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| **Wednesday 25th March 2020 – Year 2 Home Learning****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 usuallybehind both break steak door sure**Bonus word:** parliamentBegin by reading these words aloud to adult. Choose three of these words to write sentences with in your home learning books. (Don’t forget your capital letters and full stops)Enjoy The Secret Clue Phonics PowerPoint! Arrrgh! |  |
| **Literacy** | **Current Unit: Poetry**Remind the children that they are working towards writing a ‘What am I?’ poem that will be submitted on Friday. Recap the features of a ‘What am I?’ poem. The title-What I? New line for every sentence, written in first person using ‘I’, lots of adjectives, verbs, even similes. Look at the personal pronoun ‘I’. Explain that the sentences they write today will be in first person (written in role). They have to imagine that they are the animal. Explain that whenever ‘I’ is written on its own that it is always capitalised. Explain that they are going to be using the adjectives they collected yesterday to write sentences. They will be creating expanded noun phrases to describe their animals. Recap what an expanded noun phrase is. An expanded noun phrases contain a noun and an adjective (one or more) to describe it. The adjectives come just before the noun.the big, brown boatBegin by modelling how to create expanded noun phrases for the turtle together. Model choosing the best vocabulary for their animal. Encourage them to use their adjectives from yesterday throughout the activity. Discuss creating at least one expanded noun phrases about each of their animal’s features. They may wish to include a simile (if confident). Emphasise that each sentence should begin with **I have…** in the first person. Remind the children that it is a poem so each sentence should be started on a new line. Create sentences together with expanded noun phrases for the turtle recording this in their home learning books. Here is an example of what this might look like for the turtle:**I have** bright eyes as big as dinner plates. (simile)**I have** enormous, powerful flippers. **I have** a hard, unbreakable shell. **I have** wrinkly skin as green as emeralds. (simile) **I have** a round, stout body. When you feel that your child is confident, allow them the opportunity to complete this for their own animal in their home learning books. Remind them to begin each sentence with **I have**. **Challenge:** Children could create more than one sentence for each feature and include similes in addition to the expanded noun phrases.  |  |
| **Maths** | **Current Unit: Properties of Shapes**Instead of practicing counting in 2s, 5s, 10s by rote counting you could do this BBC Super movers video instead:<https://www.bbc.co.uk/teach/supermovers/ks1-maths-counting-with-john-farnworth/zbct8xs>Please go over the PowerPoint for Properties of Shapes. I will be sending the worksheets via email as they can’t be published publicly due to copyright. Children will choose which challenge they would like to do either the one star, two star or three star challenge. Please write the answers in your home learning books. You do not need to print the pages out.  |  |
| **Other** | **PE: Gymnastics**Prior to breaking up from school we were practicing putting together our different gymnastics movements to create a routine in PE. I would like you practice:-The routine that your group developed OR-Develop your own routineMake sure that you have a beginning and an end pose. When you feel confident with your routine make sure to record it.You can find the different movements that we did in the resources section. Don’t feel that you need to print these! **Remember to be safe and don’t do anything unsafe without an adult nearby.**  | Please submit a video of this routine to the email address above by 3pm today.Please include the following in the email subject box:-Child Name-Piece of Work-Date |
| **Reading** | Read aloud to someone at home for 15 minutes. Then choose a story to act out with your family. It could be either your story or you may choose to act out a story that one of your siblings is reading. Have fun with it! |  |