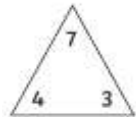| Home Learning	W/C: Monday 1st June 2020	Year: 2

Hello Year 2,

It is the sixth week of your Virtual Home Learning and there is an exciting week in store for you, including discovering what our new Theme is going to be (you'll find out more about this when you explore the Enrichment Tasks at the bottom). As always, please just have a go at what you are able to and focus, above all else, on being happy and keeping smiling.

We wanted to leave you with some riddles to have a think about –

1. What gets wetter as it dries?
2. I am often following you and copying your every move but you can't touch me. What am I?
3. What belongs to you but is used more by others?
4. What has to be broken before you can use it?
5. What never asks questions but is often answered?

Answers
1. A towel
2. A shadow
3. Your name
4. An egg
5. The doorbell

Have a lovely week. Take care and stay safe.

Miss Glynn and Miss Frith

	English	Maths
Monday	**LI: To revise Year 2 spelling rules** Look carefully at the word. Check which spelling rule has been used. Write it out using accurate spelling. Today we will be exploring words that end in the 'l' sound and the different spellings that there can be for this. The rules have been outlined below and there is also a link that gives more examples of words using the spelling rules explained.	**LI: To know number fact families** Use only the three numbers given. Find two addition number sentences. Find two subtraction number sentences. Check they make sense. A number fact family can be described as a group of maths facts or equations created using the same set of numbers. The number fact family will show the relationship between the three numbers involved.

		• **The l sound can be spelt le at the end of words e.g. table, middle, stable, apple, bottle.** • **The l sound can be spelt el at the end of words e.g. camel, tunnel, travel, tinsel.** • **The l sound can be spelt al at the end of words e.g. medal, hospital, animal.** Some more examples can be found here: https://www.spellzone.com/unit26/page1.cfm Task: We want you to think about other words that follow the spelling rules listed above (you might want to have a look through your reading books to see what words you can find in them) and practise writing/making the words in an interesting way. You could use: Fancy handwriting Graffiti writing Chalk Magnetic letters Coloured letters Extension: Could you put the words into a silly sentence using a conjunction (and, but, so, because, when, if, or, that)? e.g. The camel got a medal because he was the first to put all the tinsel on the Christmas tree.	E.g. in an addition and subtraction fact family, there are four different addition and subtraction number sentences created using three numbers. Let's explore the number fact family for the below numbers: 7 4 3 7 – 4 = 3 7 – 3 = 4 3 + 4 = 7 4 + 3 = 7 Task: Get your child to have a go at finding different number fact families using this interactive resource (Note that in Year 2 children do not explore negative numbers so it is advised to go 'up to 100' on this game, making a judgement based on your child's learning needs). https://www.topmarks.co.uk/number-facts/number-fact-families
	Tuesday	LI: To spot rhyme Know what rhyme means. Find words that rhyme. Discuss with your child what 'rhyme' means. Get your child to re-watch (we have seen this before in class) the video below. Encourage them to write down all of the rhyming pairs from the video e.g. toffee – coffee, gravy – baby, toes - nose	LI: To use the inverse to check our answer Identify the inverse operation. Use this to check your answer. Introduce the concept of 'inverse' with your child by working through the Ingrid Inverse Power Point. Your child should be able to recognise that inverse means the opposite e.g. the inverse of addition is subtraction and the inverse of multiplication is division. We will be focusing on adding and subtracting this week.

	Task: Rhyming race. With a minute timer, select a starting word (e.g. air, toy, hand, pan etc. You may want to use the accompanying <mark>rhyming word cards</mark> for inspiration) and race to see who can think of the most words that rhyme with that word.	Task: Complete the accompanying <mark>Maths Mastery inverse activities</mark>, applying what you have learnt from Ingrid Inverse.
Wednesday	LI: To write an acrostic poem Begin your sentence with the starting letter. Link your sentences to the main animal. Use accurate punctuation. Check your letter formation. Look through the attached <mark>Power Point Jungle Animals – What is through the binoculars?</mark> and get your child to try to identify which jungle animal might be being shown. After watching, ask them if they can think of any more jungle animals and write them down. You may want to watch a section of David Attenborough's Planet Earth II with your child, which is focused on Jungles for more inspiration on different animals: https://www.bbc.co.uk/iplayer/episode/b083wt7z/planet-earth-ii-3-jungles Once your child has a list of lots of different jungle animals, explain to them that today they are going to be writing an acrostic poem about one of their favourite jungle animals. Look at the <mark>Acrostic Poem Power Point</mark> for guidance on what an acrostic poem is and for an example of an animal acrostic poem. Task: First, get your child to choose their animal and make a mind map with as much information/as many descriptions that they can about that animal (they may want to do some research of their own to support here). They will use this mind map to help them when	LI: To solve missing number problems Look where the missing number is in the equation. Choose a method to find the missing number. Check. Today, we will be exploring how to solve missing number problems. There is a rhyme that could help when solving missing number problems, which you may want to refer to later on: *Missing number in the middle, do a subtraction after a fiddle.* *Missing number at the beginning, do the inverse and you're winning.* Example 1: $10 + \_\_\_ = 15$ The missing number is in the middle, so (looking back at the rhyme) you could do a subtraction here to find the missing number. $15 - 10 = 5$. The missing number = 5. You should always encourage your child to check their answer afterwards. You might also discuss an alternative method to find the missing number e.g. counting on from 10 until they get to 15. Explore the method that they would prefer to use. Example 2: $\_\_\_ - 5 = 20$

	writing their acrostic poem. Then, get your child to write their acrostic poem, focusing on the Success Criteria above.	The missing number is at the beginning so (looking back at the rhyme), you should do the inverse here to find the missing number. The inverse of subtraction is addition so, 20 + 5 = 25. The missing number is 25. Task: Have a go at the attached Missing Number Challenge Cards activity.
Thursday	LI: To write a haiku Think of a sentence. Clap the syllables. Remember the structure 5-7-5 Remind your child what a syllable is: *"A syllable is a single, unbroken sound within a spoken word. Syllables are sometimes referred to as the 'beat' of a word."* Get your child to practise identifying syllables in words by sorting the attached Animal Cards into words that have 2 or 3 syllables (it may help for your child to clap the syllables within a word). What other words can they think of that have 2 or 3 syllables? Next, take a look at the attached Haiku Rules Poster to go over the features of a haiku. Task: Get your child to write haikus about some of the jungle animals from yesterday following the rules outlined in the Success Criteria above.	LI: To solve word problems with missing numbers Write the word problem as a number sentence. Choose a method to find the missing number. Check. Re-cap yesterday's learning about inverse. Today, we will be applying the skill we learnt yesterday to word problems. Task: Have a go at the Missing Number word problem activity. An example of how to solve them has been provided in red. The activities have been differentiated, starting with the easiest (green) moving on to the most challenging (red). Choose one of the activities based on how your child is feeling using the inverse. As they get more confident, they may want to move on to some of the more challenging equations.
Friday	LI: To practise our handwriting Tall letters tall Writing on the line The tails of descenders should drop below the line Read through the attached poem, 'What kind of pet do you think I should get?' Encourage your child to look out for any rhyming pairs as they read. Task:	LI: To solve problems Read the problem carefully. Choose a method to solve it. Show your working out. Today is 'Challenge Day' for you. Looking at the following online resource and have a go at solving the three problems. https://www.bbc.co.uk/bitesize/articles/zh23gwx

| | On lined paper, get your child to write up the poem in their best handwriting, focusing on the above Success Criteria.

Extension:
Could they continue the poem by adding their own rhyming verses to it? | |

Enrichment Tasks

- **Feed the birds**

With the lovely weather that we have had recently, you might be interested in making a bird feeder to attract different species of bird.

Some examples of how to make different bird feeders can be found at the links below:

https://www.nhm.ac.uk/discover/how-to-make-a-bird-feeder.html?gclid=EAIaIQobChMI7fXdr_rR6QIVh7PtCh10_QBiEAAYASAAEgIdU_D_BwE
https://www.bbc.co.uk/cbeebies/makes/bird-feeder

Choose what works best for you and your set up.

- **A mini-Olympics**

With lots of sports competitions sadly cancelled or postponed at the moment, including the Tokyo Olympic Games, why not host your own sports day in your garden or local park?

You may have a skipping race, a wheelbarrow race, an egg and spoon race. Be as creative as you like and have fun!

- **Konichiwa**

With Japan being the host of many global sporting events recently (including the Rugby World Cup 2019 and the Olympic Games, when they are re-scheduled), we thought that Japan would be a great country to explore for our next Theme. Do you know anything about Japan already?
Why not take a look at the Japan PowerPoint, which gives some interesting starting information about our Theme. What questions do you have already about this? Is there anything that you'd really like to find out from our new Theme? Make a note of your questions and keep them in a safe place for us to come back to later.

Using information that you have learnt from the Power Point and from your own research, why not have a go at completing the attached Japan Fact File.