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| **Tuesday 24th 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’.  We usually have six words that are commonly misspelled to complete our spellings but moving forward I will be including six Year 2 Common Exception Words to complete our spelling list.  **Spelling words:**  television treasure usual division measure usually  behind both break steak door sure  **Bonus word:** parliament  Copy this list into your home learning book. This is a perfect opportunity to practice your handwriting.  Children will go over the interactive phonics PowerPoint in the resources section. |  |
| **Literacy** | **Current Unit: Poetry**  Replay the film ‘Once in a lifetime’:  <https://www.literacyshed.com/onceinalifetime.html>  Pose the question: Where do you think the turtles came from and where might they be going? Allow children to discuss their ideas.  Explain to the children that they will be working towards writing their very own ‘What am I?’ poem to describe one of the animals that went gliding past the Skyman.  Ask if they can remember the special words that are used to describe nouns. See if they can recall the word adjective (describes nouns). Explain that they will be using adjectives to describe different things about their animal today (their eyes, their colour, their fur, their tail, their teeth, etc.)  Create two of these charts in their home learning book. Don’t forget the date.  My animal:   |  |  | | --- | --- | | Body/shell |  | | Arms/legs/flippers |  | | Colour/pattern |  | | Skin/fur/feathers |  | | Eyes, nose, mouth |  |   Model describing a turtle from the short film (pause at 32 seconds for a visual prompt). Together, look at the first box (describing the animal’s shell. Ask your child to think of some adjectives to describe them. Discuss together if they are finding it difficult. Model filling in to the first box with the adjectives you came up with. For example: big, hard, speckled, rough, unbreakable, etc. Move onto the next box and ask your child for adjectives to describe their flippers. Again, model filling in the box. Continue completing the rest of the table for the turtle together. Encourage children to use a wide range of rich vocabulary. There is an adjective word bank included in the resource section on the class page that the children might find useful.  Children will then choose an animal they would like to write their poem about and will complete the second table for that animal. It might be useful to have a picture of that animal for them to look at whether from a book or from a website. |  |
| **Maths** | **Current Unit: Properties of Shapes**  Go through the PowerPoint Real Life Shapes and the starters that are included in the PowerPoint.  Children will look for their own shapes and create their own shape city by stacking and arranging 3D shapes. Please make sure each shape is labelled with their name and is visible in the photo you are submitting. | Please submit a photo of this activity to the email address above by 3pm today.  Please include the following in the email subject box:  -Child Name  -Piece of Work  -Date |
| **Other** | **Geography: Our Country-The UK!**  Go through the PowerPoint Town and Country.  Children will then draw the Venn diagram from the town and country activity sheet (found in the resources section) in their home learning books and will sort the words. They can choose to do the one star or the three star challenge. You do not need to print off the activity sheet. |  |
| **Reading** | Read aloud to someone at home for 15 minutes focusing on the accuracy and fluency of your reading. After this, enjoy some free reading time!  Make sure to find or create your own space to do your reading. You could read outside or even make your own blanket fort! |  |