Year 2 Learning Log Monday 20th April

Literacy

WALT: spell words with the /oi/ sound.

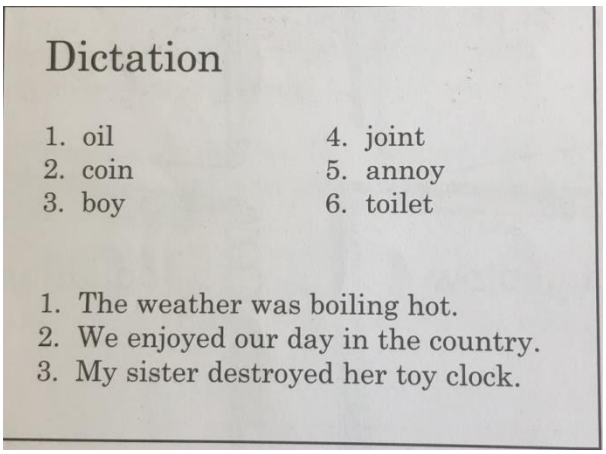
/oi/ words	Tricky words
oil	fifty
coin	sixty
boy	when
annoy	sister
toilet	brother

Remember the 'oi' sound can be spelt with 'oi' but also with 'oy'. The 'oy' usually comes at the end of words like boy and toy.

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 'oi' or 'oy' 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. oil
2. coin
3. boy
4. joint
5. annoy
6. toilet

1. The weather was boiling hot.
2. We enjoyed our day in the country.
3. My sister destroyed her toy clock.

Grammar 20

WALT: proofread text looking for spelling and punctuation mistakes.

Complete Grammar sheet 20 (see next page)

Read each sentence on the sheet. Using a coloured pencil, correct the spelling, put in the missing full stops, capital letters, question marks, exclamation marks, speech marks or commas.

Correctly spelt words can be written above the misspelt one. Use a dictionary to help if you are not sure of the correct spelling. Choose 3 sentences to copy correctly into your book.

Ask someone at home to check the corrections you have made.

Reading

Log into your Active Learn account and click on the Bug Club independent reading logo.

You will find two books for you to read this week. Remember to click on the bug and answer the questions. Email me if you need a reminder of your log in details.

https://www.activelearnprimary.co.uk

Proofreading Sentences

Proofread these sentences. Write out the correct spelling above each misspelt word. Then add in the missing punctuation.



1. Dolfins and wales live in the sea.
2. I saw some sheap with there lams on the hillsid.



3. it was mie berthday party
4. The dog ait the duc.
5. i wet on holiday with my muther father sister brother granma and grampa



6. Could I have a drinck pleas askt meg.
7. Whot is your naim sed the litle gerl.
8. Ouch i hit my thum wiv the hamer.
9. their are three yung Berds in the nest in are tree.
10. at the zoo we sor jiraffes elefants penguins and aardvarks.



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Maths

We have decided to use White Rose Maths Resources for the next 3 weeks and support this with our usual Active Learn resources where appropriate.

As you may know White Rose Maths has been working closely with the BBC Bitesize Daily Maths team to make a clear learning plan for the summer term. The aim is to help the children to be as well-prepared as possible for their next school year. This will reinforce concepts already taught this year and begin to introduce new teaching.

You will be able to access the White Rose materials directly from the WRM website

https://whiterosemaths.com/homelearning/summer-term/

You will also be able to download the same resources as pdf's alongside the Learning Log on the class page. WRM have a daily video of slides that support parents in the teaching of the skill and can be followed up with the written tasks provided. I will try to add Seesaw activities to support the daily skill, for children who find it easier to access Seesaw.

This week's lessons **Week Commencing (W/C) 20th April – Summer Week 1** revise fractions to include ¾ and measure skills. The daily videos will help with learning.

1. Click on the set of lessons for your child's year group.
2. Watch the video (either on your own or with your child).
3. Find a calm space where your child can work for about 20-30 minutes.
4. Use the video guidance to support your child as they work through a lesson you need to download the pdf to see the activities.

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

https://www.activelearnprimary.co.uk

This week's game is Nimble Gnome.

You can also watch a daily lesson on **BBC Bitesize Daily** on iPlayer, the skills covered will overlap with WRM.

Keep counting forwards and back to 100 and beyond if you can.

Count in 1's, 2's, 5's and 10's.

Revise your number bonds each day –What number pairs can you add to make 10?

Ask someone at home to give you 3 numbers to put in order from smallest to largest.

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R.E. Come and See

WALT: talk about your own experience and feelings of both passing and receiving messages.

Our new topic in R.E. is 'Spread the Word'. It is all about passing on a message. Talk with your families about messages you have had to pass on. Have you ever sent a birthday invitation or taken a message to a different classroom in school?

- What is easy about passing messages?
- What is difficult?
- What responsibilities are involved?
- How do some messages make us feel?
- Does it make a difference how messages are passed on?

Ask someone to read this story with you.

The missing cat

'Snowy, Snowy!' called Lucy. "Mummy, I can't find Snowy anywhere. She's been out all night." When Lucy came home from school, she asked, "Has Snowy come back?" "No, she hasn't," said Mum. "I'm beginning to get worried about her, cats often go off, but not for so long. What do you think we should do?" "Can we put a notice in the corner shop and tell the police?" suggested Lucy.

"Good idea," said Mummy. "Ask Daddy to help you write out the notice and to phone the police." Lucy and Daddy phoned the police and wrote out a description of Snowy for the shop notice board.
Next day, Lucy asked the other children at school if they had seen Snowy. The children took the message home and asked their parents about Snowy. Two days later, Lucy was having her breakfast and feeling sad because she missed Snowy so much, when she heard the hinge of the cat flap creak. She ran to the back door and there was a bedraggled Snowy, she didn't look much like snow, she was so muddy. She made her way to her food bowl.

'Where have you been, Snowy?" asked Lucy as she cuddled her. Snowy replied with a weak meow. "How lovely to have Snowy back!" said Mummy, "We'd better send a message to everyone to tell them to stop looking because Snowy has come home."

Answer the questions –

- How did Lucy's family pass on the message that Snowy was missing?
- Who did they tell?
- What else could they have done?
- Why was it important to pass on the message that Snowy had returned?

Think about all the ways we have had to send a message since we have been keeping safe at home. Have you put something is your window? Used Face Time? Sent an email? What else?

- **Choose one new fact that you have learned in your home learning – send that new learning in a message three different ways. (E.g. phone call, send a letter, make a poster…)**

Context:

This week we start a new project grid. It will last for 4 weeks.
Our new context is 'Paws, Claws and Whiskers!'
We are asking you to find out more about creatures real and imaginary with paws, claws and whiskers.
Start by finding a story book that has an animal with paws claws and whiskers in the story. Read it with someone in your family. Here are some suggestions that you might have on your book shelf –
'Dear Zoo'. 'The Tiger Who Came to Tea'. 'Room on the Broom'. 'The Gruffalo'. 'Mog and the VET'.
Let me know what you find on your bookshelf. Send me a picture on Seesaw.