

Weekly Home Learning - Year 2
Week commencing 4th January 2021

Hi Year 2

Please find attached your home learning for the week. It may seem like there is a lot to do, but please only do what you can. What is attached below is what we are doing in class over the next week so if your isolation period begins part way through the dates above, check with your child what they have and haven't done, and take it from there. However, please don't feel that you have to complete all of it if you aren't able to.

There are also plenty of websites where you could explore your own ideas too such as BBC Bitesize and the Oak Academy plus more which are linked to on the School Website here <https://www.layston.herts.sch.uk/parents/home-learning/> along with some Collective Worships.

Home learning tasks

Read - 15 minutes daily

Read to and with your child. This could be at any time during the day - it could even be when dinner is cooking or even when in the bath!

Please make use of the Oxford Owl website too as this has some great eBooks if you run out of things to read.

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

Spelling - 10 minutes daily

Continue with practicing your spellings. I have attached the first 100 high frequency and the next 200 high frequency words, all of which need to be learned.

Writing/Grammar activities -

Session 1

We are going to be looking at a book called The Journey. I would like you to begin by thinking about:

What sort of journeys have you been on? What is the most exciting journey you have ever made? What is the most unusual mode of transport you have ever used? Who is the person you most enjoy travelling with? If you could take

anyone you like on an adventure, who would you take and where would you go? Perhaps you could write down your ideas or talk to someone at home.

The character in the book is going on a journey. What sort of journey might the character be making?

Click on the link below to take a look at the book. The whole book is full of pictures like this with no words. You will need to look closely at the pictures to help create the story as they go along. Take your time to explore each image.

<https://www.youtube.com/watch?v=DRsmuveKWuk>

Write down your thoughts about the book under the headings: likes, dislikes, puzzles, connections or talk to an adult.

Session 2

Watch the video from yesterday again.

<https://www.youtube.com/watch?v=DRsmuveKWuk>

Summarise the main events of the story and retell them in order by creating a story map (see below). Adults, you may scribe for your child if they would rather answer the questions orally.

Story Mapping Boxes

<p>Beginning</p> <p>What happens at the beginning?</p> <p>Who are the main characters?</p> <p>Where is it set?</p> <p>How are the characters feeling?</p>	
<p>Build up</p> <p>What happens next?</p> <p>How does the story hint at a problem?</p> <p>How are the characters feeling?</p>	
<p>Problem</p> <p>What is the problem within the story?</p> <p>How are the characters feeling?</p>	
<p>Resolution</p> <p>How is this problem resolved/sorted out?</p> <p>How are the characters feeling?</p>	

You could also have a go at retelling the story orally to an adult.

Session 3

Come up with as many different forms of transport as you can in 3 minutes. Encourage your child to think of unusual or historic forms of transport as well as the everyday vehicles we see on our streets. Have some images available to show your child to clarify what each mode of transport looks like.

Show the children the story again and ask them to identify the modes of transport pictured in the story. Now ask them to 'pick up their magic crayon' and mime drawing the boat, hot air balloon or the carpet.

Explain that your child should now create a pose to make a 'freeze frame' or 'tableau' of a scene from the book. They should try to show how the girl might be feeling through body language and facial expressions. Then, when you clap your hands, they will start moving and bring the scene to life through actions and mimes.

Invite the character to say just one phrase or short sentence. What might they say in this scene?

Perhaps you could record short conversations they imagine could be taking place between the characters e.g. men on the bridge and the girl / the girl and the boy or the bird. These could be simply recorded/scribed in speech bubbles.

Session 4

Draw pictures in pencil and shade with grey. Give them a red pencil or purple chalk to add in one detail of the picture and make it 'pop' out at you, in the style of the end pages of the book.

- Colours: exploring synonyms for red and purple. Colours are often named after objects of that colour so include pictures to show what each shade is e.g. violet, heather, amethyst, grape, lavender/ ruby, poppy, strawberry, pillar box....
- Now look at page featuring the lanterns and consider the greens and blues, and shades in between. Can children list the colours? How does the page make them feel? Calm, peaceful, angry or sad?
- You might like to share the anonymous poem featured here:

I ASKED THE LITTLE BOY WHO CANNOT SEE

I asked the little boy who cannot see,
"And what is colour like?"
"Why, green," said he,
"Is like the rustle when the wind blows through
The forest; running water, that is blue;
And red is like a trumpet sound; and pink
Is like the smell of roses; and I think

That purple must be like a thunderstorm;
And yellow is like something soft and warm;
And white is a pleasant stillness when you lie
And dream."
ANON

Can you write your own poem about colour? It could be a simple acrostic...

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Or Children could be supported to compose a list poem:

Red is a juicy strawberry,

It is a summer poppy....

Session 5

Explore own feelings. Think of colours from yesterday. Are there certain colours we associate with sadness (maybe feeling 'blue') or colours that evoke happiness such as 'sunshine yellow'.

Let's look at the girl at the beginning of the story: how do you think she feels? What about when she walks through the red door? When the bird is captured? How does she feel at the end of the story compared to the beginning? Provide examples of scaffolds for children's verbal responses to help frame these e.g.

Link ideas orally with and, but, because.

I think she feels ____ and _____.

She feels _____, but she _____.

I think she must be feeling ____ because _____.

Invite your child to record a couple of their sentences.

Handwriting:

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A A A

Aa Aa Aa

and

apple

axe

Maths - 45 minutes daily

Complete a Maths Frenzy found here on the school website:

<https://www.layston.herts.sch.uk/parents/home-learning/year-2/> (I know this is the Year 2 page but these are for everyone to use.

Check out the school website for further links to Maths websites that might be helpful.

The links below will take you to White Rose maths which is the scheme we use in class. Please watch the video and then answer as many of the questions on the worksheet (attached that you can manage). Some are challenging - do what you can.

Session 1 - Tens and ones using part-whole model (scroll down)

<https://whiterosemaths.com/homelearning/year-2/week-2/>

Session 2 - Tens and ones using addition

<https://whiterosemaths.com/homelearning/year-2/week-3/>

Session 3 - Using a place value chart

<https://whiterosemaths.com/homelearning/year-2/week-3/>

Session 4 - Compare objects

<https://whiterosemaths.com/homelearning/year-2/week-3/>

Session 5 - Compare numbers

<https://whiterosemaths.com/homelearning/year-2/week-3/>

Science

Animals and their habitats - please see attached document.

History

Watch the lesson presentation comparing Queen Elizabeth I and Queen Victoria (see attached) and then complete the fact file. Get an adult to scribe if you need to.

RE

This clip below could be used to help children become aware of appreciating things that people do for us. In the story the king invited all the poor and homeless people because the original people didn't bother going. What does your child think of the people who didn't come? Ask your child to draw a picture of somebody they know doing something nice for them such as their Mum cooking their evening meal every night or their granddad taking them swimming. Your child could give their finished picture to the person in the picture.

<https://www.bbc.co.uk/bitesize/clips/z3pvcdm>

PE

GoNoodle - <https://www.youtube.com/user/GoNoodleGames>

The Body Coach - <https://www.youtube.com/user/thebodycoach1>

Oti Mabuse's dance channel, featuring lots of challenges from the types of dances in Strictly! - <https://www.youtube.com/user/mosetsanagape>

Cosmic Kids Yoga - <https://www.youtube.com/user/CosmicKidsYoga>

BBC Super Movers - <https://www.bbc.co.uk/teach/supermovers>

See the Active Maths and Literacy document uploaded separately to the school website.