

## Year 2 Week 10 Guidance

Please can we remind you that the children can log on to TT rock stars and complete as many games as they would like. We recommend using the garage and arena games as these will be the times tables set to Year 2.

Tasks are also set weekly on Busy Things for the children to do.

As new learning for the week will now be uploaded on Mondays, we have changed the timetable and are suggesting that children use Monday mornings to complete the next page of their spelling book and test last week's spellings and complete online work on TT Rockstars and Busy Things.

This time can also be used to complete more pages of the CPG books sent home for maths and reading comprehension practice.

### Maths

This week we will be re-capping place value. This is such an important concept for the children to learn and feel confident with. All resources are on the same document and are labelled with the corresponding day. For each day please choose at least one worksheet to complete depending on your child's ability. Arithmetic and Reasoning tests are also on the website if you would like additional work.

**Monday:** Place value- tens and ones.

**Tuesday:** Representing numbers on a number line. Children need to check each number line as the intervals could change.

**Wednesday:** Greater than and less than.

**Thursday:** Writing numbers in words and problem solving.

**Friday:** Complete at least one maths activity mat.

### Week 10 English.

#### English Lessons:

We will continue with the Oak Academy lessons, reading 'The Firework Maker's Daughter by Philip Pullman. Visit the website:

<https://www.thenational.academy/online-classroom/year-2/english#>

This week's focus: '**Genre Focus: Setting Description** – click on the box. This is the set of lessons we will be doing this week.

Please see the timetable for a brief summary of the lessons for each day of the week.

#### Week 10 Spellings for all pupils:

Please complete page 36 of your spelling books and practice the spellings on the look/cover/write sheets. Parents – don't forget to test your child and email their score to their teacher.

Book 1 – k, ck, c

Book 2 – Taking words apart

#### Reading:

Remember that all pupils are to read at least 5 times a week to an adult and record it in your reading journal. Don't forget that you can use the Oxford Owls website to find books if you are running out at home. If you would like extra reading comprehension practice for your child, they can complete the resource below.

[Please see below for a guide to English resources for children unable to do the online lessons or wanting extra practice.](#)

### **Reading:**

For those not completing the Oak Academy lessons or needing/wanting extra practice, please complete the comprehension activity: \*\* A Monster Surprise.

There is a star on each page:

Amazing group – use \*

Brilliant and Cool groups – use \*\*

Dynamic and Excellent groups – use \*\*\*

### **Grammar: To answer a variety of Grammar questions:**

Use the G&P Challenge cards. There are 20 in total, ask your child to complete cards 1,2,3,4 and 5 this week. You can either print them and give them to your child to stick in their book and write the answer underneath, or they can look at them on screen, write the challenge card number in their book and answer the question. If you want to make it more fun, hide the cards in the garden (where they won't blow away) and challenge your child to find them and then answer the questions.

### **Week 10 Creative Writing:**

Use the 'A Day in the life of a Cat' resource. What do you think cats do during the day?

Think about Tuffy in Killer Cat – what did he get up to?

Write a story about one day in the life of a cat. Jot down some ideas first to help you plan your story. Try to include the following:

Adjectives in expanded noun phrases, adverbs, a –ful or –less suffix, a subordinating conjunction sentence opener (when, if, as, although, while), capital letters, full stops or question/exclamation marks. Remember to use apostrophes for contraction and possession.

Then - write the story, the next day you must re-read you work - check and edit it for correct punctuation, correct spellings, then uplevel your work – have you used the above elements? Can you add a simile?

## **E&D Guide – Seaside Art.**

**This week we will be focussing on art linked to our seaside topic. There is an art glossary at the bottom of this guide to help you to guide your child and please refer to modelled examples for reference.**

### **1. LO: To sketch an item from different angles.**

Have a look on your walks/in your garden for some interesting pebbles/rocks/stones you can use for this project.

If you have a shell collection at home, you can use shells instead (we would normally use shells or pebbles in school).

In addition you will need: paper and a pencil (art HB pencils if you have them, otherwise use what is available).

Allow the children time to explore the pebbles/shells – ask them to try and use as many of their senses as possible (see/touch/smell).

Ask the children to look at the outline of the object, then look for lines, shapes, colours and markings on the shells (see glossary below for guidance).

Look at them from different positions and notice the changes in line when they look at it from a different perspective.

Discuss why one viewpoint might be considered more interesting than another.

Give your child a piece of paper split into 4 different sections and ask them to draw their pebble/shell from 4 different angles, concentrating on the shape and angle of the shell, taking care to capture line and detail.

For reference of angles, see example of a shell drawn at different angles.

Remind them of the following techniques they can use to give light, dark/texture and detail to their drawing: shading, hatching, cross hatching – see example pictures for reference/reminder of these techniques, the children have learned them before.

### **2. LO: To draw an enlarged image of a picture.**

Re-cap yesterday's session – which sketch do they like most and why?

Explain that today the children are going to choose their favourite angle of the shell they have drawn and create an enlarged picture of it. They should use their sketch from the previous day and the actual pebble/shell to fill a whole A4 sheet, and should recreate their sketch putting in more detail and markings. Model using their previous drawing and the actual shell to create as much detail as possible.

### **3. LO: To add hints of colour to enhance our work and reflect on our final product.**

#### **Uplevelling our art work:**

Go back to the enlarged picture the children have completed in the previous session.

Ask them to look at the picture and look back at the original pebble/shell. What could they add to include more detail of their picture? How could they make it look more like the real article?

Discuss how they could use small amounts of colour to add more detail for the lines and shading of the shell or pebble.

\*\* Stress the importance of using HINTS of colour on markings only, not colouring the whole thing.

#### **Evaluation:**

Ask your child to look at their work and answer the following questions about it.

What went well (WWW)? What do they like about their drawing? They must explain why using because.

Even Better if (EBI): Explain what they would do differently if they were drawing it again.

Children can write their evaluation on the back of their picture using the subheadings above (WWW and EBI).

## Art Glossary:

### Line

Line is the path left by a moving point. For example, a pencil or a brush dipped in paint. A line can take many forms. It can be horizontal, diagonal or curved. It can also change over its length, starting off curved and ending up horizontal, for example. Line can be used to show the shape or form of an object.

### Shape

A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be either geometric, like a circle, square or triangle, or irregular. When drawing shapes, you must consider the size and position as well as the shape of the area around it.

### Tone

This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called highlights and the darker areas are called shadows. There will be a range of tones in between the highlights and shadows.

### Texture

This is to do with the surface quality of something, the way something feels or looks like it feels. There are two types of texture: actual texture and visual texture.

Actual texture really exists, so you can feel it or touch it. You can create actual texture in an artwork by changing the surface, such as sticking different fabrics onto a canvas. Combining different material techniques can create interesting textures.

Visual texture is created using marks to represent actual texture. It gives the illusion of a texture or surface but if you touched it, it would be smooth. You can create visual texture by using different lines, shapes, colours or tones. Think about how different marks can be used to show texture, e.g. shading, hatching, cross-hatching – \*see separate picture for examples of these techniques.