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| **Thursday 26th March 2020 – Year 2 Home Learning**  [**Year2@shelford.cambs.sch.uk**](mailto:Year2@shelford.cambs.sch.uk) | | |
| **Subject** | **Activity** | **Submission** |
| **Spelling** | **This week’s spelling rule:**  The sound /zh/ spelt ‘s’.  **Spelling words:**  television treasure usual division measure usually  behind both break steak door sure  **Bonus word:** parliament  Begin by reading these words aloud to adult.  Choose three of these words to write sentences with in your home learning books. (Different from yesterday’s words)  Enjoy the Dolphin Watch Phonics PowerPoint! |  |
| **Literacy** | **Current Unit: Poetry**  You may choose to begin with a movement break. We have done this one in class and the children seem to love it!  <https://www.bbc.co.uk/teach/supermovers/ks1-english-capital-letters-full-stops/zjmrhbk>  Begin by asking children ‘What are verbs?’ ‘When do we use them?’ Most children should know that verbs are things that we do. Ask if they can give you any examples.  Ask the children to think of their animals that they have chosen to write a poem about. How do their animals move? Ask the children to act out how their animals move. You can provide them with an example if you want. For example you could pretend to be an elephant and you could stamp, stomp or stampede across the room swinging your trunk.  In their home learning books work together to come up with as many verbs as they can to describe their animal. Please see a compilation of verbs that they could use in the resources section.  Children will now use these verbs that they have brainstormed and create sentences about their animal. Model for the turtle:  I swim through the ocean.  I retreat into my safe shell.  Remind them that they will be starting their sentences with **I** and to remember to end their sentences with full stops.  There is no limit on how many sentences that your child can write but I would recommend at least three sentences. They will be using these sentences and the ones from yesterday to write their ‘What am I?’ poem tomorrow. |  |
| **Maths** | **Review: Arithmetic**  Begin by doing the BBC Super Movers 5 times tables:  <https://www.bbc.co.uk/teach/supermovers/ks1-maths-the-5-times-table/zhbm47h>  Please allow your children to do these independently to start and if they are needing any help please feel free to step in.  Please copy and complete the following questions in the home learning books.  45+21= 67+25= 59-13= 84-36= 2x5= 4x3=  8x5= 10x8= 18÷2= 21÷3= 25÷5= 100÷10= |  |
| **Other** | **Design and Technology: The Great Fire of London**  This half term our topic has been The Great Fire of London.  Begin by asking your children what they know about The Great Fire of London. Hopefully they know the answers to the following questions as we had discussed them in class:  -When was The Great Fire of London?(September 2nd, 1666)  -Where did it start? (In Thomas Farriner’s bakery on Pudding Lane)  -How long did the fire last? (5 days)  -Why did the fire last so long? (The houses were made of wood, the houses were close together, there were no fire fighters, the city didn’t act quick enough)  -How did they stop the fire? (They pulled houses down)  -How did houses change after The Great Fire of London? (They made new houses out of brick to prevent any future fires from spreading)  -Who wrote information about The Great Fire of London in his diary that tells us a lot about what happened? (Samuel Pepys)  Children will make a Tudor house like the ones they had prior to The Great Fire of London. They can choose to make their house using any materials. Here are some suggestions:  -Make the house out of cardboard.  -Draw a Tudor house on paper.  -Create one on 2Design and Make on Purple Mash. I have set this as a 2Do task but they don’t have to make it on here. 2Design and Make creates a model that you can print out and turn into a 3D model.  It would be useful for them to have a picture of a Tudor house available. Make sure they look at the details of the house (the colours, lines, materials) and replicate this in their designs. |  |
| **Reading** | Children read the Samuel Pepys Reading Comprehension and answer the comprehension questions. Please only do one reading and one set of comprehension questions.  Here is guidance for which challenge each reading group should be doing:  **Willy Wonka:** 3 Star (Reading-pg. 7 Questions-pg. 8)  **The Twits:** 3 Star (Reading-pg.7 Questions-pg. 8)  **Roly Poly Birds:** 2 Star (Reading-pg. 4 Questions-pg. 5) or 3 Star (Reading-pg.7 Questions-pg. 8)  **Fantastic Mr Fox:** 2 Star (Reading-pg. 4 Questions-pg. 5)  **Matilda Group:** 2 Star (Reading-pg. 4 Questions-pg. 5) or 1 Star (Reading-pg. 1 Question-pg. 2)  Please note that if your child wants to challenge themselves and do a harder reading comprehension I fully encourage this! | Please submit a photo to the email address above by 3pm today.  Please include the following in the email subject box:  -Child Name  -Piece of Work  -Date |