

Year 2 Home Learning Pack

week commencing 1/02/2021

February already! How time is flying. We hope you are all well and staying safe.

Here's your next home learning pack bursting with activities for you to work through. We look forward to seeing all your lovely learning this week.

You can use your Home Learning books or blank paper for these activities, don't feel you have to print out the pack. If you are not able to print, don't worry, just copy questions into your books and write the answers alongside.

- English - once again we have included a variety of spelling, grammar, reading and writing activities for you.
- Maths - we will be starting a brand new topic of statistics this week.
- We have also updated activities for the other subjects: science, topic, computing, RE, art, etc.

Remember to keep your daily journal going with your thoughts and feelings, what you have been doing, etc. You will be able to look back on this one day when people ask what it was like when the schools all closed.

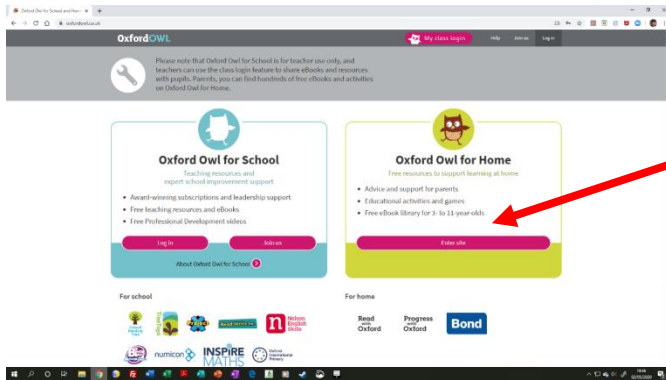
Take care of yourselves and stay safe.

Mrs Hall, Miss Reynolds, Miss Williams and Mr Warne



Reading Oxford Owl for Home

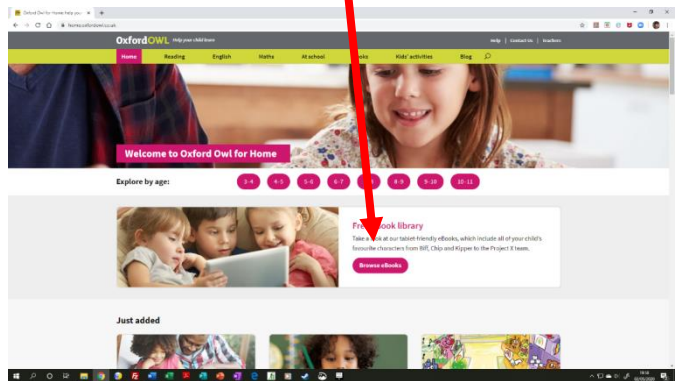
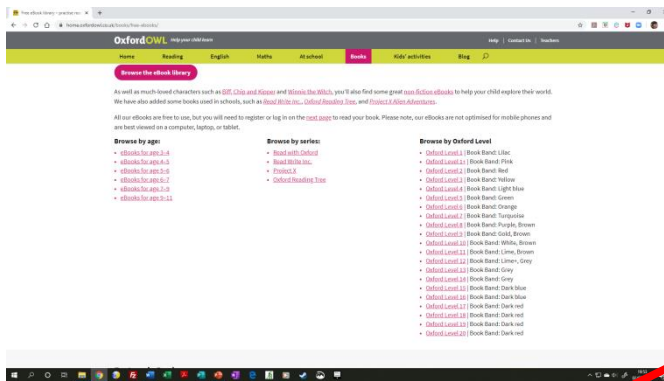
Parents and carers can access a large library of **free** eBooks for use by children at home via Oxford Owls. See details below for how to sign up.



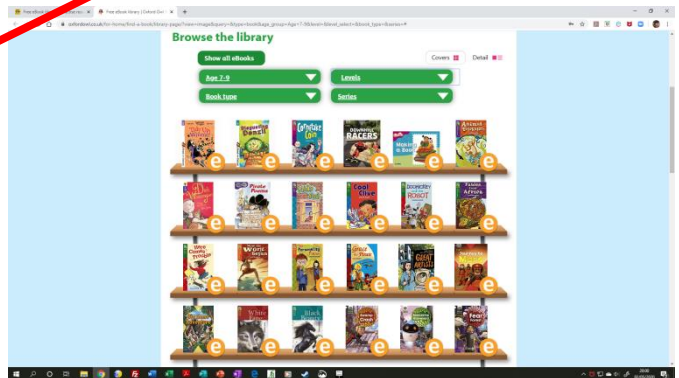
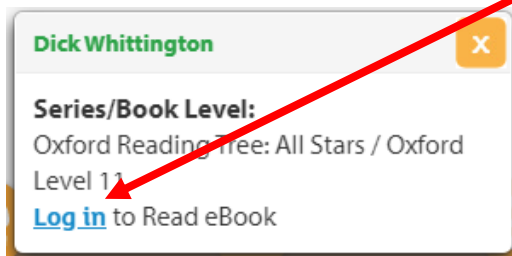
Visit www.oxfordowl.co.uk and click **Enter Site in Oxford Owl for Home**.

Next, click **Browse eBooks** under **Free eBook Library**.

On the next page you can browse by age group, series, or reading scheme colours. Select an option.



When you click on a book in the bookshelf, it will bring up a log in option - click this.



Welcome to Oxford Owl

Username

Email address

Password

Password

Problems logging in?

Not registered yet? Join us!

Log in

When you click on a book on the shelf, it will bring up a log in option - click this. At the bottom, select **Not registered yet? Join us!**

Step: 1

About you

I am: Teacher ☐ Parent ☒

First name*

Last name*

Your email address*

Confirm email address*

Your password

At least 6 characters, including at least one lowercase letter, one uppercase letter and no spaces

Confirm password*

Confirm password*

Register for an account, click on the activation email and next time you select a book, log in and read!

Spellings and Phonics (RWI)

Spellings will follow the RWI lessons that we do daily in school. This term's groups are listed below. You may find that some groups have changed from the previous term. On the following pages are the spellings for each group.



Miss Lowe Miss Hatwell	Mr Warne	Miss Reynolds	Miss Williams	Mrs Hall
Jayden David	Dolly Charlie Kieran Buddy Harrison Alphie J	Rocco Darcie Ollie Ernest Danny Boey Mollie-J Autumn Teddy Reggie Summer Paige Amelia Tommy Aurora	Mason Tilley Skye E-B Riley Connie Harry Will Sophia Ivy-Rae Logan Alfie S Daisy-May	Jess Brihanna Josh Lola Millie-Mae Jessie Evie Skye D Frankie Chase Grace Megan Kallie Alexa Molly Livvy

Daily RWI lessons

RWI put on daily speed sounds lesson. All children will benefit from set 3 speed sounds lesson. Some children should be confident with the sounds and we are now looking at developing their fluency reading words containing all sounds. The read longer words, read red words and read and hold a sentence are also good activities that will support your child with their reading and writing.

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

Miss Lowe's and Miss Hatwell's group
Please practice reading these words.

Ditty 1 Jam



Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

got dish pot jam

leg chin

Ask children to read the root first and then the whole word with the suffix.

lot → lots

Red Words

Ask children to practise reading the words.

I of my

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Ditty 2 Hug hug



Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

this is leg tum

chin ted

Red Words

Ask children to practise reading the word.

my

Mr Warne's group

Please practice reading and spelling these words.

Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

Black Hat Bob Red Hat Rob pet hen fix
biff gulp grab peg leg cash box

Speedy Green Words

the rows, down the columns and in and out of order clearly and quickly.

ship	box	off
box	off	will
is	that	him
this	his	get

Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

he	said	no
my	I	you
be	of	your
the	put	said

Miss Reynolds' group

Please practice reading and spelling these words.

Story Green Words

Ask children to read the words first in Fred talk and then say the word.

toot shoo stool dress cap tight

Ask children to say the syllables and then read the whole word.

scooter

Ask children to read the root first and then the whole word with the suffix.

boot → boots

Speedy Green Words

rows, down the columns and in and out of order clearly and quickly.

too	low	cold	little
low	too	little	cold
dog	fat	drink	long
fat	thin	food	slowly

Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

old	my	are	said
me	he	to	do
what	no	you	some
want	call	your	all

Miss Williams' group

Please practice reading and spelling these words.

Story Green Words

Ask children to read the words first in free talk and then say the word.

Robin Hood band of Merry Men John* Little poor crook
brags sprang strength* bridge* rooks brook

Ask children to say the syllables and then read the whole word.

con|test a|rrow

Ask children to read the root first and then the whole word with the suffix.

grunt → grunted gasp → gasped whack → whacked
happen → happened

lived

giving

story

mind

foot

told

took

which

head

out

little

good

looking

still

that

helped

himself

crossed

stick

took

your

who

tall

you

of

to

want

they

said

call

all

one

was

are

your

do

want

some

who

school

Miss Hall's group

Please practice reading and spelling these words.

hire fangs smear fear eyes*

Ask children to say the syllables and then read the whole word.

fire|work en|tire com|puter re|quire vamp|ire bon|fire
en|quire den|tist tire|some a|ppear

Ask children to read the root first and then the whole word with the suffix.

wire → wired dance → dancing retire → retired
perch → perched droop → drooped faint → fainted
disappear → disappeared hope → hopeless scare → scary

year	family	knock	dear
ready	Friday	nearly	face
tune	home	just	party
thing	just	instead	really
first	little	nose	good

walk	said	they	were
was	what	small	are
any	here	son	who
would	there	to	you
all	great	above	through

English - Reading

Fantastic Mr Fox

Monday -Alliteration- Create your own alliterative sentences.
Follow the instructions on Monday's page.

Tuesday - Create your own poster showing Bean how to keep clean.

Wednesday - Create your own TV or radio news.

Thursday- Language through colour exercise.

Friday- Comprehension

English - Reading

Fantastic Mr Fox Chapter 5

Chapter 5 The Terrible Tractors

As the sun rose the next morning, Boggis and Bunce and Bean were still digging. They had dug a hole so deep you could have put a house into it. But they had not yet come to the end of the foxes' tunnel. They were all very tired and cross.

'Dang and blast!' said Boggis. 'Whose rotten idea was this?'

'Bean's idea,' said Bunce.

Boggis and Bunce both stared at Bean. Bean took another swig of cider, then put the flask back into his pocket without offering it to the others.

'Listen,' he said angrily, 'I want that fox! I'm going to get that fox! I'm not giving in till I've strung him up over my front porch, dead as a dumpling!'

'We can't get him by digging, that's for sure,' said the fat Boggis.

'I've had enough of digging.' Bunce, the little pot-bellied dwarf, looked up at Bean and said, 'Have you got any more stupid ideas, then?'

'What?' said Bean. 'I can't hear you.'

Bean never took a bath. He never even washed. As a result, his earholes were clogged with all kinds of muck and wax and bits of chewing-gum and dead flies and stuff like that. This made him deaf.

'Speak louder,' he said to Bunce, and Bunce shouted back, 'Got any more stupid ideas?'

Bean rubbed the back of his neck with a dirty finger. He had a boil coming there and it itched.

'What we need on this job,' he said, 'is machines . . . mechanical shovels. We'll have him out in five minutes with mechanical shovels.'

This was a pretty good idea and the other two had to admit it.

Continued on the next page

English - Reading

Fantastic Mr Fox Chapter 5 continued

‘All right then,’ Bean said, taking charge. ‘Boggis, you stay here and see the fox doesn’t escape.

Bunce and I will go and fetch our machinery. If he tries to get out, shoot him quick.’

The long, thin Bean walked away. The tiny Bunce trotted after him. The fat Boggis stayed where he was with his gun pointing at the fox-hole.

Soon, two enormous caterpillar tractors with mechanical shovels on their front ends came clanking into the wood. Bean was driving one. Bunce the other. The machines were both black. They were murderous, brutal-looking monsters.

‘Here we go, then!’ shouted Bean.

‘Death to the fox!’ shouted Bunce.

The machines went to work, biting huge mouthfuls of soil out of the hill. The big tree under which Mr. Fox had dug his hole in the first place was toppled like a matchstick. On all sides, rocks were sent flying and trees were falling and the noise was deafening. Down in the tunnel the foxes crouched, listening to the terrible clanging and banging overhead.

‘What’s happening, Dad?’ cried the Small Foxes. ‘What are they doing?’

Mr. Fox didn’t know what was happening or what they were doing.

‘It’s an earthquake!’ cried Mrs. Fox.

‘Look!’ said one of the Small Foxes. ‘Our tunnel’s got shorter! I can see daylight!’

They all looked round, and yes, the mouth of the tunnel was only a few feet away from them now, and in the circle of daylight beyond they could see the two huge black tractors almost on top of them.

‘Tractors!’ shouted Mr. Fox. ‘And mechanical shovels! Dig for your lives! Dig, dig, dig!’

English - Reading Monday

Alliteration - is when two or more words start with the same sound:

For example, Sammy the slippery snake came sliding.
Fantastic Mr. Fox

Make up some alliterative sentences of your own about the characters we have met in Fantastic Mr. Fox.

I have made up some about the author Roald Dahl.

Roald is a really good writer of reading books.

Rely on Roald for a really good read.

Dahl does it again!

Dahl's style is detailed and distinctive and doesn't disappoint.

English – Reading Tuesday

Fantastic Mr Fox

In this extract from the text, Bean describes how he never takes a bath.

Bean never took a bath. He never even washed. As a result, his earholes were clogged with all kinds of muck and wax and bits of chewing-gum and dead flies and stuff like that.

Create an instruction poster showing how Bean could wash his face. On the following page is an example poster of step by step instructions on how to clean your teeth.

Now write an explanation of why it is important to keep clean.



Get your toothbrush.



Put some toothpaste on
your toothbrush.



Turn on the water.



Wet your toothbrush
with water.



Brush the front of your
teeth.



Brush the back of your
teeth.



Brush the insides and
tops of all your teeth.



Gently brush your
tongue.



Spit out the toothpaste.



Turn off the water.

Reading - Wednesday

Newsreaders wanted!!!!

Today I would like you to be a news presenter/reporter and create your own news story.

Imagine you are a reporter watching the farmers trying to dig out the Foxes. You need to tell all the people who live in the area exactly what is going on. You can do this in two ways. Make your own TV report like they do on BBC News round, or create a report for radio.

Watch BBC news reporters on News round.(Children's news)

https://www.bbc.co.uk/newsround/news/watch_newsround

Make notes on how the presenters:


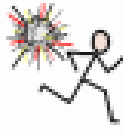







1. Introduce themselves
2. keep eye contact with the audience/camera
3. Speak clearly
4. Have all their information prepared so they don't stumble or forget their words.

As a reporter tell only the facts. Have fun!

Reading – Thursday

In school we have introduced language through colour to support the children's writing.




You can support your child at home when reading together, using LTC prompts to check your child's comprehension of the text.

Who? person / character Proper nouns	What doing? verbs	What? object / animal nouns
		
Who are the main characters in the story?	What is happening? What is going on in the setting? What are the characters doing?	What food do you think they eat? What do you think the weather is like?
When? Time	Where? Place	What feeling? adjective
		
When do you think the story took place? What happened first? What happened next? Can you put the events in the story in order?	Where do you think the story is set? Where does the action take place? Where is the character? Where have they come from? Where are they heading?	How did the character/s feel? Happy? Sad? Nervous? How does the story make you feel? What would the setting feel like? Cold? Empty? Hot? Sunny?
What like? adjective	How? adverb	Why? What else?
		
What do you think the characters look like? What does the setting look like? What would it be like to touch? Smell? Taste?	How is it happening? Slowly? Quickly? Suddenly? Scarily? How does the character move? Nervously? Confidently?	What could happen next and why? Why do you think the character is feeling sad? Why do you think the character is feeling happy?

Reading – Thursday

Children learn to recognise the different word classes given to each colour.

Today we are going to be using 3 of the colours:

Who? person / character Proper nouns	What doing? verbs	What like? adjective
		
Who are the main characters in the story?	What is happening? What is going on in the setting? What are the characters doing?	What do you think the characters look like? What does the setting look like? What would it be like to touch? Smell? Taste?

Choose a part of Chapter 5, or you could choose a part of any of the chapters we have read so far.

First look for **pink who** (proper nouns) and underline them in pink if you have one.

Now look at **yellow, what doing?** (verbs) and underline them in yellow.

Now look at **green what like?** (adjective) and underline them in green.

I have chosen this part of the story. As you can see I have made a start but not finished.

*The machines went to work, **biting huge** mouthfuls of soil out of the hill. The **big** tree under which **Mr. Fox** had dug his hole in the first place was toppled like a matchstick. On all sides, rocks were sent flying and trees were falling and the noise was deafening. Down in the tunnel **the foxes** crouched, listening to the terrible clanging and banging overhead.*

Reading Comprehension

1

Read the sentence and colour the picture.



1. The top left window has yellow and red curtains.
2. The bottom right window has green and blue curtains.
3. The chimney is red with blue stripes with green smoke coming out of it.
4. On the left of the door, there are five small red flowers.
5. On the right of the door, there are three brown and yellow cats.
6. Above the house, there are three clouds and a red bird.

The Runaway Iceberg

"Land ahoy!" shouted Rossi, looking out to sea with her telescope. "Shall we dive in and explore, Captain?"

"You know I don't like swimming," Gaspar said with a sigh.

Suddenly, a cracking sound came from below them. Before they had realised what was happening, a chunk of ice had broken off and Gaspar and Rossi were floating out to sea on an iceberg. "Quick – swim!" shouted Rossi.



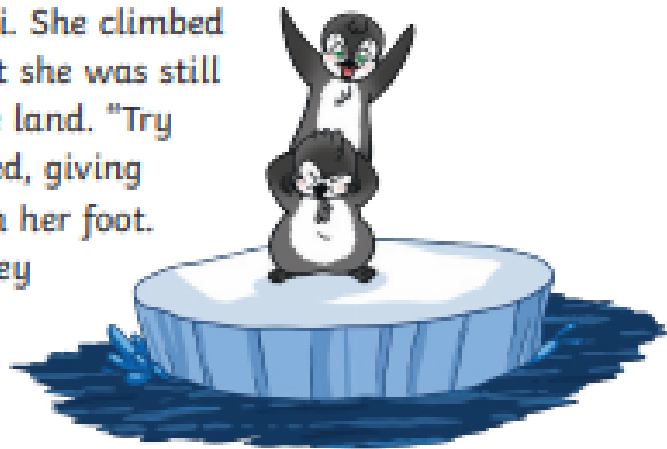
But Gaspar was afraid. "I can't!" he cried, peering into the deep, dark sea below. The iceberg floated out farther and farther until they could no longer see land. "What are we going to do?" asked Gaspar, trembling. "How will we ever get back?"



"We're brave explorers, remember," said Rossi, holding Gaspar's flippers. "We will find a way."

Gaspar took a deep breath. "I guess we could use our flippers to row back," he said. "But which way is home?"

"Lift me up!" said Rossi. She climbed onto Gaspar's head but she was still not high enough to see land. "Try jumping!" she suggested, giving him a little nudge with her foot. Gaspar jumped and they both landed on the ice with a thud.



Reading Comprehension cont.

"Need some help finding your way?" asked a snow petrel from above.

"Oh, yes, please!" called Gaspar.
"Which way is land?"

"It's this way," called the snow petrel, flying high above them.



Gaspar and Rossi used their flippers to row as hard as they could but the current kept pushing them the wrong way.

"Need us to give you a push?" asked an Antarctic silverfish from below.

"Oh, yes, please!" called Gaspar.

The silverfish pushed the iceberg along until suddenly, it became stuck.



"We'll never get through here!" exclaimed Gaspar.

"Need some help breaking through the ice?" asked a blue whale from the deep.

"Oh, yes, please!" called Gaspar.

With a huge flip of its tail, the whale smashed the ice and cleared the way. Gaspar and Rossi bobbed along behind it, glad to finally be on their way back to safety.

Reading Comprehension cont.

"Land ahoy!" squawked the snow petrel.

"It's all been a great adventure," said Rossi, grinning. "We're just like real explorers!" The sun shone brightly in the sky as Gaspar and Rossi headed for home.



"Hey! Stick to your side, Captain!" laughed Rossi as Gaspar's tail feathers tickled her feet.

"I'm right on the edge!" grumbled Gaspar. The two penguins turned to face each other in shock. The iceberg was getting smaller... and smaller! "It's melting!" shrieked Gaspar. "We need to move faster!"

The silverfish swam quicker and the blue whale helped to push but the ice was melting too fast. "We'll have to swim from here," said Rossi. "You can do this, Gaspar. I know you can. You are the captain, after all!"

The silverfish started to cheer. "Gaspar! Gaspar! Gaspar!" Soon everyone had joined in and Gaspar began to feel braver.

Gaspar gulped. Then, with one big jump, he splashed into the water. "Brrrrr!" he spluttered. "It's so chilly!"

"Use your flippers!" shouted Rossi as she dived in over Gaspar's head. "Wheeeeeee!" said Rossi as she headed for home. Gaspar flapped his flippers and followed nervously behind.



It wasn't long before Rossi and Gaspar were back home with their families. "You did it, Captain!" said Rossi. "You got us through our most dangerous adventure yet."

"I guess I did!" agreed Gaspar, feeling proud. "But I couldn't have done it without my trusty first mate."



The Runaway Iceberg Questions **Easier**

Questions

1. What are Gaspar and Rossi? Tick one.

- ☐ penguins
- ☐ whales
- ☐ fish

2. What do Gaspar and Rossi float on? Tick one.

- ☐ a leaf
- ☐ an iceberg
- ☐ a cloud

3. What doesn't Gaspar like doing? Tick one.

- ☐ running
- ☐ dancing
- ☐ swimming

4. Who uses their tail to smash the ice? Tick one.

- ☐ the blue whale
- ☐ the silverfish
- ☐ the snow petrel

5. How does Gaspar feel at the end of the story? Tick one.

- ☐ sad
- ☐ angry
- ☐ proud

The Runaway Iceberg **Easier Answers**

Answers

1. What are Gaspar and Rossi? Tick one.

- ☒ **penguins**
- ☐ whales
- ☐ fish

2. What do Gaspar and Rossi float on? Tick one.

- ☐ a leaf
- ☒ **an iceberg**
- ☐ a cloud

3. What doesn't Gaspar like doing? Tick one.

- ☐ running
- ☐ dancing
- ☒ **swimming**

4. Who uses their tail to smash the ice? Tick one.

- ☒ **the blue whale**
- ☐ the silverfish
- ☐ the snow petrel

5. How does Gaspar feel at the end of the story? Tick one.

- ☐ sad
- ☐ angry
- ☒ **proud**

The Runaway Iceberg Questions **Harder**

1. Which word best describes how Gaspar is feeling at the beginning of the story? Tick one.

- ☐ lonely
- ☐ afraid
- ☐ guilty

2. What is the main problem in this story?

3. In which order do these animals appear in the story? Tick one.

- ☐ blue whale, silverfish, snow petrel
- ☐ snow petrel, blue whale, silverfish
- ☐ snow petrel, silverfish, blue whale

4. Draw a line to match the word to its meaning.

peering •

trembling •

nudge •

• looking

• a gentle push

• shaking

5. Why does the iceberg get smaller and smaller? Tick one.

- ☐ Because the ice is melting.
- ☐ Because the penguins are heavy.
- ☐ Because the whale is pushing it.

6. Why does Gaspar feel proud at the end of the story?

The Runaway Iceberg Answers Harder

1. Which word best describes how Gaspar is feeling at the beginning of the story? Tick one.

☐ lonely
☒ **afraid**
☐ guilty

2. What is the main problem in this story?

Accept answers similar to: The penguins get stranded at sea on an iceberg and need to get home.

3. In which order do these animals appear in the story? Tick one.

☐ blue whale, silverfish, snow petrel
☐ snow petrel, blue whale, silverfish
☒ **snow petrel, silverfish, blue whale**

4. Draw a line to match the word to its meaning.



5. Why does the iceberg get smaller and smaller? Tick one.

☒ **Because the ice is melting.**
☐ Because the penguins are heavy.
☐ Because the whale is pushing it.

6. Why does Gaspar feel proud at the end of the story?

Accept answers about Gaspar overcoming his fear of swimming or getting through the dangerous adventure.

The /n/ Sound Spelt Using 'kn' and 'gn'

Practise your weekly spelling words using cursive handwriting.

knock

know

knee

knitting

knife

gnat

gnaw

gnash

gnome

gnarled

write

written

wrote

wrong

wrap

wrist

wreck

wrestle

wriggle

wren

English

Punctuation and Grammar



Tick the name of the punctuation mark that should complete each sentence.

Sentence	Exclamation mark	Question mark
When shall we leave		
How exciting the trip was		
What can I do to help		



Add one **question mark** and one **full stop** in the correct places below.

Have you seen our new classroom I really
love the reading corner



Which sentence below uses a **question mark** correctly?

Tick **one**.

What a lot of rain there is?

☐

What shall we do now?

☐

I have lost my scarf and gloves?

☐

We are going to be a bit late?

☐

English

This week, we are continuing with our stories until Wednesday.

Remember to take your time with your writing, including lots of description and of course capital letters, fingers spaces and any punctuation.

On Thursday and Friday we will be starting non-chronological reports.

A non-chronological report is a non-fiction report which is not written in time order. A non-chronological report is focused on a single topic and includes various facts about this topic. Children may be asked to read and / or write non-chronological reports about all sorts of topics.

Monday—Write the problem of your story.

Tuesday- Write the solution and ending. If needed, they can write their ending on Wednesday.

Wednesday—Check your story over to make improvements and write it out in best.

Thursday Read the information sheets called Castles and Fidget Spinners. These are non- chronological reports. They tell you information in any order except for the introduction which has to come first. How many other non-chronological reports can you find at home?

Friday Visit the CBBC website and play a game. Select any of the games found on this link: <https://www.bbc.co.uk/cbeebies/games> .Using the Game Notes sheets on the following pages, make notes about the game as you play.

Castles



Fun Facts!

- A castle is where a lord or noble, such as a prince, lives.
- Castles have some similarities with palaces and fortresses.
- They used to use earth and timber to build castles, but now stone is used.

Features of a Castle

- The main **castle gate** or **door** was hard to break through because it was usually made from thick, iron-studded wood.
- **Moats** surround the castle to make it harder for enemies to tunnel underground and enemies could be spotted easily trying to swim or row across.
- **Drawbridges** could be pulled up to stop enemies getting across.
- **Gate towers** were useful for shooting down from.
- The **high ground** that castles were built on meant the defenders could have a clear view of the surrounding area.
- The **high walls** of the castle made it difficult for enemies to climb.
- The **curtain walls** around the castle were tall and thick, to shield the castle.
- The **flanking towers** built in the curtain walls, were where defenders could view and attack enemies from.

Famous Castles

- Dover Castle
- Kenilworth Castle
- Tintagel Castle
- Bolsover Castle
- Portchester Castle
- Warkworth Castle
- Dunstanburgh Castle
- Carisbrooke Castle
- Middleham Castle
- Beeston Castle

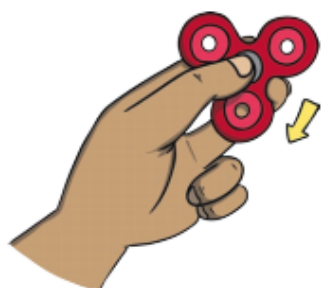


Dover Castle is often considered the most iconic of all English fortresses.

Fidget Spinners

Fidget spinners are toys that can spin for a long time. They come in different shapes, sizes and colours.

They can be made from different materials, like metal and plastic.



How to Spin a Fidget Spinner in Your Hand

1. Hold the middle of the spinner between your first finger and thumb.
2. Flick one of the branches with your middle finger.

Why Do People Like Them?

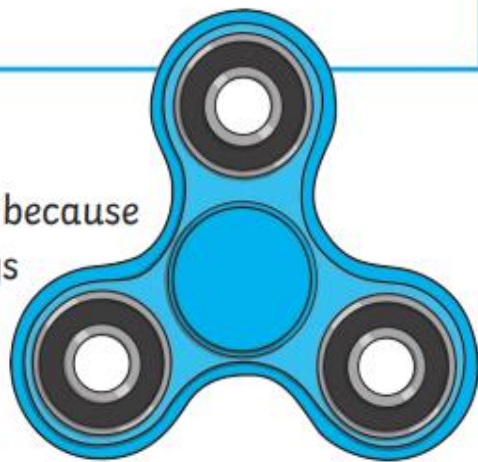
Fidget spinners can help some children to listen and work better at school. They can also help some people to calm down if they are upset or angry.

How to Spin a Fidget Spinner on a Table

1. Hold the middle of the spinner with your finger.
2. Use your other hand to flick one of the branches and then let go.

Fidget Spinners in School

Many schools have banned them because some teachers think that these toys are stopping children from getting on with their work.



English

Game Notes

Notes about _____

Who is the game for?
(audience)

What is the aim of the game?

How good is it?

How is it played? (rules)

What skills are needed to play?

Maths

This week, we are going to start a new maths topic of statistics. You will need to watch the videos as normal and any questions please ask.

Visit the WR website: <https://whiterosemaths.com/homelearning/year-2/>
On these pages you will find all the video clips you need about odds and evens and times tables. Please work through one video and relevant questions each day.

Week	Day	Topic
5 01/02/2021	Monday	Make tally charts activity
	Tuesday	Make tally charts
	Wednesday	Draw pictograms (1-1) activity
	Thursday	Draw pictograms (1-1)
	Friday	Interpret pictograms (1-1)

If you are finding the year 2 work too difficult, please return to home learning page and select Year 1. Whilst we are trying to close all the gaps. There is still learning that the children missed last year due to lockdown Having a look at the previous years curriculum might be helpful.

Times Tables Rock Stars and Numbots

I am hoping that by the end of this week I will have been able to give a log in to everyone. Once I have it would be good if the children could log in and play games for about 20 minutes per day.

Prodigy Maths

Log on and have some fun!

Maths

Times Tables Rock Stars / PiXL

<https://ttrockstars.com/>



Log in to Times Tables Rock stars and play games to practise your tables.

Or your Numbots

PIXL

The PIXL Times Table App is a fun and dynamic alternative to Times Table Rock stars, helping you to learn and increase your times table fluency.

The PIXL Unlock Vocabulary App focuses on language for life and learning. Through the use of a range of exciting games, this app helps children to build a better understanding of key vocabulary both general and subject specific.



PiXL apps are available to download free from either the App Store or Play Store.





Prodigy Maths

Monday Maths

This week, we are going to start a new maths topic of statistics. You will need to watch the videos as normal and any questions please ask.

Look in your cutlery draw. How many knives (dinner not sharp knives), forks, spoons and teaspoon do you have?

Item	How many?
Dinner Knife	
Fork	
Spoon	
Teaspoon	

We can show how many you have in different ways. Today we will make a tally chart. For every knife draw a line in the chart. When you have drawn four lines, draw the fifth diagonally across from bottom left to top right, like this . You can use the rhyme 1, 2, 3, 4 and 5 shuts the door. This will remind you to draw the tallys correctly. When you have done five start another tally, like this . Fill in the chart below.

Item	Tally	Total
Dinner Knife		
Fork		
Spoon		
Teaspoon		

We can use the five times table to help us count how many of each item. What other tally charts can you create?

Tuesday Maths

How would you show these numbers as a tally?

6	
11	
18	

Complete the tally chart.

Favourite Colour	Tally	Total
Blue		
Red		
Yellow		
Green		

- What is the most popular colour?
- What is the least popular colour?
- How many more like green than yellow?





Complete the tally chart for Year 2 and Year 3

Year Group	Tally	Total
Year 1		10
Year 2		19
Year 3		
Year 4		17

- Which is the class with the fewest children?
- Which is the class with the most children?
- How many children are in year 1 and 2 altogether?
- Can you write the calculation?


Tuesday Maths Cont...

Dexter makes a tally chart of the animals he saw at the zoo

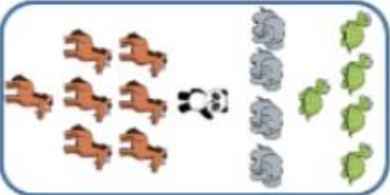
Animal	Tally
	
	
	
	

Tick one box below that shows all of the animals Dexter saw and explain why the others are incorrect.

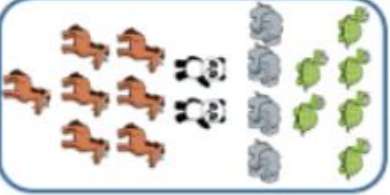
Box 1



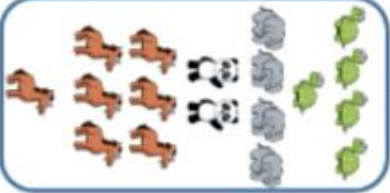
Box 2



Box 3



Box 4



Class 1 and Class 2 were each asked their favourite ice-cream flavours. Their results are shown in the tally charts.

Class 1	
Flavour	Total
Vanilla	
Chocolate	
Strawberry	
Mint	

Class 2	
Flavour	Total
Vanilla	
Chocolate	
Strawberry	
Mint	

What is the same? What is different?

Wednesday Maths

Today we are going to use a tally chart to make a pictogram. Complete the tally chart.

Animal	Tally	Total
Cow		6
Pig		8
Sheep		12
Horse		2

Use the tally chart to finish the pictogram. ● = 1 animal

Animal	
Cow	
Pig	
Sheep	
Horse	● ●

Try this one

Hair Colour		Total
Black	○ ○ ○ ○ ○	5
Blonde	○ ○ ○ ○ ○ ○ ○	
Brown		9
Ginger	○ ○ ○ ○	4

Key

○ = 1 person


Can you make a pictogram from your cutlery tally chart you made on Monday? What simple symbol could you use?

Thursday Maths































Complete the pictogram using the data given.

Name	Tally
Teddy	
Annie	
Amir	
Whitney	



Key
 = 1 goal

Sometimes the key can be for more than 1 item. Try this one.

Number of cakes sold at the cake sale  = 2		Total
Monday	   	
Tuesday	      	
Wednesday	     	
Thursday	   	
Friday	       	

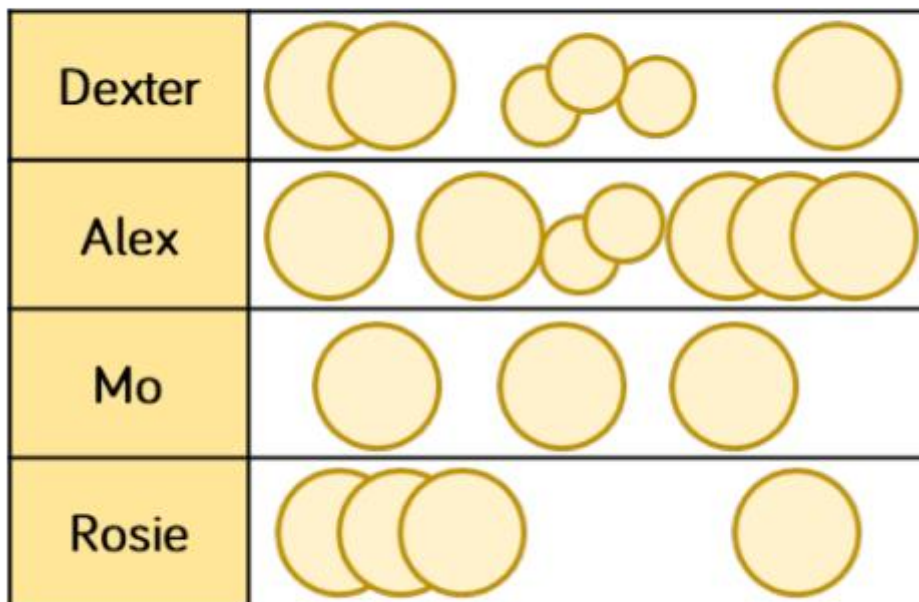
Now create a pictogram where the key is for 5 items.

Colour	Tally	Total
Blue		15
Red		10
Green		20
Yellow		5

Which simple symbol will you use?

Thursday Maths Cont...

Here is a pictogram showing the number of counters each child has.

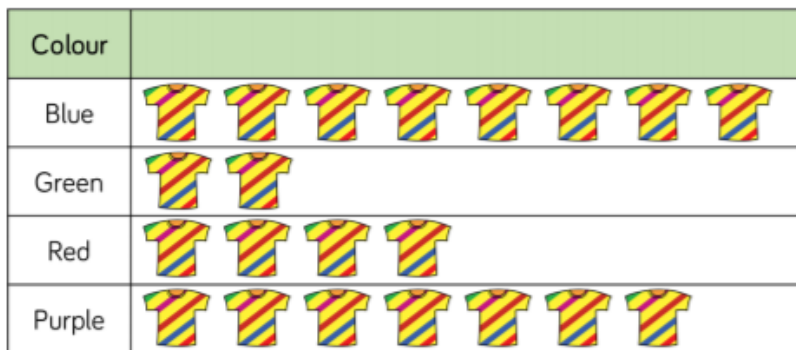


How could you improve the pictogram?

Friday Maths

Today we would like you to answer questions about the information in pictograms.

Here is a pictogram to show Class 5s favourite t-shirts.



Key



= 1 T-shirt

What is the most popular colour t-shirt?

What colour is the least popular t-shirt?

How many more children chose blue t-shirts than red?

How many children are in Class 5?

Here is a pictogram to show minibeasts collected by Class 5.



Key



= 1 minibeast

There are ____ ladybirds.

There are ____ centipedes and worms altogether.






There are ____ more worms than centipedes.

What else does the pictogram tell us?

Friday Maths Cont...



= 2 children

Football	
Tennis	
Basketball	
Hockey	
Swimming	

Which is the least popular sport? _____

Which is the most popular sport? _____

How many children voted for football and swimming? $_ + _ = _$

How many children voted for football and tennis? $_ + _ = _$

How many children voted for hockey, basketball and swimming? $_ + _ + _ = _$

How many children voted for hockey, basketball and tennis? $_ + _ + _ = _$ _____

Other Subjects

Subject	Work at home ideas
Science	<u>This week is all about science fun</u> Have a go at some of these fun science activities. There is a website for you to choose the activity you would like to try or you could choose from the ones I have selected for you.
Topic	This week we start a new geography topic of Oceans and Continents. How many can you already name? Have a go at creating your own world map of oceans and continents.
PE	Can you target the treasure? Take part in races.
Art/DT	Monsters. Can you use a pencil to create some fabulous art monsters?
ICT	This week we are coding our own game. Try out the game programming activity and share your game with us.
Music	This week we will be building on our clapping from last week by tapping out sounds.
RE	This week you are going to be looking at the importance of prayer.
PSHE	We are going to create a treasure chest of achievements that we are most proud of.

Art Monsters!



This week our Art activity is in two parts:

- Design some scary writing
- Design a monster

At the top of a piece of blank paper, write **Monsters** in scary monster writing. Look at these examples for some inspiration!

MONSTERS!

MONSTERS

MONSTERS!

MONSTERS!

MUNSTERS!

Art Monsters!



Now, walk your pencil around the page, drawing a long line which curves and criss-crosses, creating various different shapes.

Pick out larger shapes to create them into monsters - see examples.

Make your monsters colourful and scary!



Science

This week we are going to have some science fun try some different investigations.

Below is a link to a website with fun science ideas.

<http://www.sciencekids.co.nz/experiments.html>

Or try one of these:

Make an Egg Float in Salt Water

An egg sinks to the bottom if you drop it into a glass of ordinary drinking water but what happens if you add salt? The results are very interesting and can teach you some fun facts about density

What you'll need:

- One egg
- Water
- Salt
- A tall drinking glass

Instructions

1. Pour water into the glass until it is about half full.
2. Stir in lots of salt (about 6 tablespoons).
3. Carefully pour in plain water until the glass is nearly full (be careful to not disturb or mix the salty water with the plain water).
4. Gently lower the egg into the water and watch what happens.

What's happening?

Salt water is denser than ordinary tap water, the denser the liquid the easier it is for an object to float in it. When you lower the egg into the liquid it drops through the normal tap water until it reaches the salty water, at this point the water is dense enough for the egg to float. If you were careful when you added the tap water to the salt water, they will not have mixed, enabling the egg to amazingly float in the middle of the glass.

Science

Make a Parachute

Design and Test a Parachute

Learn about air resistance while making an awesome parachute! Design one that can fall slowly to the ground before putting it to the test, making modifications as you go

If you are feeling really brave you could make a basket to carry an egg and see if you can parachute an egg to the ground without it breaking

What you'll need:

- A plastic bag or light material
- Scissors
- String
- A small object to act as the weight, a little action figure would be perfect

Instructions:

1. Cut out a large square from your plastic bag or material.
2. Trim the edges so it looks like an octagon (an eight sided shape).
3. Cut a small whole near the edge of each side.
4. Attach 8 pieces of string of the same length to each of the holes.
5. Tie the pieces of string to the object you are using as a weight.
6. Use a chair or find a high spot to drop your parachute and test how well it worked, remember that you want it to drop as slow as possible.

What's happening?

Hopefully your parachute will descend slowly to the ground, giving your weight a comfortable landing. When you release the parachute the weight pulls down on the strings and opens up a large surface area of material that uses air resistance to slow it down. The larger the surface area the more air resistance and the slower the parachute will drop.

Cutting a small hole in the middle of the parachute will allow air to slowly pass through it rather than spilling out over one side, this should help the parachute fall straighter.

Science

Diet Coke & Mentos Eruption

What you'll need:

- Large bottle of Diet Cola
- About half a pack of Mentos
- Geyser tube (optional but makes things much easier)

Instructions

1. Make sure you are doing this experiment in a place where you won't get in trouble for getting Diet Cola everywhere! Outside on some grass is perfect, please don't try this one in your family lounge!!
2. Stand the Diet Cola upright and unscrew the lid.
3. Time for the fun part, drop the Mentos quickly into the Diet Cola and run like mad! If you've done it properly a huge geyser of Diet Cola should come flying out of the bottle, it's a very impressive sight. The record is about 9 metres (29 feet) high!

What's happening?

Although there are a few different theories around about how this experiment works, the most favoured reason is because of the combination of carbon dioxide in the Diet Cola and the little dimples found on Mentos candy pieces.

The thing that makes soda drinks bubbly is the carbon dioxide that is pumped in when they bottle the drink at the factory. It doesn't get released from the liquid until you pour it into a glass and drink it, some also gets released when you open the lid (more if you shake it up beforehand). This means that there is a whole lot of carbon dioxide gas just waiting to escape the liquid in the form of bubbles.

Dropping something into the Diet Cola speeds up this process by both breaking the surface tension of the liquid and also allowing bubbles to form on the surface area of the Mentos. Mentos candy pieces are covered in tiny dimples (a bit like a golf ball), which dramatically increases the surface area and allows a huge amount of bubbles to form.

The experiment works better with Diet Cola than other sodas due to its slightly different ingredients and the fact that it isn't so sticky. I also found that Diet Cola that had been bottled more recently worked better than older bottles that might have lost some of their fizz sitting on shop shelves for too long, just check the bottle for the date

Topic

Oceans and Continents

This week we are starting our new geography topic of oceans and continents.

The world is split into 7 areas. These areas are known as continents. Some continents have lots of people living in them such as Asia. While other continents have much less people living on them such as Oceania, which includes Australia.

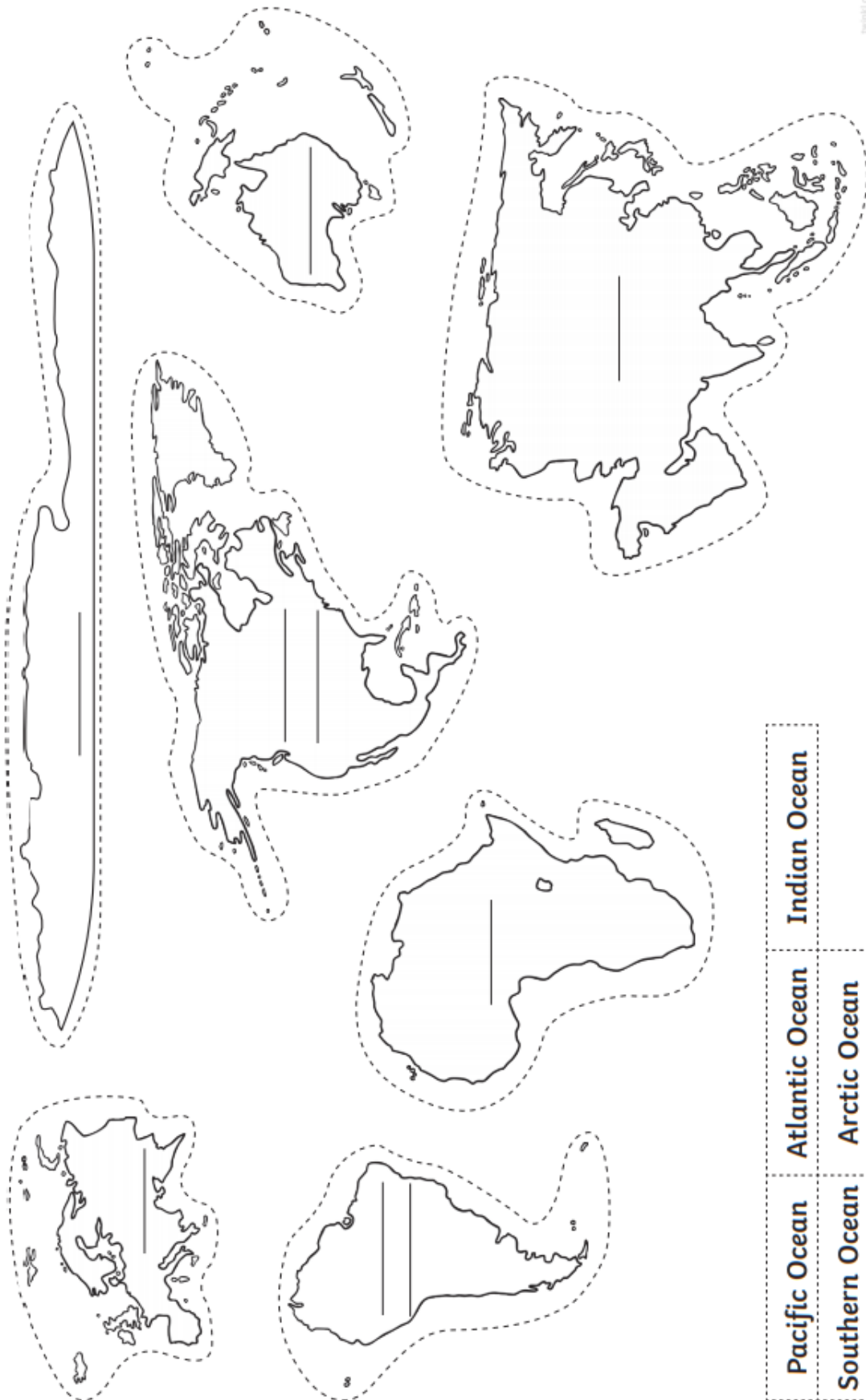
We live in the continent of Europe.

Below is a world map showing all the continents and major oceans.



Topic

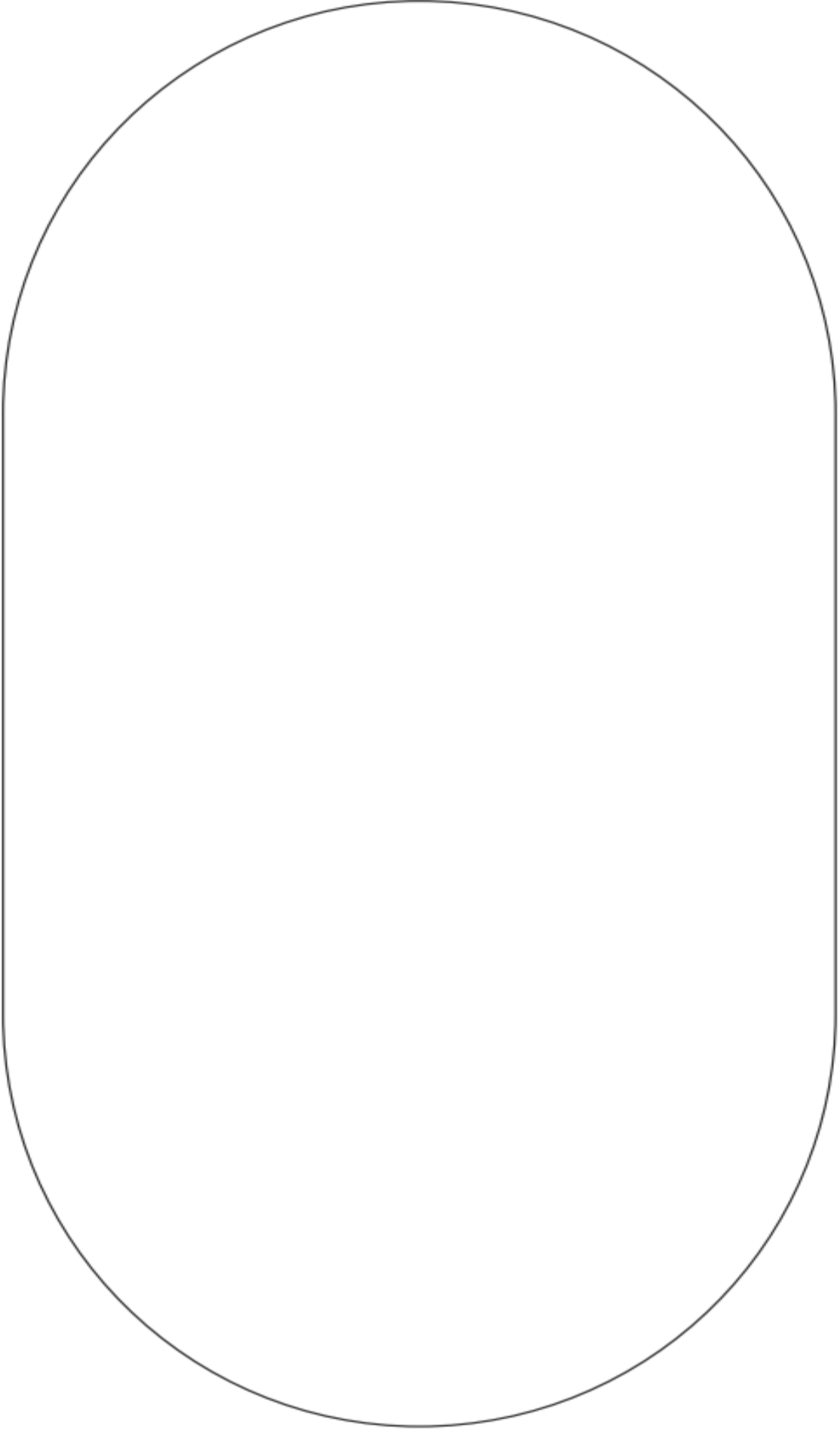
Your task is to use the world map to help you cut and stick the continents and oceans into the correct place on your own world map. See below and on the following slide



Oceans and Continents

WALT: Identify oceans and continents

Topic





Target Treasure PE Home Learning

Time to Learn:

- Place a selection of targets five large steps away from your starting line.
- Players take turns to throw an object towards the targets from behind the starting line.
- Each time a target is hit, it is taken by the thrower and becomes their treasure.
- The winner is the player to have the most pieces of treasure after all the treasure is gone.



Can you focus on the target to help you be accurate?



Play on your own.
Can you hit all of the targets in the least amount of throws?



Play for three minutes!
The player with the most treasure at the end of the game is the winner.



Have a competition!
Play against different family members.

Top Tips

Throwing Underarm

- Step forwards with one foot, releasing the ball from low to high using your opposite hand.



Let's Reflect

What was the difference between your throws that were accurate and your throws that missed?

Why do you need to use the correct throwing technique?



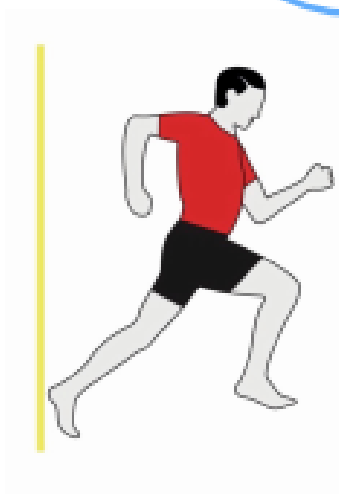
Wacky Races PE Home Learning



Can you
play fairly
when racing
someone else?

Time to Learn:

- Mark out a start and finish line using an object to mark out these points.
- Think of different ways you could move from the start to finish.
- Can you move on your hands and feet?
Can you move backwards?
- What was the quickest way of moving and what was the slowest way of moving?
- Can you race against a partner using the different ways of moving?



On your own,
time yourself
moving in
different ways.
What is your
quickest way of
moving?



Create your
own 'Wacky
Race' ideas.
What different
ways of moving
can you come up
with?



Have a 'Wacky
Race' against
different family
members. Who
is the quickest in
your family?

Top Tips

Crawling

- Make sure your hands, feet are touching the floor, spread your hands wide, keep your head and bottom down.



Let's Reflect

Which way of moving was the easiest and which was the hardest? Explain why.

How did it make you feel if you did not win a race?

<https://www.youtube.com/watch?v=juEOiVZgW84&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=35&t=0s>

Computing - Coding

Minecraft Adventurer

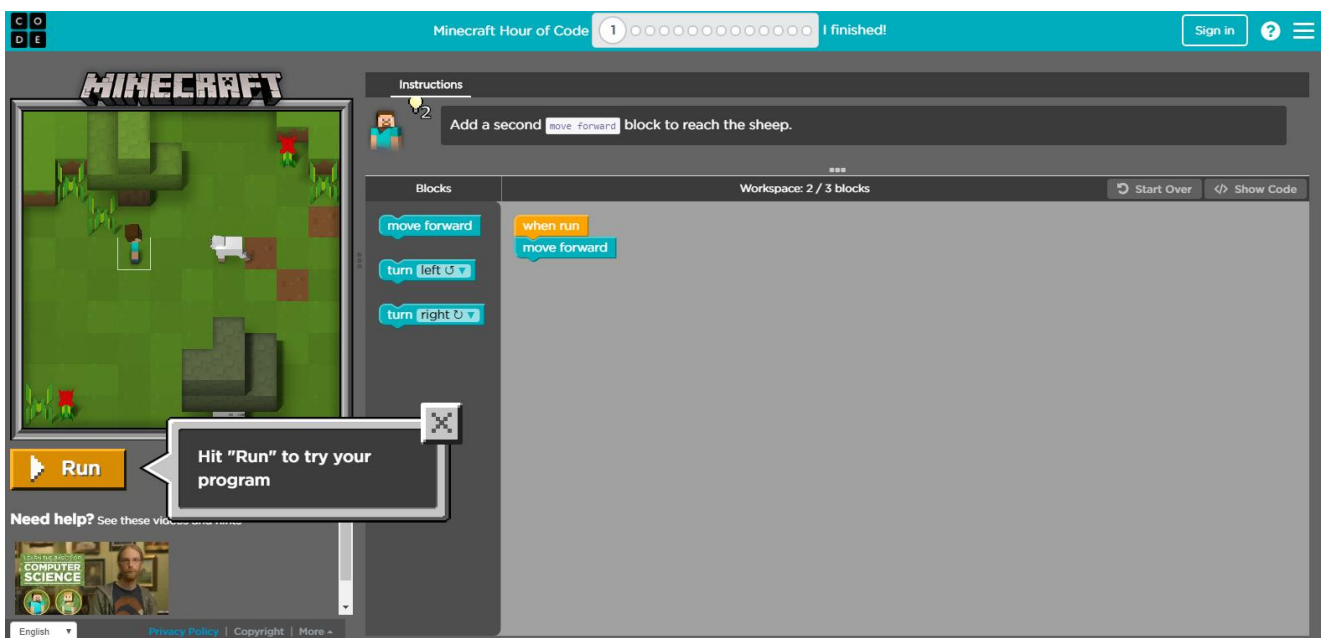
This week we are going to use coding to solve problems in a Minecraft world.



Click this link to join the adventure:

<https://studio.code.org/s/mc/stage/1/puzzle/1>

Can you make it through all 14 levels? Take screenshots or photos as you go to show your programming skills and share them with your teacher.



RE

This week, we are going to discuss the importance of prayer.

How often do you think Christians should pray?



Christians believe that God hears all prayers: sometimes he says yes and sometimes he says no or wait. He is like a parent!

What do you think God would say to these prayers?

- Dear God, please give me lots of chocolate
- Dear God, help me to work hard for my tests at school
- Please God, don't let my hamster die!
- Please God, forgive me for telling a lie to my mum
- Dear God, thank you for giving us friends and families

RE Cont...

Have a look at these descriptions of how important prayer is.

Which one do you think you would say?

I pray at church when I am with other people. I also say prayers for other people if things are not going well for them.

Prayer is part of my life. It's almost like breathing. I ask God into every part of my life. It helps me to know God better every day.

I don't pray very much at all.

I sometimes pray when I am in trouble and want God to help me.

I pray a lot, at church and on my own. I praise God, say sorry, ask for help, and say thank you. I try to follow Jesus.

Music

How much of the song can you remember from last week? www.youtube.com/watch?v=XuOCaOFumNs

Use a instrument like a pan and spoon to tap out the rhythms of these questions. Ask someone else to tap out the answers.

- What sound does a lion make? (tap, tap, tap, tap, tap-tap, tap)
- What colour is a zebra? (tap, tap-tap, tap, tap, tap-tap)
- Where do hippos live? (can you work out the rest of the rhythms?)
- How do birds travel?
- Which animal has horns?
- Which animal runs the fastest?
- What does a giraffe eat?

Practise this and perform it when you know it.

PSHE

In our PSHE you are going to think about something that you have done or achieved that you feel most proud of.

It might be you feel proud of your times table improvements, or that in lockdown you have learnt to ride a bike. Feeling proud is personal to you.

Colour in your treasure chest then write or draw inside something that you are proud to have achieved.

