

## Year 2 Week 12 Guidance

Please can we remind you that the children can log on to TT rockstars 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.

### **Maths:**

**This week we are re-capping multiplication. For the reasoning test please complete pages 15- 17.**

Monday: Counting in 2's, 5's and 10's.

Tuesday: Arrays and times table knowledge/reasoning

Wednesday: Times table knowledge/ word problems/bigger numbers.

Thursday: Board game fun

Friday: Maths activity mat.

### **English.**

We will continue with the Oak Academy lessons, reading 'The Firework Maker's Daughter by Philip Pullman. Click on the link and visit the website:

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

This week's focus: '**Genre Focus: Action Scene** – scroll down and 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 12 Spellings for all pupils:**

Please complete page 38 of your spelling books and practice the spellings on the look/cover/write sheets.

Book 1 – 2 syllables ending in long e, y, ey.

Book 2 – Tricky words.

Spelling Test - p.37 spellings from last week.

### **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.

**Please see below for a guide to English resources for children unable to do the online lessons OR needing extra practice.**

Suggested work for each day for those not doing the online lessons is:

Monday – Reading comprehension.

Tuesday – Grammar.

Wednesday – Creative writing day 1 (plan).

Thursday – Creative writing day 2 (draft/write).

Friday – Creative writing day 3 (edit/publish).

### **Reading:**

Please complete the comprehension activity: By the Brook.

This comprehension focusses on prediction and inference skills, and is good practice for the more complex type of understanding where children need to use clues in the text to make judgement. Ask your child to read each paragraph and answer the question before reading on so their predictions are their own thoughts using the text read so far. There is a separate answer sheet to check work for this comprehension.

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

Use the G&P Challenge cards (resource in week 10 distance learning folder). There are 20 in total, ask your child to complete cards 11, 12, 13, 14 & 15 this week. You can either print them or 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 12 Creative Writing:**

This week the focus is persuasive writing. Use the creative writing brief to plan, write and edit your work.

### **Week 12 - Explore and Discover.**

We are continuing our topic of plants.

Remember to check how your seeds have grown and record their height and appearance in your table.

Do this twice over the course of the week.

#### **Task 1 – LO: To know the life cycle of a plant.**

Look at the life cycle of a sunflower through the PowerPoint.

Discuss that germination is the process of the plant growing a root and shoot.

The root grows downwards and shoot grows upwards.

**Activity:** Print and cut up the stages of a sunflower, then ask your child to stick the stages in order and write small sentence to describe each stage.

#### **Task 2 – To understand how plants reproduce.**

Use the powerpoint to understand the process of pollination and plant fertilisation.

**Activity:** Ask your child to use the plant 'cloze' activity to show their understanding of how plants reproduce – they should use the word bank to fill in the missing words in the text, or they can write out the text and include the missing words in their books.

### **Task 3 – To understand how plants disperse their seeds.**

Show your child a selection of different seeds – all sizes, shapes and colours (you can google pictures if you don't have seeds at home – some examples below will not be available in the summer).

E.g. seeds of garden plants (sunflowers), tree seeds (e.g. acorns, beech masts, hazel nuts, conkers), nuts (they are seeds inside hard cases), vegetable seeds (peas, beans, pumpkin seeds etc.), seeds in fruits (e.g. a ripe apple cut in half to show pips, an orange with pips or a strawberry with its seeds clearly visible on the outside).

Discuss the different names we use for some seeds (or things that contain seeds) – pips, nuts, berries, fruit.

Ask if your child can remember what seeds are for (to make new plants) and explain that it's important that the seeds are dispersed so that the new plants can grow in a new place.

Use the PowerPoint to discuss how plants can disperse their seeds.

Activity: Cut out the seeds pictures and put them into groups.

**Dispersed by wind.**

**Dispersed by water.**

**Dispersed by animals** – carried on their fur.

**Seeds as food.**

**Dispersed by bursting/shaking**

**Dispersed by drop and roll.**

Extension: Choose three of the seeds and write about how they are dispersed.

**RE:** We are introducing the topic of **creation** this week by thinking about our wonderful world. The aim is to 'experience and respond to the natural world and sense the awe and wonder of creation.' There is a video talk and a task to assist with this. Next week we will share a simplified version from the Bible.