Year 2 Learning Log Monday 6th July 2020

Literacy

WALT: spell words with 'si' for the /sh/ sound

'si' for the /sh/ sound	Tricky words
vision	television
tension	fraction
pension	estimate
division	hours
revision	permission

The letters 'si' are sometimes used in spelling to make the /sh/ sound. They are usually followed by 'o' and 'n'. At the end of a multisyllabic word, the 'sion' spelling makes a sound like /shun/.
Use words from the spelling list to write 3 sentences.
Write them in your learning log or type them as a note on SeeSaw.

Make a list of other words you know with this week's spelling pattern.

Look at the weekly dictation. Ask someone at home to call out the spellings and sentences to you each day. Write them on a white board, like we do in class, or you can write them in your book. Remember to go over them for a few minutes each day.

Dictation

1. vision
2. tension
3. pension
4. division
5. extension
6. permission

1. He honestly needs his pension.
2. There was a huge explosion.
3. They watched television for hours.

Reading

You must read for 10 minutes each day. Log into your **Active Learn** account, look in 'My Stuff' and click on the Bug Club independent reading logo. It is really important to keep up your reading skills. You will find two books for you to read this week. As you read you will see a Bug logo like this -  with eyes open! When you have answered the question the bug picture changes  eyes closed! Remember to click on the bug and answer the questions. A new book will appear in 'My Stuff' when you have completed **all** the quiz questions.



Email me if you need a reminder of your log in details.

https://www.activelearnprimary.co.uk

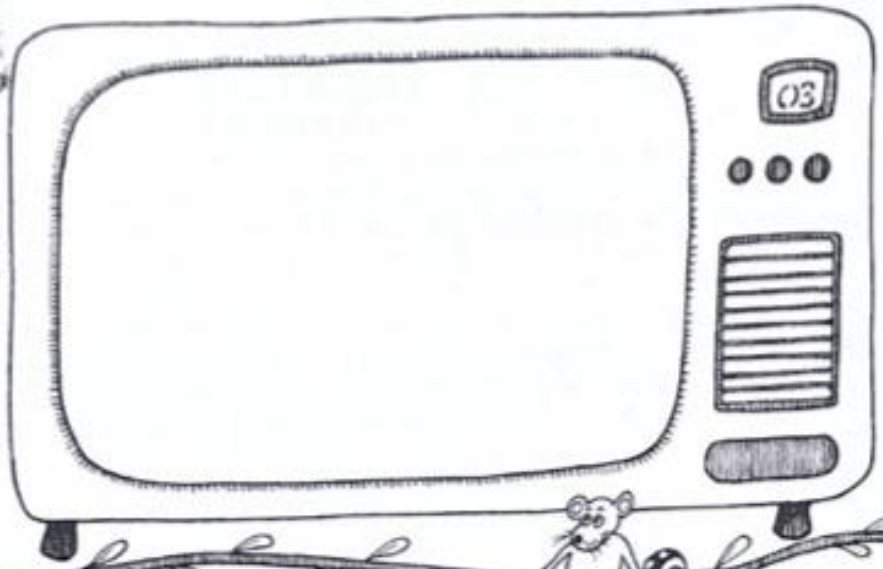
School code: g39r

Spelling List

1. fist
2. best
3. occa__on
4. divi__on
5. revi__on
6. inva__on
7. explo__on
8. televi__on
9. fraction
10. estimate

‹si› for the /sh/ and /zh/ sounds

Write some ‹si› words in the television.



Choose a word from the list to fit each sentence.

1. We watched a show on _____.
2. A wedding is a special _____.
3. There was a loud _____.
4. She can do multiplication and _____.

fraction
f_a_t_o_
_r_c_i_n
f_a_____n

estimate
e_t_m_t_
_s_i_a_e
e_t_____

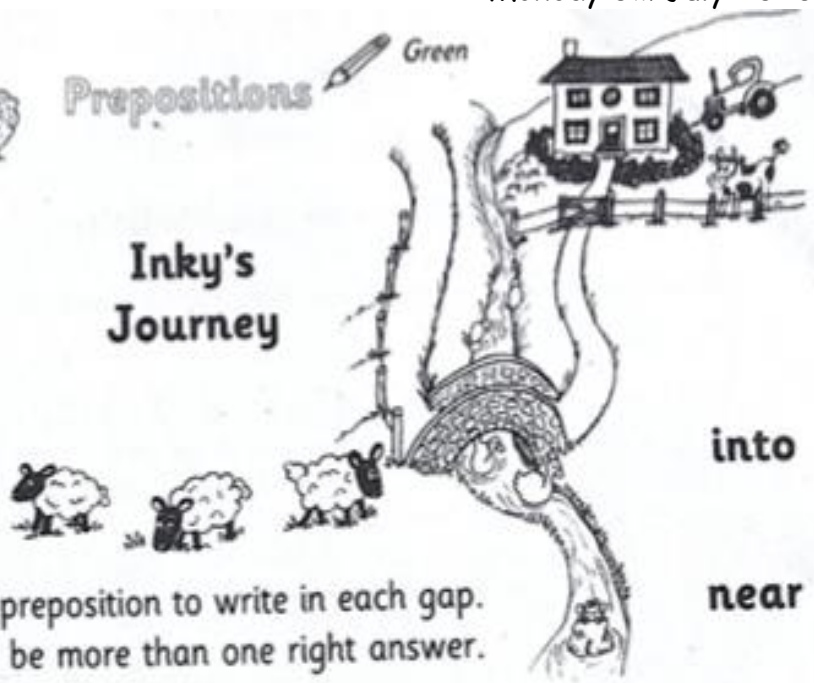
Write a contraction to complete the answer to each question.

1. "Is it raining?"
   "No, it isn't."
2. "Do you like mustard?"
   "No, I _____."
3. "Did she telephone?"
   "No, she _____."
4. "Could he swim?"
   "No, he _____."

Prepositions Green



Inky's Journey



across

along

among

around

behind

beside

between

down

from

in

into

near

over

past

round

through

to

towards

under

up

Choose a preposition to write in each gap.
There can be more than one right answer.

Inky left her mouse-hole and went...

_____ the path,

_____ the flowers,

_____ the fence,

_____ the garden,

_____ the field,

_____ the forest,

_____ the trees,

_____ the bridge and

_____ the farm.

Talk for Writing: The Quangle Wangles Hat

Our new talk for writing booklet is based on a poem!
I have saved a pdf of the whole booklet on our class page on the school website. Work up to page 15 this week.

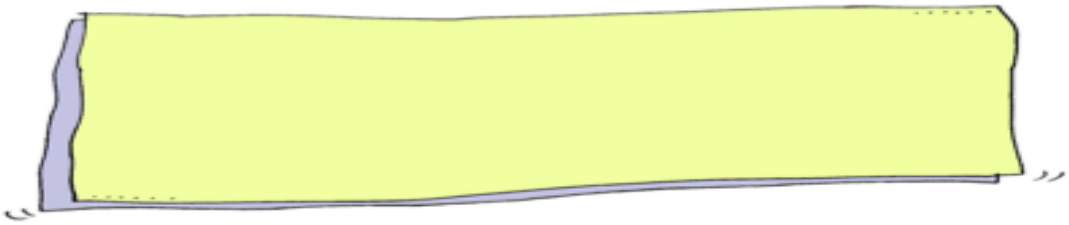
Here is the link to listen to the poem. Try to listen to it every day this week and see if you can retell it to someone by the end of the week

https://www.youtube.com/watch?v=Ttv4H8YZ9HE

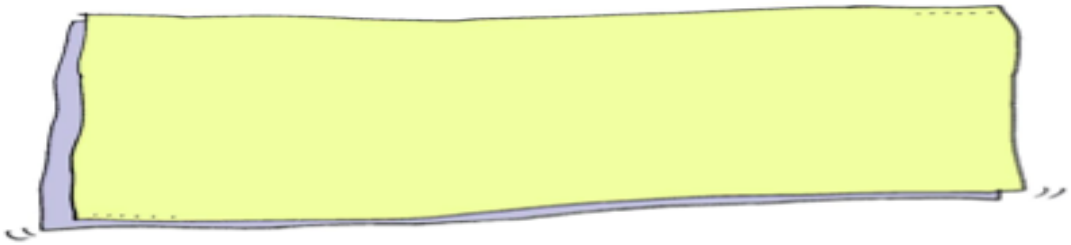
★Talk Challenge

Talk to someone at home about the poem the *The Quangle Wangle's Hat*.
Write your ideas down on these sticky notes:

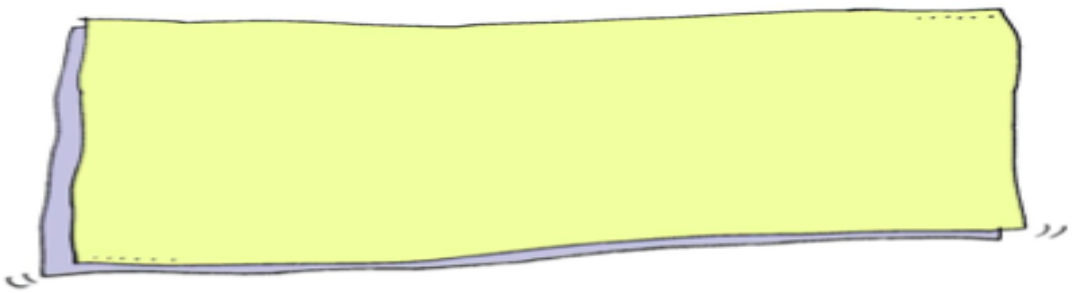
Do you like the poem? What do you like about it?



Is there anything you don't like or don't understand?



If you could ask the poet Edward Lear questions about this poem, what would they be?



© Talk for Writing

★ Vocabulary Challenge

You may not know what all of the words highlighted in the poem mean. Try to match a word to its definition. One has been done for you. If you get stuck, see if an adult can help you.

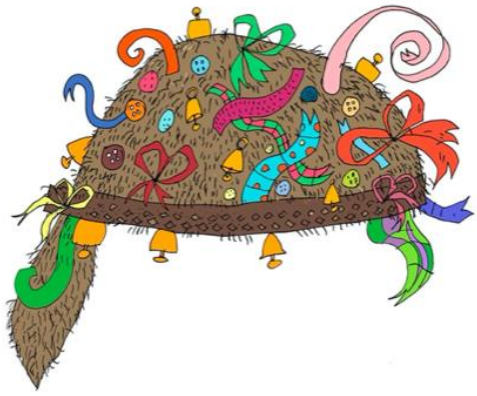
on account of	– allow, let
grant	– a cloth made with fine threads twisted to make patterns 
grouse	– because of
humbly	– pleasantly fresh
plainer	– a bird 
charmingly airy	– not proudly, gentle
lace	– clearer, easier to understand

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★ Creative Challenge

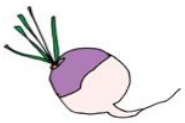
Can you make Mr Quangle Wangle's Hat? Your challenge is to make a model or collage (an image made by sticking things like paper, images, ribbons etc all together). You can use anything you like to make the hat, be creative with what you have at home.

When you have finished your creation, ask an adult if you can send a picture of it to your teacher.

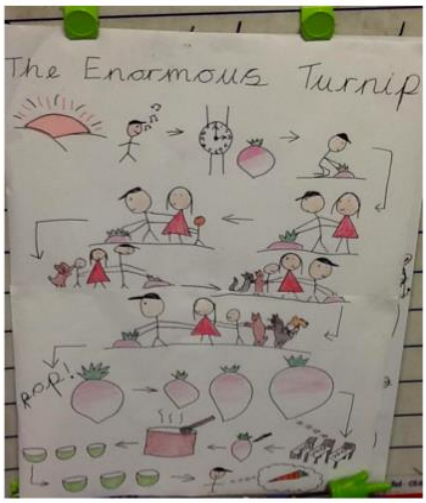


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★Story map Challenge



Here's a story map. Can you work out what the story is from looking at the map?



Here's a version of the story for you to listen to.
ttps://www.youtube.com/watch?v=mGw5yTOPTSQ

Can you see which bits of the story have been included in the map?

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★ Your challenge is to turn the first verse of Mr Quangle Wangle's Hat poem into a story map. Read the verse slowly and draw a picture for each new idea until you have a map of the whole verse! If you want, you could continue and do the whole poem. You can use this page or draw on a bigger piece of paper if you have one at home.

The Quangle Wangle's Hat

On the top of the Crumpetty Tree
The Quangle Wangle sat,
But his face you could not see,
On account of his Beaver Hat.
For his Hat was a hundred and two feet wide,
With ribbons and bibbons on every side
And bells, and buttons, and loops, and **lace**,
So that nobody ever could see the face
Of the Quangle Wangle Quee.

© Talk for Writing

★ Description Challenge

Here's the last but one verse again. There's a lot of creatures in it.

And the Golden Grouse came there,

And the Pobble who has no toes,

And the small Olympian bear,

And the Dong with a luminous nose.

And the Blue Baboon, who played the flute,

And the Orient Calf from the Land of Tute,

And the Attery Squash, and the Bisky Bat,

All came and built on the lovely Hat

Of the Quangle Wangle Quee.

Here's a description of one of them:

<u>The Pobble who has no toes</u>

A Pobble looks like an **enormous** mermaid . It has a **large**, **round** head, **dark**, **curly** hair (that looks **wet**), and walks awkwardly on the **sea-green**, **scaley** fin-tail that starts at its **thick** waist. Its body is covered in moss and algae which causes a **slightly fishy** smell. A Pobble does not speak but uses its **amazing** eyes and squeaks like a dolphin to communicate.

2. All the adjectives, the words that describe things, have been highlighted. *Read it through and circle the adjectives you like best.*

© Talk for Writing

3. Now you are going to imagine what two other characters from The Quangle Wangle's Hat, Dong and Attery Squash, are like. Think about what they look like and other things like what they smell or sound like. Draw your ideas in the boxes

The Dong

Attery Squash

© Talk for Writing

Use the space below to write your two descriptions or write on some paper you have at home.

Don't forget!

- Say each sentence out loud before you write it.
- Start each sentence with a capital letter and end it with a full stop.
- Use carefully chosen adjectives to describe the character.
- Try to use a simile (like...) to help picture the character.
- Describe how they move and what they sound like.
- Check your sentences and spelling.
- Have fun.

The Dong



The Attery Squash



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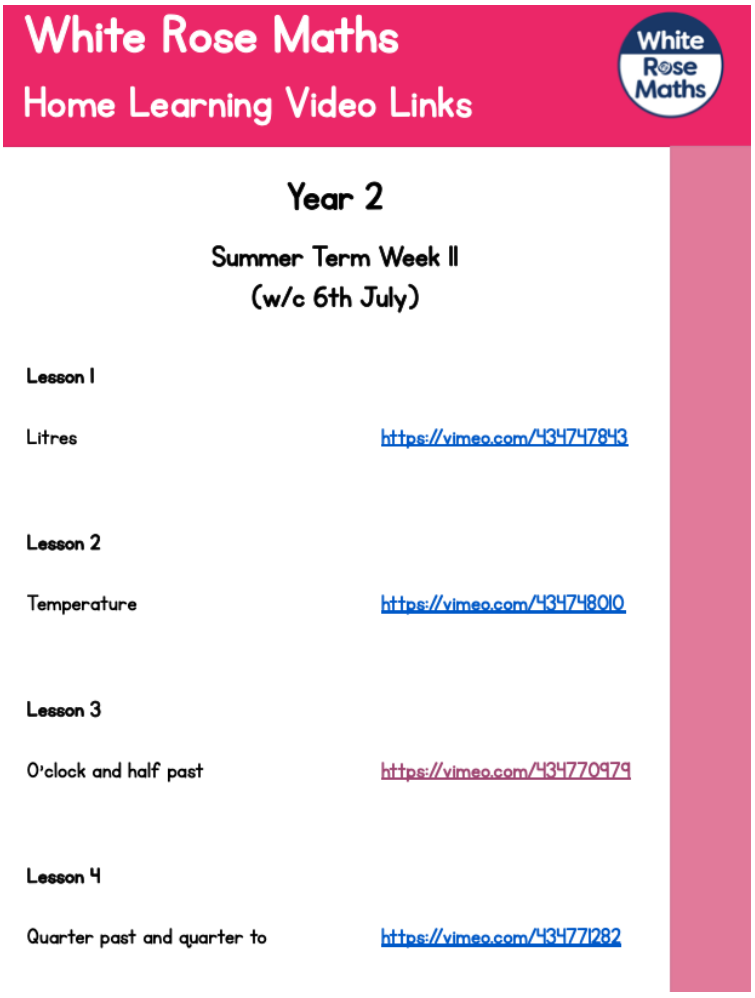
Maths

We continue to use **White Rose Maths** resources and support this with our usual **Active Learn** resources where appropriate.

We are working on **Summer Week 11** – Measure: capacity, temperature and time. You can watch the videos from the website or use the links below, **but will need to download the worksheets from our class page**. The worksheets are no longer available on the White Rose Maths website.

Remember to watch the video before you try the work sheets.

https://whiterosemaths.com/homelearning/year-2/


White Rose Maths

Home Learning Video Links

Year 2

Summer Term Week 11
(w/c 6th July)

Lesson 1

Litres https://vimeo.com/434747843

Lesson 2

Temperature https://vimeo.com/434748010

Lesson 3

O'clock and half past https://vimeo.com/434770979

Lesson 4

Quarter past and quarter to https://vimeo.com/434771282

Remember to watch the White Rose Maths video before trying the worksheets.

You can get the link on pdf from our class page or type this link for each day into your web browser.

Follow up worksheets are on our class page.

You can also still log into **Active Learn** –

https://www.activelearnprimary.co.uk

You will also have a game released on School Jam and can try The Maths Factor using your Active Learn account if you would like to. Click on the icon on your My Stuff page.

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R.E. Treasures – Explore. What we treasure.

What do you treasure?



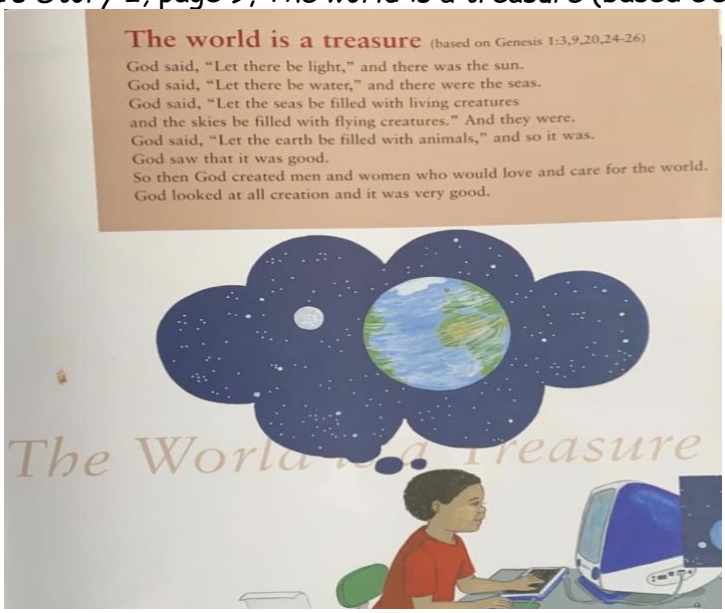
Why?

Take some photographs or draw pictures of the things you treasure and share them on Seesaw. Write or record a caption to tell someone about the treasure.

- How did you feel when you received the treasure?
- What did you say to the person who gave you the gift?
- What did you do with the gift?
- What treasures do we share?
- How should we treat the treasures of this earth?

Treasures: LF1 God created the world – a treasure for us to share.

Creation story. Read *God's Story 2*, page 9, *The world is a treasure* (based Genesis 1: 3, 9, 20, 24, 26)



Read the story a second time, encouraging children to dwell upon and identify the key ideas. As you do, ask the children to sketch on a thought bubble the pictures in their mind as they listen. Share ideas:

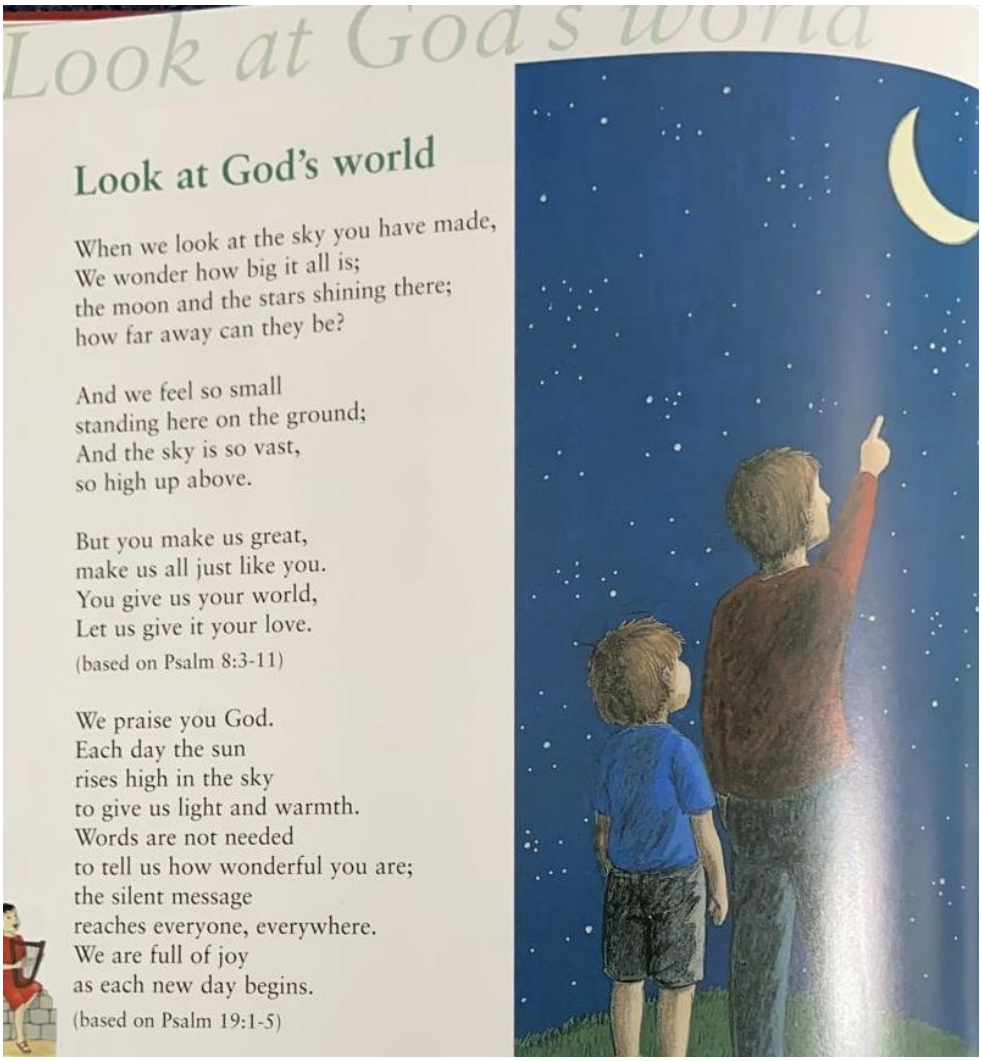
SOME KEY QUESTIONS

- What did you draw?
- Why did you choose to draw this?
- What did you like most about this story? Why?
- What does the poem tell us about how God felt about the world?
- What do you think God may feel about the world now?

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Treasures: LF2 God's world is a precious treasure.
Go outside with your family for a walk and try to experience God's world as a precious treasure. Read the following Psalm outside.

Read Psalm 19: 1-6 *God's Story 2*, page 28.



Look at God's world

When we look at the sky you have made,
We wonder how big it all is;
the moon and the stars shining there;
how far away can they be?

And we feel so small
standing here on the ground;
And the sky is so vast,
so high up above.

But you make us great,
make us all just like you.
You give us your world,
Let us give it your love.
(based on Psalm 8:3-11)

We praise you God.
Each day the sun
rises high in the sky
to give us light and warmth.
Words are not needed
to tell us how wonderful you are;
the silent message
reaches everyone, everywhere.
We are full of joy
as each new day begins.
(based on Psalm 19:1-5)

Add this extra verse on to the God's Story text:

'It starts at one end of the sky and goes across to the other. Nothing can hide from its heat.'

- Q Why is God's world precious?
- Q Who is it for?
- Q What makes us happy with God's world?
- Q What do you think the *silent* message is?

Because God's world is a precious treasure we should do all we can to preserve and look after it.

Year 2 Learning Log Monday 6th July 2020

Read the following statements.
Ask the question of each statement: *Is this what God wants?*

If the answer is *yes, God wants this* put a tick or smiley face next to it. √
If the answer is no, *God does not want this* put a cross or sad face next to it. X

Talk about the statements with someone at home.

The statements:

- The fish swim in the seas, the tigers roar in the jungles and the stars twinkle in the sky.
- These trees look useful, I could chop down one or two of these to burn on a fire and keep me warm.
- People are peaceful and happy.
- The plants grow, the flowers open and the birds sing in the trees.
- Use both sides of a piece of paper.
- People have quarrels and angry words.
- Catch lots of fish to eat and if there are some left over I could throw them away.
- Turn the tap off when I am brushing my teeth.
- Have a long soak in a bath full of water twice a day.
- Remember to switch things off when I've stopped using them.
- Have a picnic and leave the rubbish for someone else to clean up.
- Think about other people; share your money and the things you own.

Write your own statements or draw images focusing on ways we both treasure or harm God's world.

Look out for information on our whole school Big Science Project. You can find this on our class page and on Seesaw. Share your investigations and observations on Seesaw or Flipgrid.
Let me know if you need a reminder of your Hwb login details.