

Class 2 - Summer 2 2020 - Home learning week 9

Topic: What's the weather doing?

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 **questioning** skills. Using a book from Oxford Owl (the correct band for your child) have a go at the following activities:

- Before opening your book look at the image on the front cover. Jot down what you notice and what you wonder. What questions would you like answered when you read this book?
Use sentence starters: A question I have about ... is... or I'd like to discover...
- Choose a character in your book. Thinking about what is happening in the story, generate 3-5 questions that you would like to ask the character. It might be about the plot, the setting, or maybe another character.
- Look at an image in your book and generate questions about it. For example there might be a picture of a car with its boot open and luggage inside. Your questions might be "what is inside the suitcase?" or "are they going on holiday?"
- After reading the book thoroughly, generate questions that the book **already** answers for you. This can be a challenge! For example, if the book is about how a polar bear camouflages using its white fur then your question may be "why does a polar bear have white fur?". This has already been answered in the book.



Phonics Y1

1 Walt: read words with the **-es** ending

Look at a picture of a **fox**. Ask children 'what is it?' Show a picture of a few **foxes**. Ask children to say the word now. Repeat with pictures of a **coach/coaches**, **box/boxes**, and **church/churches**. Look at the word **foxes** written down. Point out that **e** makes an /i/ sound and the **s** makes a /z/ sound.

Write the words together and add sound buttons underneath.

Practise reading the sentences:

I think that foxes may be lurking in the bushes.

The boxes with crosses on them are full of cockroaches.

The frog got a lot of kisses.





2 Walt: spell words with the **-es** ending

Play [Countdown](#) with plural words ending in **-es**

Login: March20 password: home

Model segmenting to spell the word **boxes**. Ask children to clap out the syllables in this word. Start with the first syllable **box**. Remind children that they know how to spell this root word **box**. Then look at the second syllable /i/z/. Ask the children if they can remember the letters that make the /i/ and /z/ sounds in this phoneme. Write **boxes**. Repeat with **kisses** and **churches**.

Look at the list of words that need to have **-es** added. Help children to see that all these words end with hissing, buzzing or shushing sounds. Try saying some of these words with an /s/ added on and let the children see that it is virtually impossible to say the /s/ sound straight after a hissing, buzzing or shushing sound. This is why these words need /i/z/ spelt **-es** added to make them plural.

3 Walt: add **-s** and **-es** to the third person singular of verbs.

Briefly recap the rules for adding **-s** or **-es**. One at a time, show singular words that we have turned into plurals this week - **wrench, box, beast, treat, dish, uniform, beach, mountain, bee, inch**. Sort into two columns- ones that need to have **-s** added and ones that need to have **-es** added

State that sometimes we add **-s** or **-es** to words for other reasons than making plurals (but that we can still use the same rules for choosing how to spell them).

Children stand up. Show the children **I jump up high** written on a piece of paper/card/whiteboard. Children blend to read then act it out (on the spot).

Repeat for **I stamp my feet. I munch on a carrot**. Instead of **I jump** it needs to be **he ...** (let children fill in the blank ie he jumps up high). Repeat for **I brush my hair** (he/she brushes his/her hair). **I fix rockets** (he/she fixes rockets).


Ask children to write **wash**. Then turn it into **washes**. Repeat with **shout/shouts, dream/dreams, pinch/pinches, fix/fixes, float/floats**.

Practise writing the sentences: **The frog runs away from the kisses. The cockroach bends his knees. The snake munches all the treats and sweets.**

Phonics Y2

1	<p>Walt: discovering /shun/ graphemes.</p> <p>The phoneme /shun/ is never spelt SHUN, the most graphemes used are:</p> <p>tion, sion, ssion and cian.</p> <p>How many /shun/ words can you think of?</p> <p>Which of the /shun/ graphemes does it use? Is there a rule? E.g. musician, politician, optician</p> <p>- What do you notice about these cian words? (hint: what kinds of words are these?)</p>
2	<p>Walt: discovering /shun/ graphemes .</p> <div> <p>Phoneme spotter story: how many /shun/ words can be found?</p> <p>Challenge: generate a TION word list, retrieving words from spotter story!</p> </div> <div> <p>Finding tion in Text</p> <p>Find the tion sounds and underline them.</p> <p>Highlight any other sounds that sound the same, like sion, with blue pencil crayon.</p> <p>Wanda the Witch loved making potions; she was quite the expert! Anything you wanted, Wanda could come up with a concoction for you.</p> <p>One day, Clara, Wanda's cat, was sitting in her favourite basket drinking milk and eating a portion of fish. Wanda gazed at her. "How I wish you could talk so we could have a conversation," she thought to herself. But this wish could come true; she was the queen of magic potions after all!</p> <p>Wanda gathered together a collection of ingredients: hair from a wizard's beard, the spots of a toad, slug slime, a gnome's toe nails and 100ml of milk (which she measured out with precision).</p> <p>With great caution, Wanda mixed the ingredients together whilst muttering a witchy chant. At last the potion was ready! Clara seemed a little confused, but happily lapped up the mixture. With an explosion of smoke and an almighty squeal, Clara began to speak!</p> <p>And from that day on, Wanda and Clara spent their days chatting away like the best of friends.</p> </div>
3	<p>Walt: discovering /shun/ graphemes.</p> <p>Have a go at sorting the words by:</p> <ul style="list-style-type: none"> • Grapheme • Number of syllables

	<ul style="list-style-type: none"> • Number of vowels/consonants • Alphabetical order • Number of ascenders or descenders • Meaning <p><u>Words</u></p> <p>Station, election, information, production, action, situation, education, fiction, condition, mention, potion, population.</p>
4	<p>Skim and scan through your reading books skimming and scanning TION words - and to create a list of TION words.</p> <p>Choose 5 words and write them in a sentence.</p>

Session	Year 1	Year 2
1	<p data-bbox="215 271 1437 304">The Story of the Weather Tree - read the story starter below and complete the activities.</p>  <p data-bbox="215 1406 1485 1621">Down in the town, streets became abandoned as people scuttled into their houses to escape the sudden downpour. Those left stranded took shelter under their umbrellas, or those without darted to find cover in shop doorways. Many 'tut-tutted' as they went, glancing up at the sky and frowning. It did seem to have rained a lot recently!</p> <p data-bbox="215 1664 1453 1879">The weather in this particular town had always been strange. The town's inhabitants would often debate the current weather over their breakfasts, jokingly asking "wouldn't it be wonderful if someone could control the weather?" That was, of course, a ridiculous thing to say. No-one could control the weather, could they?!</p> <p data-bbox="215 1921 1445 2027">Can you continue the story of "The Weather Tree"? Talk to your adult about what you think will happen and have a go at writing the next part of the story. Make sure you are careful with your spelling and use exciting language! I can't wait to hear your ideas!</p>	

2	<p>Walt: use adverbs</p> <p>Remember - an adverb describes a verb! They quite often end in -ly but not always. If you need a reminder about adverbs you can find out about them here.</p> <p>Can you help to make these sentences better by adding an adverb?</p> <p>It started to rain.</p> <p>Water came down from the tree.</p> <p>People went inside</p> <p>Year 2: Write another 3-5 sentences about the weather, making sure to use an adverb.</p>
3	<p>Walt: describe a character</p> <p>Have another look at the character at the top of the tree. What do you think he is like? I wonder if he has a family, or if anybody else lives in the tree... what do you think they would be like?</p> <p>Year 1: Draw a picture of the figure in the tree and label it with noun phrases (and adjective and a verb together).</p> <p>Year 2: Answer these questions first in full sentences:</p> <p>Who is the figure that lives in the tree?</p> <p>What do you think he is like?</p> <p>Who do you think lives in the town?</p> <p>Year 1 & 2: Draw a picture of the top of the tree and others that you think might live there. Label it with what you think it would be like. I can't wait to see your imaginations flourish!</p>

Handwriting

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

Activity: Copy out this lovely Summer Melon poem in your best cursive writing.

Year 2 don't forget to join yours!

Row, row, row your boat

Gently down the stream.

Merrily, merrily, merrily, merrily

Life is but a dream.

Row, row, row, your boat

Gently down the stream.

If you see a crocodile

Don't forget to scream!

Maths Year 1

1-3	Power Maths Home Learning work booklet
	<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 68-71 - Counting in 2s . Pages 72-75 - Counting in 5s. Pages 76-79 - Counting in 10s, 5s and 2s. Pages 80-83 - Making equal groups.</p>
4	Walt: complete Mathletics activities.
	<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>

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 64-67 - Odd and even numbers. Pages 68-71 - Unit fractions. Pages 72-75 - Understanding non-unit fractions. Pages 76-79 - Finding a half.</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

Activity: Make a sundial

You just need a pencil, dowel (or a good stick), a paper plate, and a marker.

Mark the position of the stick's shadow every hour, and you've got an easy opening into talking about the Earth's rotation. The next day, see if your sundial tells accurate time while playing outside.

I would love to see your sundials!



Creative/Foundation Tasks

	Year 1 and Year 2 -Art/PSHE/Geography & Computing.
1	<p>Rain Painting</p> <p>Have you ever tried this combination? We're using paint and rain drops to make art today. It's very easy to do and produces unique effects every time.</p> <p>To try painting with the rain you will need:</p> <p><i>:: some fairly thick paper, which can cope with getting wet (we're using sheets torn from our art journals)</i></p> <p><i>:: watercolour paints</i></p>

:: paint brushes

:: a few pebbles, or similar, to hold your paper in place

:: a rainy day



Start by painting a design on your paper using your watercolour paints. You can make any design you like. You might like to place your paints very close together, or space them out - or try both and see what different effects you can create. Be generous with your watercolour paints, and keep them liquid, adding

plenty of water to blend the colours from your palette.

Then quickly, while the watercolours are still wet, take your paper outside. Use some pebbles to hold your paper in place, especially if it's windy.



Then invite nature to join in. It's pretty cool to collaborate with the rain! Watch as the raindrops change your picture, splattering your colours, making your paint spread and flow, perhaps blending one section of your art into another.

- 2 It has been so hot for the last few weeks, you may have been to the beach... what do you do to stay safe when you visit?

Watch the clip and listen carefully to find out all the things you can do to keep safe on the beach.

[Lifeguards, Lifeboats and safety on Poole beach](#)

Make a poster that tells you how to stay safe at the beach.

- 3 Using NASA's website [Climate Kids](#) explore the differences between weather and climate. You might discover some things you never knew before!

You can produce your findings as a leaflet/poster/drawing.

There are games to play on the website about the weather and some really cool parts to explore!

Physical activity Year 1 and 2

Alphabet Challenge: Using your body, make different letters of the alphabet. Can you spell out your name with your body? You could even do your middle name and surname too!
Pick your top three sports/animals/colours, spell them out with your body.

Have a tennis ball and stand facing a wall from two steps away.
Children now practice each of the following challenges repeatedly for at least 2 minutes in the below order and only progressing once each is completed with consistency.
They are:
Throw ball onto wall and catch with both hands
Throw ball against the wall and catch it with one hand
Throw ball against the wall and catch with your weaker hand
Throw ball against the wall and clap your hands before catching it
Throw ball with one hand and catch it with the other hand (add a clap when ready)

Your partner/parent calls out more challenging tasks for you to complete on the spot for up to 30 seconds each time with 30 second rest intervals in between.
They are:
Balance on the right foot,
Balance on the left foot
Star jumps,
Jump over a cone from side to side,
Jump over a cone from front to back.

Have a one-minute rest before doing this again