

Weekly Maths Tasks

This week have a look at [bbc bitesize](#), [maths links to shapes](#). We had completed work on shape in the classroom prior to lockdown, so your children should be familiar. Remember, 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 at [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/shapes>
 There are some fun games, including pattern, symmetry, sorting on a carroll diagram. We do not cover grids and co-ordinates in Keystage 1.

BBC Bitesize Daily Home Learning:
 Monday: Properties of 2D shape.
 Tuesday: Properties of 3D shape.
 Wednesday: Sorting shapes.
 Thursday: Shape patterns.
 Friday: Challenge of the week.

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.

I cannot stress enough how instant recall of times tables, single digit equations and number bonds to 10 and 20 will support all future maths work. Children should be able to recall the answers of the top of their heads for these tasks and not use fingers or anything else to answer these. So, if you do not use [bitesize](#), please complete tasks such as this.

<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.

Weekly English Tasks

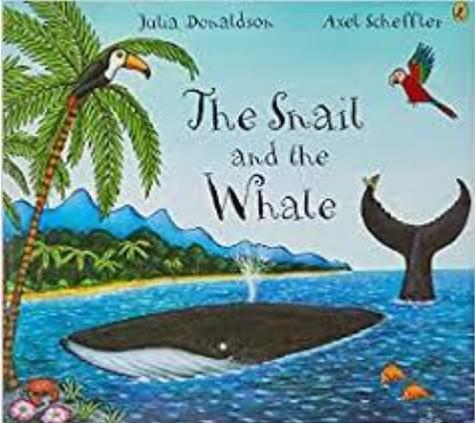
Spellings
 Spend 10 mins a day/every other doing something with these words.

These are spellings we have not previously looked at in school, but the children are likely to have read these words in books. Explain some words end in the sound 'shun', but we don't spell it like this. There are different ways of spelling this sound, but the most common is -tion. (They will learn alternatives in subsequent year groups).

motion portion position station action section fiction education direction fraction

Use the read ones as spelling words, but the ones below are further words the children are likely to come across and need to be able to read.
relation, invitation, invention, foundation, competition, lotion, solution, rejection, nation, national

	<p>Reminder of all the previous spellings completed:</p> <p>Wk: 7 football playground butterfly ladybird greenhouse everybody bookshelf moonlight (compound words)</p> <p>Wk: 6 Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p> <p>Wk: 5 again both could door floor find kind mind old cold</p> <p>Wk: 4 I'm I'll didn't can't hasn't don't won't it's</p> <p>Wk: 3 after break children climb everybody great improve most parents would</p> <p>Wk: 2 beautiful, because, behind, busy, clothes, every, many, move, pretty, should</p> <p>Wk: 1 boys, girls, foxes, brushes, glasses, churches, teddies, babies, hurries, carries.</p> <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>
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<p>Writing</p> <p>Link to spellings.</p>	 <p>This is another very popular story by the author of the <i>Gruffalo</i>. In the story, the snail goes for an adventure on the tail of the whale. There are many rhyming words, can you make a note of pairs? Can you think of any other words to rhyme with the ones you list? If you don't have the story, here is a link to listen and follow the words. https://www.youtube.com/watch?v=09mJq3TPrSo</p> <p>After the snail's adventures, I would like you pretend to be the snail and write a thank you letter to the whale. Ideas to include:</p> <ul style="list-style-type: none"> -Tell the whale why you were so pleased he took you for an adventure. -Mention at least 2 places you visited (in the story) and why they were your favourite places. -Tell the whale how you felt when he got stuck on the sand. -Tell him where you would like to go next or visit again with friends. <p>As an alternative or second piece of work, you could think about a different adventure the snail might go on, with a different creature. It could be flying with a bird; high up on an elephant's back or giraffe's neck; swinging through trees with a monkey; or crossing a desert with a camel. Tell me what adventures they have.</p> <p>You could use the story to create some further activities such as: drawing or painting an image from the story.</p>
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You could find out about how some whales migrate, and use the world map (included in this pack) to plot the routes and times they migrate.

Reading task

You may complete this in stages or use as one/two day's English work rather than spelling and writing.

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.

In order to keep up their reading skills, please ensure you select other texts, which they can access to read to you.

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.

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.

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

You will find it in the free ebooks: age 6 - 7 section of the website.

This week's challenge. Read and answer questions on 'The Boss Dog on Blossom Street.'

Reading Comprehension Questions 'The Boss Dog of Blossom Street'

Chapter 1

1. What is the name of the boss of Blossom Street? (pg. 3)
2. Where should the cats stay on the street? (pg. 5)
3. What did Ada say Snap should have before the van arrived? (pg. 7)
4. Why did Snap say cats would go anywhere? (pg. 9)

Chapter 2

5. Why did the journey to the new house take a long time? (pg. 10)
6. When another dog is being described, which word means it was making a lot of noise? (pg. 12)
7. Why did Foofoo's owner say Snap was a bad dog? (pg. 15)
8. Why did the bus driver not notice Snap get on the bus? (pg. 18)

Chapter 3

9. On Blossom Street, who was very happy to see Snap. (pg. 20)
10. What time did Kelly's mum want to take Snap home? (pg. 23)
11. Ada wanted to know what Snap did during the day. What was her plan to find out? (pg. 26)
12. When the reporter arrived to photograph Snap, what adjective did Harry use about his dog? (pg. 29)
13. What was the headline in the newspaper about Snap? (pg. 30)
14. Why did the bus driver earn extra money? (pg. 30)

Year 2: Home-School Learning Menu: Summer Week 8: Mon 15/6/20

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 his 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 in your house to put rubbish into the correct recycling. Is the rubbish paper, cardboard, plastic, metal, glass, garden waster 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>

Year 2: Home-School Learning Menu: Summer Week 8: Mon 15/6/20



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>