

**Southridge First School – Home Learning**

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| **Year Group: 2 Week beginning:**  Monday 12th June  *(Activities for the full week)* |
| **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: The possessive apostrophe****Spellings:** The girl’s, the child’s the woman’s the man’s, the school’s, the dog’s, the octopus’ |
| **English:** **Handwriting:*** Carefully copy this week’s spellings. Children could put them into complete sentences.
* Practise forming capital letters - see attached sheet
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| **Writing: This week we are going to begin to relook at instructions building up to writing our own set of instructions next week.****Monday** – Spelling work - possessive apostrophes. The following clip explains how the apostrophe is used to show ownership. There is an information sheet attached for children to complete. Alternatively, children could practise using the possessive apostrophe by labelling items in the house. Children could use post it notes, cut up pieces of paper. E.g. Mum’s laptop Trigger’s ball. <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs>The following link is for BBC Teach Punctuation Pals where children can practise their knowledge of commas and apostrophes by shouting out their answers at the screen. This would be best used after the children have practised using apostrophes. [https://youtu.be/LVT9mXXn6](https://youtu.be/LVT9mXXn6_Q)**Tuesday** – Reading comprehension activity. Instructions - ‘‘Greek Style Salad Recipe’ **Wednesday** – What can we remember about instructions? Children create a mind map showing the features of instructions. What do instructions need to make them easy to follow? Children could try to think of as many ideas as they can and then watch the following BBC Bitesize clip and see if there is anything that they may need to add. <https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/zfrcmfr>This BBC Teach clip also talks a little about the importance of good instructions. <https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/zfrcmfr>Attached is a checklist of features of instructional writing that may be useful for this task.**Thursday** – Imperative verbs. The following clip explains to children the use of ‘bossy’ verbs in command sentences. There is then an online exercise at the bottom of the page for children to highlight the bossy verbs.<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z8strwx>Complete the imperative verbs information sheet. Extension - Children may also like to hunt for imperative verbs in recipe books, instructions for games etc**Friday -** Sort the set of jumbled instructions and then underline the imperative verbs. Can you spot any other features of instructional writing within the text? |
| **Maths:****Mental Maths – 5 minute Maths – Time:** <http://www.snappymaths.com/other/measuring/time/resources/halfhours/ohpwordsmmmab.pdf><http://www.snappymaths.com/other/measuring/time/resources/halfhours/ohpwordsmmmcd.pdf> <http://www.snappymaths.com/other/measuring/time/resources/halfhours/halvesdrawhandswords1.pdf> **Monday** – Shape – 2D and 3D shapes and nets - Identify 2D shapes on 3D shapes. For practical activities, if you have an empty cardboard box such as a cereal box, open it up carefully and lay it flat. What 2D shapes can you see? Which 3D shape is made from this net? If you would like to explore nets further, templates for 3D shapes are provided; children could identify the 2D shapes they can see in a net and then predict which 3D shape will be made from it.**Tuesday** – Shape – Recognising and sorting 2D and 3D shapes – Match labels to the different shapes and sort 2D and 3D shapes from images. Shapes could also be sorted practically using everyday objects and discussed using the vocabulary *sides, edges, faces* and *vertices.*Alternative resources for Monday’s lesson can be found on the Oak National Academy website at: <https://www.thenational.academy/year-2/maths/to-identify-2-d-shapes-on-the-surfaces-of-3-d-shapes-year-2-wk1-5>. As always, all activities are optional.**Wednesday** – Shape/Position and Direction – Patterns with 2D shapes – Continue and make repeating patterns with 2D shapes.**Thursday** – Position and Direction – Describing movement – Using the vocabulary *forwards, backwards, left* and *right*, describe the movements of objects and follow directions to record movements. If you are using Oak National Academy to support home learning, the following lesson can be used as an alternative to the resources we have provided for Wednesday: <https://www.thenational.academy/year-2/maths/to-describe-and-create-shape-patterns-year-2-wk2-1>**Friday -** Position and Direction - Directions and turns – Follow and write directions involving turns and the vocabulary *anticlockwise* and *clockwise*. Children may enjoy practising turns and directions through dance using the following BBC video: <https://www.bbc.co.uk/sport/av/supermovers/42626760>.Alternatively, you may wish to explore the following lesson on Oak National Academy: <https://www.thenational.academy/year-2/maths/to-use-the-language-of-rotation-year-2-wk2-5> |
| **Foundation Subjects:** **History - Rosa Parks -** Today we are going to continue our exploration of ‘History Makers’ with the civil rights activist Rosa Parks. <https://www.bbc.co.uk/bitesize/articles/zdw26v4> Children will explore her life and think about questions they would like to ask if they were to meet her in person. **Art - Self-portraits -** Using the following lesson from National Oak Academy, make a self-portrait using natural or recycled materials. You could use everyday objects found around your home or head outside and use natural materials from your garden. If you go out for a walk near your house or down to the beach, you could look for materials to collect too. The example portraits in the video use everything from plastic toy animals to seashells so be creative! You may like to take a photo of your self-portrait once it is finished.National Oak Academy link: <https://www.thenational.academy/year-2/foundation/to-make-a-self-portrait-using-natural-or-recycled-materials-year-2-wk3-5>**PE – Dragon egg obstacle course -** For this activity you will need a set of dragon eggs! Your dragon eggs could be sports equipment such as tennis balls or anything else you have at home that would be suitable. You may like to be creative and design and make your own dragon eggs from craft or junk modelling materials, balloons or even papier mache. 4-6 eggs will be enough but more is fine too. Once you have your dragon eggs, you can plan your obstacle course. Using equipment that you have at home, set up a series of activities that allow you to practise skills such as balancing, jumping, skipping and throwing. Your dragon eggs will then be hidden around the obstacle course – perhaps ask someone else at home to do this so you have to be alert and are surprised when you complete the course. On your own or with other members of your household, complete the obstacle course collecting a dragon egg each time.* How quickly can you complete the course and return all the dragon eggs?
* Which parts of the course did you find challenging?
* Are you quicker if you complete the course in the opposite direction?
* Can you adapt your course to make it more difficult and try again?
* If you have team members, you could make the obstacle course into a relay or take turns on different stations.

Have fun!An overview that can be referenced and adapted is available from:<https://www.sport.wales/files/48e8af742b430160f2db22c4fad584db.pdf> |

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