

**Southridge First School – Home Learning**

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| **Year Group: 2 Week beginning:**  Monday 15th June  *(Activities for Monday and Tuesday)* |
| **Reading:**   * Please encourage your child to read every day. * Encourage your child to read aloud and in their head. * Ask your child questions about the text e.g. What do you think that word means? Can you think of another word you could use? How does the character feel? What do you think will happen next / can you think of another ending to the story?   **Collins Big Cat Books** <https://connect.collins.co.uk/school/teacherlogin.aspx>  **Oxford Owl** <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page>  **Reading Eggs** <https://readingeggs.co.uk/coronavirus-covid-19/> |
| **English: Months of the year**  **Spellings:** January, February, March, April, May, June, July, August, September, October |
| **English:**  **Handwriting:**   * Practising the join ‘oo’ - see resource sheet attached * Continuing to practise the join ‘oo’ - extension sheet |
| **Writing: This week we are going to write a set of instructions explaining how to catch a dragon.**  **Children may like to present this as a booklet.**  **Monday** – **Planning** - Read through the model text ‘How to Catch a Troll’. Today we are going to plan our instructions for ‘How to catch a dragon’.. We are going to think through the steps and make a rough note about our ideas. For this we are going to map out our ideas showing the steps that will need to be taken. Don’t worry about writing, or compiling a ‘kit list’ we do this after we have put our steps in place. Next to each mini illustration you need to make a note of any time words and imperative verbs (bossy verbs) that you will use. See the attached example.  **Tuesday** – **Introduction** - Today we are going to write our introductions. We are going to think about the questions we will ask to ‘hook’ our reader in and make them want to read on. Have a look at the example. Think about how this has been done. Write your own short introduction using ‘How to catch a troll’ as an example. You may of course magpie some of the ideas in the text but try to also think of some of your own - you can do it! Don’t forget your question marks at the end of the questions. Read through your work. Can you make it even better? (There is a checklist to help you with this). When you are happy with your ideas, carefully copy them up in your neatest handwriting to form your introduction. You may like to use a whole page and add an illustration of a dragon.  **Wednesday -** Today we are going to focus on our equipment lists and the first couple of steps in our instructions. First carefully read through the plan you drew on Monday. What is it that someone following your instructions will need? Now carefully write out your equipment list - you could draw little illustrations as well if you wish. Next think about the steps that you drew out. Using both your mapped out plan and the checklist attached to today’s task, write out the first couple of steps that your reader will need to take. Remember that your instructions will need to be clear and easy to follow. You may like to add carefully drawn and labelled illustrations to help your reader understand.  **Thursday** – Today we are going to finish writing out our instruction steps. Check over yesterday’s work to see if you can make any improvements before continuing.  **Friday -** Today we are going to finish our instructions by writing our final section entitled ‘Important Note’. This is where we give our readers warnings and things that they will need to be careful about. In our model text it talks about how the troll may cry and try to convince us that it needs to be free. How will your dragon behave? Will it try to escape? What will your reader need to be careful about? You may like to start by looking at your work from last week and making brief notes about your dragon and the important things that your reader will need to know. |
| **Maths:**  **Mental Maths – 5 minute Maths – Counting in fives:** <http://www.snappymaths.com/multdiv/5xtable/resources/countin5smmmab.pdf>  <http://www.snappymaths.com/multdiv/5xtable/resources/mult5mmmab.pdf>  <http://www.snappymaths.com/other/measuring/othermeasure/resources/scales10mpmmmab.pdf>  **Monday** – Multiplication – Repeated addition - Please follow the BBC Bitesize lesson on *Repeated addition and the multiplication symbol* from:<https://www.bbc.co.uk/bitesize/articles/zhchscw>. This online lesson includes interactive videos, a follow-up printable activity and a game.  **Tuesday** – Multiplication – Arrays - To continue on from repeated addition, try the *Describing arrays* lesson from BBC Bitesize:<https://www.bbc.co.uk/bitesize/articles/zrf8jhv>.  **Wednesday** – Multiplication – Arrays – Solve the following multiplication problems using arrays:  1. 4 x 2 =  2. 3 x 4 =  3. 5 x 3 =  4. 6 x 5 =  5. 7 x 3 =  6. 5 x 4 =  7. 8 x 2 =  8. 9 x 3 =  You may wish to revisit the material covered on Monday and Tuesday using the following videos from White Rose Maths:   * Summer Term: Week 5: Lesson 1: Multiplication sentences using the x symbol * Summer Term: Week 5: Lesson 2: Use arrays   Link:<https://whiterosemaths.com/homelearning/year-2/>  **Thursday** – Division - Division by sharing – Use the sharing approach to divide numbers then identify related multiplication facts. Remember that numbers can be multiplied in any order and the answer will be the same; multiplication is commutative. Example: 2 x 6 = 12 and 6 x 2 = 12. Division, however, is not commutative.  **Friday -** Multiplication and Division – Solving problems – Use the written methods of arrays for multiplication and sharing for division to solve the word problems. You may also like to use objects as part of your method. |
| **Foundation Subjects:**  **ICT - Animation -** [**https://2simple.com/free-access/**](https://2simple.com/free-access/)The owners of Purple Mash are offering a 60 day free trial to their software. All you need is an email address to sign up - no payment details are taken.  Within Purple Mash, children are able to access the 2Simple animation software. The children are quite familiar with this software package as they have been using it in school to create simple animations. After logging in type ‘2animate’ into the search bar.    Today’s optional task is to refamiliarise themselves with the functions and explore those we have not yet used before creating a simple animation of 10 frames or more.  **STEM Project -** Today we are going to follow a set of instructions to make a rain gauge. Children will need a 2 litre plastic bottle and jelly. Please see the attached file for further details.  **French – Colours -** Begin by listening to and repeating colour vocabulary using the sound bites available on the following website: <https://www.samamuse.ca/lexique/couleurs.html>.  Next, practise identifying colours in French using the colour drag and drop game from Crickweb: <http://www.crickweb.co.uk/ks2french.html>.  Watch the following video about colours and see if you can join in with or learn parts of the song: <https://www.youtube.com/watch?v=-4kNeFGBAcw>.  There are lots of fun ways to practise colour vocabulary using games and drawing. You may like to draw a picture (a rainbow is always a good choice!) and label it with colour words or make a set of cards with colour splats on half of the cards and colour words on the other half. Using these cards, why not teach members of your family some of the games we have played in French over the year? You could play Memory, Snap, Guess The Card, Line Up and even Secret Signal or Chaud-Froid! If you would like to play Connect 4 with colours, a game board has been included for printing or you can make your own. Go for it! Profitez-en! |

**If you would like to, you could keep your work in a folder and hand it to your teacher when you return to school.**