

Class 2 - Summer 2 2020 - Home learning week 1

Topic: Exploring our 5 senses

Reading

The children have made good progress with reading so far this year. Please read with your child **daily**.

Continue to access levelled books on the Oxford Owl website. During the last half term, we assigned books for each week, but realise that many of you will have got through them all for your book band now! (If you are unsure of their book band, please message on dojo and we will let you know).

If you have any problems logging in or wish to read even more books that week, please find the logon details below. **Login details include spaces and are case sensitive.**

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

Username: bn class 2

Password: BN class 2

Reading Task

This week we are going to be working on our prediction skills. Using a book from Oxford Owl (the correct band for your child) have a go at the following activities:

- Before you open the book look at the front cover. What do you think this book is going to be about? Do you think it will be a fiction or a non-fiction text? Why? What clues do you see that are informing your decisions?
- Read the first 2-3 pages. Using your knowledge of what you have read, what do you think will happen next? Why do you think that?
- Read on. Were your predictions correct? If they weren't, did that surprise you?
- When you have finished the book, based on what you have read, what do you think could happen afterwards? What would you call the next book and why? What would happen in the book and why?



Phonics

1 Walt: explore the initial /n/ and /r/ phonemes.

Read these words. What do you notice about them? They each have a silent consonant! Explore each word and talk about its meaning, ensuring that you put each one in a sentence.

Explore these words over a few days before completing activity 2 and 3.

The silent consonant comes from the Old English, but they actually used to it! Imagine that! Have a go at saying each one and include the consonant at the beginning. Can you tell a story using each word?

Have a go at cutting the words out (or writing them down) and sorting them into the initial silent consonants. Which silent consonant is more common? Can you make up any rhymes to remember them?

Have a go at speed writing! Parents, you say the word and children you write it down. How many words can you get right in 1 minute?

knee	gnome
gnat	wrong
write	knife
know	gnaw
wreck	knock
knight	wreath
wrote	knew

2 Walt: explore the initial /n/ and /r/ phonemes.

Read this story to the children. How many /n/ and /r/ words with silent consonants can you hear? Children: write down the words you hear. Can you spell them correctly? When you have listened to it, read it and complete the activity below:

The gnome had a problem with his knee. So, he wrote to his friend who was a knight, and asked for his help. He knew that the gnats would also help him, so they helped him to run across the wreck on the beach, to the knight's house. When the knight opened the door, he did two wrong things! He stood on the gnome's knee, and then dropped a knife onto the floor. The gnome wriggled away from his friend, and decided, that he would never ask the knight for help again!

Now, find and copy at least two words from the story that have the initial /n/ and /r/ phonemes!

gn	kn	wr

3 Walt: explore the initial /n/ and /r/ phonemes.

Low-stakes spelling test.

Dictate the words from activity 1 and ask the children to spell them correctly.

OR

Muddle up each letter in the words and ask the children to rearrange in the correct order.

How many did you get right? Let me know on Dojo!

English

Session	Year 1	Year 2
1	<p>Walt: join sentences with 'and' and 'because'</p>	<p>Walt: join sentences with 2 or more conjunctions</p>
	<p>Watch this short video clip to start you off! Draw and label a picture of you showing your senses.</p> <p>Write a sentence about each of the things below, explaining what your favourite ones are.</p> <ul style="list-style-type: none"> • colour • sound • food • smell • material <p>Try to use 'and' and 'because' in complete sentences</p>	<p>Watch this short video clip to start you off! Draw and label a picture of you showing your senses.</p> <p>Write a sentence about each of the things below, explaining what your favourite ones are.</p> <ul style="list-style-type: none"> • colour • sound • food • smell • material

	<p>e.g. My favourite colour is yellow because it is happy and bright.</p>	<p>Use 2 or more conjunctions (but, so, if, when, because) in your sentences and some adjectives to describe.</p> <p>e.g. My favourite colour is bright yellow because it reminds me of a warm summer day and happy cheerful sunflowers, but it is also a warning when I see a buzzy bee.</p>
2	<p>Walt: develop vocabulary.</p> <hr/> <p>Go on a senses walk in the garden; using your sense of touch and sight</p> <p>Touch-</p> <p>Find something soft, crunchy, bumpy, rough, slimy, hard, squishy, smooth, tickly</p> <p>Write some sentences to tell us about the things you have found and describe how they feel. e.g. The grass feels smooth and tickly when I run my fingers through it.</p> <p>The wooden fence feels bumpy and rough.</p> <p>Sight-</p> <p>Find something green, red, yellow, orange, pink, brown... Write some sentences to tell us about the things you have found and describe what they look like. e.g. The grass is bright green and dark green.</p>	
3	Walt: use nouns and adjectives.	Walt: arrange nouns and adjectives intentionally to create a poem.
	<p>Here is a poem about Spring that is all about using your senses and noticing different things. Read the poem. What do you like about it? What new words have you found?</p> <p><u>Spring</u></p> <p>Spring is green with bright yellow buds, (sight) New shoots emerge from the dark brown roots (sight) The scent of rain mixes with blossoms in the air, (smell) Birds chirp with newfound vibrato in the trees, (hear)</p>	<p>Here is a poem about Spring that is all about using your senses and noticing different things. Read the poem. What do you like about it? What new words have you found?</p> <p><u>Spring</u></p> <p>Spring is green with bright yellow buds, (sight) New shoots emerge from the dark brown roots (sight) The scent of rain mixes with blossoms in the air, (smell) Birds chirp with newfound vibrato in the trees, (hear)</p>

Succulent strawberries ripen in the sun,
(sight, taste) All is fresh, warm, and
beautiful in the world.

Choose a place or object:
(garden, beach, cars, dinosaurs etc.)

Make a list of interesting words that
describe the sound, sight, smell, feel,
taste (if you can taste it), of what you
have chosen. Think carefully about
using your sounds to spell the words.

Succulent strawberries ripen in the sun,
(sight, taste) All is fresh, warm, and
beautiful in the world.

Choose a place or object:
(garden, beach, cars, dinosaurs etc.)

Make a list of interesting words that
describe the sound, sight, smell, feel,
taste (if you can taste it), of what you
have chosen. Think carefully about
using your sounds to spell the words.

Use your words to create lines for
your poem. Arrange your lines in the
order that you think they sound the
best.

Handwriting

Walt: form the letters and words in the cursive font.

Activity: Copy out the Spring senses poem in your best cursive writing.

Year 2 don't forget to join yours!

*Spring is green with bright yellow buds,
New shoots emerge from the dark brown roots
The scent of rain mixes with blossoms in the
air,
Birds chirp with newfound vibrato in the
trees,
Succulent strawberries ripen in the sun,
All is fresh, warm, and beautiful in the world.*

Maths Year 1

1-3	<p>Power Maths Home Learning work booklet</p> <p>Please complete these themes of maths below (please do not go any further in the booklet or try another booklet).</p> <p>To source the booklet: click on the link below, click agree and continue on the pop-up page, click on power maths year 1, click on Power Maths Year 1 Practice Book Summer Home Edition, start your activities. You can complete on a printed version or on paper.</p> <p>Link to Year 1 Resources</p> <p>Pages 32-35 - Comparing addition and subtraction. Pages 36-39 - Comparing lengths and heights. Pages 40-43 - Non-standard units of measure. Pages 44-47 - Measuring using a ruler.</p>
4	<p>Walt: complete Mathletics activities.</p> <p>Activity: complete your personalised Mathletics activities. Activities have been added and will continually be updated throughout the weeks.</p>

Your Mathletics logon details are in the front of your original yellow home learning book and were also dojo to you recently too. If you have mislaid your logon details, then please let us know.
--

Maths Year 2

1-3	<p>Power Maths Home Learning work booklet</p> <p>Please complete these themes of maths below (please do not go any further in the booklet or try another booklet).</p> <p>To source the booklet: click on the link below, click agree and continue on the pop-up page, click on power maths year 2, click on Power Maths Year 2 Practice Book Summer Home Edition, start your activities. You can complete on a printed version or on paper.</p> <p>Link to Year 2 Resources</p> <p>Pages 32-35 - Making number bonds to 100. Pages 36-39 - Multiplication number sentences. Pages 40-43 - Using arrays. Pages 44-47 - 2 times table.</p>
4	<p>Walt: complete Mathletics activities.</p> <p>Activity: complete your personalised Mathletics activities. Activities have been added and will continually be updated throughout the weeks.</p> <p>Your Mathletics logon details are in the front of your original yellow home learning book and were also dojo to you recently too. If you have mislaid your logon details, then please let us know.</p>

Science

Year 1 and 2
National Curriculum KS1: <i>Using their senses to compare different textures, sounds and smells.</i>
<p>Activity:</p> <p>Have a look at the science experiments attached on the Class Story on Dojo. Choose 2 or more senses to discover and have a go at the science experiments. For some of them you will need a partner, and for others you can have a go on your own.</p>

Creative/Foundation Tasks

	Year 1 and Year 2 - PSHE/Art
1	<p>Senses mindful challenge – use your senses to notice what is around you!</p> <p>Every day stand still outside or inside</p> <p>Find:</p> <ul style="list-style-type: none">• 5 things you can see• 4 things you can hear• 3 things you can touch• 2 things you can smell• 1 thing you can taste. 
2	<p>Smell - Scent of gingerbread</p> <p>Read the story of the gingerbread man.</p> <p>Draw your own gingerbread man, colour in and cut out.</p> <p>Put glue on the gingerbread man's tummy, sprinkle with spices such as ginger and cinnamon. When dry it makes a 'scratch and sniff' picture.</p>
3	<p>Create a Sound & Feel Picture</p> <p>Go out into your garden and listen carefully to the sounds outside. Think about what you can hear and write them down. Then draw a picture of your garden with pictures of all the things you could hear. Were there lots of sounds? Was it noisy or quiet? Could you hear things in the distance?</p> <p>Try to use as many different textures as you can when making your picture.</p>
4	<p>Create a Sensory Pathway</p> <p>Build your own sensory path with things from around your home and garden, this could include water, sand, soft fabric, herbs, spices, ice cubes (before they melt), buttons. Which texture is your favourite, and which is your least favourite? Which smell is your favourite?</p>

Physical activity Year 1 and 2

Learn the song and dance along to the Senses Song
Create an obstacle course - do the course with a blind fold on and without a blind fold on. Think about how important your sense of sight is to you. What things could help you complete the obstacle course blindfolded?
Play these games with your family. What senses are you using in these games? Hide'n'seek, What's the time Mr. Wolf?, Musical Statues, Simon Says,