





Purbrook Infant School

Year 2 Blended learning – Spring A Week 2

We were blown away with last week's home learning. Good job everyone! Keep attending the morning zooms and of course, if you have any questions at all please do email us at year2@purbrook-inf.hants.sch.uk. You will also find videos explain the trickier tasks at <https://www.youtube.com/channel/UCOytBDmcmHHUiDOE5iMGWLw> Please subscribe! There is a parent's top tip video https://www.youtube.com/watch?v=loAxj_5ozJ8&safe=true for your guidance. The video is also in separate mini videos if this one is too long for you!

Writing	Maths
<p>Session 1- Recap on the short clip 'The Catch'. Stop the clip after the beginning, middle and end sections of the story and create a thought shower around the pictures (using the resource provided) with some adjectives to describe how the boy was feeling in each section (e.g. <i>starving, lonely, disappointed, angry, overwhelmed</i>). After you've done this, in a different colour, add on to your thought shower why the boy might be feeling that way. Extension: See if you can up-level your language (e.g. <i>angry-furious/betrayed/raging</i>)</p> <div data-bbox="622 560 1084 695" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px; width: 30%;"> <p>frightened he doesn't know what the fox will do will the fox hurt him?</p> </div> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 2px; width: 30%;"> <p>betrayed fox has turned on him</p> </div> </div> <div style="border: 1px solid black; padding: 2px; width: 30%; margin: 5px auto;"> <p>worried can't defend himself</p> </div> </div> <p>Session 2- Using the adverbials from last week and work we've done on using 'so', 'when' and 'because', write a paragraph about how the boy feels at the beginning of the story and why. Explain that we are inferring using 'clues' (his actions/expressions/clothes etc) but we don't know for sure. (E.g <i>at the beginning of the story, the boy was feeling lonely because he was sitting alone fishing. He could also have been hungry because he looked down-hearted when he couldn't catch any fish</i>).</p> <p>Session 3- In this session we are going to write the second paragraph. Remember to leave a line between paragraphs and your paragraph length should be around 3-5 sentences.</p> <p>Session 4- Write your final paragraph explaining how the boy was feeling at the end of the story and why.</p> <p>Session 5- This session is a chance for us to practise our 'edit and improve' skills. Re-read your work to check for any errors to edit using the checklist provided. Once you have completed your checklist, choose one part of your work to up-level. For example, you might want to make a simple sentence more exciting, add in missed adverbials or edit a sentence that might not make sense.</p>	<p>Multiplication</p> <p>Before starting Maths today, you will need to see if your child can count mentally in 2s, 5s or 10s so they know which colour to start on. If your child can not do this they can start on Orange or Red and use the array method. For children to be able to solve Red and Orange problems mentally they will need to put the first number on their fingers and count up in which ever times table number is shown. (e.g. 3 x 5 would mean 3 fingers up and counting them in 5s to reach 15). Where children cannot do this they can do an array which shown three rows of 5. All children will need to use arrays when the X number sentences doesn't have a 2,5 or 10 as these aren't times tables that we teach in Year 2. (an array for 3 x 5 (3 rows of 5). Count all of the crosses to find the answer) Purple is word problems which can be solved mentally or by using an array.</p> <div style="text-align: right; margin-right: 20px;"> <p>xxxxx</p> <p>xxxxx</p> <p>xxxxx</p> </div> <p>Division</p> <p>For Red and Orange tasks, where children are able, they can once again use their 2,5,10 times table knowledge to solve division problems. To do this, e.g. for 15 ÷ 5 they would count up in 5s on their fingers and stop when they get to 15. How many fingers are up would be 3 which is the answer. If they do not know their 2,5,10 times table they will need to use the sharing method for Red and Orange work. All children should use the sharing method on Green work. In order to do the sharing method, the children will need to share the first number in the number sentence between however many circles is stated in the second number in the number sentence. E.G. 15 ÷ 5 would be shown as 15 dots shared between 5 circles as shown below.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>How many dots are in each circle once the 15 are shared out? 3 so 15 ÷ 5 = 3</p> <p>Purple is word problems which can be solved mentally or by using the sharing method shown above.</p>

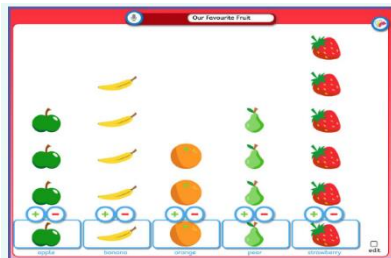
Spellings:

move	prove	improve	sure
sugar	Mr	Mrs	
Continent			

Ext: Can you now practise using those words in a sentence? Can you extend your sentences using a joining word? (and, if, or, but, because, so)

Computing

Computing this week looks at another way of collecting and storing data. The focus this week is pictograms. When completing a pictogram, the picture or icon can represent one or more than one. It is important that your child understands that we don't count the icon below the line. The icons below the line simply show the options. Have a look through the pdf document and have a go at answering the questions.



Extension: Can you create your own pictogram?

Science

Last week we talked about the human lifecycle, but this week we look at animals and their lifecycle. Think of some animals, have you seen their babies? What are they called? Do all the animal babies look like their parents? How are baby animals different from the adults? What about birds or insects? Have you ever seen a tadpole? Investigate animal's lifecycles and fill in the sheet. See if you are able to think how animals, just like humans, are different when they are born to when they are adults. To help you, you may want to watch this interesting video https://www.youtube.com/watch?v=CH_YkA6Deo4&safe=true

Geography

Last week we talked about the landmarks of the UK, but this week, in line with our topic "Around the world" we are visiting some of the famous landmarks. Pop over to the Year 2 YouTube page where you will find a video explaining the lesson further. After that, do some research about these famous landmarks - Ayres Rock, Taj Mahal, Victoria Falls and Sidney Opera house. You may want to see them so you could use this website <https://www.airpano.com/> to have a closer look. Just type in the landmark you want to see and then explore. What can you see around it? Is it physical or a human feature? You then have a worksheet to fill. Have fun "travelling" around the world.

Reading

The Dragon Machine

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/the-dragon-machine/>

Please complete a book review for the given text.

Comprehension

Tigers

Please choose only one of the levels of difficulty to complete for this week's comprehension task.

Poetry

<https://childrens.poetryarchive.org/poem/granny-is/>

Listen to this poem. How does the author feel about her granny? What images can you see when you listen? What does she look like? What is she doing?

Other Reading Materials

We understand that some of you may need some additional books during your time home learning and would like to let you know about the Oxford Owl website. It has many books for all age ranges and is free to join.

https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+4-7&level=&level_select=&book_type=&series=#

PSHE Health is wealth

Please follow the link below to find a series of six sessions about being having a healthy mind.

<https://classroom.thenational.academy/units/its-ok-not-to-be-ok-5ada>

Music – Pitch

<https://classroom.thenational.academy/units/pitch-c0a5>

Follow the sessions from the National Academy that focuses on pitch. The **pitch** of a sound is how **high** or **low** the sound is. A high sound has a **high pitch** and a low sound has a **low pitch**.

A tight drum skin gives a higher pitched sound than a loose drum skin.