Year 2 Learning Log Monday 15th June 2020

Literacy

WALT: spell words with 'are' for the /air/ sound

'are' words	Tricky words
fare	square
bare	litre
hare	millilitre
care	there
share	where

Sometimes the /air/ sound is spelt using 'are', we need to learn these words.
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. fare
2. bare
3. share
4. flare
5. dare
6. compare

1. This story is about hares.
2. The mare had a foal last winter.
3. The spare wheel is in the back of the truck.

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

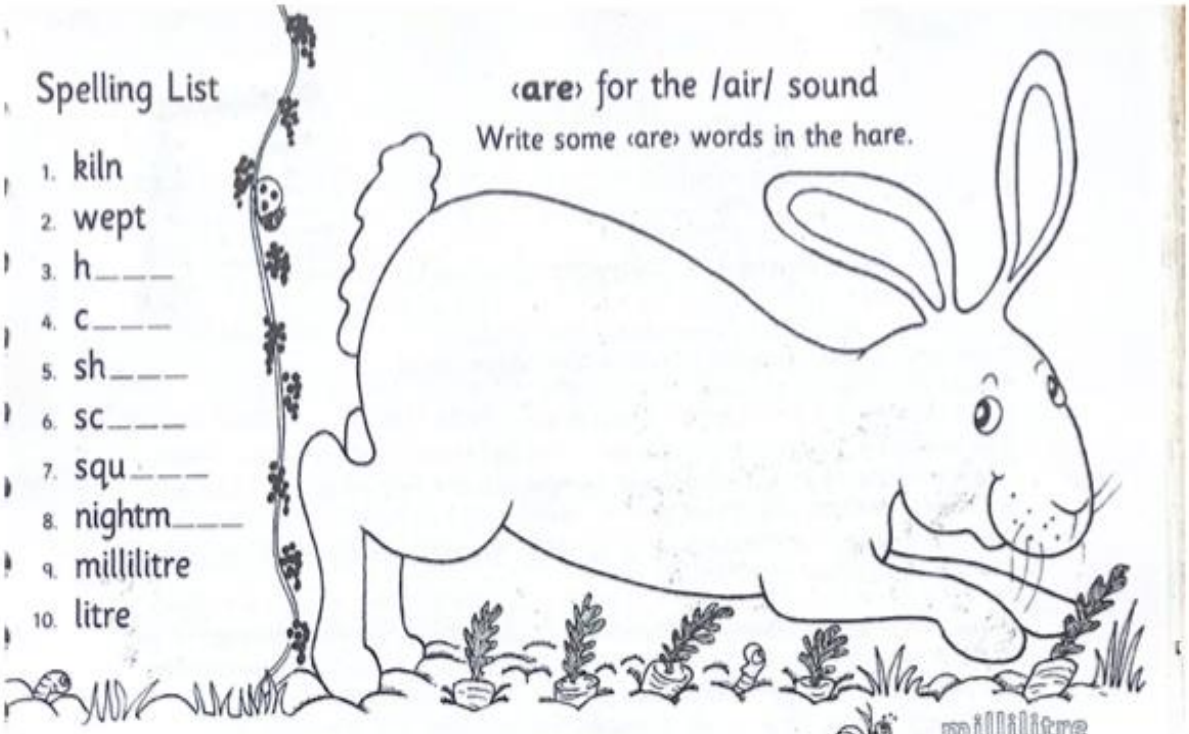
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Spelling List

1. kiln
2. wept
3. h___
4. c___
5. sh___
6. sc___
7. squ___
8. nightm___
9. millilitre
10. litre

‹are› for the /air/ sound

Write some ‹are› words in the hare.



Choose a word from the list to fit each sentence.

1. Tim takes _____ of his pets.
2. We must _____ the sweets fairly.
3. A _____ is bigger than a rabbit.
4. She woke from a frightening _____.

millilitre

m_l_i_i_r_

_i_l_l_t_e

_i l l_l_t__

litre

l _ t _ e

_ i _ r _

l _ t _ _

Proofread this story.

the goat wos very angry that the robin had stolen sum of his brekfast he snorted and stamped his hooves the robin floo up into the oak tree and started singin the goat was so angry that he charged the tree Crash a larje branch fell on top ov him oh dear exclaimed farmer brown i shal have to go and get my tractor to get you owt.

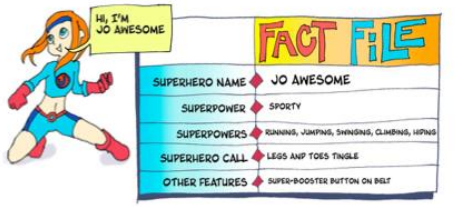
Talk for Writing: Superheroes

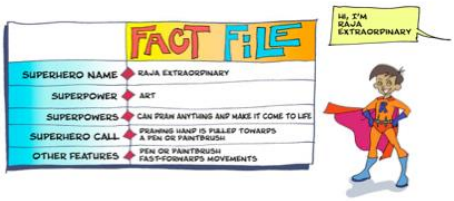
Our new talk for writing booklet is all about Superheroes and will help you write your own fact files and think about your super powers. These booklets are to be worked on over a few weeks. In class we spend a long time orally rehearsing our writing until we can 'Talk' it by retelling it off by heart. Try not to rush through the activities, spend time learning the story, perhaps you could send me a video of you telling the story.
You can access the new booklet here: -

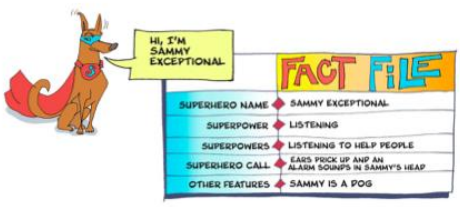
https://www.talk4writing.com/wp-content/uploads/2020/06/Y2-Superheroes-1.pdf

Here is the link to listen to the story. 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://soundcloud.com/talkforwriting/playground/s-UJObMpzawKu







© Talk for Writing

Jo, Raja and Sammy have helped lots of people. Here's one of their stories.

★Let's start by reading it together. You can also listen to an audio recording of this story here:
https://soundcloud.com/talkforwriting/playground/s-UJObMpzawKu

Playground Rescue

It was an **ordinary** day. Jo was on her own in the backyard, kicking a football into the **makeshift** goal that she'd once scratched into the wall with the edge of a sharp stone. She was dreaming of a time when she would play for the local football team again. Raja was covered in paint. She'd been busy **occupying** her brothers and sisters while her mum tried to get her work done, and Sammy, in the meantime, slept **soundly** in his basket. One of his enormous ears had flopped over his eye, his favourite squeaky bacon toy was trapped beneath a podgy paw and his droopy eyelids **flickered** as he chased wasps in his dreams.

Activity in the local park was ordinary too, or so it seemed. Children played on the playground whilst adults chattered, groups of teenagers were **gathering**, and joggers **sprinted** along the paths.

"HELP! HELP!" came a sudden shout from the playground.

Jo's legs and feet began to tingle. Raja's drawing hand pulled her towards a paint brush and Sammy stretched, turned over noisily and went back to sleep! As Jo and Raja left their homes, they changed. Jo Awesome's blue cape glided behind her as she dashed towards the park, **activating** her super-booster to help her get there more quickly. Raja Extraordinary's red cuffs glowed as he desperately held onto the flying paintbrush.

They arrived at the park at the same time, "What's the problem?" panted Jo.

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"Follow me!" Raja called over her shoulder as the paintbrush dragged her towards the playground.

As Raja and Jo reached the edge of the playground, they could see that a crowd had gathered at the bottom of the spider's web climbing frame. Children giggled and pointed, and adults stared up in silence. "Look!" whispered Jo, nodding her head towards the top of the spider's web.

Raja followed her gaze up to a small, **snivelling** child who was dangling from the top of the climbing frame with one hand, about to fall!

"This one's mine!" declared Jo …

Quick as a flash, Raja painted a mini trampoline which Jo used to bounce up and over the crowd and then grabbed the child as she somersaulted them both down to safety. With the crowd's whoops and cheers buzzing in their ears, Jo raced home while Raja flew back to her house on the flying carpet she'd painted. Jo returned to ordinary Jo playing keepy-uppy in the back yard and Raja returned to ordinary Raja cleaning up the painting mess she'd left behind.

And as for Sammy, an alarm sounded in his head and his ears pricked up. Someone somewhere was crying. They needed to talk and Sammy Exceptional to listen…

• Vocabulary challenge

Read each sentence and think about what the words in bold might mean.

1. It was an **ordinary** day.
2. Jo was on her own in the backyard, kicking a football into the **makeshift** goal.

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3. She'd been **occupying** her brothers and sisters.
4. Sammy, in the meantime, slept **soundly** in his basket.
5. His droopy eyelids **flickered.**
6. Groups of teenagers were **gathering**.
7. Joggers **sprinted** along the paths.
8. She dashed towards the park, **activating** her super-booster.
9. A small, **sniveling** child was dangling from the top of the climbing frame.

- Now match the word to the correct meaning (don't forget to find it in the sentences above if you're not sure what it means).

ordinary	ran as fast as they could
makeshift	if you sleep soundly you sleep deeply and don't wake up
occupying	made small, quick movements
soundly	doesn't last long, made because nothing else is available
flickered	sniff and cry because you are upset
gathering	not special or interesting
sprinted	keeping someone busy
activating	meeting, coming together
snivelling	making something start to work

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- **Now that you have matched the words to the correct definitions, read the story again and add your response to these headings:**

What I liked about this story:

What I didn't like about this story:

Questions I have about the story:

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- **Reading challenge: Can you answer these questions about the story in complete sentences? (Don't forget to read the story again to help you.)**

1. What is special about Jo, Raja and Sammy?
2. The story talks about Raja's family. Who is in her family?
3. Describe what you think Jo's house is like.
4. A park is the setting for the story. Can you describe this setting?
5. How do you think the crowd at the bottom of the climbing frame felt when the child had been rescued?
6. Would you like to be a superhero? Why?

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Proofreading a Story.

WALT: proofread a text paying attention to punctuation.

Proofreading a Story

After writing something, it is a good idea to read it through, to make sure there are not any mistakes.



This is the beginning of a story. Read it through, correcting the spelling mistakes, and adding in punctuation and capital letters.



farmer brown has lots of animals on his farm he has rabits pigs cows horses a donkee and a goat the goat has a very bad temper and butts his horns against the tree trunc wen he is angry it wos munday morning and farmer brown was feding his animals good morning, he called to the horses here is your hai he gave the goat a big bag of oats just then a little robin flew down and started peking at them those are mine showted the goat



There are 13 missing capital letters, 9 missing full stops, 4 missing commas, 6 missing speech marks, 1 missing exclamation mark and 10 spelling mistakes.

What do you think might happen next?

Continue the story on the back of the sheet, remembering to proof-read your work when you have finished.



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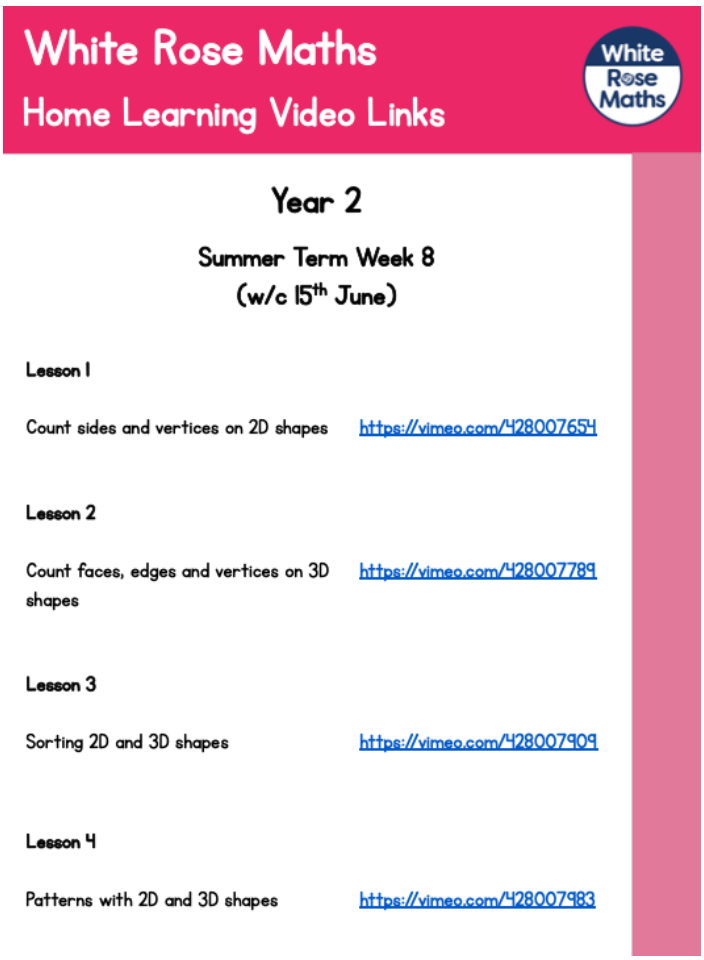
Maths

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 8** – Shape. 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 8

(w/c 15th June)

Lesson 1

Count sides and vertices on 2D shapes https://vimeo.com/428007654

Lesson 2

Count faces, edges and vertices on 3D shapes https://vimeo.com/428007789

Lesson 3

Sorting 2D and 3D shapes https://vimeo.com/428007909

Lesson 4

Patterns with 2D and 3D shapes https://vimeo.com/428007983

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.

Rules – LF1 God's Rule for People.

There are rules for the road in the Highway Code. We may have rules about who and how someone shares our belongings. God has rules to help us live well with ourselves and each other. Read *God's Story 2: God's people*

God's people (based on Colossians 3:10-17)

You are created by God, to be like God.

You are God's people, his saints. God loves you. You should be kind and gentle, and
patient and forgiving, and loving like God.
You are all different.

You come from different places,
speak in different ways, have different customs. But the important thing is that you are God's children.
So love one another, help one another,
be at peace with one another,
and let the love of Jesus
fill your hearts and minds.

Highlight some favourite words or phrases.

- Which words do you like best and why?
- Which things are hardest and why?
- What does St Paul say is important?
- How do you think you feel when you are at peace and when the love of Jesus fills your mind?

- Discuss the words 'You are God's people, his saints' with someone at home.

  You can be one of God's saints by doing good deeds.
  Write a paragraph starting: *I am God's saint when I …*

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Rules: LF2 Breaking Rules

Sometimes there are occasions when we purposely break important rules about loving. When something bad is done on purpose, that we know will upset or hurt someone, that is called a 'sin'. When we purposely don't do something that we know we should do and know that it will hurt or upset someone that, too, is a sin. A sin breaks our friendship with God and others and makes us feel bad. When we sin, God still loves us, just as our parents love us even when they do not like what we do.

Listen to this story:

> Chloe and Phoebe were sisters, Chloe was seven and Phoebe was three. Usually they were great friends, but one day Chloe was in a bad temper because Mum had told her off for not letting Phoebe play with her toys. 'Right' thought Chloe, I'll get my own back.' So, she got a felt tip and wrote Phoebe's name on the back door. 'Aha,' she thought, 'now Phoebe will get into trouble'. When Mum saw it, she was not very pleased and was about to call Phoebe, when she suddenly realised of course Phoebe was too young to write her name. She knew who had done this. She still loved Chloe but was very disappointed that she had done something naughty.

Think about Chloe's choice, the reasons for it and the consequences. What can you do if things need to be put right? What might you do next time? These are basic steps in an examination of conscience.

- What is the difference between doing things accidentally and doing them on purpose?
- What happens when we sin, when we do bad things on purpose?
- Do you think that Chloe's action was a sin?
- How do you think she felt?
- How would you have felt if you had been Phoebe?
- Why do you think Chloe's Mum loved her in spite of what she had done?

Imagine you are Chloe, write your account of the story, including how you felt and why what you did was wrong, what should happen to make things better?

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.