**Class 2 – Summer 2 2020 - Home learning week 10**

**Week 10 theme: The Colour Monster**

We have been following the story ‘The Colour Monster’ in school the last few weeks. We have thoroughly enjoyed the story and I thought you all might too. This week we will focus on PSHE and emotions specifically. This week may lead to discussions about how we are feeling and why.

**Reading task**

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

Please find below the book banded book hyperlinks (for each band) that you can read online from the Oxford Owl. Please also find activities and questions that you may complete with that book too. Please ensure your child reads books from their book band. If you are unsure of their book band, please message on dojo and we will let you know.

Please let us know how you got on with the book and what activity/questions you had a go at.

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| Book band colour | Book title hyperlink | Activities for that book hyperlink |
| Pink | <https://www.oxfordowl.co.uk/api/digital_books/1394.html> | <https://www.tes.com/lessons/Q8C-2_kCJo5Rhw/edit> |
| Green | <https://www.oxfordowl.co.uk/api/digital_books/1352.html> |
| Orange | <https://www.oxfordowl.co.uk/api/interactives/12944.html> |
| Purple | <https://www.oxfordowl.co.uk/api/digital_books/1466.html> |
| White | <https://www.oxfordowl.co.uk/api/interactives/12935.html> |
| Lime | <https://www.oxfordowl.co.uk/api/interactives/12965.html> |
| Free reader blue | <https://www.oxfordowl.co.uk/api/digital_books/1287.html> | - |
| Free reader yellow | <https://www.oxfordowl.co.uk/api/digital_books/1270.html> | - |

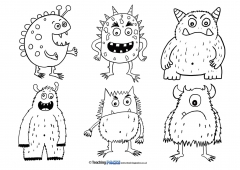
If you have any problems logging in or wish to read even more books that week, please find the logon details below:

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

Username: bn class 2   
Password: BN class 2

**Themed lessons for year 1 and 2 (should be completed in order please)**

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| Session/ year group | Year 1 and Year 2 |
| 1 | Walt: listen to the story of The Colour Monster.  Click on the link below and listen to the story. <https://www.youtube.com/watch?v=Ih0iu80u04Y>  Read colour monster story  Discuss the colours used, and their colour meanings and feelings and how they are related.  How does the colour make you feel? What does it remind you of? What colour is your fav and why? how do you feel right now?  Either print the monster sheet below or you’re your own and colour the monsters. Name the feelings and colours, add adjectives (describing words) and nouns (names of a place, object, person) to name and describe that monster. [The Colour Monster | Teaching Ideas](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.teachingideas.co.uk%2Flibrary%2Fbooks%2Fthe-colour-monster&psig=AOvVaw1pz4OrWXCC7dJTUU3KuKtM&ust=1592772547094000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCPDy_LqjkeoCFQAAAAAdAAAAABAD) |
| 2 | Walt: explore emotions and colours.  -tell me a time when you have felt eg angry-do for emotions  -At the start of the story, the Colour Monster is feeling confused. When have you felt confused? What did you do in this situation? What can we do when we feel confused in the future?  -In this story, yellow refers to happiness, red is for anger and blue is linked to sadness. Do you agree with those colour choices? Why?  -Using the chart below, wrte out the sentences on paper.  [The Color Monster Feeling Activities & Worksheets | TpT](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.teacherspayteachers.com%2FBrowse%2FSearch%3Athe%2520color%2520monster%2520feeling%2520activities&psig=AOvVaw3bVDxUENOmHDrlOVTNXbSD&ust=1591566543067000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCMCd_M-V7ukCFQAAAAAdAAAAABAE)  -Make a list of different emotions eg love/ jealous and think of times when you have experienced them. |
| 3 | Walt: make your own colour monster.  La educación es mi pasión: THE COLOUR MONSTER  Draw and cut out the monster, colour the monster yellow from the beginning of the story, add 2 eyes, then add different coloured strips of wool or paper around the monster (attach with glue or tape on the back) and name and describe how the monster is feeling when adding that colour and why he is feeling like that. |
| 4 | Walt: painting tones and shades of colour.  Paint a solid red colour circle. Discuss how this means angry, discuss examples of this and why, how you overcame them. Label emotion in book.  Add white gradually to the red to create a lighter red. Discuss how this means they are a little happier but are still cross, discuss examples of this and why, how you overcame them. Label emotion in book  Then do this on the opposite of the red to create a darker red. Discuss how they are now even more angry- may be infuriated, about to burst. Discuss how this means they even more angry, discuss examples of this and why, how you overcame them. Label emotion in book  Shop by Color Canvas Art Prints | iCanvas  Do the same for the other 4 emotions – fear, calm, sadness, happyness |
| 5 | Walt: write sentences using similes.  Watch the video about similes. <https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr>  Write some sentences using similes. These sentences have been started for you, please finish.  The moon glowed like . . . . . .    Raindrops dripped down the window pane like . . . . . .  Smoke floated on the air like . . . . . .  The air smells as fresh as . . . . . .  The rose petals are as delicate as . . . . . .  The surface of the water is as smooth as . . . . . .  The icicles pointed downwards like . . . . . .  Dewdrops glistened on the flowers like . . . . . . |
| 6 | Walt: draw a story map.  Read the story again.  Draw a story map of the story.Three Little Pigs Story Map | Teaching Resource | Eary Years | EYFS This is an example of a story map. |
| 7 | Walt: write your short story about the colour monster using your story map.  (this make take a few days – up to you).  It is up to you how much of the story you write.  Toolkit to remember:  Capital letters A  Finger spaces  Full stops .  Writing in cursive letters, joining letters  Comma ,  Apostrophe ’  Smiles like  It is up to you how much of the story you write, and how detailed you make it. You could choose 2 monsters or all 5. It’s up to you. I look forward to seeing your creations!!!! We enjoyed writing this story in class, it was so such much fun and we changed little bits of the story too. |

[](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.teachingideas.co.uk%2Flibrary%2Fbooks%2Fthe-colour-monster&psig=AOvVaw1pz4OrWXCC7dJTUU3KuKtM&ust=1592772547094000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCPDy_LqjkeoCFQAAAAAdAAAAABAD)

**Hand writing task year 1 and 2**

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| Walt: join letters to form words - focusing on o joins. |
| Activity: please focus on trying to write these words joined up (year 1 and 2 now). We will focus on joining the o on to another letter.  Please practise writing these words in cursive writing: |

**Phonic tasks Year 1 and 2**

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| 1 | Walt: read common exception words playing hopscotch. | Walt: read common exception words playing hopscotch. |
| Adult to write the words below into a hopscotch on the floor. Child to play the hopscotch and read the word as they jump.  Words: [Year 1 Common Exception Words](https://www.twinkl.co.uk/premium) | Adult to write the words below into a hopscotch on the floor. Child to play the hopscotch and read the word as they jump.  Words:[* NEW * Year 2 Common Exception Words](https://www.twinkl.co.uk/premium) |
| 2 | Walt: read common exception words by hitting the words. | Walt: read common exception words by hitting the words. |
| Adult to write the words on bits of paper and then hang them up on the washing line/stick to the fence; or write on the floor with chalk for example. As long as the word is written on something and you can hit the word to read it, then this is fine. Child to say the word and hit the word at the same time. Hit the word eg with a water pistol/wet sponge/ball etc.  Words: [Year 1 Common Exception Words](https://www.twinkl.co.uk/premium) | Adult to write the words on bits of paper and then hang them up on the washing line/stick to the fence; or write on the floor with chalk for example. As long as the word is written on something and you can hit the word to read it, then this is fine. Child to say the word and hit the word at the same time. Hit the word eg with a water pistol/wet sponge/ball etc.  Words:[* NEW * Year 2 Common Exception Words](https://www.twinkl.co.uk/premium) |
| 3 | Walt: write common exception words using magic painting. | Walt: write common exception words using magic painting. |
| Write the words below using a paintbrush and water outside.  Words: [Year 1 Common Exception Words](https://www.twinkl.co.uk/premium) | Write the words below using a paintbrush and water outside.  Words: [* NEW * Year 2 Common Exception Words](https://www.twinkl.co.uk/premium) |
| 4 | Walt: write common exception words in medium. | Walt: write common exception words in medium. |
| Write the words below in flour/sand/washing up liquid/soap water/sequins/paint etc with your finger or a paintbrush.  Words: [Year 1 Common Exception Words](https://www.twinkl.co.uk/premium) | Write the words below in flour/sand/washing up liquid/soap water/sequins/paint etc with your finger or a paintbrush.  Words:[* NEW * Year 2 Common Exception Words](https://www.twinkl.co.uk/premium) |

**Maths tasks Year 1**

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| 1 -4 | Power maths home learning work booklets |
| Please complete these themes of maths below (please do not go any further in the booklet or try another booklet).  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.  Link to Year 1 Resources  Making arrays pg 84-87  Making doubles pg 88-91  Sharing equally pg 92-95  Making equal groups pg 96-99 |
| 4 | Walt: complete Mathletics activities. |
| Activity: complete your personalised Mathletics activities. Activities have been added and will continually be updated throughout the weeks.  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 tasks Year 2**

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| 1 -4 | Power maths home learning work booklets |
| Please complete these themes of maths below (please do not go any further in the booklet or try another booklet).  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.  Link to Year 2 Resources  Finding a quarter pg 80-83  Recognising 2d and 3d shapes pg 84-87  Counting faces on 3d shapes pg 88-91  Sorting 2d shapes pg 92-95 |
| 4 | Walt: complete Mathletics activities. |
| Activity: complete your personalised Mathletics activities. Activities have been added and will continually be updated throughout the weeks.  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. |

**Physical activity Year 1 and 2**

Our Pe coaches have very kindly sent us some PE activities you can try at home. Please see below.

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|  | **Activities** | **Resources Required** | **Potential Risks** | **Impact** |
| **1** | **Exercise**  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 your cone from side to side, Jump over your cone from front to back  Have a one-minute rest before doing this again | Partner/Parent | Make Sure you are at least 2 metres away from anyone else | Listening skills and following instructions  Coordination  Boosting their self-Esteem |
| **2** | **Hand eye co/ordination**  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 whenready) | Tennis Ball | Make sure you are not too close to the wall. | Cross Curricular with maths when adding up your scores seeing how many catches you can do.  Testing their coordination and accuracy  Improving their throwing technique and learning about their strength |
| **3** | ***Speed bounce****.*  Set up three cones in a line and stand sideways next to the cones. You have to perform 20 jumps as quickly as possible. After a short rest, repeat this process 5 times seeing if you can beat your time. Taking off and landing must be done on two feet otherwise the jump doesn’t count. | Cones | Have suitable footwear on for this task. Do not do this barefoot for safety reasons | Tests side to side jumping and speed jumping. |
| **4** | ***Standing Long Jump***  Have a tape measure and get the child to stand with their toes in line with 0cm on the tape measure. Swing the arms backwards and forwards for momentum, try and jump as far forward as possible. Take-off and landing must be done on two feet. Repeat process 5 times trying to beat score. | Tape measure | Would be best for this to be done outside.  Remove anything that can be knocked over or broken | Standing long jump technique and see how far you can jump forward |
| **5** | **Ball Skills**  Set up 5 buckets numbers 1-5 in a semi-circular shape and have a beanbag standing about 2 metres away. The children have to get one beanbag in each bucket before moving onto the next one in numerical order. See how fast the children can do it in. To make it trickier, randomise the buckets and have a partner call out a number, then the children have to get it into that numbered bucket. | Tennis Ball and bucket | Needs to be played outside or away from anything breakable | Look at throwing technique (both underarm and overarm). |