

Hello wonderful year 2,

This week you will be focussing on the inverse in maths and will be writing a story and making your own books, as well as lots of other exciting activities, including a virtual school trip! Once again we have included some links for extra online activities to keep you busy, but definitely don't expect you to do everything! All of the year 2 teachers have posted your class timetables on Seesaw, so if you want to follow the school day at home you can complete activities from the different subjects at the correct times!

We are thinking of you all and sending you, and all of your families, lots of positive thoughts at this unsettling and strange time.

Also, parents and carers, please remember you are only human and in these difficult times everything you are managing to do at home is absolutely fantastic!

We look forward to seeing how you all get on with your learning at home!

Lauren, Louise and Sam :)



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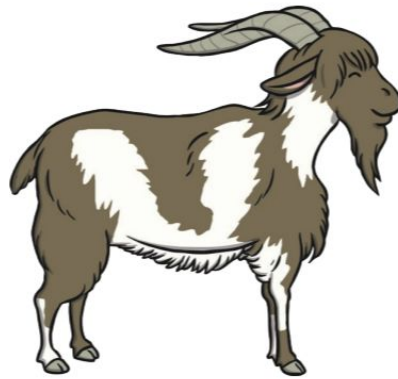
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# Guided Reading

What book do you predict we are focussing on in Guided Reading this week?

Some hungry goats want some  
grass to eat and decide to cross  
over a little bridge.

**Name that story!**



Have you guessed the traditional tale? Now read the story to help remember what happened.

# The Three Billy Goats Gruff

Once upon a time, there were three Billy Goats Gruff. They lived in a valley in the hills. One day, they saw a field of sweet, green grass on the other side of the valley. They decided to go there. To reach the valley, the three billy goats had to cross a river.

There was only one bridge across the river and underneath there lived a terrible, grumpy troll. He never let anyone cross and he always gobbled them up for his breakfast. The three goats made a plan.

The smallest Billy Goat Gruff was the first to get to the bridge. Trip trap, trip trap went his hooves as he walked across the bridge. "Who's that trip trapping over my bridge?" growled the troll.

"It's only me, the little Billy Goat Gruff," said the smallest goat.

"Then I'm going to eat you up!" roared the troll.

"Don't eat me, I'm much too little," said the smallest Billy Goat Gruff. "My brother is coming after me and he is much bigger."

"Hmm," grunted the troll. "Then I will wait for him."

Next, the medium-sized Billy Goat Gruff came over the bridge. Trip trap, trip trap went his hooves. "Who's that trip trapping over my bridge?" growled the troll.

"It's only me, the medium-sized Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.

"Don't eat me, I'm much too little," said the medium-sized Billy Goat Gruff. "My brother is coming after me and he is much bigger."

"Hmm," grunted the troll. "Then I will wait for him."

Soon, the biggest Billy Goat Gruff came over the bridge. Trip trap, trip trap went his hooves.

"Who's that trip trapping over my bridge?" growled the troll.

"It's me. Big Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.



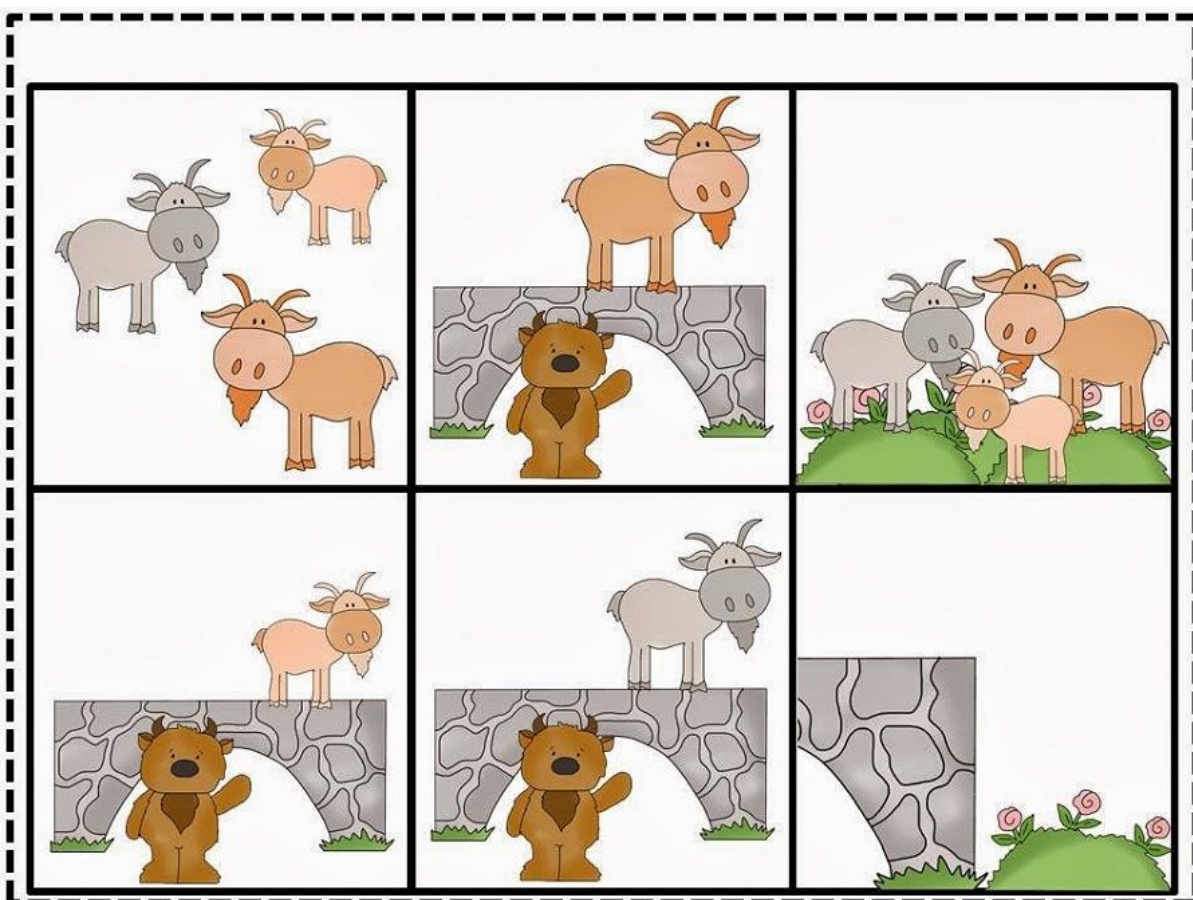
"Oh no you won't!" shouted the biggest goat, and he lowered his horns and charged at the troll. Smack! He butted him right over the edge of the bridge. The troll fell into the river and was never seen again.

The big Billy Goat Gruff joined his brothers. They found their field of sweet, green grass and ate their fill.

You can also watch an online version of the story here: **The Three Billy Goats Gruff - Animated Fairy Tales for Children** <https://www.youtube.com/watch?v=aiy3a1v9Q2E>

### Activity 1:

Look at these pictures of the story, cut them out and put them in the correct order. Write a caption underneath each one and see if you can use some time conjunctions. E.g. *First, next, then, after, finally...*



## Activity 2:

Cut out the puppets below or make your own. Retell the story of The Three Billy Goats Gruff using these puppets. If you want you could even make an animation of you retelling the story and upload it to Seesaw! We would love to see them!





### Activity 3:

Today we will be practising our comprehension skills. Read the following description of the ogre and see if you can draw him!

The ogre has a big, round head and a short, fat rectangular body. He has two long, thin arms which come out from either side of his body. They are so long they almost hit the ground! At the end of each arm he has two small hands, with three fingers on each hand. Each finger has got a black, claw coming out of the end. He has got two short wide legs with fat feet on the end, which protrude from the bottom of his body. The ogre has got two pointy horns coming out of the top of his head, one is long and purple and one is short and grey. The ogre's fur is green with yellow spots. His hands are red and his feet are orange. He has got two small, beady eyes, which are close together in the middle of his face, a large, triangular nose and a wide, scary mouth, filled with sharp teeth.

We look forward to seeing your drawings of the ogre!

### Activity 4:

"Oh no you won't!" shouted the biggest goat, and he lowered his horns and charged at the troll. Smack! He butted him right over the edge of the bridge. The troll fell into the river and was never seen again.

The big Billy Goat Gruff joined his brothers. They found their field of sweet, green grass and ate their fill.

Reread and think about the end of the story. What do you predict the three goats will do next? Write a sentence and draw a picture describing what you think they will do. Make sure you use adjectives in your writing.

*E.g. I predict that the **joyful** goats will have a **huge** party to celebrate the **evil** troll falling into the river and floating away.*

## Activity 5:

### Fun Fact Friday

P51162 Brown Billy Goat

- \* Because goats are browsers, they prefer eating fruits, shoots, leaves, shrubs and plants more than grass.
- \* Research has suggested that goats can change their accents when they move to a different group or when they grow up.
- \* Goats have four "stomachs."

- \* There are over 210 breeds of goats in the world.
- \* A baby goat is called a "kid." and the act of giving birth is called "kidding."
- \* Goats are pretty good swimmers!



Goats are very interesting animals. Use the fact sheet above or other books / websites to research some cool facts about goats. Write them down and share your facts with your family!

From our research we found out that baby goats are called kids!

### Reading at home:

Please make sure you are still reading with your child once a day, and remember they can use Reading Planet too! When you are reading, try asking your child these questions:



# ASKING THE RIGHT QUESTIONS

When reading with your child, check for understanding by asking questions. Don't just ask questions at the end, it's important to check for understanding before, during and after reading. Here are some questions to ask!

## **BEFORE**

- What do you think will happen in this story?
- What might be the problem?
- Where may be the setting of the story?
- What do you know about this topic?
- What does this story make you think of?
- What are you wondering?
- What does the title tell you?

## **DURING**

- What do you think will happen next?
- What can you tell me about the story so far?
- How do you feel about the story so far?
- What questions do you have?
- Why do you think the character did that?
- What would you have done?

## **AFTER**

- What was the title?
- What was the problem/solution in the story?
- Why do you think the author wrote this book?
- What was your favorite/least favorite part?
- What would you change about the story?
- What will happen next?

# Maths

This week we will be continuing to learn about the INVERSE.

INVERSE means OPPOSITE

For example, **high** is the opposite of **low** and **hot** is the opposite of **cold**.

**Addition** is the opposite of **subtraction**, so in maths we say that addition is the inverse of subtraction.

We can use the inverse to make calculations easier and also to help us find missing numbers.

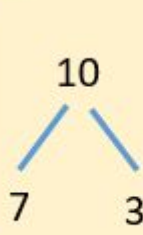
## Fact families

One way we can learn about the inverse is to write fact families. Fact families can help to show us the relationship between addition and subtraction.

**Example:**

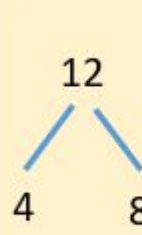
### Addition Subtraction Fact Families

Fact Family is a set of four related addition and subtraction facts that use the same three numbers.



A diagram showing the number 10 at the top, with two lines branching down to the numbers 7 and 3. To the right of this diagram are four equations:  $7 + 3 = 10$ ,  $3 + 7 = 10$ ,  $10 - 3 = 7$ , and  $10 - 7 = 3$ .

$$\begin{array}{r} 10 \\ \swarrow \quad \searrow \\ 7 \quad 3 \end{array}$$
$$\begin{array}{l} 7 + 3 = 10 \\ 3 + 7 = 10 \\ 10 - 3 = 7 \\ 10 - 7 = 3 \end{array}$$



A diagram showing the number 12 at the top, with two lines branching down to the numbers 4 and 8. To the right of this diagram are four equations:  $4 + 8 = 12$ ,  $8 + 4 = 12$ ,  $12 - 4 = 8$ , and  $12 - 8 = 4$ .

$$\begin{array}{r} 12 \\ \swarrow \quad \searrow \\ 4 \quad 8 \end{array}$$
$$\begin{array}{l} 4 + 8 = 12 \\ 8 + 4 = 12 \\ 12 - 4 = 8 \\ 12 - 8 = 4 \end{array}$$

## Activity 1:

### Starter:

Watch the video to see how to use the inverse to fill in fact family number sentences.

<https://www.youtube.com/watch?v=eHb0xKitL40>

Practise filling in the missing numbers in the fact families below.

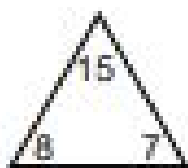
Check your work with an adult before moving onto the task.

7		
4		3
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9		
2		7
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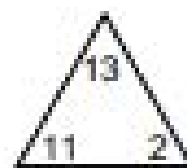
**Your task:** Use all **three** numbers in each triangle to fill in the missing numbers in each fact family.

1 )



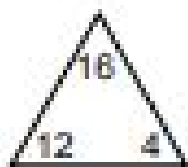
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4 )



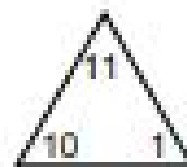
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2 )



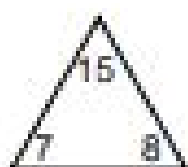
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5 )



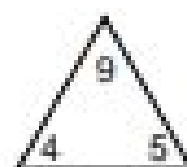
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3 )



$$\begin{array}{rclcl} \square & + & \square & = & \square \\ \square & + & \square & = & \square \\ \square & - & \square & = & \square \\ \square & - & \square & = & \square \end{array}$$

6 )



$$\begin{array}{rclcl} \square & + & \square & = & \square \\ \square & + & \square & = & \square \\ \square & - & \square & = & \square \\ \square & - & \square & = & \square \end{array}$$

**Challenge:** Use these numbers to draw out your own fact family number sentences - 24, 15, 9.

## Activity 2:

Today you will be using fact families to find missing numbers.

**Here is an example.**

There is a class of children.

5 of the children are boys. 8 of the children are girls.

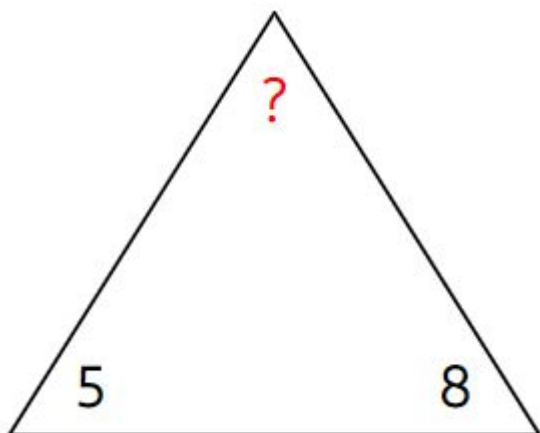
How many children are there altogether?



Think about the information we have been given.

How could a fact family help us?

What number sentence could we write to work out the answer?



$$5 + 8 = 13$$

$$8 + 5 = 13$$

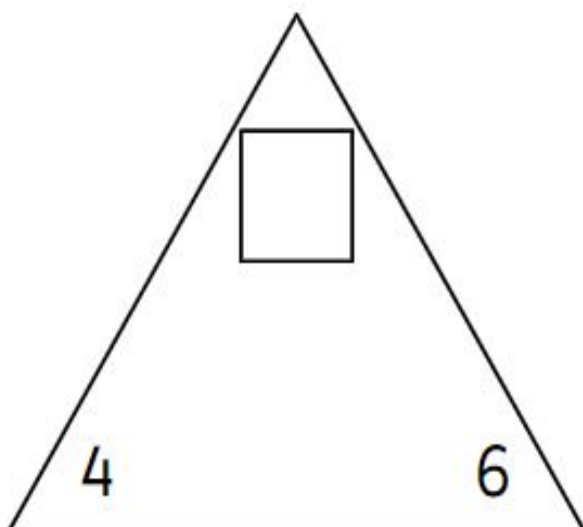
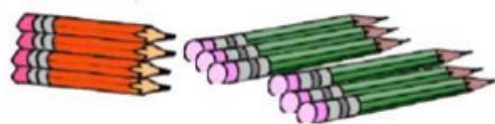
$$13 - 8 = 5$$

$$13 - 5 = 8$$



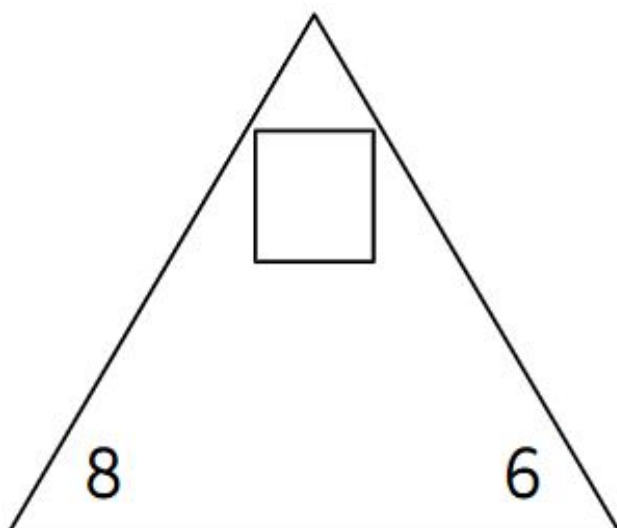
Now you try. Figure out the missing numbers in each triangle by writing the four number sentences for each fact family triangle.

1. There is a box of pencils.  
4 of the pencils are orange.  
6 of the pencils are green.  
How many pencils are there altogether?



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2. There are books on the shelf.  
8 of the books are yellow.  
6 of the books are blue.  
How many books are there altogether?

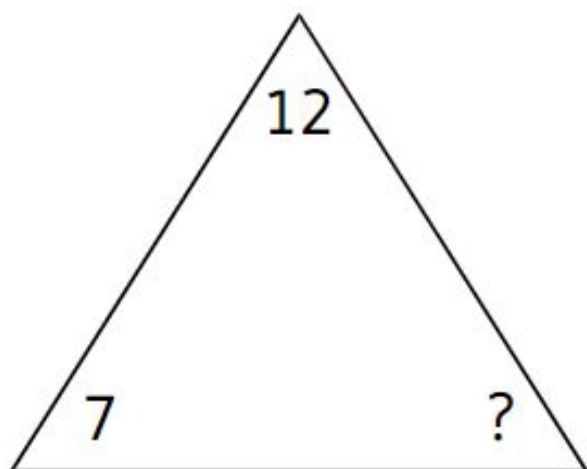


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<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

**Challenge:**

There are 12 pieces of fruit in the bowl.

7 pieces of fruit are bananas. The rest are apples. How many apples are there?

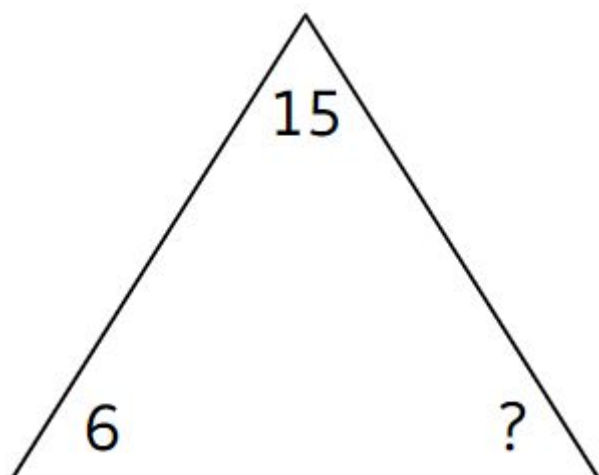


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<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

There are 15 biscuits in the tin.

Louise eats 6 biscuits.

How many biscuits are left in the tin?



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### Activity 3:

Today we are going to try some trickier missing number problems. Use what you have learnt about the inverse to help you.

Try this example below.

Use the inverse to help you work out each missing number.

Check your answers with an adult before moving onto the task.

#### Missing Numbers - No problem

Missing number at the beginning?  
Do the inverse and you are winning.



$$\underline{\quad} - 25 = 50$$

$$50 + 25 = \underline{\quad}$$

$$\underline{\quad} + 11 = 40$$

$$40 - 11 = \underline{\quad}$$

## Missing Numbers



Missing number at the beginning?  
Do the inverse and you are winning

$$\underline{\quad} - 5 = 15$$

$$15 + 5 = 20$$

$$\underline{\quad} + 8 = 12$$

$$12 - 8 = 4$$

$$\square - 14 = 6$$

$$\square - 19 = 1$$

$$\square - 8 = 4$$

$$\square - 4 = 7$$

$$\square - 15 = 4$$

$$\square - 9 = 9$$

$$\vdots \square + 14 = 20$$

$$\vdots \square + 11 = 14$$

$$\vdots \square + 7 = 16$$

$$\vdots \square + 12 = 19$$

$$\vdots \square + 9 = 18$$

$$\vdots \square + 3 = 10$$

### Activity 4:

Today we are going to continue using the inverse to have a go at some trickier missing number problems. Use what you have learnt about the inverse to help you.

Try this example below.

Use the inverse to help you work out each missing number.

Check your answers with an adult before moving onto the task.

Missing number in the middle?

Do a subtraction, and solve the riddle.

$$64 - \underline{\quad} = 24$$

$$64 - 24 = \underline{\quad}$$



$$17 + \underline{\quad} = 30$$

$$30 - 17 = \underline{\quad}$$



## Missing Numbers



Missing number in the middle?

Do a subtraction, and solve the riddle.

$$64 - \underline{\quad} = 24$$

$$32 + \underline{\quad} = 50$$

$$64 - 24 = \underline{\quad}$$

$$50 - 32 = \underline{\quad}$$

$$8 + \boxed{\phantom{00}} = 19$$

$$17 - \boxed{\phantom{00}} = 3$$

$$5 + \boxed{\phantom{00}} = 10$$

$$10 - \boxed{\phantom{00}} = 6$$

$$14 + \boxed{\phantom{00}} = 18$$

$$16 - \boxed{\phantom{00}} = 9$$

$$10 + \boxed{\phantom{00}} = 14$$

$$19 - \boxed{\phantom{00}} = 11$$

$$4 + \boxed{\phantom{00}} = 20$$

$$14 - \boxed{\phantom{00}} = 10$$

$$17 + \boxed{\phantom{00}} = 18$$

$$20 - \boxed{\phantom{00}} = 4$$

## ***Activity 5:***

### Reasoning questions

Today is your chance to show off your knowledge about the inverse.

Look at the chilli key below and decide which activities you would like to try or try all three activities if you are feeling up to it!



**hard**



**harder**



**hardest**



Circle the correct answers below and explain to an adult why you have chosen them.

<p>1. Which calculation could you use to check that <u><math>5 + 3 = 8</math></u> is correct?</p> <p> <math>8 + 5 = 3</math>  <math>5 - 8 = 3</math>  <math>8 + 3 = 5</math>  <math>8 - 5 = 3</math> </p>	<p>2. Which calculation could you use to check that <u><math>6 + 4 = 10</math></u> is correct?</p> <p> <math>10 + 6 = 4</math>  <math>10 + 4 = 6</math>  <math>10 - 6 = 4</math>  <math>6 - 4 = 10</math> </p>
<p>3. Which calculation could you use to check that <u><math>8 + 5 = 13</math></u> is correct?</p> <p> <math>13 + 5 = 8</math>  <math>13 - 8 = 5</math>  <math>5 - 8 = 13</math>  <math>8 + 13 = 5</math> </p>	<p>4. Which calculation could you use to check that <u><math>20 - 8 = 12</math></u> is correct?</p> <p> <math>12 + 8 = 20</math>  <math>20 + 12 = 8</math>  <math>20 - 8 = 12</math>  <math>12 - 8 = 20</math> </p>



Write an inverse number sentence for each to check the answer.

How could you check  $20 - 14 = 6$ ?

How could you check  $17 + 3 = 20$ ?

How could you check  $62 + 48 = 100$ ?

How could you check  $100 - 71 = 29$ ?

Which one is incorrect? Circle it.



**Use the inverse to solve the problems below.**

1. Use number bonds to 20 to find and circle the incorrect calculation.

$$20 - 13 = 7$$

$$20 - 8 = 12$$

$$20 - 16 = 14$$

$$20 - 2 = 18$$

2. Use the inverse to find and circle the incorrect calculation.

$$100 - 56 = 44$$

$$100 - 63 = 47$$

$$100 - 25 = 75$$

$$100 - 14 = 86$$

3. Sam thinks  $3 + 4 + 10 + 3 = 20$ , what could you do to check the answer?

4. Write what 'inverse' means. Use an example to show your understanding.

### **Challenge:**

Lauren thinks  $46 + 64 = 100$ . Write an inverse number sentence to check if she is correct.

## WEEKLY CHALLENGE:

Look carefully at these missing number sentences. Fill in the missing number.

Use the inverse to write a number sentence that will help you.

$$15 + 20 - \_\_ = 31$$

$$20 + 21 - \_\_ = 39$$

$$35 - 20 + \_\_ = 22$$

$$42 - 30 + \_\_ = 15$$

### Helpful videos, websites and games:

Introduction to the relationship between adding and subtracting

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

Fact families introduction

<https://www.youtube.com/watch?v=9lhZDEffYTk>

Addition and Subtraction fact families/ Understanding part part whole

<https://www.youtube.com/watch?v=aK3FKEZJKec>

Inverse operations explained to parents

<https://www.theschoolrun.com/inverse-operation>

Inverse Machine game

<https://www.topmarks.co.uk/Flash.aspx?f=FSInverseMachine>

### Answers:

Each Saturday the answers to each activity will be posted on your class SeeSaw so look out for them!



# English

This week our English activities are going to be based on an animation called 'The Book of Butterflies'. You can watch it here on Vimeo: <https://vimeo.com/123585608> or here on YouTube: <https://www.youtube.com/watch?v=-X3Py9naAp0>.

## Activity 1:

Today we are going to be thinking about adjectives. You can watch this video and play the game below it to help remind you of what adjectives are:

<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc>.

Think about the boy's world before and after opening the Book of Butterflies. What adjectives would you use to describe the boy's world when the book is closed? Make a list.

*E.g. Grey, lonely, sad...*

How does his world change? What adjectives would you use to describe his world after he opens the book and the butterflies appear? Make a separate list.



good				pretty				ugly				cold			
kind	well-behaved	acceptable	upright	beautiful	attractive	stunning	picturesque	hideous	disgusting	repulsive	vile	freezing	frosty	wintry	biting
decent	respectable	obedient	virtuous	cute	good-looking	eye-catching	appealing	horrendous	foul	abhorrent	gross	ice-cold	chilly	bitter	crisp
moral	noble	worthy	wholesome	lovely	gorgeous	striking	beguiling	revolting	unsightly	shocking	repellent	stone-cold	arctic	shivery	brisk
happy				sad				hot				surprised			
overjoyed	joyous	blissful	exultant	unhappy	woeful	miserable	gloomy	boiling	scorching	sweltering	scalding	astonished	stunned	flabbergasted	startled
ecstatic	delighted	pleased	jovial	blue	despondent	melancholy	forlorn	fiery	sizzling	searing	stifling	amazed	dazed	staggered	bewildered
thrilled	cheerful	content	elated	depressed	down	distressed	heartbroken	muggy	oppressive	sultry	blazing	astounded	overwhelmed	shocked	alarmed

## Activity 2:

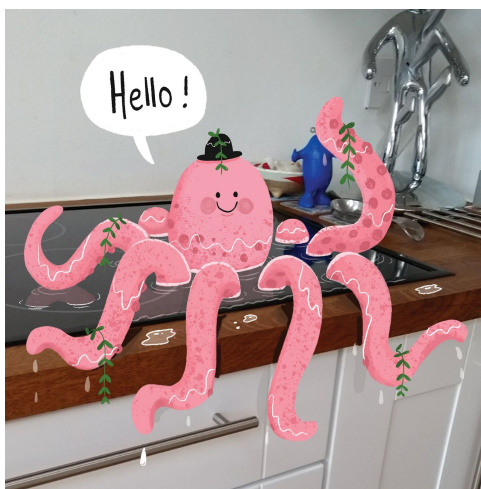
Today we are going to be thinking about writing in the first person. Watch this video to help you remember what this means:

<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zxdhsg8>.

When you write in the first person, you put yourself inside the writing by describing how you felt and what you were doing.

Use **I**, **me**, **my** and **mine**.

Look at these pictures and write a sentence in the first person as the character in each picture.



### Activity 3:

Rewatch 'The Book of Butterflies' and identify what you think are the 6 main things that happen in the animation. Draw the 6 main events in the story in the grid below and write a short first person sentence underneath each one to explain what is happening.

If this grid is too small you can always make your own by folding a piece of A4 paper into 6 equal sections.


### Activity 4:

Today it is time for you to write your own story version of the animation. Make sure you use lots of adjectives in your story and write in the first person, as if you are the boy.

Here is the beginning of of Lauren's story to help you:

Slowly I wandered towards the **small, brown** stool in the middle of the **grey** room. I felt **excited** as I sat down clutching **my beautiful, green** book. The

world around me was so **boring** and **gloomy**. I couldn't wait for it to change!

When you are writing your story remember to...



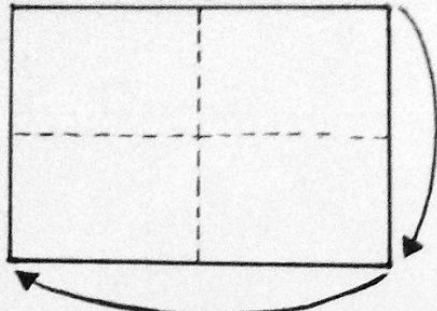
### ***Activity 5:***

Today you are going to make your own book out of a sheet of A4 paper and write and illustrate your 'The Book of Butterflies' story inside! Make sure you use your neatest handwriting! Record yourself reading your book and upload it onto Seesaw, so we can enjoy them too!

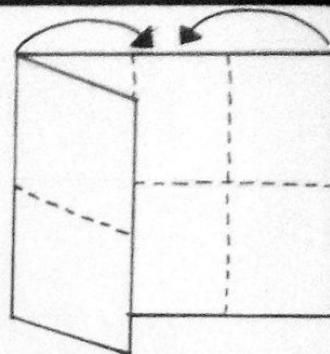


# HOW TO MAKE A ZINE

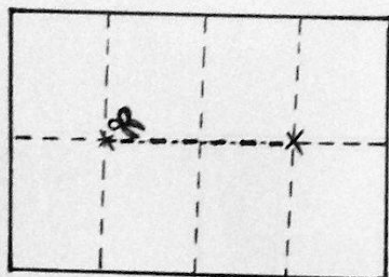
FIND A4 PIECE OF PAPER!!



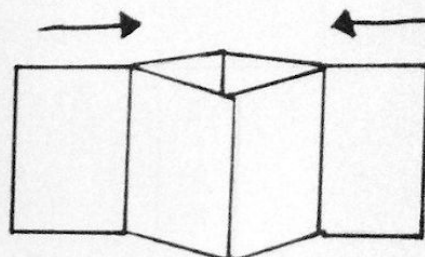
FOLD IN HALF BOTH WAYS.



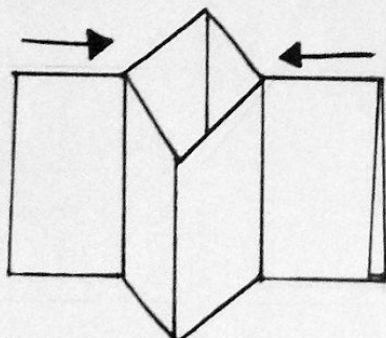
FOLD SIDES INTO THE CENTRE.



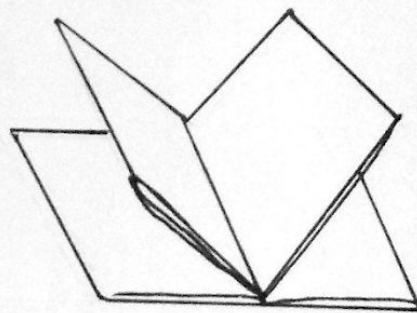
CUT ALONG THE CENTRE FOLD CAREFULLY WHERE INDICATED.



FOLD IN HALF THEN OPEN UP AT THE CUT IN THE CENTRE.



PUSH TOGETHER UNTIL IT FORMS FOUR PAGES.



FOLD SO IT FORMS A COVER ON THE OUTSIDE.

**TA-<sup>MA</sup>DA!**

EMILY  
2013



NOW YOU KNOW HOW TO MAKE YOUR VERY OWN MINI-ZINE!

FILL THE PAGES WITH WHATEVER YOU WANT!

TRADE. SWAP. SELL OR GIVE AWAY YOUR ZINE AGAIN + AGAIN!



# Spelling

## Year 2 Common Exception Words

after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	

Here is a reminder of the year 2 common exception words. Please continue to work with your child to help them learn the correct spelling of these words.

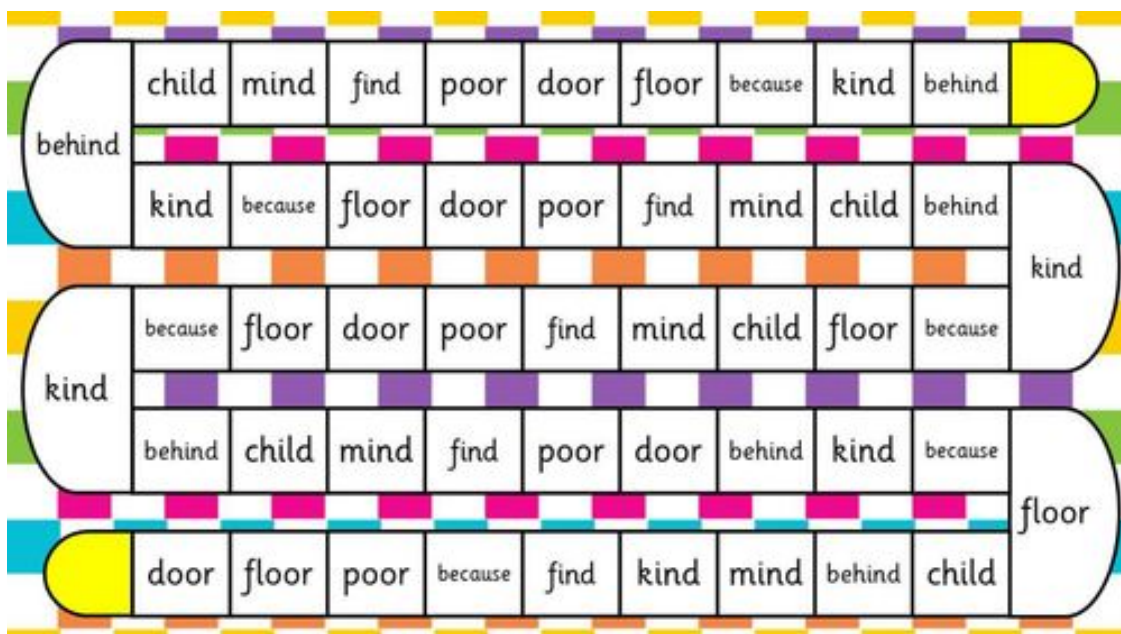
**Top tip!** It helps to learn the words in groups of words which have the same spelling pattern. E.g. hold, old, told, cold, gold or should, would, could.

Here are some more activities you could try with your children to help them to learn these words!



Have a go at playing this Tricky Word board game with your child. Roll the dice, and whichever word you land on you have to cover and write 5 times! If you write it correctly you can move on your next go. If you write it wrong you have to try again next turn!

You could even have a go at making up your own rules!



# Grammar

We have been learning about conjunctions in class. Children test your knowledge with these quizzes!

To remind yourselves of what conjunctions are watch this short video on YouTube:

**Conjunctions Song (Junc-Func by Melissa) | Award Winning Educational Song Video**

[https://www.youtube.com/watch?v=\\_yarxGq1Ens](https://www.youtube.com/watch?v=_yarxGq1Ens)

Using 'because', 'that', 'when' and  
'if'

1a. Rearrange the word cards to make a sentence and underline the conjunction.

.	The	because
sat	tired	man
he	down	was



A

Using 'because', 'that', 'when' and  
'if'

1b. Rearrange the word cards to make a sentence and underline the conjunction.

You	go	can
play	you	if
up	.	clean



A

2a. Choose a conjunction and add more detail to complete each sentence below.

that	if	when
------	----	------

Turn the lights on

The dog was digging the flowers

You can use my car



A

2b. Choose a conjunction and add more detail to complete each sentence below.

because	if	when
---------	----	------

I will put my hat on

Max was sad

Milly woke up



A

3a. Lily thinks she has used the correct conjunction in a sentence.



The boy had lots of toys if it was his birthday.

Is she correct? Explain why.



R

3b. Dan thinks he has used the correct conjunction in a sentence.



The girl went to the cinema if it was in the town centre.

Is he correct? Explain why.











R



Using 'because', 'that', 'when'  
and 'if'

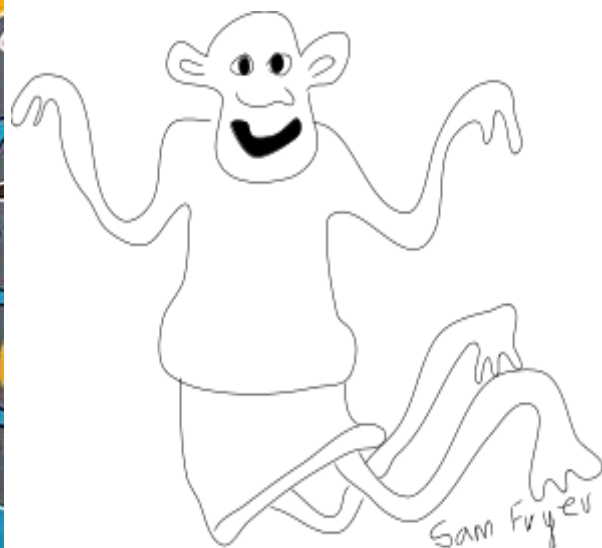
Using 'because', 'that', 'when'  
and 'if'

<p>1a. Circle all of the conjunctions below.</p> <p>he      the      that</p> <p>because      when</p> <p> VF</p>	<p>1b. Circle all of the conjunctions below.</p> <p>when      she      if</p> <p>there      that</p> <p> VF</p>
<p>2a. Underline the conjunction in the sentences below.</p> <p>I fell on the concrete floor because Jim tripped me up.</p> <p>Clean your carpet if it gets messy.</p> <p> VF</p>	<p>2b. Underline the conjunction in the sentences below.</p> <p>Come and see me when you're finished.</p> <p>I jumped off the wall because I wanted to walk with my mum.</p> <p> VF</p>
<p>3a. Add a conjunction to complete the sentence below.</p> <p><span>when</span>   <span>if</span>   <span>that</span></p> <p>The girl ate all her dinner _____ her grandma made for her.</p> <p> VF</p>	<p>3b. Add a conjunction to complete the sentence below.</p> <p><span>because</span>   <span>that</span>   <span>if</span></p> <p>I can get a pet _____ I learn how to look after one.</p> <p> VF</p>
<p>4a. Tick the sentence that has used a conjunction correctly.</p> <p>A. The man slipped because the ground was wet. <input type="checkbox"/></p> <p>B. The man slipped that the ground was wet. <input type="checkbox"/></p> <p>C. The man slipped if the ground was wet. <input type="checkbox"/></p> <p> VF</p>	<p>4b. Tick the sentence that has used a conjunction correctly.</p> <p>A. The girl laughed if she went to the circus. <input type="checkbox"/></p> <p>B. The girl laughed when she went to the circus. <input type="checkbox"/></p> <p>C. The girl laughed that she went to the circus. <input type="checkbox"/></p> <p> VF</p>

## Art



**George Lilanga** was born in 1934 and died in 2005. He was a Tanzanian artist. He was of the Makonde people and lived in Dar es Salaam. His work was shown all over the world. He worked in the Makonde artistic tradition of carving wood and later began painting. He became famous for painting in the style you can see below. I would like you to give it a go. You can use paper or a computer and upload it to seesaw. I'm going to give it a go too and share my work with you.



Here's my first try now I just need to colour it in.



# Science

## LESSON SUMMARY:

In this lesson children carry out a comparative test to find out which types of materials are appropriate or not appropriate to make a teabag. By the end of this lesson children are able to talk about what they have seen and sort the materials into those that would be suitable and those that would not be suitable, giving reasons based on their observations.

### Preparation required:

Cut open and empty teabags. Cut the teabag fabric in half. Prepare enough for each child to have a piece of teabag to look at in the Reflect and review session. Provide a range of materials for children to test, including those that are not be suitable for different reasons, for example, those that are waterproof, very absorbent, tear easily, tear when wet and do not bend easily.

## What shall we use to make a teabag?

Put some tea leaves into the centre of the material, pull all the edges together, wrap a rubber band around to hold the edges in place and use a peg to dunk it in the water.

## Challenge 1:

- 1 Test each material – could it be used as a teabag?
- 2 Stick a sample of the material on the ✓ or ✗ side of the sheet.

## Challenge 2:

- 1 Create a table to record your results.
- 2 Show if each material is a good choice for a teabag or not.
- 3 Either stick on samples or write the material name.






















## Challenge 3:

- 1 When you have chosen the most suitable material, investigate how to make the best cup of tea.
  - Can you match the teacher's tea?



# Topic

## Compass Directions

		bakery 			mosque 	
church 		park 		hospital 		
	taxi rank 		postbox 			cafe 
fire station 		toy shop 		airport 		
	school 		vet 		pool 	
theme park 		police station 				beach 
bus stop 		dentist 			supermarket 	

### Compass directions: the town

1. From the start, go north 4 squares and 3 squares east. Where are you now?
2. Go south-west 4 squares and west 2 squares. Where are you now?
3. Go north-east 1 square and east 1 square. Where are you now?
4. Go east 4 squares and north-west 1 square. Where are you now?
5. Go north-west 2 squares and north-east 2 squares. Where are you now?
6. Start at the vet. How do you get to the church?
7. Give directions from the park to the pool.
8. Write directions from somewhere on the map to another place.



# Computing

Year 2 will be using Scratch to learn about coding. Use the link <https://scratch.mit.edu/> for this free website and try to have a go at these challenges.

## Jumping Frog

Find this backdrop...

Animate a frog sprite to jump from stone to stone.

Animate a fly to whizz around in the air.

**Challenge!** Every time the frog lands on a stone it says "ribbit!"



## Dragon and Princess

Find a backdrop showing a castle...

Animate a princess to run around in front of the castle.

Animate a dragon to chase her.

**Challenge!** Make the dragon blow out a gust of fire which burns the princess to a crisp.

## Stars of the Stage

Pick a stage backdrop.

Create a band of 2 (or more!) musicians or dancers, who move around the stage as they play their instruments.

Can you find music for them to perform to?

**Challenge!** Make the musicians jump in the air when you click on them.



## Going on a Journey

Pick a backdrop showing a street.

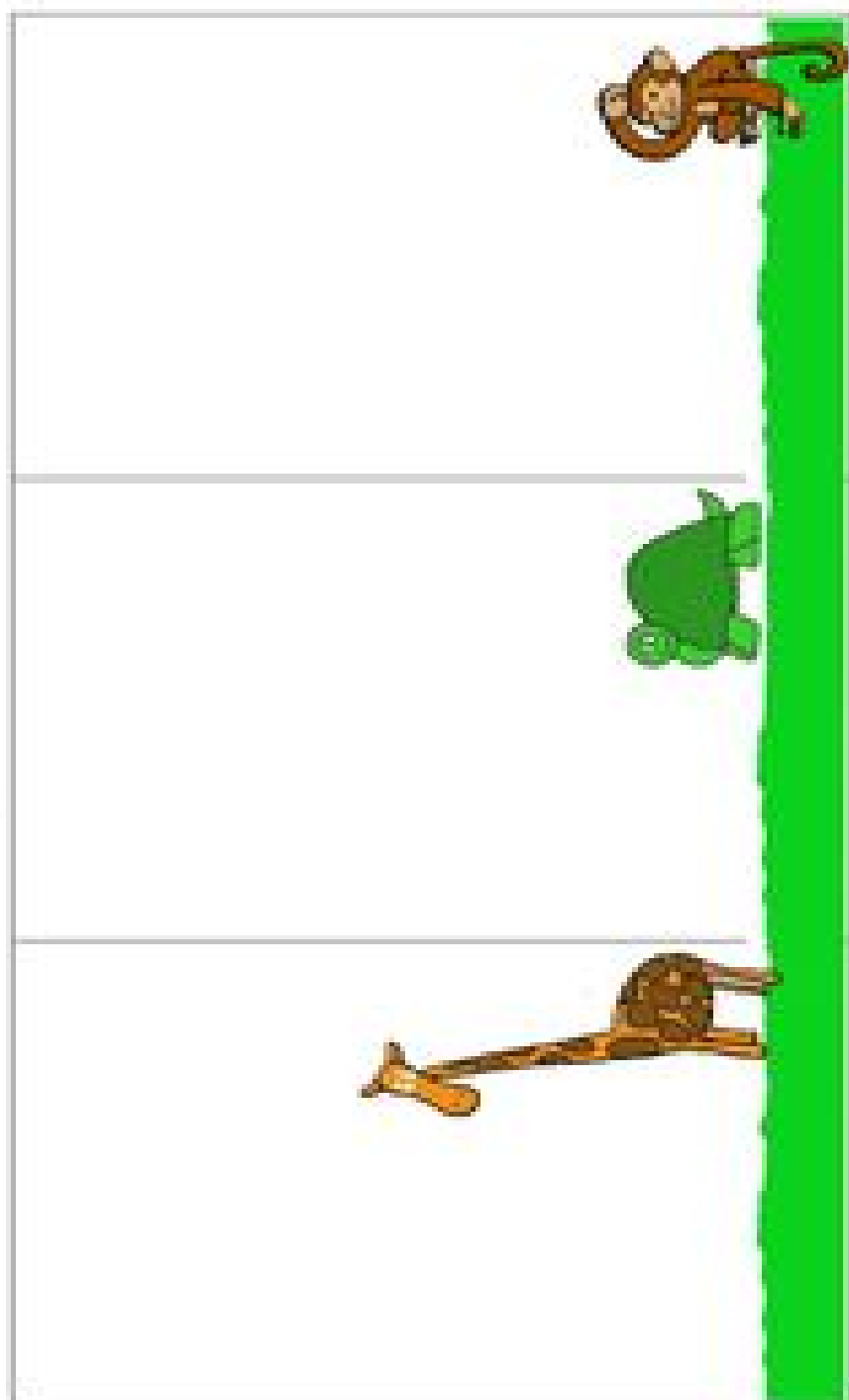
Choose different cars and people to pass by on the road and pavement.

**Challenge!** When two people meet get them to greet each other by saying, "Hello!"

# Handwriting

**Activity 1:** Sort and write the letters in the alphabet into these three groups.

Tall, Short or Tails?



## Activity 2:

Have you got yourself a sharp pencil?



Look at each letter carefully from last week's home learning pack.

Use the lines in your homework book to practise writing the letter below.

1. Check you are sitting upright, with both feet flat on the floor.
2. Make sure your non-writing hand is resting on the table.
3. Practise writing the letter in the air in front of you (sky writing).
4. Start writing the letter from the **bold** dot.
5. Write a maximum of **3 lines** practising each letter.

a a a a a a a a a a

Think of a word that begins with this letter. Write **one line** of this word.

**REMEMBER:** Use finger spaces and try to join where you can.

### Activity 3:

Have you got yourself a sharp pencil?



Look at each letter carefully from last week's home learning pack.

Use the lines in your homework book to practise writing the letter below.

1. Check you are sitting upright, with both feet flat on the floor.
2. Make sure your non-writing hand is resting on the table.
3. Practise writing the letter in the air in front of you (sky writing).
4. Start writing the letter from the **bold** dot.
5. Write a maximum of **3 lines** practising each letter.

e e e e e e e e e e

Think of a word that begins with this letter. Write **one line** of this word.

**REMEMBER:** Use finger spaces and try to join where you can.

## Activity 4:

Have you got yourself a sharp pencil?



Look at each letter carefully from last week's home learning pack.

Use the lines in your homework book to practise writing the letter below.

1. Check you are sitting upright, with both feet flat on the floor.
2. Make sure your non-writing hand is resting on the table.
3. Practise writing the letter in the air in front of you (sky writing).
4. Start writing the letter from the **bold** dot.
5. Write a maximum of **3 lines** practising each letter.



Think of a word that begins with this letter. Write **one line** of this word.

**REMEMBER:** Use finger spaces and try to join where you can.

## Activity 5:

Have you got yourself a sharp pencil?



Look at each letter carefully from last week's home learning pack.

Use the lines in your homework book to practise writing the letters below.

1. Check you are sitting upright, with both feet flat on the floor.
2. Make sure your non-writing hand is resting on the table.
3. Practise writing the letter in the air in front of you (sky writing).
4. Start writing the letter from the **bold** dot.
5. Write a maximum of **3 lines** practising each letter.

o o o o o o o o o o

u u u u u u u u u u

Think of a nonsense sentence using your handwriting words from this week, add in a word that starts with 'o' and a word that starts with 'u'.

**REMEMBER:** Use finger spaces and try to join where you can.

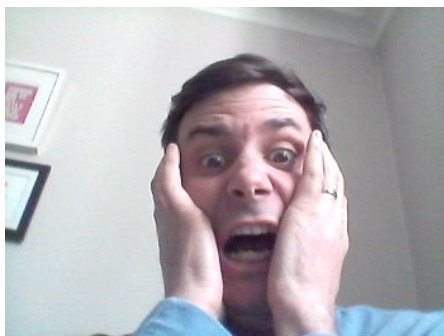






## Activity 2:

Do you remember the split digraph rule? Well there are exceptions for every rule, that means sometimes things break the rules.



**Ahhhhhhhhh!**

Practise reading these words:

**give, have, love, live.**

When there is a 'v' in between those vowels they sometimes break the rules.

Now practise writing those in a sentence to help you never spell 'luv', 'giv', 'liv' or 'hav' ever again. Yay!

## Activity 3:

Use the 'phonicsplay' website to play games to practise your phonics. The website is free at this time for home learning.

**a) Visit the website and use the username and password below.**



### Coronavirus Update

In response to the ongoing situation, we have decided to make PhonicsPlay free to use during this period. Children can use the site at home without their parents needing to subscribe. To access our resources all you need to do is log on using the following details.

Username: **march20**  
Password: **home**

Our aim to ensure that existing subscribers aren't disadvantaged and will seek to make sure that after the school closures are over and the site returns to normal, that existing subscribers have additional time added to their subscription. If you haven't already discovered [www.phonicsplaycomics.co.uk](http://www.phonicsplaycomics.co.uk) you may also find these free decodable comics useful at a time when you can't physically exchange your children's decodable reading books.

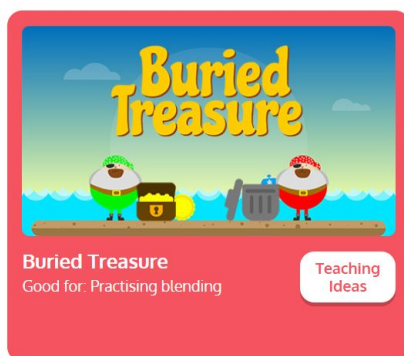
We wish you good health and all the very best at this stressful time.

<https://new.phonicsplay.co.uk/>

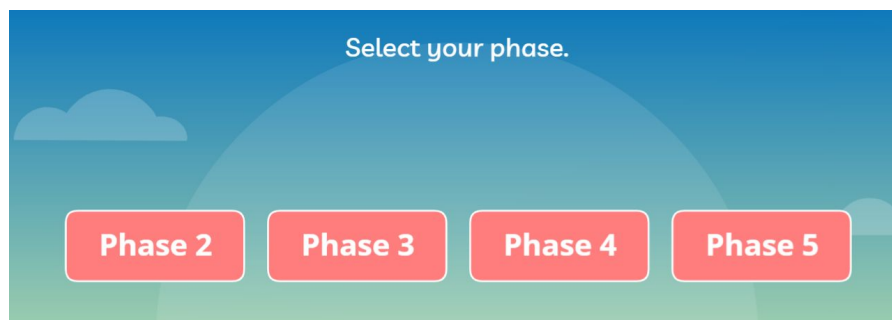
b) Select 'Resources'



c) click on 'Buried treasure'



d) Choose phase 5.



e) Revise all Phase 5 words which you have learned.



### Activity 4:

Look at these 'se' spelling and find the word which is the odd one out.

- |           |        |       |
|-----------|--------|-------|
| 1) house  | grouse | arise |
| 2) choose | mouse  | purse |
| 3) purse  | grease | noise |

Have you spotted the 'se' words with the different sound? Challenge: How many more can you think of? Can you use them in a sentence?

### Activity 5:

Check out this phoneme spotter story! Try to underline or highlight all the 'ai' sounds in the story. Remember, they could be spelled 'ai', 'ay' or even 'a\_e'. Happy hunting everyone.

## ai Sound Family Phoneme Spotter Story

### Sid the Snail

Sid was fed up with being just a snail and decided he wanted to try something new. One day during the month of May he decided to become a weather reporter. He crawled outside leaving a slimy trail behind him. At first it was warm and sunny and he liked being outdoors, but soon the grey clouds came and it began to rain. Just then it started to hail and Sid had to quickly hide inside his shell, where he felt safe. He didn't want to be a weather reporter anymore!

The next day Sid decided he would like to become a postman and deliver people's mail. "I can do this," he thought to himself, it looked easy. He set off carrying a bag full of letters and cards, he slithered along paths and pavements, he even avoided falling down all of the drains. Even though he was slow he was really enjoying himself, reading names and addresses on the front of letters and cards, but suddenly he crawled over a nail which was lying on the ground and was left in a lot of pain. Sid decided he didn't want to be a postman again! What a shame!

Next he decided to become a sailor and made his way down to the bay. He found a pale green boat and climbed inside. When he was out at sea he saw an enormous whale who created a gigantic wave with one almighty great swish of his tail. Sid was covered in water when the wave splashed over his boat. "Time to go," thought Sid.

So Sid went home and decided although he'd had a busy time, he would be most happy just being a garden snail.



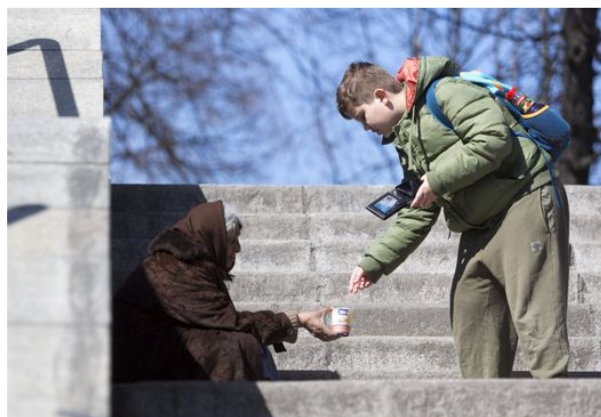
# PSHE

This week we would like you to think about the following 'Votes for Schools' question.

Is helping the **homeless** everyone's **responsibility**?

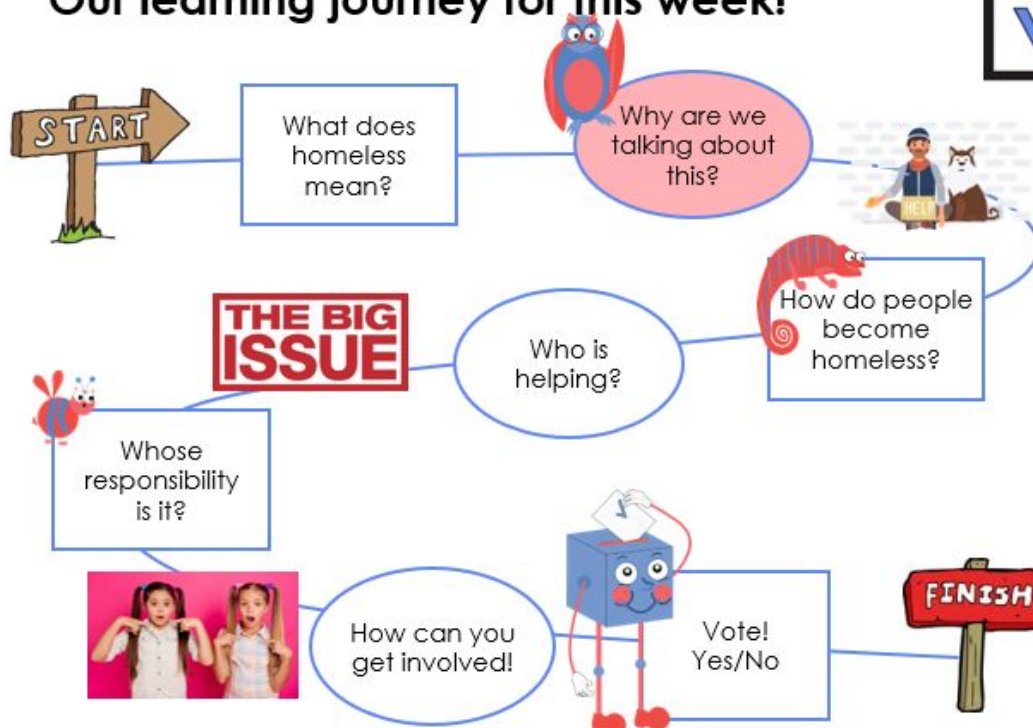


YES	NO



Talk through the learning journey below and then tick the YES or NO box to cast your vote.

## Our learning journey for this week!



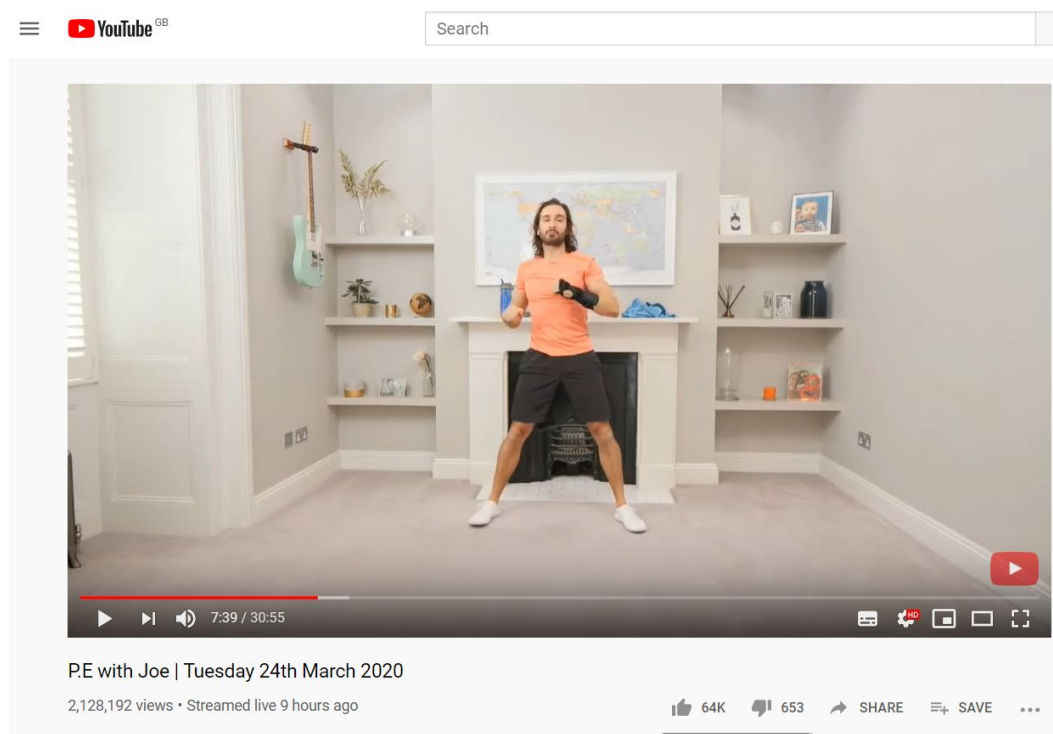


# P.E

It's really important to stay active while we are off school so all the Year 2 teachers have decided to join in with Joe Wicks' P.E sessions at 9am every day. You can find them on his Youtube channel 'The Body Coach TV'.

Click this link and then select 'P.E With Joe'

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>



The teachers have been posting their pictures on Seesaw every morning. Join us and get the day started with a bang!

# Virtual Trip



Everyone was very disappointed we had to miss our school trip to the Tate Modern due to the coronavirus so we have decided to make it a virtual trip instead!

The Google Arts and Culture online platform is offering free access to over 1,200 Museums and Galleries worldwide and sharing highlights from their collections.

So take a virtual tour and let's make this trip happen!

Click on the link to begin exploring.

<https://artsandculture.google.com/partner>

The purpose of our trip was to identify the different materials used in different works of art.

For your trip challenge, grab a piece of paper and a pencil and see if you can find and sketch a piece of art made from **metal**, a piece of art made from **fabric** and a piece of art made from **paper**, whilst virtually exploring one of the art galleries. Happy sketching!



# Seesaw

## What is Seesaw?

Seesaw is a simple way for teachers and students to record and share what's happening in the classroom or, given the

current circumstances, at home!

Seesaw gives students a place to document their learning, be creative and learn how to use technology.

Each student gets their own journal and can add things to it, like photos, videos, drawings, or notes. They can also interact with their peers and the work they have posted, and respond to challenges and videos posted by their teacher.

Please watch this video if you would like to find out more information about the platform: <https://web.seesaw.me/parents>

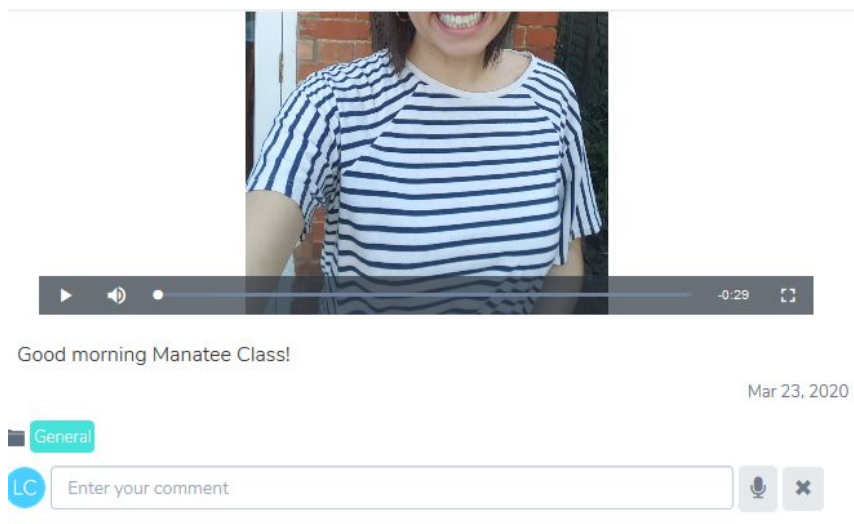
## Is it safe?

Yes! All content that is posted has to be approved by your child's class teacher first before it is visible on the platform, and children will not be able to see what each other has posted. However, we may alter this moving forward to allow for more of an interactive, classroom feel. It is a completely self contained platform, and without a code you are unable to see anything any of the children post.

## How do we use it?

All children in year 2 at Hitherfield Primary School should have now been sent their own individual Seesaw log-in and QR code. You are able to log-in with either of these, by visiting <https://web.seesaw.me/> on a computer or downloading the **Seesaw Class** app on a tablet.

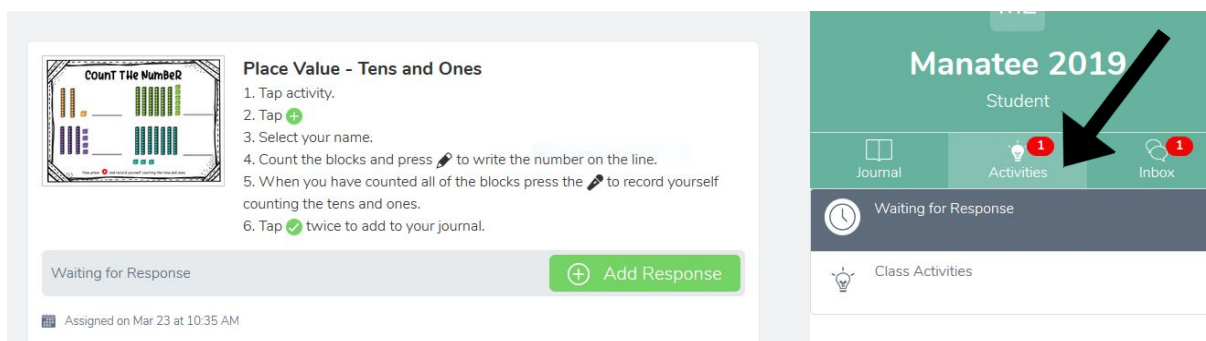
We, the year 2 teachers, and maybe some special guests, will be uploading videos of us reading a story every weekday at around 4pm. You will be able to see these in the 'Journal' section. We will



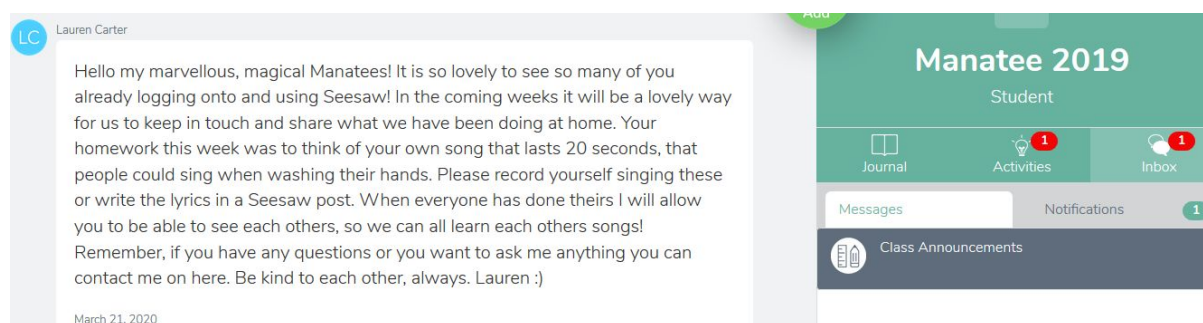


sometimes provide some simple questions linked to the story, which the children can answer in the comments section if they wish.

We will also be setting some additional challenge activities for the children to complete at different points throughout the week. These will be relatively short activities and will be linked to a variety of different subjects. To complete these click on the 'Activities' section and follow the instructions.



Sometimes the teachers may also want to contact you via message. You will be able to see the messages in the inbox section.



As a team we are very excited about using Seesaw and think it will be a lovely, meaningful way for us to interact with the children during the pause in attending school. It will also allow the children to feel more connected with each other.

Stay safe and be kind,

Lauren, Louise and Sam :)

# Useful Websites

Here are some additional useful websites we have found in the last week which may be helpful when completing learning at home. Remember to keep using the websites from last week's learning booklet too!

## General:

Aspire Active

<https://www.aspire-sports.co.uk/aspire-active-hub>

A variety of activities for all subjects, with support / advice for home learning.

Premier League Primary Stars

<https://plprimarystars.com/news/home-learning-activities-school-closures>

Resources cover Maths, English, Physical Activity and Health and Wellbeing, with fun activities to keep children active and learning at home.

Hungry Little Minds

<https://hungrylittleminds.campaign.gov.uk/>

A newly created government resource to help parents with younger children.

ScoutsUK

<https://www.scouts.org.uk/the-great-indoors/>

UK Scouting have put together a selection of great looking activities for crafts, science and more, under the banner 'The Great Indoors'.

ParentInfo

<https://parentinfo.org/>

Useful website with all sorts of advice, including lots of ideas for families stuck inside.

Homelearning UK

<https://homelearninguk.weebly.com/parents.html>

A new website where parents can find lots of resources.

Purple Mash

<https://2simple.com/blog/using-purple-mash-when-school-closed/>

A normally paid for website that has been made free while schools are closed.

Free Homeschool

<https://www.freehomeschooldeals.com/free-printable-30-day-lego-challenge-instant-download/>

Lots of free ideas for home activities, such as this 30 day Lego challenge.

## **English:**

Audible

<https://stories.audible.com/start-listen>

While school is on pause, kids can listen to stories for free free.

World Book Online

<https://worldbook.kitaboo.com/>

World Book Online have made their collection of over 3,000 ebooks and audiobooks free to read and listen online.

Literacy Trust

<https://literacytrust.org.uk/parents-and-families/>

The parent-facing site Words for Life provides milestones, tips, fun resources and advice to help parents support their children's literacy development.

My Storybook

<https://www.mystorybook.com/>

A website where children can make their own storybooks and some other activities which can be done at home.

I Can Read

<https://www.icanread.com/>

Harper Collins' website offers books for children of all ages and activities to accompany them.

Write Now

[https://mcusercontent.com/462fd7b9bcff8afe827177c78/files/d19d7c2e-b926-48c9-8bfe-28e59e50d4ee/Write\\_Here\\_Write\\_Now\\_Handout.pdf](https://mcusercontent.com/462fd7b9bcff8afe827177c78/files/d19d7c2e-b926-48c9-8bfe-28e59e50d4ee/Write_Here_Write_Now_Handout.pdf)

This is a simple tool offering prompts to help children write.

Write the World

<https://writetheworld.com/>

This website offers lots of ideas to help get young people writing.

Our Story

<https://diversebooks.org/our-programs/ourstory/>

A free app that helps children find stories from a diverse range of authors.

First News

<https://subscribe.firstnews.co.uk/free-downloadable-issue/>

A newspaper design for children, which can be downloaded for free on the website.

CLPE YouTube Channel

[https://www.youtube.com/playlist?list=PLFtPjIfGAYJxRik7kNvW4Jc5rnad2nx7r&utm\\_campaign=11413002\\_POP+resources+to+help+parents&utm\\_medium=email&utm\\_source=CLPE](https://www.youtube.com/playlist?list=PLFtPjIfGAYJxRik7kNvW4Jc5rnad2nx7r&utm_campaign=11413002_POP+resources+to+help+parents&utm_medium=email&utm_source=CLPE)

Lots of videos of books and poems being read.

Handwriting Heroes

<https://appytherapy.com/handwriting-heroes/>

Website to help children practise their handwriting skills.

## **Maths**

IXL

<https://uk.ixl.com/>

Personalised learning to help children practise their maths skills.

## French

Duolingo

<https://www.duolingo.com/>

A language learning tool your child could use to practise their French. Or even start learning a new language!

## Art

Mo Williems: Lunchtime Doodles

[https://www.youtube.com/playlist?list=PL14hRqd0PELGbKihHuTqx\\_pbvCLqGbOkF](https://www.youtube.com/playlist?list=PL14hRqd0PELGbKihHuTqx_pbvCLqGbOkF)

Mo Willems—a bestselling author and illustrator—has announced that he will be teaching drawing every weekday on YouTube to kids who are now at home.

Draw Alongside an Author / Illustrator

[https://www.youtube.com/playlist?list=PLFtPjIfGAYJzSDhrcKrXdBWY7LgpQ2Kar&utm\\_campaign=11413002\\_POP+resources+to+help+parents&utm\\_medium=email&utm\\_source=CLPE](https://www.youtube.com/playlist?list=PLFtPjIfGAYJzSDhrcKrXdBWY7LgpQ2Kar&utm_campaign=11413002_POP+resources+to+help+parents&utm_medium=email&utm_source=CLPE)

This YouTube channel allows children to learn how to draw some of their favourite story characters alongside the authors / illustrators.

## Science:

Mystery Science

<https://mysteryscience.com/>

A site full of lessons complete with videos, activities and tips for educators (and homeschooling parents) on how to teach them.

BP Educational Resources

<https://bpes.bp.com/resources/list>

A variety of science experiments / educational videos.

The Pod

[http://www.jointhepod.org/students?dm\\_i=5HV9,6G8W,20K5HO,O8J6,1](http://www.jointhepod.org/students?dm_i=5HV9,6G8W,20K5HO,O8J6,1)

Useful information, activities, movies and games to help you learn all about energy, biodiversity, climate science and much more.

Chester Zoo

<https://www.chesterzoo.org/schools/resources/>

An online bank of activities focussed on animals and nature.

## **P.E**

Marathon Kids

<https://marathonkids.org/>

Resources to help kids stay active at home.

Kids Run Free

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

This website is uploading daily videos of games and activities you can play with the family at home.

## **Topic**

World Geography Games

<https://world-geography-games.com/world.html>

Challenging and entertaining quiz games to improve your geographical knowledge. Learn the 5 oceans, 7 continents and the layers of the earth and atmosphere.

National Geographic Kids

<https://www.natgeokids.com/uk/>

Packed with science and nature facts for all kids as well as a whole pack of resources on how to teach them - including discussion topics, activities and downloadable packs.

DK Findout

<https://www.dkfindout.com/uk/>

A safe place online for your child to see, learn, and explore almost everything. Download for free teaching resources and lesson plan ideas.