tongue? I look forward to seeing your character, so ask your grown up if they can send it in to https://info@worlabyacademy.org.uk</p>
<p>Reading task</p> <p>You may complete this in stages or use as one/two day's English work rather than spelling and writing.</p>	<p>If your child needs support with reading the chosen text, please support them, in order that they can complete the answers, but encourage as much fluency practise as possible.</p> <p>In order to keep up their reading skills, please ensure you select other texts, which they can access to read to you.</p> <p>In the front of many of the books are ideas and questions to share and complete whilst reading. Please ensure you discuss new or unusual vocabulary.</p> <p>Within the classroom, the children are able to talk about text and complete verbal questions and answers. However, in year 2 the skill we are working on is that the children begin to read a written question and write the answer, not just do everything verbally. It would therefore benefit your child to have a discussion as you go along, but encourage them to read the questions I have included below and write an answer in one of the exercise books they brought home. They do not have to write the question out first, as long as they use the number and unless stated otherwise, write the answer in a sentence.</p> <p>As the children are using The Gruffalo for their written work this week, I have also created some comprehension questions for this story. There are no pages numbers as the book doesn't have them, so work through the story to find the answers.</p>	

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Reading Comprehension Questions about 'The Gruffalo'

1. Which word (near the very beginning of the story) means to walk leisurely?
2. Match the characters and their homes:

Fox	Log pile house
Owl	Underground house
Snake	Treetop house
3. Which of the places in the following list **is not** a place the mouse says he is going to meet the Gruffalo:

Rocks	Lake	Pond	Stream
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4. What is wrong with the wart at the end of the Gruffalo's nose?
5. What type of meal did the mouse tell the snake he was having with the Gruffalo?
6. Why do you think the mouse was surprised to see the Gruffalo?
7. Who was the first character the Gruffalo and the mouse met together?
8. Which verb describes how the snake went back to his house after seeing the mouse and Gruffalo?
9. The Gruffalo said "astounding" when they met the owl and he flew away quickly.
Do you think another word for astounding would be: surprising or noisy (explain why to your grown up)
10. After the mouse and Gruffalo had met the snake, owl and fox, what happened to the mouse's tummy?
11. Why did the Gruffalo run away?
12. What is the smilie (linked to weather) which describes how the Gruffalo ran way?
13. Which word means runaway?
14. What did the mouse actually enjoy eating?

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Topic Project Menu 3: These activities should be completed over a number of weeks and should be used to support your child's learning in other areas aside from Maths and English. You can choose activities which you feel would be appropriate level of challenge for your child. We would love to see photographs of this completed work or examples of work or quotes about this work through our school email address: info@worlabyacademy.org.uk

	I like to explore	I like being creative	I like communicating and being helpful.	Time to get physical!
Strengthen your learning	<p><u>History:</u> Go for a walk with your grown-ups and take some paper and a pen. Look for any dates on buildings, to show when they were built and write them down. When you get home, draw a line and with help from your grown-up plot the buildings so you have created a timeline to see how old things are. (I have seen some buildings in Worlaby and Bonby with dates on, but if you struggle, do a timeline with years people were born in your family, encourage the children to contact extended members of your family.)</p>	<p><u>Drawing Workshop</u> Click on the link below and follow this step by step instructions to draw some characters. He does suggest to pause the clips after he's done a little, so you can then draw. http://www.robbiddulph.com/draw-with-rob</p>	<p><u>Singing</u> Use this link and copy the actions and sing the song, you'll recognize it from Miss Reeder's singing assembly and the video the staff made to show you all we are missing you. https://www.youtube.com/watch?v=jw2d2LALKg8 We are singing it in school at 9am every morning, so if you sing at home at the same time we will be doing it together.</p>	<p>In school for our morning Wake n Shake we use a website called Go Noodle. It is free to join and as well as dance there are some mindful activities and active links to subjects on it. To get the routines we do at school, scroll down to the section 'Movement type' and select guided dance. The children will recognise some of the titles.</p>
Deepen your learning	<p><u>Science/Geography:</u> At the beginning of June it was national environment day. It is important to help our planet by recycling everything we can. Help your grown ups in your house to put rubbish into the correct recycling. Is the rubbish paper, cardboard, plastic, metal, glass, garden waste or other? Create a chart to show what material your rubbish is and make sure you recycle it! Do for 2 or 3 days over 2 or 3 weeks and see if the type of rubbish changes.</p>	<p><u>Artwork</u> In school we would have completed a topic 'What's in the Garden' Sketch, paint, chalk or use bits of paper/magazines to create a flower or mini-beast picture.</p>	<p><u>Memory skills</u> Collect 15 - 20 objects (or start less and build up to this number) and put them on a tray or a towel. Get the children to look at them closely, say the items together. Think of reasons to talk about the objects to support storing them in the memory. Get the children to turn away and remove 3-5. Can they recall the items. Adults join in too, test your memory!</p>	<p>In PE, prior to lockdown, we had been creating our own dances. We were using the 1980 disco song: Funky Town as it had a good beat. We put different sports actions to it in a sequence. Have a go at home, use different sports actions such as swimming, kicking a ball, hitting a ball, bouncing a basketball or create your own dance steps.</p>
Take the challenge!	<p><u>Science/Geography</u> Help your grown-ups with meal times. In the activity above you are thinking about the type of packaging and things you throw away. Can you look on the food packaging and see where the food has come from. Is it the UK or has it come from another country? Use an atlas to locate any other countries and keep a list, or colour the countries on the map below. The food from other countries means transport had to bring it to us, which all adds to impact on the environment.</p>	<p><u>Famous Artist</u> Use the internet to research a French artist called Claude Monet. He liked painting lots of outside pictures. Use paint and sponges or gentle brush strokes to recreate one of his pictures. Suggestions to type into google for images Monet poppy fields Monet water lilies Monet's garden painting (Irises)</p>	<p><u>DT/Cooking</u> Help your grown up to make simple, healthy pitta bread pizza. Use a knife carefully to cut. (recipe below) Can you write the instructions and send them to another family member so they can try it. If you cook any other food, can you write the instructions and send to me at school to share with other people.</p>	<p>Complete a scavenger hunt around your house and garden. Take turns with your adult. Make a list of items to collect from all around the house and garden. In turn, complete the list bringing one thing at a time back to the base. Use a timer to see who can complete the list in the quickest time. Take care on stairs or slippery floors!</p>

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Monet poppy fields (when you paint you could leave out the people)



Monet water lilies



Monet's garden painting irises

Pitta Bread Pizza

Ingredients:

Wholemeal pitta bread

Tinned tomatoes

Cheese

Toppings:

Spinach, onion, mushroom, pepper, pineapple, sweetcorn, ham, chicken (anything you fancy as long as you have 2 bits of fruit and veg!)

Method:

1. Blend the tomatoes into a puree.
2. Put 2 or 3 spoons of the tomato on top of your pitta bread and spread to cover.
3. Sprinkle grated cheese on the top.
4. Add any of the toppings on to the tomato and cheese.
5. Finish with another layer of cheese.
6. Put into the oven (180 degrees) for approx. 10-15 mins until cheese bubbles and is golden.

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To locate where different foods come from. Can your child recall the continents and oceans? Use an atlas or google to support this.



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Online resources/links:

<https://www.deltatrust.org.uk/student-home-classroom-primary>

<https://padlet.com/WorlabyAcademy/uuwl511rjah0>

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

(Use the tabs down the right hand side, under menu, to choose something to play on or complete grids or speed tests. Remember we have learned 1, 2, 5, 10 and counted in steps of 3. So you can choose these or move on to learn a new set of times tables such as, 4 or 11, ready for year 3). See if you can write yourself any inverse division equations for the times tables you do.)

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>

<https://www.phonicsplay.co.uk/> There is a free login and password given. (username: march20; password: home) Some children may still like to access this to support reading.

Share your learning with us:

<https://info@worlabyacademy.org.uk>