



Hello Year 2

Here is the learning for the week beginning Monday, 18th May.

This week, we have included all the activities in one document so you can download it as a PDF and have it on the screen without having to access the internet. We hope this will make it easier for you to find the information you need. We've added page numbers too. You will need to access the internet for some of the lessons though.

You should not have to print out any activities unless you can and want to.

Please read the following pages which hopefully will answer any questions you have. If anything is not clear, please get in touch.

Best wishes

Miss Rathbone and Ms Grant.



PS Don't forget to keep posting what you have done on Dojo.

DAILY ACTIVITY CHECKLIST – Tick the box when you have completed the activity

We thought a daily organiser might be helpful for you to check off that you have completed your activities for the day. Try not to leave things out but for some subjects which aren't every day, you might like to swop around the days.

Area of Work	Monday	Tuesday	Wednesday	Thursday	Friday
English writing (Y1) link on next page P3	Read the story of St George and the Dragon	Commit the story to memory	Describe a character's appearance	Describe a character's personality	To write a character description
English writing (Y2) – link on next page P3	The Firework Maker's Daughter – retrieve information	The Firework Maker's Daughter – retrieve information	To identify the features of a setting description	Commas in a list	Write a setting description
English – reading	Reading from Oxford Owl or own reading book. Record in log book. <input type="checkbox"/>	Reading from Oxford Owl or own reading book. Record in log book. <input type="checkbox"/>	Reading from Oxford Owl or own reading book. Record in log book. <input type="checkbox"/>	Reading from Oxford Owl or own reading book. Record in log book. <input type="checkbox"/>	Reading from Oxford Owl or own reading book. Record in log book. <input type="checkbox"/>
English – phonics	Phonics Play game from your Phase <input type="checkbox"/>	Phonics Play game from your Phase <input type="checkbox"/>	Phonics Play game from your Phase <input type="checkbox"/>	Phonics Play game from your Phase <input type="checkbox"/>	Phonics Play game from your Phase <input type="checkbox"/>
RWI phonics	Daily phonics lesson from RWI You Tube p30	Daily phonics lesson from RWI You Tube p30	Daily phonics lesson from RWI You Tube p30	Daily phonics lesson from RWI You Tube p30	Daily phonics lesson from RWI You Tube p30
English – spelling	Learn and practise your daily 5 words <input type="checkbox"/>	Learn and practise your daily 5 words <input type="checkbox"/>	Learn and practise your daily 5 words <input type="checkbox"/>	Learn and practise your daily 5 words <input type="checkbox"/>	Learn and practise your daily 5 words <input type="checkbox"/>
Extra spelling	Spelling pattern – adding suffixes – er – (turn a verb into a noun) Double the consonant and add – er.	Spelling pattern – adding suffixes – er – (turn a verb into a noun) Double the consonant and add – er.	Spelling pattern – adding suffixes – er – (turn a verb into a noun) Double the consonant and add – er.	Spelling pattern – adding suffixes – er – (turn a verb into a noun) Double the consonant and add – er.	Spelling pattern – adding suffixes – er – (turn a verb into a noun) Double the consonant and add – er.
Maths	Summer Term Week 3 Lesson 1 Fact families addition and subtraction <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to 10 , 20 or 100 <input type="checkbox"/>	Summer Term Week 3 Lesson 2 Compare number sentences <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to 10 , 20 or 100 <input type="checkbox"/>	Summer Term Week 3 Lesson 3 Related facts <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to 10 , 20 or 100 <input type="checkbox"/>	Summer Term Week 3 Lesson 4 Add and subtract ones <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to 10 , 20 or 100 <input type="checkbox"/>	Summer Term Week Lesson 5 Friday Challenge <input type="checkbox"/> Daily Fluent in Five <input type="checkbox"/> Daily times tables practise <input type="checkbox"/> Number bonds to 10 , 20 or 100 <input type="checkbox"/>
PE	Joe Wicks work out or another activity <input type="checkbox"/>	Joe Wicks work out or another activity <input type="checkbox"/>	Joe Wicks work out or another activity <input type="checkbox"/>	Joe Wicks work out or another activity <input type="checkbox"/>	Joe Wicks work out or another activity <input type="checkbox"/>
Science	Investigation – Prediction and collect some data <input type="checkbox"/>				Order your data and write a conclusion <input type="checkbox"/>
Other - See planner	You choose and write the subject here <input type="checkbox"/>	You choose and write the subject here <input type="checkbox"/>	You choose and write the subject here <input type="checkbox"/>	You choose and write the subject here <input type="checkbox"/>	You choose and write the subject here <input type="checkbox"/>

ENGLISH LESSONS FOR 2 Ash and 2 OAK for week commencing Monday, 18th May 2020.

As in previous weeks, to meet the differing needs of our children, we have included the lessons from both Year 1 and Year 2. **Ask us if you are not sure** which one you should start on. If your child finds English tricky, they will gain more from working on the **blue lessons** as this lesson will focus on skills they need to develop and will be more accessible. They can move on to the Year 2 lessons (**pink table**) if they need more of a challenge.

Oak National Academy -click on the link below the day of the week for each lesson. These are **from Week 3** so you need to access them from Subject – Year 1- English – Lessons or by **clicking the link below**.

Y1 Saint George and the Dragon				
Monday	Tuesday	Wednesday	Thursday	Friday
Read the story	Commit the story to memory	Describe a character's appearance	Describe a character's personality	To write a character description
https://www.thenationalacademy/year-1/english/saint-george-and-the-dragon-year-1-wk3-1	https://www.thenationalacademy/year-1/english/to-commit-a-story-to-memory-year-1-wk3-2	https://www.thenationalacademy/year-1/english/to-describe-a-character-appearace-year-1-wk3-3	https://www.thenationalacademy/year-1/english/to-describe-a-character-personality-year-1-wk3-4	https://www.thenationalacademy/year-1/english/to-write-a-character-description-year-1-wk3-5

Oak National Academy -click on the link below the day of the week for each lesson. These are from **Week 3** so you need to access them from Subject – Year 2- English – Lessons or by **clicking the link below**.

Y2 The Firework Maker's Daughter <i>continued</i>				
Monday	Tuesday	Wednesday	Thursday	Friday
Retrieve Information	Retrieve Information	Identify the features of a setting description	Identify and use commas in a list	Write a setting description
https://www.thenationalacademy/year-2/english/the-firework-makers-daughter-to-retrieve-information-year-2-wk3-1	https://www.thenationalacademy/year-2/english/the-firework-makers-daughter-to-retrieve-information-year-2-wk3-2	https://www.thenationalacademy/year-2/english/to-identify-the-features-of-a-setting-description-year-2-wk3-3	https://www.thenationalacademy/year-2/english/to-identify-and-use-commas-in-a-list-year-2-wk3-4	https://www.thenationalacademy/year-2/english/to-write-a-setting-description-year-2-wk3-5

YEAR 2: 2 Oak and 2 Ash - Week 7 of Home Learning tasks
ACTIVITY EXPLANATIONS and DETAILS Week commencing 18/5/20

The following pages contain detailed information about what to do in each task. There are links in the document and page numbers to help you find the correct activity.


Daily Written Task (in home learning book)

We are following the Oak Academy lessons for years 1 and 2. All the information you will need is detailed on page 3. We are a week behind so children are following Week 3 of the English Lessons. Click on the lesson links.

Daily phonics (online)

We follow the RWI phonics scheme at school so your child will be very familiar with this way of learning. Watch this film to explain more <https://www.youtube.com/watch?v=sjlPILhk7bQ>
 On page 30 of this document, you will see the daily phonics schedule. Your child will need to watch the lesson on You Tube.

This line explains more: <https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/>

Your phonics teacher is ...	RWI Lesson to follow
Ms Boulton or Mrs Chidley	Set 1 blending
Mrs Lucas	Go over: Set 1 blending New sounds: Set 2
Mrs Minton	Go over: Set 1 and Set 2 sounds New: Learning the letter names through this song
Mrs Minton	Go over: Set 1 and 2 sounds. New: Set 3 sounds
Ms Grant	Go over: Set 2 sounds New: Set 3 sounds
Miss Rathbone	Practise: Set 3 sounds
Mrs Lacey helpful to know that when c comes just before i , y or e it usually makes the s sound city , cell , exercise , mice , icy , notice , police	Focus on spelling patterns – soft c Click on the picture to practise free games 

Phonics Games:

Using the Phonics Play website www.phonicsplay.co.uk (use the log-in details: User Name: **march20** Password: **home**). Go to the Children's area.

Daily spelling task (spelling log books) Adding suffixes – er – (turn a verb into a noun) plus common exception words.

- Continue to learn to spell the Year 1 and 2 common exception words, as list of those words are in your diaries or in your home learning pack.
- Learn the spelling pattern: **Double the consonant and add – er.** runner, winner, cutter, skipper, swimmer, beginner, drummer.

Daily Reading Task (record this in your reading diary) Read each day, either a book from home or an ebook on Oxford Owl. <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

If you would like to listen to a book, there are free children's books from Audible. This is a lovely way to access books that children might find a little tricky to read themselves.
<https://stories.audible.com/start-listen>

Daily Maths Tasks (recorded in home learning book)

How to access the on-line lessons:

Go onto this website: <https://whiterosemaths.com/homelearning/year-2/>

Click on **year 2 Summer Term week 3 w/c 4th May** – There are five lessons – one for each day. If you child is finding the year 2 work too tricky, try them with the year 1 work first. See below.

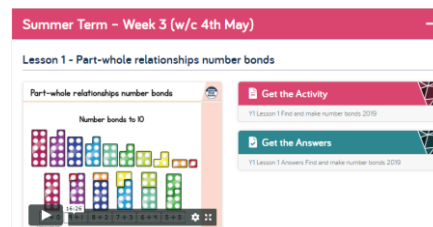


Every lesson comes with a short video teaching the unit, showing clearly and simply how the children can complete the activity successfully. **Make sure you watch this video first.** There's a picture of lesson 1 here so you know which one to follow.

There is no need to print off the sheets. The answers can be written directly in blue books.

The videos will help the parents in supporting the children in their learning plus the answers are there too. We would suggest writing the answers in your blue book while you are looking at the worksheets on the screen. There is a separate file with the answers that you can look at after to mark your work.

Again, for children who are struggling with this, you should follow the **year 1 Summer Term week 3 lessons** if you feel that they have not grasped fractions or are finding the Year 2 lessons too challenging.



Daily Times tables maths task:

Times tables and division facts: **(2s,5s,10s,3's)**. If you follow this link <https://www.topmarks.co.uk/maths-games/5-7-years/times-tables>, you will find a lot of different games to play (in addition to Hit the Button) to help with times tables.

If you can't access the internet, practise writing your tables in your blue book. Try the division facts too (so $2 \times 2 = 4$ $4 \div 2 = 2$) and also write them in any order.

Daily Number bonds task:

On pages [25,26,27](#) of this document, you will see you daily number bonds to 10, 20 and 100. Aim to answer as many questions a day as quickly as you can.

There is a **Daily 10**. If you choose Level 1, Addition, there are opportunities to practise number bonds – you need to write down you answers. You can choose how much time you have to answer and the answers are revealed at the end. Use this website for lots of other fluency activities too.

Other Areas of the Curriculum

<p>Purple Mash:</p> <p>https://www.purplemash.com/login/</p> <p>Log onto Purple Mash using your login from your home learning packs to access a range of different activities. There are lots of different activities on there for you to complete.</p>	<p>PE:</p> <ul style="list-style-type: none"> • Joe Wicks Daily workout Monday – Friday @9am - https://www.youtube.com/user/thebodycoach1 • Go Noodle https://www.youtube.com/user/GoNoodleGames • Cosmic Yoga https://www.youtube.com/user/CosmicKidsYoga 	<p>History:</p> <p>Who was Dr. Martin Luther King?</p> <p>Learn about the life and achievements of Dr. Martin Luther King. Click on this link to find out some facts about Dr.Martin Luther King. https://www.bbc.co.uk/bitesize/articles/zhry382</p> <p>Can you write some facts about him?</p>
<p>Science:</p> <p style="text-align: center;">Investigation</p> <p>Is there a link between the size of our feet and our height?</p> <p>See page 7 for more information.</p>	<p>Handwriting:</p> <p>Use the sheet on page 8 to practise cursive (joined) handwriting and pages 9,10, 11 and 12 for non-cursive (if your child struggles with handwriting).</p> <p>Click here for the guide for parents on how the formation is taught too.</p>	<p>Computing:</p> <p>Learn about computer code. Click the link below to find two videos to help you understand computer code and two activities to try out https://www.bbc.co.uk/bitesize/articles/zkju382</p>
<p>Grammar Hammer:</p> <p>This is skills check 7 this week, this week it is the chance for the children to complete the activities with support.</p> <p>Stage 2 is on page 16 (answers on p17) Stage 1 is on page 18 (answers on p 19) .</p> <p>The answer sheets are also attached.</p>	<p>PSHE:</p> <p>Talk about what makes a good friend, there are some pictures on page 28 to help you with this discussion. Now create a recipe for a good friend. An example is on page 29. Think about the qualities a good friend has e.g. a dollop of kindness and a handful of happiness e.t.c. Write down your ingredients and think about your method.</p>	<p>Comprehension:</p> <p>On pages 13,14 and 15 there are some 60 second read activities. Ask your child to read the text, then they can have a go at answering the questions in blue books.</p> <p>Make sure your answers are in full sentences!</p>

Science Investigation - Is there a link between the size of our feet and our height?

- First make a prediction. **Prediction:** I think that people with smaller feet will be shorter than people with bigger feet **or** I think that there is NO link between height and feet size.
- Then collect some data (information). Ask your family to help you gather in the data. Draw around your foot and measure it at the longest part in centimeters. Make sure you measure it carefully!
- Then, with the help of an adult measure your height in centimeters.
- Create a table like the one below and fill in the data you collected.

Name	Foot length in CM	Height in CM

- Once you have collected enough data, rank the information you have gathered like in the table below.

Feet		Height	
Name	Measurement	Name	Measurement

- **Conclusion:** What can you decide from the table? Was your prediction correct? Is there a relationship between the size of a person's feet and their height? Let me know what you have found out.

Handwriting:

Continue to practise your letter formation, size of letters and capital letters. Your capital letters should reach the top of the line and lower case letters are half the size of capital letters. Sit them all on the line.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

This is non-cursive writing to practise. If your child struggles with hand-writing, they should be using a hand writing style that is not joined. There is a guide for parents available on the website which will help guide you to help your child with letter formation.



Nelson
Handwriting

Words to practise

a
an
as
at



Nelson
Handwriting

Words to practise

if
in
is
it



Nelson
Handwriting

Words to practise

of
off
on
get



Nelson
Handwriting

Words to practise

can
dad
had
back
and



Nelson
Handwriting

Words to practise

big
him
his
not
got



Nelson
Handwriting

Words to practise

up
mum
but
put
the



Nelson
Handwriting

Words to practise

to
I
no
go
into



Nelson
Handwriting

Words to practise

will
that
this
then



Nelson
Handwriting

Words to practise

them
with
see
for



Nelson
Handwriting

Words to practise

now
down
look
too



Nelson
Handwriting

Words to practise

he
she
we
me
be



Nelson
Handwriting

Words to practise

was
you
they
all
are



Nelson
Handwriting

Words to practise

my
her
went
it's
from
children



Nelson
Handwriting

Words to practise

just
help
said
have
like



Nelson
Handwriting

Words to practise

so
do
some
come
were
there



Nelson
Handwriting

Words to practise

little
one
when
out
what

What Plants Need to Grow

6 To grow properly, a plant needs:

7 • air;

8 • light;

9 • water;

10 • nutrients;

11 • warmth.



16 Why does it need them?

27 • If a seed is not warm enough, it will not germinate.

35 Germination is when the seed starts to sprout.

45 • If a plant does not have enough light, it will

56 grow to be tall and flimsy as it tries to search

63 for light. The plant will probably die.

74 • If a plant is not watered enough, its stem will be

85 fragile and it will have very dry leaves. Again, it will

88 probably not survive.

99 So, where is the best place to grow a healthy plant?

Quick Questions



1. What do you think would happen if you planted a seed and put it into a cold, dark cupboard?



2. What is germination?



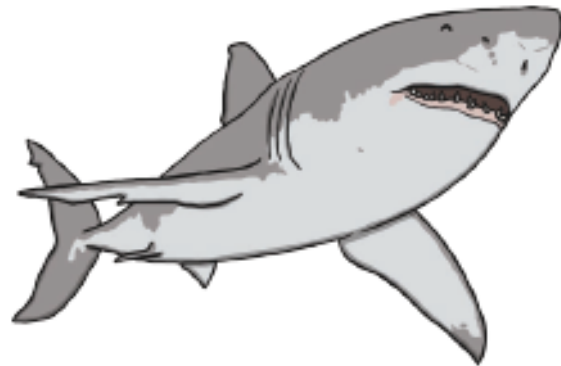
3. Find and copy the word that means the same as the adjective 'delicate'.



4. Where would be the best place to grow a healthy plant?

The Great White Shark

11 Great white sharks are the top of the ocean's food chain.
22 They are the biggest fish on our planet which eat other
32 fish and animals. They are known to live between thirty
45 and one hundred years old and can be found in all of the
55 world's oceans, but they are mostly found in cool water
59 close to the coast.
69 Even though they are mostly grey, they get their name
78 from their white underbelly. The great white shark has
89 been known to grow up to six metres long and have
99 up to three hundred sharp teeth, in seven rows. Their
109 amazing sense of smell allows them to hunt for prey,
119 such as seals, rays and small whales from miles away.



Quick Questions



1. Why do you think that the great white shark is at the top of the ocean's food chain?



2. Where are most great white sharks found?



3. Find and copy the adjective that the author uses to describe the shark's sense of smell.



4. Number these facts from 1 to 3 to show the order they appear in the text.

- They live between thirty and one hundred years.
- They can grow up to six metres long.
- They have up to three hundred teeth.

Paul the Lucky Octopus

- 10 Over the past few weeks, Paul the Octopus has been
19 predicting the result of the World Cup football games.
23 He's an amazing animal!
- 32 Before each match, the sea creature's owners have been
41 putting some clear, plastic boxes into Paul's tank. Each
51 box is decorated with the flag of a football team.
- 61 Paul has been choosing one of the boxes by crawling
71 towards it and he has correctly guessed the winner of
81 six football games so far in the World Cup competition.
- 92 Is Paul a football expert or just a very lucky octopus?
96 What do you think?



Quick Questions



1. What does Paul predict the results of?



2. Which adjectives has the author used to describe the boxes in Paul's tank?



3. Why do some people think Paul is a football expert?



4. What do you think – is Paul just a lucky octopus?

1. Put in the apostrophe to show possession.			2. Write the contracted form. Remember the apostrophe .		
The <i>c a t s</i> claws are sharp.			they have		
3. Underline the correct word to use in this sentence.			4. Underline the correct word to use in this sentence.		
I can (<i>right / write</i>) neatly.			Put them over (<i>their / there</i>).		
5. Underline the suffix that turns this noun into an adjective .			6. Underline the prefix to give this word the opposite meaning.		
tune	ful	ness	dis	un	fair
7. Underline the word with the correct spelling.			8. Underline the word with the correct spelling.		
tork	talk	torc	duty	dutee	juty
9. Write the comparative for the adjective below.			10. Write the superlative for the adjective below.		
young			kind		
11. Underline any letters which should be in capitals .			12. Underline any letters which should be in capitals .		
molly and jo came on thursday.			i live on meadow road.		
13. Put the missing commas (,) in this sentence.					
My favourite fruits are apples pears strawberries and grapes.					
14. Punctuate the end of this sentence.			15. Underline the type of sentence it is.		
Get down			statement	question	exclamation command
16. Underline any nouns in this sentence.			17. Underline any verbs in this sentence.		
The hamster ate the seeds.			Mary climbed the ladder.		
18. Underline any adjectives in this sentence.			19. Underline the adjectives in this expanded noun phrase .		
It was a cold, damp day.			my old, blue coat		
20 and 21. Write the past tense of these verbs .					
sail			bark		
22. Underline the word which will make this sentence correct.					
Next week, we		(is / was / will be)		going on holiday.	
23. Co-ordination: Underline the best connective to join these sentences.					
Put some sun cream on.		(and / or / but)		You will get sunburnt.	
24. Subordination: Underline the best connective to join these sentences.					
I only wear my coat.		(so that / if / because)		It is really cold.	
25. Underline any words which can join with the word given to make a compound word .					
life	time	boat	tent	guard	
Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)	

1-2. (W2:4,17,24. Sp 2:7-9) The apostrophe represents missing letters and not the joining of two words (I have / I've). It can also be used to show possession (the voice belonging to the man – the man's voice) In either case, it must be placed precisely.					
The cat's claws are sharp.		they have		<u>they've</u>	
3-4. (W2:2,5. Sp 2:17-20) Homophones are words that sound the same but have different meanings and different spellings.					
I can (right / <u>write</u>) neatly.			Put them over (their / <u>there</u>).		
5-6. (W2:6,22,24. Sp 2:27,28) The suffix 'ful' means 'full' or 'full of' (but with only one 'l') It changes a noun into an adjective. The prefixes 'un' and 'dis' mean 'not' or 'opposite'. When added to a word, they give it the opposite meaning (Sp 1:30)					
tune	<u>ful</u>	ness	dis	<u>un</u>	fair
7. (W2:7, Sp 2:13) The 'or' before 'l' is usually spelt with an 'a'.			8. (W2: 7, Sp 2:11) Long vowel sounds ending in 'y'.		
tork	<u>talk</u>	torc	<u>duty</u>	dutee	juty
9-10. (W2:7. Sp 1:29, 2:21,25) A comparative compares two things. For most one syllable adjectives just add 'er' to make the comparative. A superlative compares three or more things. For most one syllable adjectives just add 'est' to make the superlative.					
young	younger		kind	kindest	
11-12. (W2:17) A capital letter is used to show the start of a sentence. It must also be used for the first letter of a person's name (proper noun), the personal pronoun 'I' meaning 'me' and for the names of places and the days of the week.					
Molly and Jo came on Thursday.			I live on Meadow Road		
13. (W2:17,24) A comma is used to separate items in a list. It is not used before the last item which has 'and' in front of it. It tells the reader to pause, but not for as long as a full stop.					
My favourite fruits are apples, pears, strawberries and grapes.					
14. (W2:17) An exclamation is usually an abrupt or excited cry or shout. It requires an exclamation mark to let the reader know to emphasise it.			15. (W2:18) There are four types of sentence. A question is an asking sentence and must end with a question mark.		
Get down!			statement	question	<u>exclamation</u> command
16-17. (W2:24) A noun is a naming word. It names of a person, place or thing. A verb is a doing word. It is an action or a thing you do.					
The <u>hamster</u> ate the <u>seeds</u> .			Mary <u>climbed</u> the ladder.		
18. (W2:24) An adjective is a describing word. It describes a noun (small, pretty, fast, broken)			19. (W2:19, 24) A phrase has no verb and does not make sense alone. A noun phrase is a noun with any modifier (the dog; some tiny blue beads)		
It was a <u>cold, damp</u> day.			my <u>old, blue</u> coat		
20-21. (W2:7,20,24. Sp 1:28, 2:22) Verbs can be written in past, present or future tense.					
sail	sailed		bark	barked	
22. (W2:20) A fronted adverbial which sets an action in the future (tomorrow, next week) means the verb must be in the future tense.					
Next week, we	(is / was / <u>will be</u>)		going on holiday.		
23. (W2:21) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence. The conjunction usually occurs mid-sentence.					
Put some sun cream on	(and / <u>or</u> / but)		you will get sunburnt.		
24. (W2:21) Subordinating conjunctions join a main clause (independent) to a subordinate (dependent) clause to make a complex sentence. The conjunction comes at the beginning of the subordinate clause.					
I only wear my coat	(so that / <u>if</u> / because)		it is really cold.		
25. (W2:24) A compound word is a word made up of two smaller words (horse + shoe = horseshoe).					
life	<u>time</u>	<u>boat</u>	tent	<u>guard</u>	

1. Write in the missing day of the week.				
Saturday	Sunday	Monday		
2. Underline the correct word to use in this sentence .		3. Underline the correct word to use in this sentence .		
We went to the (fare / fair).		Please don't (stair / stare) at me.		
4. Write the plural of this singular noun.		5. Write the plural of this singular noun.		
one cup	two _____	one splash	three _____	
6. Underline the word which means the same as the word given in bold.				
unsafe	clean	short	dangerous	
7. Underline the correct word missing from this sentence.				
Ben put the soup on the _____.		cooker	cooked	cooking
8 and 9. Add 'er' or 'est' to complete the sentences.				
Fred's is tall.	Bill's is even tall _____.	Dan's is tall _____ of all.		

10. Circle the word with the correct spelling.			11. Circle the word with the correct spelling.		
made	mayd	meyd	sweit	sweyt	sweet
12. Circle the word with the correct spelling.			13. Circle the word with the correct spelling.		
gro	groa	grow	troo	true	trew

14. Underline the number which does not belong to this 'letter family'.				
c	e	u	f	s

15. Underline the best connective to join these sentences.		
He got in his car.	(and / but)	He drove away.
16. Underline the best connective to join these sentences.		
She put on her coat.	(and / but)	She didn't put her hat on.
17 and 18. Put a full stop (.), question mark (?) or exclamation mark (!) to punctuate these sentences.		
Sit down	When are we having tea	
19. Underline any letters which should be in capitals .		20. Underline any letters which should be in capitals .
it is tuesday.	i play with adam and laura.	

Total:		Red (0 - 7)	Yellow (8 - 15)	Green (16 - 20)
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1. (W1:3) Visual check on spelling the day in bold.			
Saturday	Sunday	Monday	Tuesday
2-3. (W1:4, Sp 1:11, 1:26, 2:17) When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound. Magic (or silent) 'e' also makes the vowel 'a' say its name (long vowel sound) e.g. mad/made.			
We went to the (fare / fair).		Please don't (stair / stare) at me.	
4. (W1:5, Sp 1:27) For most nouns (naming words): just add 's' to make the plural.		5. (W1:5, Sp 1:27) Nouns ending in a hiss sound 'sh': add 'es' for the plural to make an extra syllable and make it easier to say.	
one cup	two cup<u>s</u>	one splash	three spl<u>ashes</u>
6. (W1:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.			
unsafe	clean	short	<u>dangerous</u>
7. (W1:7, Sp 1:28) Adding 'er' to a verb can turn it into a noun (object) e.g. cook-cooker, walk-walker, sprint-sprinter			
Ben put the soup on the _____.		<u>cooker</u>	cooked
8-9. (W1:7, Sp 1:29) The suffix 'er' forms the comparative (comparing 2 things). The suffix 'est' forms the superlative (comparing 3 or more things).			
Fred's is tall.	Bill's is even <u>taller</u> .	Dan's is <u>tallest</u> of all.	


10. (W1:8, Sp 1:11, 1:17) Magic (or silent) 'e' makes the vowel 'a' say its name (long 'a' sound) e.g. mad-made, hat-hate.			11. (W1:8, Sp 1:12, 1:18) Double 'e' gives the long " sound (sleep, deep, keep)		
<u>made</u>	<u>mayd</u>	meyd	sweit	sweyt	<u>sweet</u>
12. (W1:8, Sp 0:13, 1:14, 1:18, 1:21) 'ow' together at the end of a word make the long 'o' sound (grow, slow, throw)			13. (W1:8, Sp 1:15, 1:16) When two vowels go out walking the first one does the talking, so 'ue' can make the long 'u' sound (blue, true)		
gro	groa	grow	troo	true	trew


14. (W1:13) Letters formed in similar ways are called 'families'. There are 'long ladders' (down and off: i, j, l, t, u, y), 'one armed robots' (down and retrace up: b, h, k, m, n, p, r), 'curly caterpillars' (anti-clockwise curl: c, a, d, e, f, g, o, q, s) and 'zig zag' (v, w, x, z).				
c	e	<u>u</u>	f	s

15. (W1:20) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence.		
He got in his car	(<u>and</u> / but)	he drove away.
16. (W1:20) Coordinating conjunctions usually occurs mid-sentence.		
She put on her coat	(and / <u>but</u>)	she didn't put her hat on.
17. (W1:21) An exclamation mark is used at the end of a word, phrase or sentence to show strong feelings, surprise or high volume.		18. (W1:21) A question mark is used at the end of a word, phrase or sentence that asks a question. It is used in place of the full stop.
Sit down!		When are we having tea?
19-20. (W1:21,22) A capital letter is used to show the start of a sentence. It must also be used for the first letter of a person's name (proper noun) and the personal pronoun 'I' meaning 'me'.		
It is Tuesday.		I play with Adam and Laura.

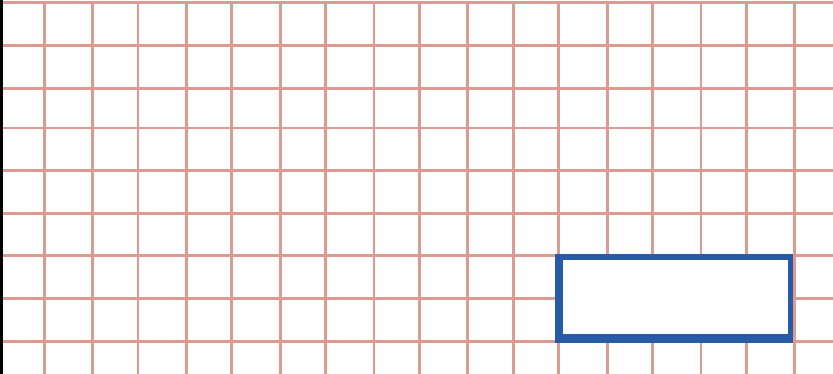
DAILY FLUENT IN FIVE – WEEK 13
YEAR 2
DAY 1

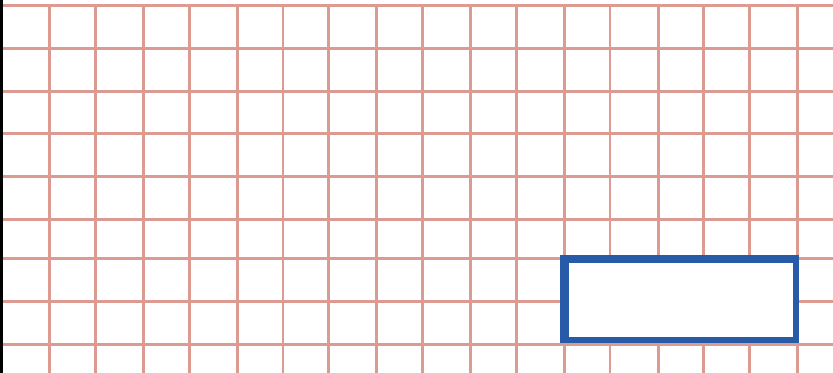
1	$57 + 37 =$	


2	$45 \div 5 =$	

3	$16 + 4 =$	

FLUENT IN FIVE – WEEK 12 YEAR 2
DAY 2

1	$17 + 30 =$  <input data-bbox="927 719 1161 801" type="text"/>	<input data-bbox="1225 757 1305 831" type="checkbox"/>
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2	$\frac{1}{2}$ of 6 =  <input data-bbox="927 1364 1161 1447" type="text"/>	<input data-bbox="1225 1402 1305 1476" type="checkbox"/>
---	---	--

3	$18 \div 2 =$  <input data-bbox="927 1930 1161 2013" type="text"/>	<input data-bbox="1225 1968 1305 2042" type="checkbox"/>
---	--	--

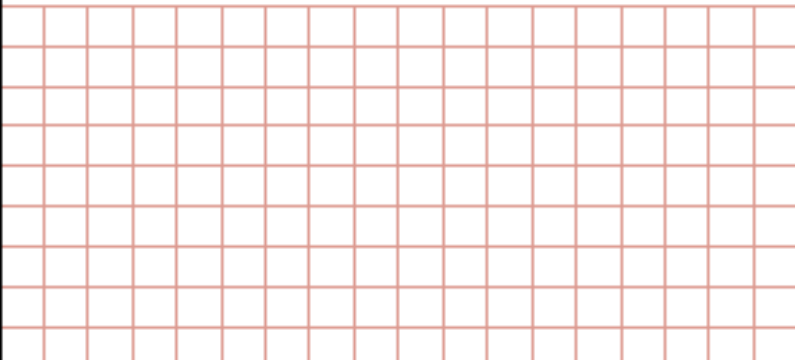
FLUENT IN FIVE – WEEK 12 YEAR 2
DAY 3

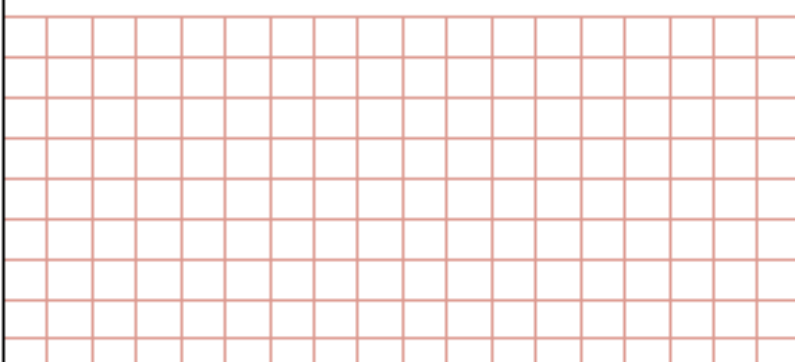
1	$5 \times 5 =$	<input type="checkbox"/>
<div style="border: 2px solid blue; width: 100px; height: 20px; display: inline-block;"></div>		


2	$6 + \boxed{} = 10$	<input type="checkbox"/>

3	$9 \times 5 =$	<input type="checkbox"/>
<div style="border: 2px solid blue; width: 100px; height: 20px; display: inline-block;"></div>		


FLUENT IN FIVE – WEEK 12 YEAR 2
DAY 4


1	$8 + \square = 20$	<input type="checkbox"/>
		

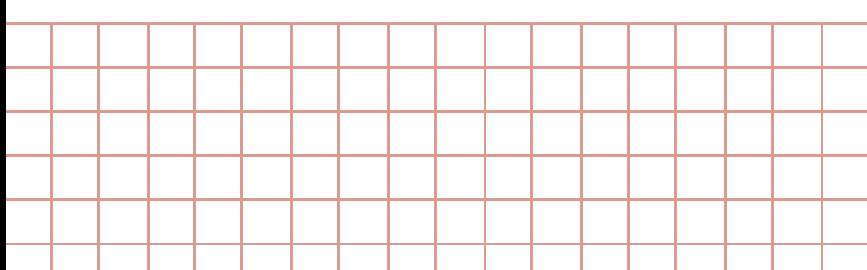
2	$30 \div 5 = \square$	<input type="checkbox"/>
		

3	$28 + 43 = \square$	<input type="checkbox"/>
		

FLUENT IN FIVE – WEEK 12 YEAR 2
DAY 5

1	$20 \div 5 =$	
		
<input data-bbox="917 638 1149 728" type="text"/>		<input data-bbox="1209 672 1289 750" type="text"/>

2	$7 + 10 + 3 =$	
		
<input data-bbox="917 1265 1149 1355" type="text"/>		<input data-bbox="1209 1310 1289 1388" type="text"/>

	$55 - 25 =$	
		
<input data-bbox="933 1892 1173 1982" type="text"/>		<input data-bbox="1236 1937 1316 2016" type="text"/>

DAILY NUMBER BONDS to 10

$4 + \underline{\quad} = 10$ (1)	$6 + \underline{\quad} = 10$ (11)	$\underline{\quad} + 9 = 10$ (21)
$\underline{\quad} + 6 = 10$ (2)	$\underline{\quad} + 5 = 10$ (12)	$\underline{\quad} + 4 = 10$ (22)
$3 + \underline{\quad} = 10$ (3)	$\underline{\quad} + 6 = 10$ (13)	$\underline{\quad} + 0 = 10$ (23)
$\underline{\quad} + 6 = 10$ (4)	$\underline{\quad} + 3 = 10$ (14)	$10 + \underline{\quad} = 10$ (24)
$5 + \underline{\quad} = 10$ (5)	$\underline{\quad} + 6 = 10$ (15)	$\underline{\quad} + 7 = 10$ (25)
$3 + \underline{\quad} = 10$ (6)	$4 + \underline{\quad} = 10$ (16)	$\underline{\quad} + 0 = 10$ (26)
$0 + \underline{\quad} = 10$ (7)	$9 + \underline{\quad} = 10$ (17)	$1 + \underline{\quad} = 10$ (27)
$\underline{\quad} + 10 = 10$ (8)	$0 + \underline{\quad} = 10$ (18)	$\underline{\quad} + 3 = 10$ (28)
$\underline{\quad} + 9 = 10$ (9)	$4 + \underline{\quad} = 10$ (19)	$\underline{\quad} + 5 = 10$ (29)
$5 + \underline{\quad} = 10$ (10)	$8 + \underline{\quad} = 10$ (20)	$0 + \underline{\quad} = 10$ (30)

DAILY NUMBER BONDS to 20

$10 + \underline{\quad} = 20$ (1)	$4 + \underline{\quad} = 20$ (11)	$\underline{\quad} + 0 = 20$ (21)
$\underline{\quad} + 10 = 20$ (2)	$5 + \underline{\quad} = 20$ (12)	$4 + \underline{\quad} = 20$ (22)
$11 + \underline{\quad} = 20$ (3)	$\underline{\quad} + 18 = 20$ (13)	$1 + \underline{\quad} = 20$ (23)
$\underline{\quad} + 1 = 20$ (4)	$6 + \underline{\quad} = 20$ (14)	$8 + \underline{\quad} = 20$ (24)
$12 + \underline{\quad} = 20$ (5)	$\underline{\quad} + 3 = 20$ (15)	$19 + \underline{\quad} = 20$ (25)
$6 + \underline{\quad} = 20$ (6)	$\underline{\quad} + 10 = 20$ (16)	$\underline{\quad} + 19 = 20$ (26)
$3 + \underline{\quad} = 20$ (7)	$5 + \underline{\quad} = 20$ (17)	$\underline{\quad} + 17 = 20$ (27)
$17 + \underline{\quad} = 20$ (8)	$\underline{\quad} + 15 = 20$ (18)	$\underline{\quad} + 1 = 20$ (28)
$16 + \underline{\quad} = 20$ (9)	$15 + \underline{\quad} = 20$ (19)	$12 + \underline{\quad} = 20$ (29)
$8 + \underline{\quad} = 20$ (10)	$\underline{\quad} + 8 = 20$ (20)	$17 + \underline{\quad} = 20$ (30)

DAILY NUMBER BONDS to 100

$\underline{\quad} + 10 = 100$ (1)	$\underline{\quad} + 81 = 100$ (11)	$50 + \underline{\quad} = 100$ (21)
$66 + \underline{\quad} = 100$ (2)	$65 + \underline{\quad} = 100$ (12)	$62 + \underline{\quad} = 100$ (22)
$2 + \underline{\quad} = 100$ (3)	$5 + \underline{\quad} = 100$ (13)	$60 + \underline{\quad} = 100$ (23)
$21 + \underline{\quad} = 100$ (4)	$\underline{\quad} + 53 = 100$ (14)	$72 + \underline{\quad} = 100$ (24)
$0 + \underline{\quad} = 100$ (5)	$99 + \underline{\quad} = 100$ (15)	$\underline{\quad} + 23 = 100$ (25)
$9 + \underline{\quad} = 100$ (6)	$\underline{\quad} + 74 = 100$ (16)	$8 + \underline{\quad} = 100$ (26)
$\underline{\quad} + 40 = 100$ (7)	$61 + \underline{\quad} = 100$ (17)	$19 + \underline{\quad} = 100$ (27)
$34 + \underline{\quad} = 100$ (8)	$28 + \underline{\quad} = 100$ (18)	$\underline{\quad} + 37 = 100$ (28)
$\underline{\quad} + 65 = 100$ (9)	$27 + \underline{\quad} = 100$ (19)	$\underline{\quad} + 40 = 100$ (29)
$19 + \underline{\quad} = 100$ (10)	$12 + \underline{\quad} = 100$ (20)	$82 + \underline{\quad} = 100$ (30)

PSHE Discussion Cards - Which make a good friend?



PSHE – What makes a good friend recipe example/layout.

Recipe for a Good Friend

Ingredients

- 2 large spoonfuls of kindness
- A pinch of happiness
- 100g of smiles
- 50g of sharing
- A sprinkle of gentleness
- 150g of helpfulness
- A heaped teaspoon of love
- 25g of laughter
- 10 drops of respect
- A large pinch of fun!



Method

Mix all of the above together to create the perfect friend!

Recipe for a Good Friend

Ingredients

Draw a picture of what you think this friend would look like.

Method

READ WRITE INC PHONICS SCHEDULE FOR 20th April to 19th May 2020

[Click here for the You Tube Channel](#)

YOUTUBE SPEED SOUNDS LESSON SCHEDULE

20th April to 19th May 2020

New films will be released at the times shown below from Monday to Friday. Each film is approximately ten to fifteen minutes long and will be available on YouTube for 24 hours.

Timings:

Set 1	Time (AM)
Speed Sounds	9.30
Word Time	9.45
Spelling	10.00
Set 2	
Speed Sounds and Word Time	10.00
Spelling	10.15
Set 3	
Speed Sounds and Word Time	10.30
Spelling	10.45
	Time (PM)
Storytime with Nick (Mon, Wed, Fri)	2.00

Monday 11th May

Set 1 - x

Set 2 – ay (Set 2 restarts)

Set 3 - ur

Tuesday 12th May

Set 1 - sh

Set 2 - ee

Set 3 - er

Wednesday 13th May

Set 1 - th

Set 2 - igh

Set 3 - ow

Thursday 14th May

Set 1 - ch

Set 2 - ow

Set 3 - ai

Friday 15th May

Set 1 - qu

Set 2 – oo – poo at the zoo

Set 3 - oa