



Year 2 Home Learning Activities – Weeks beginning: 15th and 22nd June 2020

<p>Videos</p>	<p>Healthy Me! This fortnight we will focus on the books <i>The Lighthouse Keeper's Lunch</i>/<i>The Lighthouse Keeper's Picnic</i></p> <p>Watch Miss Davies' introductory video - https://youtu.be/wjxYeEXY1A4</p> <p>Listen to Miss Davies read <i>The Lighthouse Keeper's Lunch</i> - https://youtu.be/4OYJcQt5oMo</p> <p>Listen to Miss Weston read <i>The Lighthouse Keeper's Picnic</i> - https://youtu.be/18XEs7lp9IE</p> <p>Find out the two main challenges in Miss Davies' video - https://youtu.be/5hsKK2ivNJ0</p>	
<p>Subject</p>	<p>Lesson ideas</p>	
<p>Writing</p>	<p>Short Writing Tasks – Descriptive Paragraphs</p> <p>Write a setting description. 1. Collect vocabulary for writing Look at the picture of the setting from <i>The Lighthouse Keeper's Lunch</i> *Make a list of adjectives *Make a list of positional openers.</p> <p>Positional openers: On top of..... Next to..... Behind..... Below..... Above..... In the distance..... In front of.....</p> <p>2. Label the picture</p> <p>3. Write a descriptive paragraph to describe the setting.</p> <p>(see example in writing folder)</p>	<p>Longer Writing Task - Story</p> <p>Write a new story for the Grinlings.</p> <p>Think about the different sections (see story plan/map in writing folder)</p> <p>Setting – light house/cottage Characters – Mr and Mrs Grinling, maybe Hamish or any new characters you want to include Introduce the Problem – what problem do they have this time? Solution – how will they try (and fail) to solve the problem and how will they finally solve it?</p> <p>Draw out pictures to show the different parts of your new story this is your story map to help show your ideas.</p> <p>Follow your map to write your story. Start your story with Once upon a time there was a lighthouse keeper called Mr Grinling.</p> <p>Success Criteria *try to use a range of punctuation *expanded noun phrases for description *start your sentences in different ways *use different conjunctions to join your ideas.</p>

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<p>Spelling/Grammar/Handwriting</p>	<ul style="list-style-type: none"> Continue your summer spellings Do you know how to write all your numbers in words to 100? <p>(see spellings resources for number practice and number word search)</p>	<p>Year 2 spelling rules: The next ones are:</p> <ul style="list-style-type: none"> 'zsh' sound spelt s Using tion to make the 'shun' sound s sound spelt c Use g, dge and ge to make the j sound <p>See poems (see spellings resources)</p>	<p>Handwriting: anticlockwise letter joins Learn to join letters:</p> <p>Session 6 ar, ur, in, ui, Session 7 - dd, ag, as, es,</p> <p>Videos/words: Session 6 – arm, turn, into, ruin Session 7 – ladder, flag, ask, escape</p>						
<p>Reading and Vocabulary</p>	<p>Reading comprehension</p> <ul style="list-style-type: none"> *Lighthouse Keeper's Lunch (see video) *All About Lighthouses *Grace Darling *Lighthouse Keeper's Picnic Quiz (see video) <p>(see reading comprehension resources – these are differentiated so pick the one that best matches your child's reading ability)</p>	<p>Exploring new vocabulary - Lighthouse Keeper's Lunch</p> <ul style="list-style-type: none"> *Match the words with the definitions; (see Vocabulary resources) *Look and read each word on the activity sheet *Find the word in the text and read the sentence containing the word, which definition would make sense? *Do this with each word, one at a time. *Match the word to the correct definition. *Stick in pairs on your paper. 	<p>Extending Vocabulary – Lighthouse Keeper's Lunch</p> <ul style="list-style-type: none"> The lunch was 'devoured' by the seagulls. Can you make a list of words which show different ways that people can eat their food? The lighthouse keeper's lunch is 'delicious'. Can you think of any synonyms? Can you think of any antonyms? <p>Synonyms are different word that mean the same things. Antonyms are words that mean the opposite.</p> <table border="0"> <tr> <td>e.g. Synonyms</td> <td>Antonyms</td> </tr> <tr> <td>delicious</td> <td>disgusting</td> </tr> <tr> <td>scrumptious</td> <td>revolting</td> </tr> </table>	e.g. Synonyms	Antonyms	delicious	disgusting	scrumptious	revolting
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<p>Maths</p>	<p>Week 8 Properties of 2D and 3D shape Week 9 Length and Mass</p> <p>Every day, there's a learning video on White Rose website to watch and a link to that day's BBC Bitesize page. Question sheets and answers saved in Maths folder on the school website.</p> <p>Don't forget you can also use https://primarystareducation.co.uk/</p> <p>Also (saved in Maths folder) Times tables practise pack Times tables fortune tellers Try out Carol Vorderman's Maths Factor https://www.themathsfactor.com/</p>								

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<p>Topic/Creative</p>	<p>Design Technology</p> <ul style="list-style-type: none"> Design a device which will stop the seagulls from stealing the lighthouse keeper's lunch or redesign the basket to so that it is 'seagull proof' Build a model of the lighthouse and the cottage – can you get Mr Grinling's lunch to him? Create a new lunchbox to hold the lighthouse Keeper's lunch. Can you create your own working lighthouse model? Create a new design for a lighthouse using the PDF template? <i>(see Topic/Creative folder).</i> Design some different outfits that Mr Grinling can wear in the winter and the summer <div data-bbox="414 651 616 922"> </div> <div data-bbox="651 651 833 922"> </div> <div data-bbox="855 660 1021 900"> </div> <div data-bbox="1028 651 1261 900"> </div>	<p>Cooking</p> <ul style="list-style-type: none"> Design and make a new healthy lunch or picnic for Mr Grinling to eat. Make a shopping list of the picnic foods required. Try out one of Mrs Grinling's recipes - Fish Fingers and Salsa <p style="text-align: center;">(see Topic/Creative folder)</p> <p>Music</p> <p>Mr Grinling likes singing sea shanties. Can you sing some of these yourself?</p> <p>https://www.youtube.com/watch?v=YO3he2Gv4M</p> <p>https://www.youtube.com/watch?v=trMq835yF1Y</p> <p>Art</p> <p>https://thepinterestedparent.com/2016/08/tape-resist-silhouette-lighthouse/</p> <div data-bbox="1346 671 1543 922"> </div>				
<p>RE</p>	<p>Judaism</p> <p>We are learning to understand how Jews show their commitment to God</p> <p>Commitment means something is important to you and you will put time and effort into it.</p> <table border="1" data-bbox="405 1082 2148 1471"> <tr> <td data-bbox="405 1082 1032 1471"> <p>Talk about at what age you can</p> <ul style="list-style-type: none"> Own a pet Go to the shop on your own Get married Make a cup of tea Bake a cake Ride your bike to school with your friends <p>Make a personal time line. At what age did you (it could be a concertina book)</p> <ul style="list-style-type: none"> Have your first tooth </td> <td data-bbox="1032 1082 1574 1471"> <p>Tell an adult what you have already learnt about the Jewish faith. Can you remember the different festivals and the stories behind them? What foods do they eat for each one?</p> <p>Look at BBC clips Key stage 1 & 2 RE Judaism Judaism at home/Meet a Jewish family/The Synagogue/The Shema</p> <p>At the age of 13 in the Jewish religion young people go through a special ceremony called</p> </td> <td data-bbox="1574 1082 2148 1471"> <p>Draw a circle and divide it into segments. Make the segments different sizes according to how important they are to you.</p> <p>You might include</p> <ul style="list-style-type: none"> God Football Rainbows/Beavers Gym class/club Ballet class Swimming lessons Family Friends </td> </tr> </table>			<p>Talk about at what age you can</p> <ul style="list-style-type: none"> Own a pet Go to the shop on your own Get married Make a cup of tea Bake a cake Ride your bike to school with your friends <p>Make a personal time line. At what age did you (it could be a concertina book)</p> <ul style="list-style-type: none"> Have your first tooth 	<p>Tell an adult what you have already learnt about the Jewish faith. Can you remember the different festivals and the stories behind them? What foods do they eat for each one?</p> <p>Look at BBC clips Key stage 1 & 2 RE Judaism Judaism at home/Meet a Jewish family/The Synagogue/The Shema</p> <p>At the age of 13 in the Jewish religion young people go through a special ceremony called</p>	<p>Draw a circle and divide it into segments. Make the segments different sizes according to how important they are to you.</p> <p>You might include</p> <ul style="list-style-type: none"> God Football Rainbows/Beavers Gym class/club Ballet class Swimming lessons Family Friends
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	<ul style="list-style-type: none"> • Take first steps • Start pre-school • Start school • Start rainbows/beavers • Start dancing/swimming/football • ? Add your own ideas <p>When are you old enough to decide your own religion?</p>	<p>Bar Mitzvah for boys and Bat Mitzvah for girls, after this they are an adult. Key stage 3 BBC clip shows a boy preparing for his Bar Mitzvah.</p>	<p>Mitzvoth means doing good or helping others. Can you make a commitment to do something good or helpful every day for one week.</p>
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Year 2 Spelling Rules

Spelling Pattern	Rules/guidance	Examples
'zsh' sound spelt s	No rule	treasure television usual casual
Using tion to make the 'shun' sound	- tion is the most common spelling of the sound /shun/	station fiction motion national section
s sound spelt c	Before e, y and i, the s sound is spelt with a c	ice, cell, city, fancy, race
Use g, dge and ge to make the j sound	<p>The letter j is never used at the end of English words.</p> <p>At the end of a word: after a short vowel sound, use dge</p> <p>after all other letters apart from short vowel sounds, use ge at the end of a word</p> <p>When the j sound is not at the end, the most usual spelling is g if it is followed by an e, i or y</p> <p>Before o, a and u, it is always spelt j</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, village, bulge, change</p> <p>gem, giant, magic, giraffe</p> <p>jacket, jar, jog, join, adjust</p>