



Belleville Wix Academy

Year 2 Home Learning

Time frame: week beginning: 4/01/2021

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- Choose the work for the correct day of the week. Our home learning provision each day includes the following: one maths lesson, one English lesson and a curriculum subject of your child's choice.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**

Year 2 Timetable

Zoom	
Wake Up, Shake Up 8.30am 30 minutes	'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am. Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!
Registration Time: 9:30am – 9:35am	<ul style="list-style-type: none">• Be dressed in your uniform• Have your resources to hand• Registration• Home learning for the day explained
Maths Time: 9:35am – 9:55am	<ul style="list-style-type: none">• Teacher to teach the maths concept – up to 20 minutes.• Pupils sent off to complete their work independently.• Some pupils may stay on with teacher to discuss further.• All pupils return at 11:30am
English Time: 11:30am – 11:55am	<ul style="list-style-type: none">• Teacher to teach the English concept – up to 20 minutes.• Pupils to complete their work independently.• Some pupils may stay on with teacher to discuss further.• All pupils return at 2:10pm
Between 11:55am – 2:10pm	<ul style="list-style-type: none">• Pupils to complete the curriculum work in the home learning document.• Pupils to post their work on Seesaw to be marked by the teacher.

	<ul style="list-style-type: none"> During this time, pupils to have lunch and take some exercise.
Afternoon Registration Time: 2:10pm – 2:25pm	<ul style="list-style-type: none"> Whole class reading session. Pupils to share their work and say goodbye for the day.

	<p>Maths</p> <p>You can find our maths home learning on the Q1E website: https://www.q1e.co.uk/current-home-learning/</p>
Monday	INSET day
Tuesday	<p>Year 1 Going Back Lesson – You will need to access the Year 1 books for this lesson:</p> <p>Textbook 1B Chapter 19 Lesson 1 Workbook 1B Chapter 19 Worksheet 1 Pages 163-164</p> <p><u>Learn the strategy:</u> https://classroom.thenational.academy/lessons/to-compare-the-mass-of-more-than-two-objects-65hp6r?step=2&activity=video</p>
Wednesday	<p>You will be using the Year 2 books for the rest of the week.</p> <p>Textbook 2A Chapter 6 Lesson 1 Workbook 2A Chapter 6 Worksheet 1 Pages 187-190</p> <p><u>Learn the strategy:</u> https://vimeo.com/426947313/39152d733e</p>
Thursday	<p>Textbook 2A Chapter 6 Lesson 2 Workbook 2A Chapter 6 Worksheet 2 Pages 191 - 192</p> <p><u>Learn the strategy:</u> https://vimeo.com/426947313/39152d733e</p> <p>Please also complete Worksheet 3 Pages 193-196 today. Watch these videos if you need extra support for these pages:</p> <p><u>Learn the strategy:</u> https://vimeo.com/426947313/39152d733e</p> <p><u>And:</u> https://classroom.thenational.academy/lessons/grams-and-interpreting-scales-75j3gt?step=2&activity=video</p>
Friday	<p>Today we are consolidating our understanding of place value and addition. You will not need your Maths No Problem books for this. Follow these instructions:</p> <p><u>Learn the strategy:</u> Year 2 subtraction & addition https://www.bellevillewix.org.uk/our-learning/calculation-videos</p> <p><u>Or:</u> https://www.belleville-school.org.uk/our-learning/calculation-videos</p> <p><u>Complete the lesson:</u> https://classroom.thenational.academy/lessons/adding-2-digit-numbers-regrouping-71gkee</p>
	<p>Writing</p>
Monday	INSET day
Tuesday	<ul style="list-style-type: none"> Listen to our story of the week which is Grobblechops by Elizabeth Laird. This is a poem by Rumi who also wrote <i>The Jackal who</i>

thought he was a Peacock (which we read last term). Rumi was a renowned poet and philosopher who lived in ancient Persia. Follow this [link](#).

- Look at these two descriptive writing examples. Which one do you think is the best and why?

1. *The monster towers over me like a huge willow tree. His dirty grey fur is matted and rotten. Smelling like pond water, he creeps through the dark without a sound. He licks his lips and bares his teeth while looking for me. What sharp fangs he has! My body shivers with fear.*

2. *The monster is big. He smells like cabbage. He makes a loud sound and his teeth are sharp and he is smelly. I am scared of him.*

- Think about what you are afraid of and turn it into a monster. For example, Miss Gordon is afraid of spiders so she drew a spider monster.



- Label the various parts (things – **nouns**) and describe them (using **adjectives**) to turn them into noun phrases. E.g. **sharp, white fangs** OR **round, fluffy body**. When you have finished, colour code it like I have done (you can use any colours that you have at home).
- Do at least **five** noun phrases for your monster. You could base these on the five senses (e.g what it sounds like, how it moves, what it feels like, what it smells like, etc).

Wednesday

- Look at your monster that you created yesterday. What were you afraid of? What noun phrases did you come up with to describe your monster?

- Re-read the good description we looked at yesterday:

The monster towers over me like a huge willow tree. His dirty grey fur is matted and rotten. Smelling like pond water, he creeps through the dark without a sound. He licks his lips and bares his teeth while looking for me. What sharp fangs he has! My body shivers with fear.

- Exclamation sentences all start with 'what' or 'how' and are different from a question as they do not require a response. We are going to focus on 'what' today. We will practice writing these today before we write our descriptions tomorrow.

What	what like	what	who	what doing	!
What	pointy	ears	he/she	has	!
What	sharp	fangs	it	has	!

- Now watch this [video](#) and listen out for the exclamation sentences. When you hear one, stop the video and say the sentence out loud.
- Have a look at these words that have been jumbled up. We need to put them in the right order to make an exclamation sentence.

What	what like	what	who	what doing	!

long	she	What	legs	!	has
evil	What	!	has	eyes	he

- Now have a look at your own monster again and the noun phrases you came up with yesterday. Can you use some of the noun phrases to come up with your own exclamation sentences.

Thursday

- Look at the exclamation sentences you wrote yesterday. Can you write another one about someone at home? For example, 'What blue eyes you have!'
- Today we are going to write an entertaining description of our very own monster. Your audience is your teacher and the purpose we are writing is to describe and entertain. Your teacher can't wait to read your descriptions!



- Here is an example of a description for this monster:
The huge and terrifying monster crept through the forest quietly. His body was round and the colour of snot. The eight legs on his body were tapping on the ground creepily. What sharp fangs he has! I hope he doesn't bite me with them. He smells like rotten eggs. What a terrible stench!
- Now write your own description using the picture of your monster, your noun phrases and exclamation sentences to help you.
- When you have finished, green pen edit your work and underline and smiley face your favourite phrase or sentence.

Friday

- What is question? What question words do we know? (who, what, when, where, how, why)
- Today you are going to complete a comprehension to show off your understanding about the story of Grobblechops.
- Re-watch the story [here](#) before you complete the comprehension.
- You will find the comprehension worksheet below in the resources section. Try the first one but if it's too tricky then have a go at the second one.

Reading

Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.

Phonics, Grammar and Spelling

Phonics

Read the description of the lesson below and then watch this video:

<https://vimeo.com/496889745/7a4412ee74>

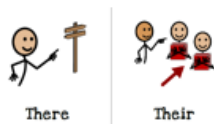
- We are going to recap the 'aw', 'or' and 'au' sounds. Can you think of some words that use each of those three sounds?
 - o Put them into a table that looks like the one below. Can you put the words you thought of into sentences?

<u>aw</u>	<u>or</u>	<u>au</u>

- This rest of the lesson is about homophones. Homophones are words that sound the same but are spelt differently and have different meanings. The homophone that we are looking at today is 'there' and 'their'.
- The word 'there' tells us where something or someone is, or the position of something. **The dog is sitting over there.**
- The word 'their' tells us who owns something. **Their ball is very bouncy.**
- Can you fill in this worksheet and decide whether the missing word is 'there' or 'their'?

Date: _____

WALT: use homophones



Use the correct spelling of the word 'there/their' to fill in the gaps below.

1. Who is that over _____?
2. The children played on _____ bikes.
3. They wrote the _____ book.
4. _____ is a shop at the end of my road.
5. They tied _____ shoe laces after P.E.

Write your own sentences using different homophones that we've looked at today. Your sentences can be **questions, statements or commands.**

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- **BONUS CHALLENGE:** What other homophones can you think of?

Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Your spellings to learn are: **twenty, thirty, forty, fifty**
You can practise your spellings using the grid below. This is just like you would normally do during Guided Reading time!

Other Curriculum Subjects

You can find out curriculum home learning on the Q1E website:

<https://www.q1e.co.uk/current-home-learning/>

Science	<p style="text-align: center;">LESSON 1</p> <p>What are the different parts of the human body?</p> <ul style="list-style-type: none"> • Watch and complete this lesson to recap your learning from Year 1. • What are the different parts of the human body? <p style="text-align: center;">You will need: pencil and paper</p> <p style="text-align: center;">LESSON 2</p> <p>How do our bodies change as we get older?</p> <ul style="list-style-type: none"> • Watch and complete this lesson. • How do our bodies change as we get older? <p style="text-align: center;">You will need: pencil and paper</p>
History	<p>Why are people remembered?</p> <ul style="list-style-type: none"> • Throughout history there are people who change the lives of others – sometimes they make lives better and sometimes they make lives worse. • Sometimes these people are remembered with statues and paintings, or stories. In this country, some people are remembered on bank notes. • What do you notice about the people who have been remembered on bank notes? Look at the pictures and read the facts in Resource 1. <p style="text-align: center;">Write your thoughts down in Resource 2.</p> <p style="text-align: center;">Please scroll down to see the resources for this lesson.</p>
RE	<p>Why do we have rules in life?</p> <ul style="list-style-type: none"> • Why do you think we have rules in school? What are some of the rules? • Where else are there rules that we have to follow? • Some people and some religious communities also have rules that are like instructions to help them live their lives. Write down any you know. • What would happen if we didn't have any rules to follow? Explain what you think. <p>Challenge: Explain what you think the differences between rules and values might be.</p>
Music	You will be sent a link to the music video later on this week.
PE	<p>'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am.</p> <p>Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!</p> <p>https://us02web.zoom.us/j/83191144433?pwd=RTVLa0xyc0NSdVNhVnQvbkFwUVFRZz09</p>

Miss Gordon and Miss Bevin



Resources

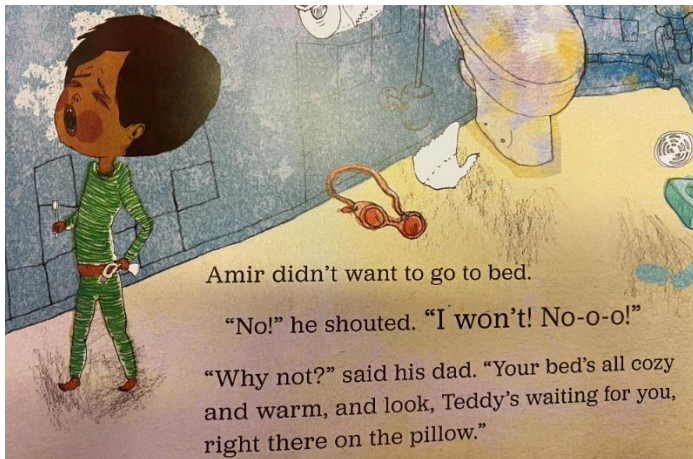
English

Friday

Date: _____

LO: comprehend a text

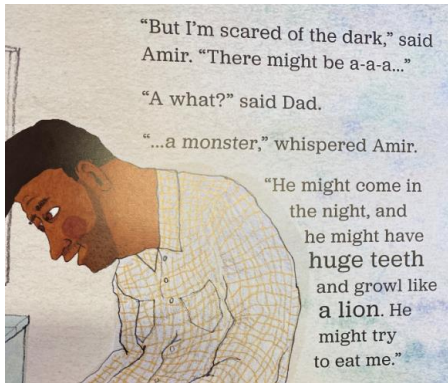
Gobblechops



1. What did Amir not want to do?

2. Write **one** word that tells you Amir spoke loudly.

3. Who was waiting on the pillow?

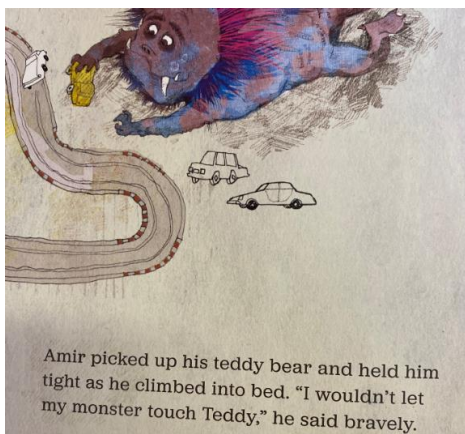


4. What was Amir scared of?

5. What might the monster do?

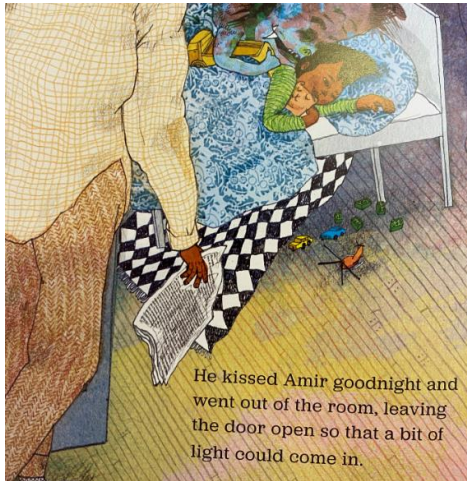
Write **two** things.

1. _____
2. _____

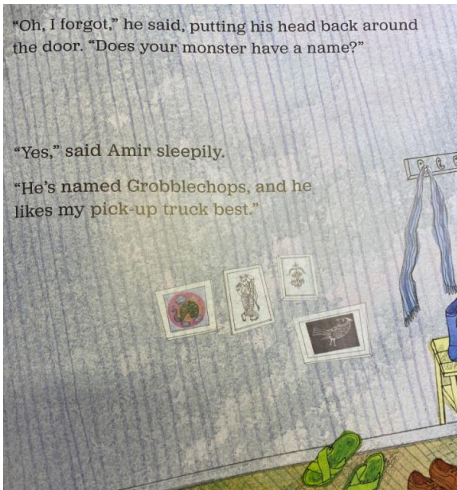


6. Which word tells us Amir didn't want to let his teddy go?

7. Where did Teddy climb? _____



He kissed Amir goodnight and went out of the room, leaving the door open so that a bit of light could come in.



"Oh, I forgot," he said, putting his head back around the door. "Does your monster have a name?"

"Yes," said Amir sleepily.

"He's named Grobblechops, and he likes my pick-up truck best."

8. Why did dad leave the door open?

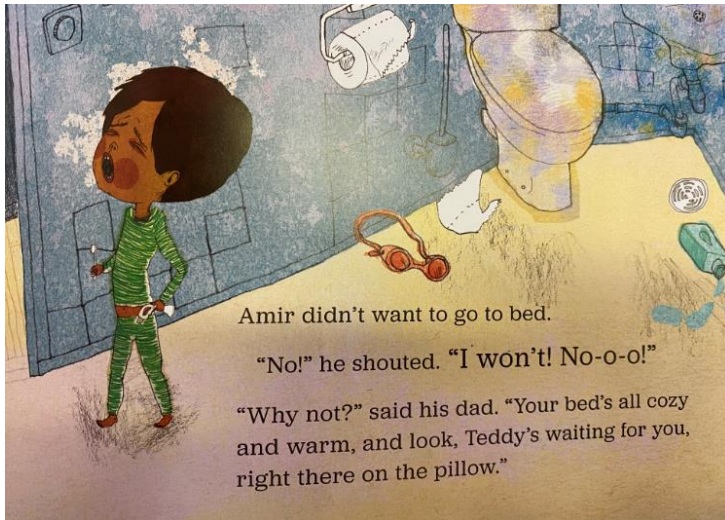
9. What does Grobblechops like the best?

10. Which word tells us Amir was tired?

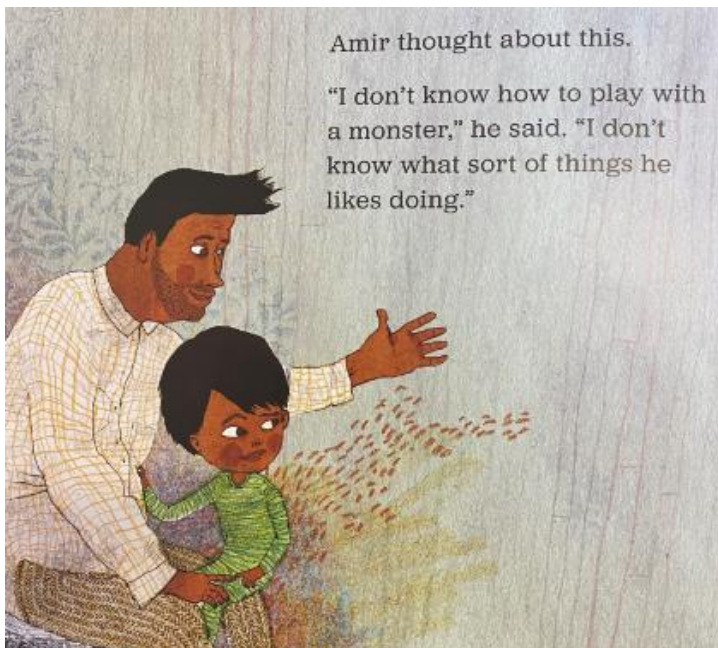
Alternative Reading Comprehension for Grobblechops

Date: _____

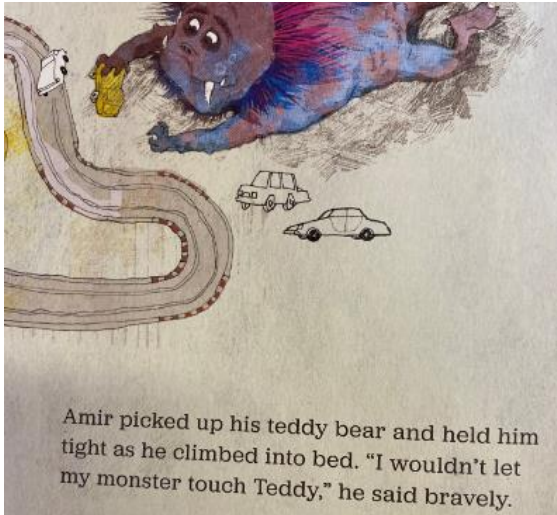
LO: answer simple retrieval questions



1. Amir did not want to go to _____.
2. _____ was waiting on the pillow.

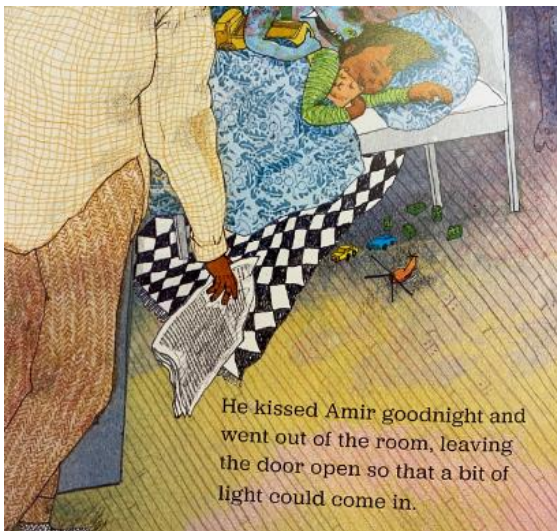


3. Amir didn't know how to play with a _____.



Amir picked up his teddy bear and held him tight as he climbed into bed. "I wouldn't let my monster touch Teddy," he said bravely.

4. Amir picked up his _____.



He kissed Amir goodnight and went out of the room, leaving the door open so that a bit of light could come in.

5. Dad left the _____ open.

History



The Duke of Wellington was a soldier and general in the British Army. He commanded British soldiers in a war against France and became Prime Minister afterwards.



Elizabeth Fry was a reformer – that means she tried to change things to make them better. She was concerned about the conditions in women's prisons, where women were poorly treated. She visited the prisons to improve conditions and set up lessons to teach the women how to sew so they could have a useful skill to work once they were released.



Charles Dickens was a famous author. He wrote many stories about the poor in England that encouraged people to think about how to show kindness to others and change the laws to make treatment better. You may have heard of some of his stories – including **A Christmas Carol**.



Christopher Wren was one of the architects who helped rebuild London after the Great Fire in 1666. His designs were very famous, including the new dome of St. Paul's Cathedral which is shown on the note (and which you can still see today).



William Shakespeare wrote many plays during the reign of Queen Elizabeth I that were performed at the Globe Theatre. Shakespeare's plays are incredibly famous because they show how people thought and spoke in the time he was writing, and also because they are still incredibly fun to see and perform in. One of his most famous plays is a love story called **Romeo and Juliet**. One scene from that play is shown on this old note.



Michael Faraday was an English scientist in the Victorian era. Although not a skilled mathematician, Faraday explored a lot of scientific ideas and made amazing discoveries. He particularly explored and learned about electricity and magnetism, and his discoveries allowed people to use electricity safely and design machines that used it.



George Stephenson was an English engineer who worked especially on the use of steam engines. His designs and work encouraged the development of railways that transformed travel and transport. He was often nicknamed "Father of the Railways".

Resource 2

Question	Answer
Who is on all of the banknotes? Why?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What sort of jobs did the people in the banknotes do?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What is similar about the people in the banknotes? (As a clue, one of them is the odd one out).	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Can you think of ways to make the banknotes better?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Spelling:

Spelling Grid

My spellings to practise:

twenty

thirty

forty

fifty

Pyramid Writing:

Rainbow writing:

