



Purbrook Infant School

Year 2 Blended learning – Spring B Week 2

Wow, what a fab first week back we had last week. Thank you for all of the incredible work you have sent in. Please remember we are here to help, keep attending the morning zooms or watching our YouTube videos <https://www.youtube.com/channel/UCOytBDMcnHHUiDOE5iMGWLw> and of course email us with any questions year2@purbrook-inf.hants.sch.uk. Hopefully this is your last ever week of home learning! Of course we cannot promise that, but let's make this week a good one!

Writing	Maths
<p>Session 1-This session is all about discussion of the posters and developing children's language-Have a look at the posters for session 1. Encourage your child to look really closely at each the posters-question to develop their thinking. See Key questions sheet .Ask the children to write down their ideas of what a poster needs.</p> <p>Session 2-Look at 3 of the posters (an advert e.g. the Titanic, one giving information e.g. the Covid poster and a warning e.g. trip hazard). Look at the features of each of the posters-what do you notice about them? Point out the features of the title, colour, eye-catching, information. Look at the Titanic poster. Explain posters need to be eye-catching (so people notice them), they need pictures (can help to give extra information and make it look attractive), titles (the name given to the poster), information (facts about the main topic) and a catchy slogan (a striking or memorable phrase). Task label features of a poster.</p> <p>Session 3-Have a look at some exclamatory sentences (What a huge fire! Watch out! Danger ahead!). What do you notice about these sentences? Explain that sentences containing surprise or emotion are called exclamatory sentences. An exclamation mark is placed at the end of the sentence. Explain these are normally short phrases. Check out Miss Richardson's video she explains this in more depth. Task-to write exclamatory sentences about Great Fire of London.</p> <p>Session 4-Show some examples of commands-what do you notice about these sentences? (Get out. Clear up the mess. Eat your lunch). Explain they are commands and they tell us what we have to do. A command starts with an imperative verb. Recap, a verb is a doing word and an imperative very is a bossy verb. Look at the commands 'Tidy the cloakroom', 'Write today's date', 'Walk down the corridor'. Imagine you were in the Great fire of London, what commands would you give? Check out Miss Richardson's video she explains this in more depth. Task-to write exclamatory sentences about Great Fire of London.</p> <p>Session 5-Recap what are instructions and why do we use them: We give instructions if we want people to do something specific for us, or if someone asks how to do things, to assemble things we read instructions, etc. We should give instructions BEFORE a task so that it can go well and smooth. EXPLAIN instructions can be used for different things e.g. recipes, games, craft books, science experiments, safety rules. Check out Miss Richardson's video she explains this in more depth. Task-to write short instructions about what people should do if they were in the Great Fire of London.</p>	<p>Session 1 and 2 Multiplication and Division To start us off this week we will be recapping multiplication and division. It is important to know that if a number is x or $\div 2, 5$ or 10 we can do it mentally as most of us are able to count in those numbers now. If it is 5×10, 5 fingers counting in 10s and the answer is the number we get to. If it is $30 \div 5$ we count in 5s until we reach 30 and the answer is how many fingers we have up. When it comes to x or $\div 3, 4, 6, 7, 8$ etc. We need to use a method, the sharing method for \div and arrays for x. If we reach gold in session 1 or 2 the numbers do not divide into equal groups, the amount left over are called the remainder. We use the grouping method and anything left over is the remainder. Do check out Miss Warne's video she explains how to do this.</p> <p>Session 3 The Inverse It is great if your child can confidently and accurately multiply and divide. However, they need to know how the two operations relate. They are called inverse operations. It sounds tricky but it basically means opposites. So if we know that $5 \times 10 = 50$ then $50 \div 10 = 5$. You have two multiplication and two division number sentences for each example. Again, Miss Warne's video explains this completely. If you get onto purple in this session you need to use your knowledge of 'inverse' to solve the missing number problems. You simply do the opposite operation to solve the problem.</p> <p><input type="text"/> $\times 3 = 6$ You would need to do $6 \div 3$ to find the answer.</p> <p>Session 4 3D Shapes 3D shapes are a tricky concept to grasp (for many of us!) We have provided an adults 'cheat sheet' to help. The red task today is to complete the table by identifying how many faces, vertices and edges each 3D shape has. Now a sphere has one surface and none of the other properties. Shapes like a cone and cylinder have a curved face and flat faces. If you move onto orange, you need to put the shapes in the correct place on the Venn diagram. You put the shape on the correct side, if it fits in both it would go in the middle. Then if you reach green (there isn't a purple job today) simply answer the questions.</p>

Spellings



wooden	water	leather	burn
grow	trunk	bucket	fireman
disaster			

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)

WOW

Word of the Week!

Disaster

Reading

This week's focus book is 'Be Kind' by Pat Zietlow which can be found here ...

<https://youtu.be/kAo4-2UzgPo>

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

Comprehension

This week comprehension is Great Fire of London themed. Rather than having a non-fiction piece, this one is a fictional character from The Great Fire of London.

Please have your child read the text and then answer one of the question sheets.

Chose the appropriate level for your child. If you need to support them with it that is no problem at all.

Poetry

Listen to Miss Richardson read the story Edward the Emu and write down all of the pairs of words which rhyme? I wonder if you can find them all. Let us know the total amount and we will let you know if you are right. <https://youtu.be/1te4JBbRMoE>

Extra Phonics Job

<https://classroom.thenational.academy/subjects-by-year/year-3/subjects/english-spelling>

Handwriting

Please see our handwriting videos which will help your child form letters the way we teach them in school.

<https://www.youtube.com/playlist?list=PLXfqvQ-mxlo5VzY1ED7PAqO1mp6csKE8&safe=true>

Forest School

It was lovely to see the Forest School activities that were sent in last week. In Year 2 we really do love the great outdoors. If you haven't completed any of Mrs Rolfe's Forest School activities yet, you can find them here

<https://www.purbrook-inf.hants.sch.uk/wp-content/uploads/2021/02/Forest-School-Activities-Spring-B.pdf>



Science

In science, we are focussing on seeds and their dispersal. We will consider different ways seeds travel. There are 6 different ways seeds like to get around. B-blowing, E-eating, E-exploding, F-falling, F-floating, S-sticking. BEEFFS for short. There is a great video explaining pollination and dispersal in detail.

<https://www.youtube.com/watch?v=i-S5ui9Us7U&safe=true>

Then, look at the different seeds that we have selected and observe them carefully. What clues can you spot that help you arrange the seeds by method of dispersal. Are they covered in a heavy thick coat? Are they edible? Are they as light as a feather? All of these characteristics help different seeds disperse in different ways. Once you have sorted the seeds, make your own helicopter seed and test it out! Have fun!

History

In history this week, we are exploring one of the most important skill a historian could have. How to use different sources for research. There are primary and secondary sources in history. Both are very helpful for understanding our past and useful for envisaging the future too. We will look at different sources and sort them into primary and secondary. We well then focus on secondary only and choose our favourite type of information source. You should think of questions about the Great Fire of London and then see if you can find answers using your chosen secondary resource. If you get stuck, let us know. There is a handy video on our YouTube channel explaining more about the differences of each type of historical source. That should help you do the sorting task.

PSHE Me, You and Us!

Please follow the link below to find a series of six sessions about the importance of valuing ourselves, what makes us special and each other. <https://classroom.thenational.academy/units/me-you-and-us-72ca>

Music – Rhythm

Follow the sessions from the National Academy which focus on rhythm (something Miss Warne has little skill in). Rhythm is music's pattern over time. There are five types of rhythm random, regular, alternating, flowing and progressive.

<https://classroom.thenational.academy/units/rhythm-bedc>

Computing

We are continuing with our sequences and this week we are focussing on the outcome of a sequence. We learn that there could be many outcomes and it is dependent on what we are trying to achieve with our sequence of commands. Try out different challenges on Scratch Jr app. Choose a background and make your character move to different places or do different things. If you want to watch Mrs Pennell have a go at this, then tune into the YouTube channel. Have fun!