Year 2 Learning Log Monday 11th May 2020

Literacy

WALT: spell words with the /ey/ at the end.

/or/ words	Tricky words
key	kept
monkey	thousand
money	million
turkey	here
honey	buy

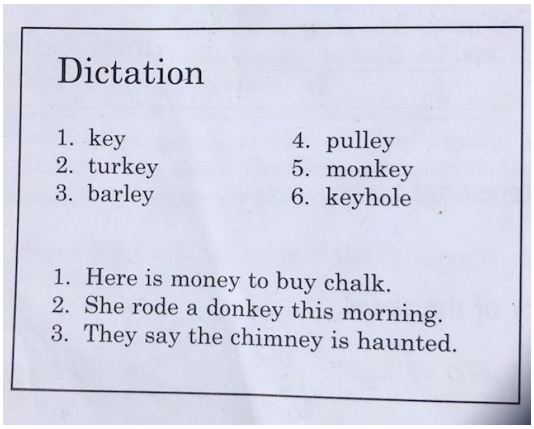
Most words with an /ee/ sound are spelt with 'ee' or 'ea', but at the end of a word the /ee/ sound is usually spelt with 'ey'

These exceptions need to be learnt.

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 /ee/ spelling patterns using 'ey'.

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. key
2. turkey
3. barley
4. pulley
5. monkey
6. keyhole

1. Here is money to buy chalk.
2. She rode a donkey this morning.
3. They say the chimney is haunted.

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.

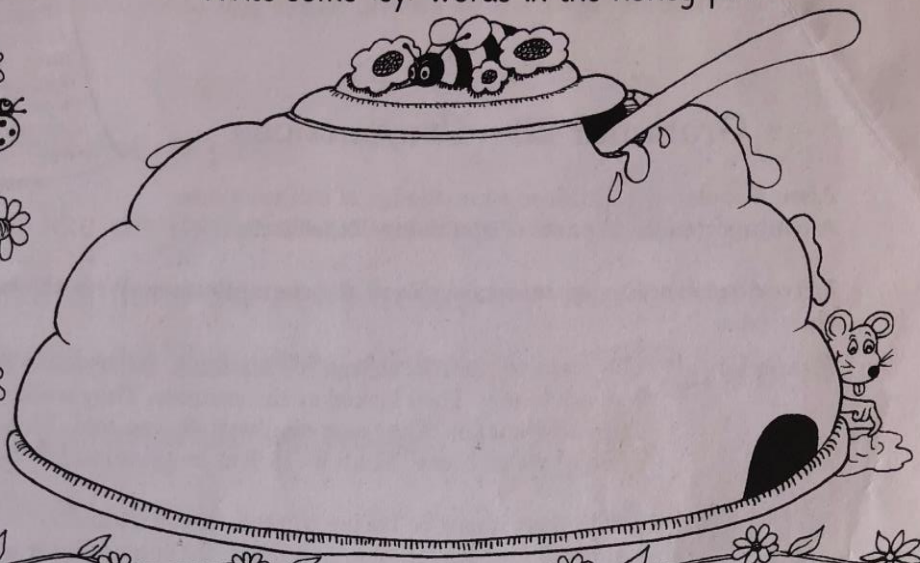
https://www.activelearnprimary.co.uk

Spelling List

1. film
2. kept
3. k__
4. hon__
5. mon__
6. donk__
7. chimn__
8. journ__
9. thousand
10. million

‹ey›

Write some ‹ey› words in the honey pot.



Choose a word from the list to fit each sentence.

1. She set off on a long _____.
2. He locked the door with his _____.
3. Bees collect pollen to make _____.
4. I saved up my _____ to buy a toy.

thousand (1,000)

t_o_s_n_

_h_u_a_d

th___s____

million (1,000,000)

_i_l_o_

m_l_i_n

mil_____

Adjective Blue

Adverb Orange

Expand these sentences.

1. The _____ horse jumped _____ over _____.
2. Our _____ cousin played _____ in the _____.

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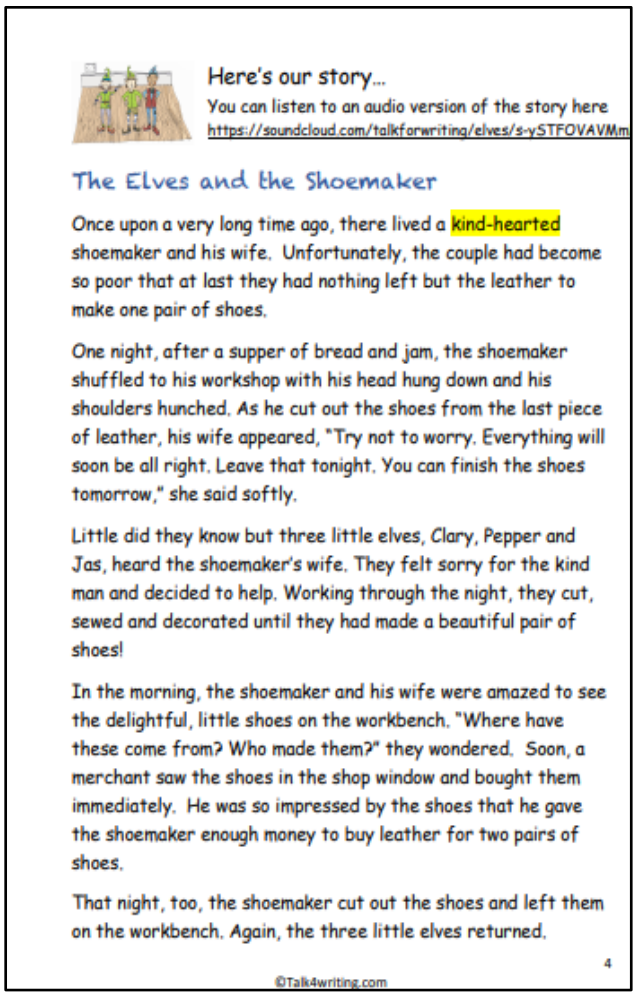
Talk for Writing:The Elves and the Shoemaker.

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 try to work up to page 8. 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. I will try to add pictures of them to remind you what they look like.



Here's our story...
You can listen to an audio version of the story here
https://soundcloud.com/talkforwriting/elves/s-ySTFOVAVMm

The Elves and the Shoemaker

Once upon a very long time ago, there lived a kind-hearted shoemaker and his wife. Unfortunately, the couple had become so poor that at last they had nothing left but the leather to make one pair of shoes.

One night, after a supper of bread and jam, the shoemaker shuffled to his workshop with his head hung down and his shoulders hunched. As he cut out the shoes from the last piece of leather, his wife appeared, "Try not to worry. Everything will soon be all right. Leave that tonight. You can finish the shoes tomorrow," she said softly.

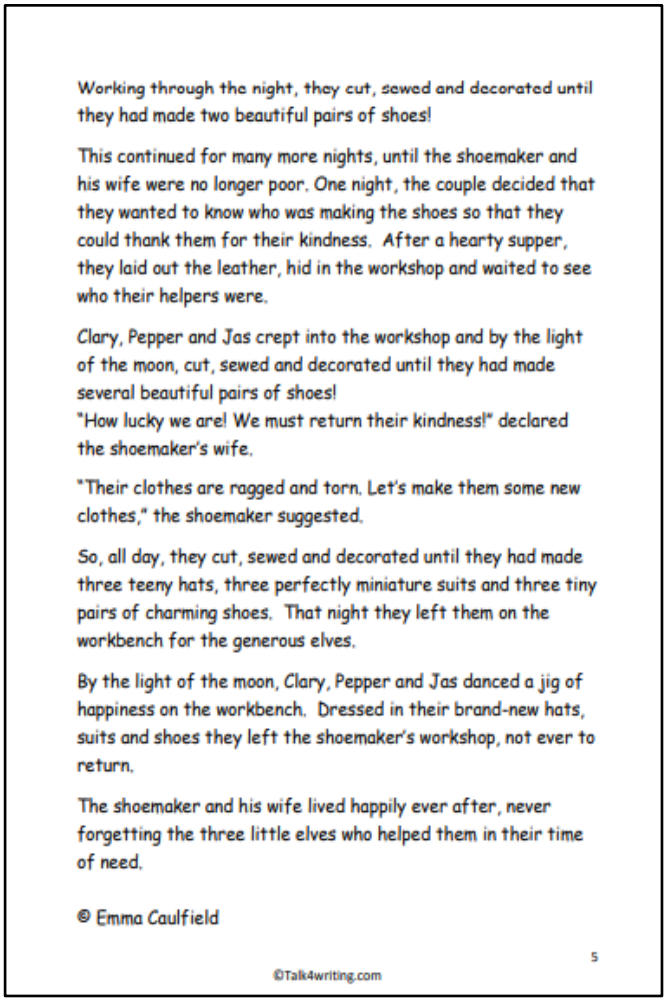
Little did they know but three little elves, Clary, Pepper and Jas, heard the shoemaker's wife. They felt sorry for the kind man and decided to help. Working through the night, they cut, sewed and decorated until they had made a beautiful pair of shoes!

In the morning, the shoemaker and his wife were amazed to see the delightful, little shoes on the workbench. "Where have these come from? Who made them?" they wondered. Soon, a merchant saw the shoes in the shop window and bought them immediately. He was so impressed by the shoes that he gave the shoemaker enough money to buy leather for two pairs of shoes.

That night, too, the shoemaker cut out the shoes and left them on the workbench. Again, the three little elves returned.

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Working through the night, they cut, sewed and decorated until they had made two beautiful pairs of shoes!

This continued for many more nights, until the shoemaker and his wife were no longer poor. One night, the couple decided that they wanted to know who was making the shoes so that they could thank them for their kindness. After a hearty supper, they laid out the leather, hid in the workshop and waited to see who their helpers were.

Clary, Pepper and Jas crept into the workshop and by the light of the moon, cut, sewed and decorated until they had made several beautiful pairs of shoes!
"How lucky we are! We must return their kindness!" declared the shoemaker's wife.

"Their clothes are ragged and torn. Let's make them some new clothes," the shoemaker suggested.

So, all day, they cut, sewed and decorated until they had made three teeny hats, three perfectly miniature suits and three tiny pairs of charming shoes. That night they left them on the workbench for the generous elves.

By the light of the moon, Clary, Pepper and Jas danced a jig of happiness on the workbench. Dressed in their brand-new hats, suits and shoes they left the shoemaker's workshop, not ever to return.

The shoemaker and his wife lived happily ever after, never forgetting the three little elves who helped them in their time of need.

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★ Share the story with someone at home.

★ Clary wants to know what you think about the story. Talk about it together and then see if you can fill in the boxes:

Have you heard this story before? Was it different this time? How?

Which part of the story was your favourite? Why?

Who was your favourite character? Why?

Was there something in the story that you didn't like? Which part and why?

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★ Pepper is always asking questions! See if you can answer these:

1. What kind of person was the shoemaker?

2. Can you describe the three elves?

3. The shoemaker lives in a house with a workshop and a shop. Can you draw it?

4. At the beginning of the story, why was the shoemaker poor?

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5. After his supper of bread and jam, the shoemaker goes to his workshop. Which words suggest that he is feeling sad?

6. Can you draw the scene when the elves first hear the shoemaker and his wife talking in the workshop? Where are the elves?

7. One night the shoemaker and his wife ate a hearty supper. What do you think they ate?

8. After we elves had finished helping the shoemaker, we helped lots of other people. Who else do you think we helped?

9. We elves are very good at making things. What are you good at?

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Jas's word game

Jas really likes playing, especially with words. Can you help to sort out these words from the story? First, see if you can spot and highlight these words in the story, then match the word to the definition. The first one has been done for you.

kind-hearted	walked without lifting your feet properly
supper	a type of dance
shuffled	friendly, helpful, gives things
hunched	fills you up, filling
wondered	kind and caring
merchant	announced, said
workbench	a meal eaten in the evening
workshop	leant forwards with your shoulders up
hearty	a room or building where things are made
declared	thought about
generous	heavy, wooden table for working on
jig	a person who buys or sells things

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★ Now Jas wants to sort the words out into the job each one does in a sentence. Can you help?

★ Can you spot five more verbs, adjectives or nouns in the story and add them to your table?

They felt sorry for the kind man and decided to help.

verb adjective noun verb

★Sort the words from the box below into this table:

Verb (doing or being word)	Adjective (describing word)	Noun (naming word – person, place, thing)
felt	kind	man

kind-hearted	supper	shuffled	
wondered	merchant	workbench	
workshop	hearty	declared	generous

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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 4 – adding and subtracting 2 digit numbers. You can watch the videos from the website, but will need to download the worksheets from our class page. **Remember to watch the video before you try the work sheets.**

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

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

https://www.activelearnprimary.co.uk

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



R.E.

Spread the Word – Learning Focus 2: Jesus promises to send the Holy Spirit.

- Talk to your family and discuss what you know about the Holy Spirit.
- Share this Gospel reading, The Promise of the Spirit. A longer version is on our class page.

I will not leave you alone'
'My Father will give you another friend'
'The Holy Spirit will help you and guide you'
'The Holy Spirit will show you how to live'

Based on John 14

The Good News is that Jesus is promising to send the Holy Spirit to his friends and to us.

- Who did Jesus return to?
- What did He promise to do for his friends?
- What was the new friend called?
- Can you name some of the ways the Holy Spirit helped the friends of Jesus?
- How do you think Jesus' friends felt when he gave them the news of the Holy Spirit?
- How do you think the Holy Spirit helps today?

Remember the Holy Spirit is always with us. Think about the times the Holy Spirit might be bringing you strength and help.

- **Complete the sentence**
  'The Holy Spirit is helping me when I…'
- **Draw pictures of the times you think the Holy Spirit has helped you.**

This is my example –
'The Holy Spirit helps me when I need to show patience with Leah for not tidying her bedroom. The Holy Spirit helps me not to shout at her and talk calmly to encourage her to tidy up.'

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Learning Focus 3: The Ascension

Read this Gospel with someone at home.
Jesus had to return to his Father in heaven. The disciples were looking forward to the coming of the Holy Spirit and how the Spirit would help them to spread the Good News and serve others.

The disciples went with Jesus to Bethany, just outside Jerusalem, he told them they had to wait in Jerusalem until the Holy Spirit came. As Jesus was blessing his disciples, he left them and returned to his father in Heaven. His disciples praised Jesus and went back to Jerusalem filled with great joy and spent their time praying as they waited for the Holy Spirit.

Based on Luke 24: 48-52

This day is remembered every year by the Church on a special feast day. The Ascension means the return of Jesus to his Father in heaven after the Resurrection.
The Good News is that Jesus has returned to his Father in Heaven and Christians hope that they will follow after their life on earth.

- What was promised to the disciples?
- How do you think the disciples felt when Jesus blessed them?
- How do you think they felt when Jesus was taken from them?
- Where was Jesus going?
- What do Christians do to remember the Ascension of Jesus into Heaven?

- Write a prayer that the disciples might have said whilst waiting for the Holy Spirit.

Context:
Have a look at our school newsletter. Mrs Miles would like us all to make a #CTKrock and hide it in our local area for someone else to find. Remember to put the school twitter account on it so people can message us when they find your #CTKrock



Look at our new project grid 'Paws, Claws and Whiskers!'

Choose some of the activities to complete and send me a picture on Seesaw. Remember to write a label or record a message explaining which activity it is.

Have a lovely week. Remember to be kind to everyone at home.
Keep busy. Keep learning! Keep being the best you can be!