

## Class 2 - Summer 2 2020 - Home learning week 8

### Topic: Keeping fit and healthy in the summer

#### 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/>

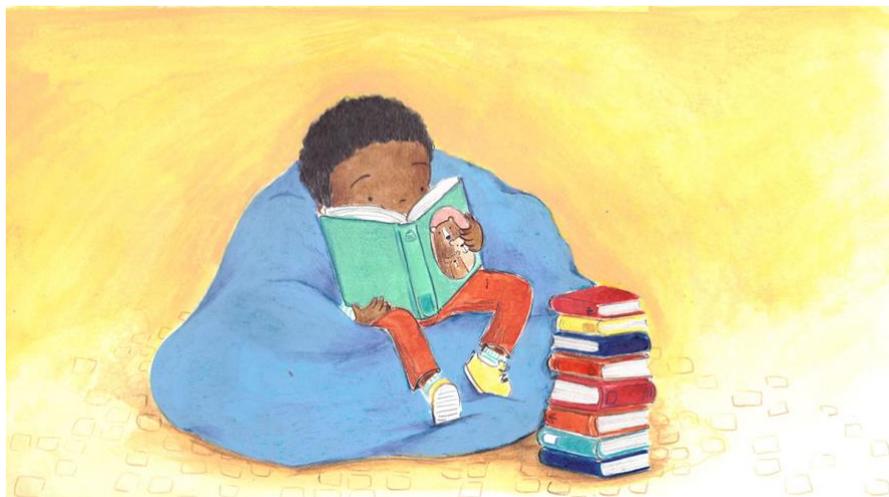
Username: bn class 2

Password: BN class 2

#### Reading Task

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

- Read the first 2-3 pages. Are there any words there that you don't know or understand? Talk to your grown up about them.
- Can you spot any homophones in your book? How do you know which one it is? Which clues are helping you with that?
- Can you find an adjective in your book? (an adjective describes a noun) How many words can you think of that mean the same thing? Make a synonym list.
- Continue to read the book but stopping each time you come across a word that you're not sure about. There could be words in there that you've definitely seen before, but in a different context.



## Phonics Y1

1	Walt: read words with the <b>-s</b> ending
	<p>Start by reading a single word - <b>peacock</b>. Then show the word <b>peacocks</b> and blend to read that. Explain simply that by adding the <b>-s</b> there is now more than one peacock and that we call this making the word plural. Repeat for <b>crocodile/crocodiles, donkey/donkeys, dolphin/dolphins, whale, whales</b>.</p> <p>How many other plurals can you find around your house?</p>
2	<p>Walt: read words with the <b>-s</b> ending</p> <p>Play <a href="#">Countdown</a> with plural words ending in <b>-s</b></p> <p>Login: March20 password: home</p> <p>Read the following plurals together: <b>apricots, fields, units, headaches, herbs, ferns, pyramids, rhythms, humans, bowls, acids, boulders, chiefs, minds, shoulders, dangers</b></p> <p>Dictate and ask your child to write the two sentences below:</p> <p><i>The chefs forgot to peel the apricots.</i></p> <p><i>There are lots of dangers that unicorns can face.</i></p>
3	<p>Walt: spell words with the <b>-s</b> ending where no change to the root word is needed</p> <p>Ask children to quickly write down all the graphemes they know for /ai/. Which is the best guess in the middle of the word (ai or a_e)? Which at the end (ay)? Which are very rare (a)?</p> <p>Repeat for /ee/. (<b>middle</b> ee or ea, <b>end</b> y or ey).</p> <p>Model segmenting to spell the word <b>snail</b>. Now think about how to spell the /ai/ sound. E.g. "Let me think /s/ /n/ /ai/ /l/ /s/." Draw sound buttons and write in the easy phonemes. "The /ai/ sound is in the middle of the word snail, so it is probably either the split digraph <b>a_e</b> or it's <b>ai</b>. I think that I remember that in this word it is <b>ai</b>. Now, let's make it a plural by adding <b>-s</b>. snails. Write the word and its sound buttons underneath.</p>

## Phonics Y2

1 Walt: alternative spellings for the /ai/ phoneme.

Practise saying the /ai/ phoneme. Read the Phoneme Spotter story together, then give children a copy. How many words with the /ai/ phoneme can you spot? Underline them, write them down, say them out loud. Are there any other ways (graphemes) that you can see the same sound (phoneme)? Write them down.

Dear Di

My mate is always late. He's my neighbour, but every day I wait for him at eight on the corner of the estate. It never fails: half an hour later he trails along like a snail. Every day I'm waiting for ages. It's not safe and it's starting to frustrate me. It's my fate to be late for school every day.

I'm even getting worse grades. I stayed with him once.

/ai/ graphemes in order of commonality:

2 Walt: alternative spellings for the /ai/ phoneme.

Write down/cut out these words. Sort them into different /ai/ graphemes. Discuss which grapheme appears to be most popular and encourage children to look for particular patterns and rules. Which grapheme is most common at the beginning, middle and end of a word?

Wait	Plate	They	Stay
Break	Weigh	Grace	Straight
Lady	Pain	Tray	great
Complain	rain	Grey	train

/ai/ is the most common grapheme in the middle of a word - it would be uncommon to see this grapheme at the end of a word.

/ay/ is the most common grapheme at the end of a word - it would be uncommon to see this grapheme in the middle of a word.

Not many words in English start with the /ai/ phoneme.

	<p>/a/ is the least common grapheme for this sound (phoneme).</p> <p><u>Spend 2 days looking at these words and which grapheme is used before you do the next activity.</u></p>																
3	<p>Walt: alternative spellings for the /ai/ phoneme.</p> <p>Cloze challenge.</p> <p>Using what you know about the /ai/ graphemes can you complete the challenge by filling in the missing /ai/ grapheme?</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Br__k</td> <td>N_m__</td> <td>M__be</td> <td>____t</td> </tr> <tr> <td>G_m__</td> <td>M_t__</td> <td>Tr__n</td> <td>Th__</td> </tr> <tr> <td>Tr__</td> <td>St__</td> <td>Holid__</td> <td>L_dy</td> </tr> <tr> <td>B_by</td> <td>Str____t</td> <td>P__n</td> <td>Expl__n</td> </tr> </table>	Br__k	N_m__	M__be	____t	G_m__	M_t__	Tr__n	Th__	Tr__	St__	Holid__	L_dy	B_by	Str____t	P__n	Expl__n
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Tr__	St__	Holid__	L_dy														
B_by	Str____t	P__n	Expl__n														

### English (linked with Science curriculum)

Session	Year 1	Year 2
1	<p>Walt: start sentences with a fronted adverbial</p> <p><a href="#">Muscles needed for movement</a> Make a book using the <a href="#">instructions</a></p> <p>Write the title 'Keeping Fit' on the cover. Draw and label pictures of all the activities you like to do to keep fit. e.g. cycling, swimming, dancing, running, football,</p> <p>Then on a piece of paper write about the muscles you use when you are doing 3 of them. Think about how you use the different parts of your body.</p> <p>Remember to say your sentences first, then write them down. e.g. When I swim, I use the muscles in my legs to kick and I use the muscles in my arms to pull.</p>	<p>Walt: start sentences with a fronted adverbial</p> <p><a href="#">Muscles needed for movement</a> Make a book using the <a href="#">instructions</a></p> <p>Write the title 'Keeping Fit' on the cover. Draw and label pictures of all the activities you like to do to keep fit. e.g. cycling, swimming, dancing, running, football,</p> <p>Then on a piece of paper write about the muscles you use when you are doing 3 of them. Think about how you use the different parts of your body.</p> <p>Remember to say your sentences first, then write them down. e.g. When I swim, I use the muscles in my legs to kick and I use the muscles in my arms to pull.</p> <p>Y2 - extend your sentences.</p>

		When I swim, I use the muscles in my legs to kick quickly and I use the muscles in my arms to pull through the water, so I move.
2	<p>Walt: develop our research skills</p> <p>Find out about a new sport</p> <p>Find out about a sport that you don't know about using this <a href="#">website</a>.</p> <p>Create a poster that tells somebody all about the sport you have learnt about. What do you wear for it? What equipment do you need?</p> <p>How do you play it? When was it first played?</p>	<p>Walt: use adverbs</p> <p><a href="#">Watch the video</a></p> <p>What are the players doing? What is the crowd doing? How do you think people are feeling? What is the ballet dancer doing? What is the message in the film?</p> <p><a href="#">Watch the</a> clip about adverbs and complete the tasks on the website</p> <p>Now write sentences about the football video to answer the questions above. Try to use adverbs in your sentences.</p> <p><a href="#">An adverb describes a verb</a></p> <p>e.g. The crowd is cheering <a href="#">excitedly</a> because the team won.</p>
3	<p>Walt: discover healthy foods</p> <p><a href="#">Enjoy the story</a></p> <p>Bananas are very healthy to eat and give us lots of energy, but Marley wouldn't eat one...</p> <p>Find out about other healthy foods and make a list of them, taking care with your spelling.</p> <p>You might get some ideas from these:</p> <p><a href="#">The 'Five a day' song</a> <a href="#">What's in food</a> <a href="#">Energy in food</a></p> <p>Which of the foods on your list do you like? Which foods could you try? Ask if you can try some new healthy foods! Tell your teacher what you try!</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!

### Summer Melon

Full of summer,  
Full of sweet.  
Juicy, messy  
Treat to eat.

Dessert of summer,  
Picnic jewel,  
Ruby red,  
And oh, so cool!

## 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><a href="#">Link to Year 1 Resources</a></p> <p>Pages 48-51 - Comparing weight. Pages 52-55 - Measuring weight. Pages 56-59 - Comparing capacity. Pages 60-63 - Measuring capacity. Pages 64-67 - Solving weight and capacity problems.</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.
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## 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><a href="#">Link to Year 2 Resources</a></p> <p>Pages 48-51 - 5 times table. Pages 52-55 - 10 times table. Pages 56-59 - Making equal groups. Pages 60-63 - Sharing and grouping</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
<ul style="list-style-type: none"><li>National Curriculum KS1: <i>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i></li></ul>
<b>Activity: How does your body feel after exercising?</b>  Do the exercises you need to do for PE. Notice how your body feels. Do you feel warm or cold? How is your breathing? How is your heart beating? Can you feel your pulse?  Create a poster that explain to someone how your body changes when you exercise. Take extra care with your spelling!

## Creative/Foundation Tasks

	Year 1 and Year 2 - PSHE/Art/Music
1	Try to complete as many of the <a href="#">Wellbeing Bingo</a> activities as you can this week.  How did it make you feel once you completed an activity? Talk to your adult about it.
2	Watch the <a href="#">Powerpoint</a> about Teams (Dojo class story)  How do you work as a team? It could be in school, at home, in sports you play.  Think of a name for you team. How do you show you belong to your team? You could design a flag or create a team motto or mascot. What keeps everyone happy in your team?  Use whatever you have at home to make your own trophy or medal for your team. What sport will it be for? Will it be big? What shape will it be? You can use cardboard, tin foil, coloured paper, painting or lots of other items or crafts you may have. You could use collage or junk modelling.



3 When you exercise you will be able to feel your pulse in your neck or on your wrist. Try and find it with a grown up helping if you need to.

Pulse is also a word that we use when we think about music.

Enjoy this [body percussion lesson](#) on BBC bitesize and take part in the activities.

### **Physical activity Year 1 and 2**

Triathlons are a race of 3 different activities, usually swimming, cycling and running.

Create your own triathlon - you could include scootering, running, skipping around an area, or cycling, skateboarding and jumping

Create your own obstacle courses - there are lots of ideas [here](#).