Year 2 Learning Log Monday 18th May 2020

Literacy

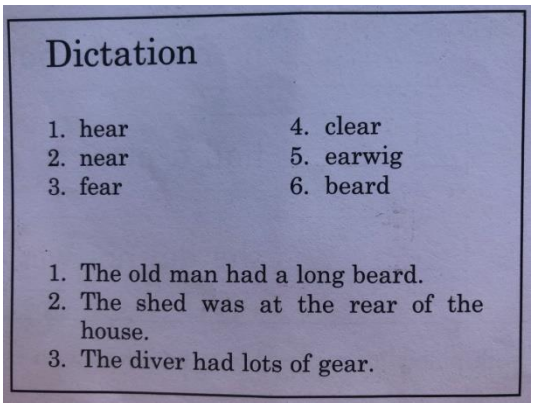
WALT: spell words with 'ear'.

/ear/ words	Tricky words
hear	zero
tear	equals
fear	ear
clear	near
beard	house

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 the /ear/ spelling patterns.

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. hear
2. near
3. fear
4. clear
5. earwig
6. beard

1. The old man had a long beard.
2. The shed was at the rear of the house.
3. The diver had lots of gear.

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. grip
2. milk
3. ___
4. d___
5. y___
6. t___
7. sp___
8. e___rings
9. zero
10. equals

‹ear›

Write some ‹ear› words in the teardrops.

Choose a word from the list to fit each sentence.

1. We had a party for New _____.
2. A _____ rolled down his cheek.
3. "_____ Sam," started the letter.
4. Mum put on some diamond _____.

zero (0)

z __ r __

__ e __ o

____ o

equals (=)

e __ u __ l __

__ q __ a __ s

e _____ s

Purple

Complete each sentence with a conjunction.

and but because or so while

1. We went indoors _____ it started to rain.
2. I tried to catch the ball _____ I missed it.
3. Would you rather have cake _____ ice cream?
4. I would like apple pie _____ cream, please.



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Talk for Writing: The Elves and the Shoemaker.

There is a new 'Talk for Writing' booklet. These booklets are to be worked on over a few weeks. In class we spend a long time orally rehearsing the story 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 showing you retelling a small part of the story.
You can access the new booklet here:
https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y2-Emma-Elves.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/elves/s-ySTFOVAVMmH

This week finish the booklet. Page 10-18. Read the story with someone at home and listen to it a few times on Seesaw. Try retelling part of it like we do in class, add some of the actions that we use, such as first, next, after that. Here are the pictures to help you remember. Send me a video of you telling the middle or end of the story. Remember to use the actions.





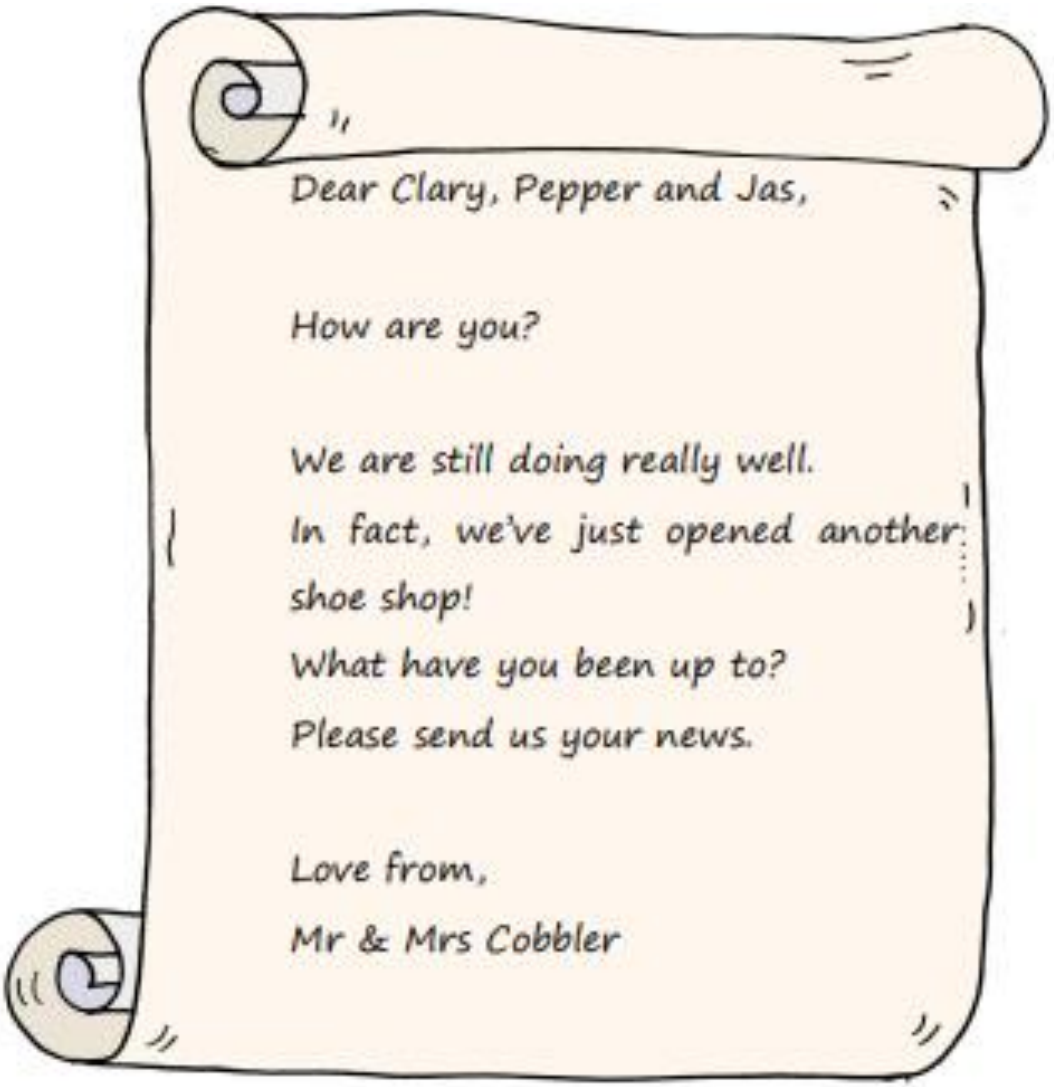
★ The elves need some new clothes! Could you design three new hats, suits and pairs of shoes?

Hats

Suits

Shoes

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Dear Clary, Pepper and Jas,
How are you?
We are still doing really well.
In fact, we've just opened another shoe shop!
What have you been up to?
Please send us your news.
Love from,
Mr & Mrs Cobbler

★Clary, Pepper and Jas have been on lots of adventures. Can you write a postcard to Mr and Mrs Cobbler, telling them what the elves have been up to?

Dear Mr and Mrs Cobbler,

Love from Clary, Pepper and Jas xxx



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★ Clary, Pepper and Jas have lots of elf friends who like to help people too:
- ✓ Jolly and Merry help Father Christmas
- ✓ Cupcake and Cookie help Mr & Mrs Pie in their bakery

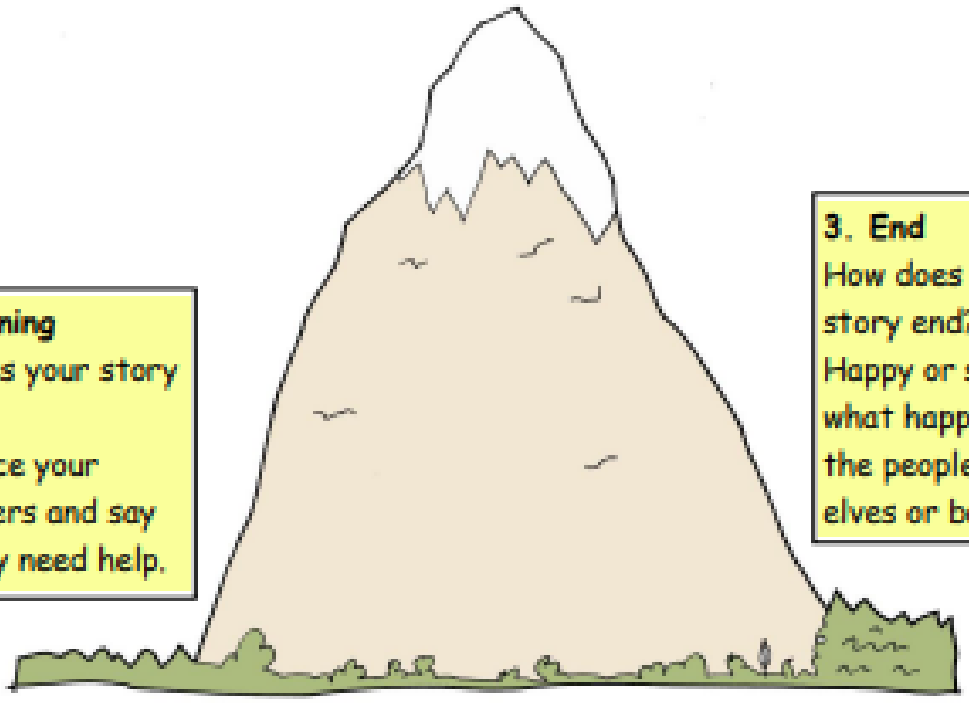
★ Can you make up a story about some elves that help people?

A) Decide who your characters are. Who needs help? What are the elves' names?

B) Where does your story take pace

★ Now use this story mountain to plan your ideas:

2. Middle
Introduce the elves and say how they help the people



1. Beginning
How does your story start?
Introduce your characters and say why they need help.

3. End
How does your story end?
Happy or sad? Say what happens to the people or the elves or both.



I am going to make myself an umbrella but I'm not sure which material is best to use. It needs to be strong and waterproof. Can you help?
From Storm (the weather elf)

★Can you find these items and test them to see if they are strong and waterproof? Put a cross (X) or a tick (✓) in the boxes (❒).

Material	Strong and waterproof?
1. Kitchen roll	❒ ❒
2. Plastic bag	❒ ❒
3. Foil	❒ ❒
4. Paper bag	❒ ❒
5. You choose	❒ ❒

★ Which is the strongest and most waterproof?

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Clary, Pepper and Jas want to know all about your investigation into whether materials are strong and waterproof.

★ **Can you write:**

- ✓ **some instructions for them to follow?**
- ✓ **about what you discovered as a result of your investigation?**

How to investigate whether materials are strong and waterproof

What you need:

What you do:

My investigation

Before I started, I predicted that ...
would be the strongest and most waterproof.

I found that ...

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Jas loves riddles. Do you know what a riddle is? See if you can work out what one is by reading this riddle by Pie Corbett:

What Am I?

Milk-sipper,
Claw-scratcher,
Leg-hugger,
Mouse-catcher.

Flea-houser,
Paw-cleaner,
Fly-snatcher,
Fur-preener

Day-snoozer,
Moon-seeker,
Tail-twitcher,
Mouse-squeaker.

A riddle is a puzzle that uses clues to help with the answer.



Read the riddle to people at home and ask them to listen carefully and then guess what it's about.

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Can you make up your own riddle about an animal?
Here's what to do:

- ★ Choose your animal
- ★ Write a list of things you know about the animal
- ★ Turn the list into a riddle like Pie Corbett has done in the example.

Here are some ideas to get you started:

Crocodile

Sharp teeth, long snout, swims fast, live in rivers or lakes, cold blooded, strong bite, scaly skin, webbed feet

What am I?
Fast-swimmer,
Lake-liver.
Long-snouter,
Bite-giver.

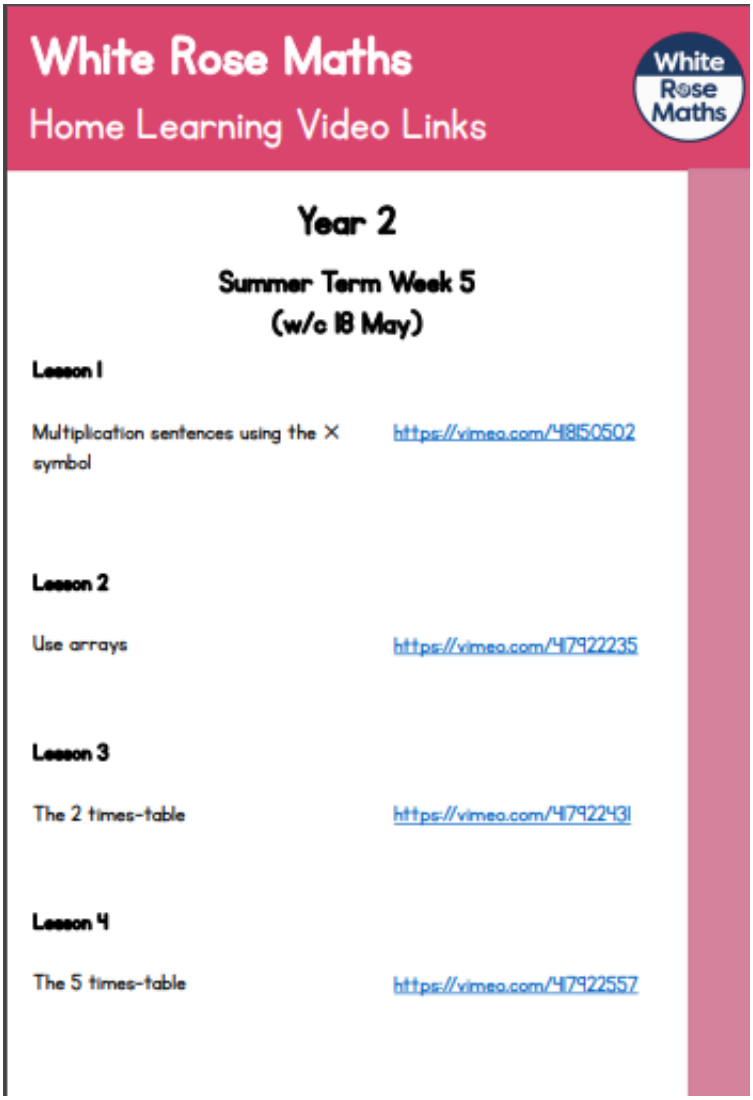
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Maths

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 5 - multiplication. You can watch the videos from the website, **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

White Rose Maths

Year 2

Summer Term Week 5
(w/c 18 May)

Lesson 1	
Multiplication sentences using the × symbol	https://vimeo.com/418150502
Lesson 2	
Use arrays	https://vimeo.com/417922235
Lesson 3	
The 2 times-table	https://vimeo.com/417922431
Lesson 4	
The 5 times-table	https://vimeo.com/417922557

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

https://www.activelearnprimary.co.uk

This week's game is **Marching Madness**.

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R.E.

Spread the Word – Learning Focus 4: **Pentecost Day**.

Read the Gospel Pentecost Day based on Acts 2: 1-4. There is a copy on the class page.

Pentecost: is a Greek word meaning the fiftieth day. At the feast of Pentecost, the Jewish people celebrated God's gift of the law, God's rules for them to help them to be happy.

The Good News is that the Holy Spirit is a helper and guide for everyone, so they can spread God's love.

- How did the friends feel after Jesus had gone back to his Father?
- When have you felt like this?
- What happened on Pentecost day?
- What did the friends do?
- How do you think they felt then?
- How did they make other people feel?
- How might we spread the joy and happiness of the Good News of Jesus' love?

- Think about how the Apostles spread the word about Jesus at Pentecost, with how Christians spread it today. Write a postcard to a friend saying why you think it is important for Christians to tell others about Jesus.

- Using the passage from Gods Story 2 pages 84-85 find all the words in the Gospel that tell how the friends of Jesus felt. Circle the sad ones in blue, circle the happy ones in red. Use these to compose a short prayer thanking Jesus for sending the Holy Spirit, sharing joy and happiness.

Learning Focus 5: Passing on the Good News
Read the Gospel
Telling the Good News based on St. Paul's first letter to the Thessalonians 4: 13-14, 18.

- What has Jesus promised?
- What might the Holy Spirit do for people?
- What is the Good News that we are asked to pass on?
- Why does St. Paul tell us not to be sad?

Talk about how we can spread the important Good News that Jesus gave. Choose a way to communicate how the Good News can be used to help others. E.g. email or blog or tweet or write a message to your friends on you Seesaw page.