

Weekly Maths Tasks

This week on bbc bitesize, the maths links continue with measuring. Early in lockdown (when we were able to access white rose, some of the lessons were measuring, but recapping this work won't hurt and allow you opportunity to see what your child has retained. However if you find it is exactly the same work, do some measuring of your own, continue with suggestions from last week or do some baking for weighing and filling measuring jugs with differing amounts, perhaps colour the water and get the children to make potions. Additionally, look at liquids in containers at home which measure in ml or litres: drinks, some sauces, some bathroom toiletries. Get the children to order them by volume amounts, discuss how tall thin containers might hold less than smaller, fatter containers.

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, but if you and your child do not understand, please don't pursue, use some of the suggestions above or 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>

BBC Bitesize Daily Home Learning:

- Monday: Measure in grams.
- Tuesday: Measure in kilograms.
- Wednesday: Compare volume.
- Thursday: Measure in millilitres.
- 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.

Weekly English Tasks

Spellings

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

Once again this week, these are spellings we have not previously looked at in school, but the children are likely to have read these words in books. The spellings contain root words and a similar word with the suffix -ness added. See if the children can recall what a suffix is and where on a word it is found. (It is a group of letters added to the end of a word to form a new word. The group of letters would not be a word on their own.)

The suffix is -ness. The suffix '-ness' changes an adjective to a noun and means 'the state of being' eg, the state of being happy - happiness or sad - sadness. This week, if the root word ends in a 'y', we need to drop the 'y' add an 'i' then -ness.

happy - happiness fit - fitness kind - kindness ill - illness tidy - tidiness
Further examples: bright/ness sad/ness silly/silliness gloomy/gloominess weak/ness

	<p>Reminder of all the previous spellings completed:</p> <p>Wk 9: enjoy - enjoyment, move - movement, excite - excitement, pay - payment, treat - treatment</p> <p>Wk: 8 motion portion position station action section fiction education direction fraction</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>
<p>Writing</p> <p>Diary to practise spelling days of the week.</p>	<p>This week I would like the children to recap writing and spelling the days of the week, remembering to use capital letters. Linking to the book from last week (Oliver's Vegetables), thinking about the importance of eating fruit and vegetables, as well as foods for energy and to make teeth and bones strong, I would like the children to write a food diary and underline the different fruit and vegetables they eat (or drink). In order to grow and learn, as well as eating a variety of foods, we must all exercise our bodies and minds too. It is recommended children raise their heart rate for at least 60 minutes a day. So alongside a food diary, keep an exercise diary. Each morning write the information for the previous day. For example:</p> <p><u>Monday 29th June 2020</u></p> <p>Breakfast: 2 weetabix with milk, glass of <u>orange juice</u></p> <p>Snack: <u>Apple</u></p> <p>Lunch: Ham sandwich, <u>carrot and cucumber sticks</u>, <u>raspberry</u> yoghurt, lemon drizzle cake, water</p> <p>Snack: <u>Raisins</u>, <u>strawberry and banana smoothie/milkshake</u></p> <p>Tea: Spaghetti <u>bolognese</u>, (discuss the vegetables in the mixture) garlic bread, icecream, squash</p> <p>Supper: glass milk, digestive biscuit</p> <p>Exercise: walk the dog, play in the garden, play on scooter</p> <p>Here is the link if you want to recap Oliver's Vegetables. https://www.youtube.com/watch?v=2yvllKqyVUc</p> <p>Further 'Oliver' books include Oliver's Fruit Salad https://www.youtube.com/watch?v=-GjXT9BnzAo</p> <p>Oliver's Milkshake https://www.youtube.com/watch?v=AmREiMAGwkU</p> <p>You could try making a milkshake or fruit salad like Oliver does.</p>
<p>Reading task</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>

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

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.

Use <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> age 6-7

This week's challenge. Read and answer questions on 'Sport Then and Now'

Sport Then and Now

Look at the front cover, and with an adult discuss the differences between the 2 images. What are the differences and why?

As you read the book there are some words in bold, black. The meaning of these can be found in the glossary at the back of the book, on page 23.

1. Tell me **two things** which have changed in sport over the years. Pg. 3
2. List the 5 sports which will be looked at in this book. Pg. 4 / 5
3. Which word, meaning the same as: very smart or official, describe the clothes worn in the past in golf? Pg. 6
4. What is on the bottom of modern golf shoes and what are they for? Pg. 7
5. Using the table, tell me what material golf balls were made from in 1940? Pg. 9
6. In modern life, what property of the fabric (what is special about the fabric) makes it easier for tennis players to move around? Pg. 11
7. Why do you think tennis rackets today are lighter and stronger? (Pg. 13 mentions this about the rackets, but it doesn't give the answer, it is what you think)
8. Give me an adjective which describes the fabric which swimming costumes were made from in the past. Pg. 14
9. Why do some people wear full length suits to swim in today? Pg. 15
10. Why is the stretchy, light fabric of modern rugby shirts better? Pg. 16
11. What shape is a rugby ball today? Pg. 17
12. In the past, what did people use as a cricket ball? Pg. 18
13. What are the best modern cricket bats made from? Pg. 18
14. Modern cricket balls are made out of cork, but what material covers the cork? Pg. 19
15. Where in the world were the first cricket matches played? Pg. 20
16. In modern times, why do cricketers wear a helmet? Pg. 21
17. What helps people move faster in sport today? Pg. 22
18. What are spectators? Pg. 23

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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 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>

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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>