



Purbrook Infant School

Year 2 Blended learning – Spring A Week 4

It's week 4 Year 2! Please do 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. Most of you have visited our YouTube channel now, but please remember to **subscribe!** <https://www.youtube.com/channel/UCOytBDmcnHHUiDOE5iMGWLw/videos> If you haven't already check out the **parent's top tips** video. https://www.youtube.com/watch?v=loAxj_5ozJ8&safe=true If your child is finding it tricky to deal with their emotions please see our ELSA's Top Tips ... [ELSA Top Tips 1 - YouTube](#)

Writing	Maths
<p>In preparation for session 4-if you can have some Indian food which the children can either taste at the beginning of session 4 OR if you can have Indian food for tea/lunch one day it would be an advantage.</p> <p>Session 1 – Can you write down some adjectives to describe the King. You can write down adjectives to describe his personality and what he looks like.Explain that a noun phrase is a group of words which contain an adjective and a noun e.g. snotty nose, revolting manners etc. Explain we are going to create a role on the wall using noun phrases. Using the template explain that we write noun phrases around the outside of the role for the Kings appearance in inside for his personality.</p> <p>Session 2 – Using your role on the wall from yesterdays session, write up the noun phrases describing the King into 3-4 sentences. Can you extend your sentences using because, but, and or so.</p> <p>Session 3 – Have a look at the Indian curry picture. Ask your child-what is it, when would you eat it, have you had it before, did you like it and what did it taste like? Using the pdf power point all about India food talk about the different foods they eat in India. The children can then chose one or two foods to write about on the session 3 worksheet.</p> <p>Session 4 – Today we are going to be food critics. Thinking back to some Indian food you have tried. Did you like it? What was your favourite bit? What didn't you like. Use the worksheet for session 4 to give your opinion about the Indian food. You can use the above questions as a guide with what to write. Finally, draw a picture of your food.</p> <p>Session 5 – Have a look at the phrase 'sweet, sticky, samosas', what do you notice about it? Explain alliteration is when Alliteration is when there is 2 or more connected words, which start with the same sound. Using the Indian food word mat, can you write an adjective in front of the noun to make an alliterative noun phrase. When you have done a few, write 4-5 sentences using the alliterative noun phrases.</p> <p>Extension Can you write an alliterative poem (see pdf example on the website).</p>	<p>This weeks maths is almost identical to last weeks (for the first part of the week at least). The only difference being is that the operation is addition instead of subtraction. Most of the principles and skills we learnt last this week still apply.</p> <p>Session 1 Introduction to addition</p> <p>We have already looked at addition in school. Before starting it is important to discuss what this means (addition, add, plus, total, altogether). It is also good to recap that when we add our answer is usually bigger and we jump up the number line. This first session is a gentle introduction to addition and involves the key skills needed for the next session. Red: Jumping on single digits on a structured number line. Orange: Completing single digit addition number sentences by counting forward. Green: The same as orange but crossing the tens barrier (e.g 18, 19, 20, 21 or 39, 40, 41, 42). Purple: Adding multiples of ten mentally or by counting forward in 10s. What do we need to remember here? The ones do not change!</p> <p>Session 2 and 3 Addition on a structured/unstructured number line</p> <p>You may not have a ruler at home but it would really help your child if they could use something so that their unstructured number lines are straight. Red: Adding 10 (structured). <i>Have your child jump forwards in ones if they need to but only record one big ten jump.</i> Orange: Adding a teens number (structured). Jumping the tens and then the ones. Green: Adding 10 (unstructured). Purple: Adding a teens number (unstructured). Gold: Adding multiple tens and ones (unstructured).</p> <p>Session 4- Time</p> <p>Telling the time is quite a tricky skill to teach/learn and takes lots of practise. Please use the recorded lesson to help you with this today so that you can pause the video after each 'chunk' to complete your tasks. This will make it a lot less confusing for you. We will be looking at telling the time for o'clock (Red), half past (Orange), quarter to and quarter past (Green) and to the nearest 5 minute interval (Purple). You can use an interactive clock along with the lesson if you have one, but if not no need to worry, just do the tasks on the resource provided. It is best to have this resource ready for when you watch the video.</p>

Spellings:

think	wanted	gave	have
came	could	should	would
India			

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

In computing this week we continue looking at different attributes that we can investigate and then arrange the data in pictogram form or using a tally chart (or both). Have a look at the questions attached to the blended learning. Find out the data and arrange it accordingly. To extend it beyond your family, you may want to use the time on the zoom calls in the morning to check with your friends and add the answers to your data collection sheets. Have fun!

Forest School

It was lovely to see what everyone had been up to this week for forest school. Mrs Rolfe loved seeing your frozen leaves! There are 5 activities on Mrs Rolfe's outdoor learning sheet. Keep working through it. Getting outside once a day is very important!



Science

In science this week we are looking at healthy eating and what types of foods should we be eating day to day basis. We would like you to design your own food plate before you look at the following video <https://www.youtube.com/watch/mMHVEFWNLmC?safe=true>. If you follow the channel it will tell you in detail all about the different food groups. You may want to pop over to the Year 2 YouTube channel too, to catch up with Mrs Pennell, who will explain the task in detail. After you have learned about healthy, balanced food, compare it to your original plate and discuss if and how could you improve it. After that, we would like you to cook a healthy meal together as a family. If that is not possible, draw us a picture and email it to us. We look forward to seeing your creations.

Geography

In geography this week we are looking at oceans. Recap the continents from last week before investigating the oceans. Locate the five oceans on the map using an atlas or the internet. You may want to watch this video which tells you more about the oceans <https://www.youtube.com/watch?v=1WZsxVDTgCU>. For your task, after you have found all the oceans on the map, you should try and explain the location for each ocean. It is important that you use geographical vocabulary as you do it. This will enhance your locational awareness and broaden your understanding of Geography. If you have travelled before, which ocean might you have seen? Do you know which ocean is the warmest and which one is the coldest? Have fun learning!

Reading

This week's focus book is 'There's a Wall in the Middle of the Book' by Jon Agee which is a book of not many words but has some powerful messages linked to fear and judgement. It also has some very interesting illustrations.

<https://www.youtube.com/watch?v=FAHs5VrrLzE>

After watching the story, please complete your weekly book review.

Comprehension- The lifecycle of a chicken

Please complete just one level of difficulty with your comprehension this week. Readers who are currently on book bands up to Orange level, please read with the help of an adult or ask an adult to read to you. Turquoise and Purple readers to try the middle level of difficulty and Gold and above the most complex.

Poetry- The Cat in the Hat

This week's poetry focus will be on changing your reading voice to show different expression. Use 'The Cat in the Hat' spinner resource and practise reading the poem in the selected reading voice. The text can be found and printed from here:

<https://docs.google.com/viewer?a=v&pid=sites&srcid=dGhIbWV0cm9zY2hvb2wub3JnfHN0ZXZlbnNzMjAxNXxneDo2YWVhbnNjEzNjY3MDU0Y2E4>

Ext: If you are looking for some extra reading at home, check out this list of recommended books for Year 2: <https://www.booksfortopics.com/year-2>

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.

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