Year 2B Home Learning

<u>Time frame: week beginning: 01.02.21</u>

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 we have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- 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.**

S Speak to somebody if you need help

A Ask an adult before going online

F Friends are real people we know

E Enjoy play, have fun and stay safe

e-safety adviser

Stay safe online

Quality First Education Trust

Year 2B 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

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	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 9:30am – 9:35am	• Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained
Maths 9:35am – 9:55am	• 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.
English 11:30am – 11:55am	• 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.
Curriculum and Phonics **When you have completed Maths and English**	• Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise.
Afternoon Registration 2:10 – 2:30	• Whole class reading session. • Pupils to share their work and say goodbye for the day.

|	**Maths**
Monday	**Embedding Mass and Temperature** **Mass Review (Chapter consolidation)** Workbook 2A, Chapter 6, Review 7 – Pages 209 – 214 **Temperature Review (Chapter consolidation)** Workbook 2A, Chapter 7, Review 7 – Pages 224 - 228
	Support (Mass): If this worksheet is too difficult, please do the Mass Review from the **Year 1** Workbook 1B, Chapter 19, Review 19 – Pages 140 – 1424 (You will find this on the MNP website) Support (Temperature): Your adult will need to read the questions out to you. Remember that the small lines in between each tens number means you count on in ones.
	Deepening: See [Maths Resource 1](#)

Home Learning

Tuesday	**Picture graphs Lesson 1: Reading Picture Graphs** **Learning Objective:** To be able to read a picture graph with confidence Textbook 2A Chapter 8 Lesson 1 Pages 172-173 Workbook 2A Chapter 8 Worksheet 1 Pages 229-232 **Learn the strategy:** **Intro: (up to 1 minute and 51 seconds)** https://www.bbc.co.uk/bitesize/clips/zg4d2hv https://www.khanacademy.org/math/cc-2nd-grade-math/x3184e0ec:data/cc-2nd-picture-graphs/v/picture-graphs
	Support: Get your adult to read the questions to you today. You count in ones today!
	Deepening: See Maths Resource 2
Tuesday (2)	<mark>THERE WILL BE NO LIVE ZOOM FOR THIS SESSION</mark> **Picture Graphs Lesson 2: Reading Picture Graphs** **Learning Objective:** To be able to read and interpret a picture graph with confidence. Textbook 2A Chapter 8 Lesson 2 Pages 174-177 Workbook 2A Chapter 8 Worksheet 2 Pages 233-236 **Learn the strategy:** https://classroom.thenational.academy/lessons/representing-and-interpreting-data-using-a-pictogram-64r66c?step=1&activity=video
	Support: Get your adult to read the questions to you today. You count in ones again!
	Deepening: See Maths Resource 3
Wednesday	**Picture Graphs Lesson 3: Reading Picture Graphs** **Learning Objective:** To read and interpret a picture graph where the value of the picture can represent more than 1. Textbook 2A Chapter 8 Lesson 3 Pages 178-181 Workbook 2A Chapter 8 Worksheet 3 Pages 237-240 **Learn the strategy:** https://classroom.thenational.academy/lessons/representing-data-in-a-tally-chart-and-pictogram-cmwk6r?step=2&activity=video
	Support: See Maths Resource 4 and use the 2 times tables to help you today.
	Deepening: See Maths Resource 5
Thursday	**Picture Graphs Lesson 4: Reading Picture Graphs** **Learning Objective:** To read and interpret a picture graph where the value of the picture can represent more than 1. Textbook 2A Chapter 8 Lesson 4 Pages 182-183 Workbook 2A Chapter 8 Worksheet 4 Pages 241-244 **Learn the strategy:** https://www.khanacademy.org/math/cc-third-grade-math/represent-

Home Learning

	and-interpret-data/imp-picture-graphs/v/solving-problems-with-pictographs-2
	Support: See Maths Resource 4 and use the 5 times tables to help you today.
	![badge] Deepening: See Maths Resource 6
Friday	**Consolidation: Place Value, Addition and Subtraction** Today we are consolidating our understanding of place value, addition and subtraction. You will not need your Maths No Problem books for this. Follow these instructions:
	Learn the strategy: **https://www.bellevillewix.org.uk/our-learning/calculation-videos** **Or:** **https://www.belleville-school.org.uk/our-learning/calculation-videos** **Complete the lesson:** https://classroom.thenational.academy/lessons/adding-2-digit-numbers-regrouping-71gkee Independent Task: Please complete Maths Resource 7 and Maths Resource 8
	Support: Complete Maths Resource 9 and Maths Resource 10
	![badge] Deepening: See Maths Resource 11 and Maths Resource 12
	Writing
Monday	This week, we are focusing on Roald Dahl's 'The Twits'. Listen to today's section of 'The Twits' by following the link here. You may already know how to use apostrophes to make **contractions** (for example: "they are" becomes "they're"). Today, we are using an apostrophe to show **possession**. Watch the video to see how to form it correctly. **Independent Task** Look at the picture of Mr and Mrs Twit. Write at least 5 sentences which contain a possessive apostrophe about Mr Twit or Mrs Twit.
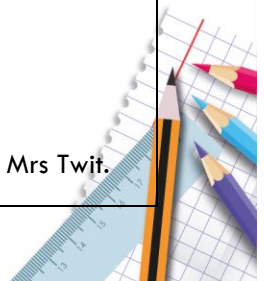
Example: Mr Twit's beard is very long. Mrs Twit's hair is straggly and messy.

Support: Put the words in order so they make a sentence. Put a circle around the possessive apostrophe when you have completed each sentence.

Mrs Twit's	messy.	hair	is
is	Mr Twit's	mouth	grinning.
dress	is	Mrs Twit's	green.
evil.	eyes	look	Mr Twit's

Deepening: Write a sentence containing a possessive apostrophe about both Mr and Mrs Twit. *Remember that if you are writing about two people, the possessive apostrophe comes after the second person's name only.*

Example: Mr and Mrs Twit's clothes are dirty.

Tuesday	Listen to today's extract of The Twits about the tricks that they play on each other. You will need to listen to chapter 4, Chapter 5 and Chapter 6. There are three stages to the tricks: 1) Planning the trick 2) Doing the trick 3) Reaction to the trick You are going to write your own trick to create a Book of Tricks with the rest of your class. Make a mind-map containing some ideas of other tricks that Mr and Mrs Twit could play on each other. Send a photo of your mind-map to your class teacher on Seesaw. **Example**: Mr Twit puts superglue on Mrs Twit's chair. Mrs Twit puts stones in Mr Twit's boots.
	Support: What tricks could The Twits play on each other with the objects below: 1) Superglue 2) Stones 3) A slug 4) A newspaper
	Deepening: Can you act each of your ideas out? Remember to include the three stages when you are acting it out: Planning, Doing and the Reaction. You could ask someone at home to be another character or act it out by yourself. You can upload the video of you acting out your trick to Seesaw.
Wednesday	Today, we are going to plan our description of The Twits playing a trick on each other. Look

at your mind-map from yesterday. Pick your favourite trick that you thought of.

We are going to use the planning grid in **English Resource 1** to help us.

Remember that when we are planning, we do NOT use full sentences, only key words and phrases.

Independent Task: Use the planning grid to describe what is happening in each of the three stages (Planning the trick, Doing the trick, Reaction to the trick). Include what the characters might be thinking or feeling. Use interesting adjectives.

Example:

Planning the Trick	Mr Twit angry and grumpy – wants revenge Goes to garden shed to look for small, plastic bottle
Doing the Trick	Drizzles sticky, white superglue on Mrs Twit's chair Distracts Mrs Twit when she sits down with a thump
Reaction to the Trick	Mrs Twit tries to stand up but is stuck to wooden chair Mr Twit laughs – sounds like snorting like a pig

Support: Instead of thinking of your own trick, listen to The Glass Eye trick again and complete the planning grid for that trick. Use the pictures in **English Resource 2** to help you.

Deepening: Add to your plan by thinking about the five sentences. **Example:** Superglue smelt like cabbage because it was so old. Cold, soggy superglue soaked through dress.

Thursday

Today we are writing a draft of the trick that we planned yesterday.

We are going to be writing in the past tense to show that it has already happened.

Can you colour in the past tense words in **English Resource 3**?

If you are struggling, try putting the words into sentences e.g. Yesterday I went to the park. Yesterday I have pasta for dinner. (The first makes sense so is the past tense, the second doesn't so it's not the past tense!)

Have a look at your plan that you created yesterday.

Planning the Trick	Mr Twit angry and grumpy – wants revenge Goes to garden shed to look for small, plastic bottle
Doing the Trick	Drizzles sticky, white superglue on Mrs Twit's chair Distracts Mrs Twit when she sits down with a thump
Reaction to the Trick	Mrs Twit tries to stand up but is stuck to wooden chair Mr Twit laughs – sounds like snorting like a pig

We will need to make full sentences and add detail to our planning from yesterday. Challenge yourself to write at least 5-10 interesting sentences.

Example: Mr Twit was so angry that his face was all red and blotchy. He wanted to play a trick on Mrs Twit to take revenge. He stomped all the way to the wooden garden shed. It smelt

	like rotten fish inside because it was so dirty and old. He looked for the tiny plastic bottle that was full of the stickiest superglue in the world! He knew exactly what he wanted to do with it. He wanted to stick Mrs Twit to her chair forever!
	Support: You will be describing The Glass Eye trick. You can listen to it here.
	Deepening: Using English Resource 4 the conjunctions in your writing e.g. and, then, but, although, or. Can you use words containing the suffixes –ment and –ful in your writing? Here are some examples: excitement, colourful, enjoyment, painful, careful, disappointment, punishment, amazement.
Friday	Today, we are going to publish our work. If you would like to, you can use the template in **English Resource 5**. Don't worry if you can't print it, regular lined paper is fine too! Remember that we are going to try to put all of our published work in a document so that each class can have a copy of a class book of tricks! That means we need to remember to: • Use neat handwriting • Include capital letters at the start of the sentence and for someone's name • Punctuation marks at the end of a sentence: . ? ! • Accurate spellings • No crossing out (use a rubber to make it look as neat as possible). Before you start, think of the name of your trick and write it at the top of the page. Because the example trick was about superglue, the title of this trick could be: **The Sticky Superglue Trick.** Then write all three parts of your trick – the beginning, the middle and the end. Please upload a photo onto Seesaw when you have finished. Deepening: When you have finished publishing your writing, use the second page to draw an illustration of the Twits doing your trick.

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.

Grammar, Spelling and Phonics

This week, we are going to be practicing the –tion word ending (suffix). Firstly, watch the video of today's lesson here. Then complete Phonics Resource 1.

Now watch the next lesson here and complete Phonics Resource 2.

You can find additional Phonics and spelling resources by clicking on the following links (free resources):

https://www.lettersandsounds.org.uk/for-home/year-1

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https://www.phonicsplay.co.uk/resources

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:

other

brother

mother

another

nothing

old

cold

gold

hold

told

See Spelling Resource 1 to practise.

Other Curriculum Subjects

Monday	**History (1): What did Louis Pasteur achieve?** • Watch Video about the life of Louis Pasteur: https://www.youtube.com/watch?v=OXdbQ1JkX7c (3 mins) And if you have time: https://www.youtube.com/watch?v=_YWV_-x4M0o (24 mins) • Why was Louis Pasteur famous? Can you write 3 achievements he made in his lifetime? Design an award for one of Pasteur's achievements using History Resource 1 Challenge: Write a paragraph about why you chose that achievement. **Extra Zoom Session: Interactive Florence Nightingale Experience** Topic: 2B Florence Nightingale Session Time: Feb 1, 2021 02:30 PM London Join Zoom Meeting https://us02web.zoom.us/j/84243546365?pwd=QWVVcEtpcjcvVVZlV3YxenVwUmJwUT09 Meeting ID: 842 4354 6365 Passcode: E6Cg3E
Tuesday	**Geography (1): What are the pros and cons of urban vs rural?** • Watch the virtual tour of Cobham again from last week and then look at the images of the Clapham area (Geography Resource 1 – look at all 3 page of pictures). • Look at the table (Geography Resource 2) that shows you the pros and cons of living in Cobham (a rural area). Create your own table that shows the pros and cons of living in Clapham (an urban area).

Wednesday	**History (1): What key achievements deserve to be remembered?** • Using History Resource 2 for each person we have studied write down one reason why they are remembered. • Write a sentence to explain who you think made the biggest achievement. Are they the most well-remembered? Why do you think that is? • Using History Resource 2, also create a bank note for a significant person from our time. Explain why you have chosen them and what achievements they should be remembered for. Challenge: What do you think are the main qualities of someone who gets remembered?
Thursday	**Geography (2): Your choice: urban or rural?** • Recap the pros and cons of both Cobham and Clapham from your learning in the last session. • Make a choice: do you think it's better to live in an urban area or a rural area? Write a letter to your friend using Geography Resource 3, trying to persuade them to live in either Cobham or Clapham. Make sure you give reasons to explain why it would be good to live in that area. Support: Geography Resource 4
Friday	**Music:** Your teacher will post the link to the music recorded lesson in the week to seesaw. **PE:** Your teacher will post the link to the PE recorded lesson in the week to seesaw.

Mr Jones

Home Learning

Resources

Maths Resource 1 – Deepening Monday

Can you solve these challenge questions involving mass and temperature?

1) The shoe is heavier than the water bottle. The pencil case is lighter than the water bottle. The tablet is heavier than the shoe. Which item is the heaviest?

_____

2) Which toy car is the lightest?

_____
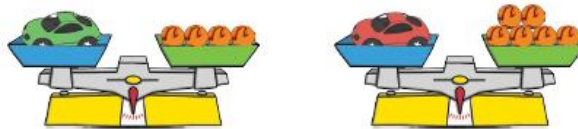
3) The stapler is lighter than the laptop, but heavier than the ruler. The pencil case is heavier than the stapler, but lighter than the laptop. Order these objects from heaviest to lightest.

_____ _____ _____ _____

4) These thermometers show the temperature at different weather stations around the UK.

   a) How many more degrees warmer is London than Cardiff?
   _____

   b) Belfast is warmer than Edinburgh but cooler than London. What could the temperature be in Belfast?
   _____

   c) Which month do you think these temperatures might have been measured in? Why?
   _____
   _____
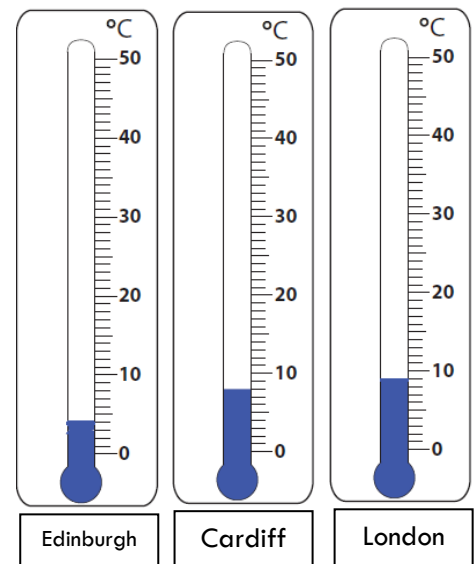
5) For this thermometer, can you write the highest temperature, the lowest temperature and the current temperature?

Highest temperature: _____

Lowest temperature: _____

Current temperature: _____

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Maths Resource 2 – Deepening Tuesday (1)
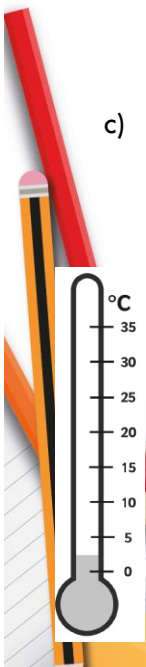
Represent the information shown in the pictogram in a tally chart.

The pictogram shows the number of sweets four children have.

Sweets the Children Have
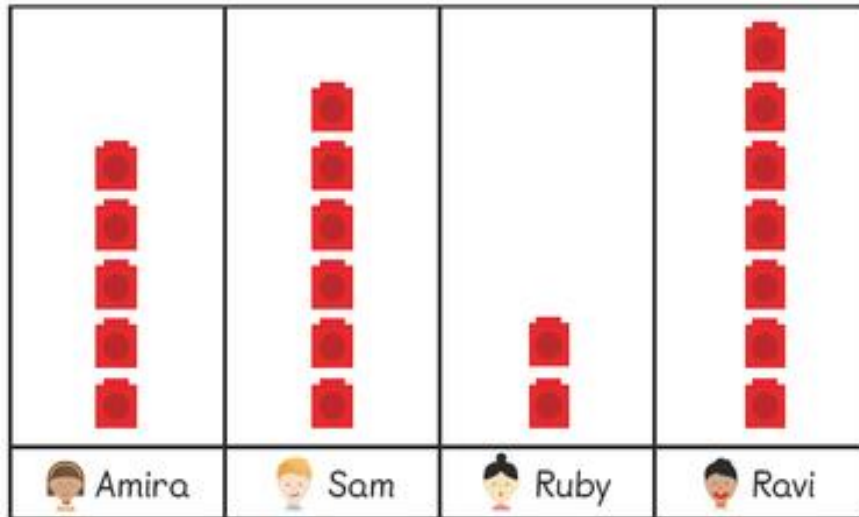
Amira has 5 sweets.
Sam has 6 sweets.
Ruby has 2 sweets.
Ravi has 7 sweets.

Each ▮ stands for 1 sweet.

Describe the number of sweets the four children have.

Child	Tally
Amira	
Sam	
Ruby	
Ravi	

Write your own questions that you could answer from the pictogram or tally chart.

_____

_____

_____

_____

_____

Home Learning
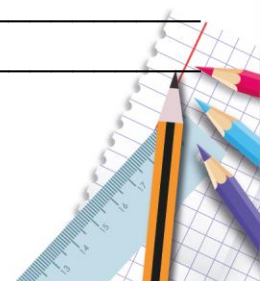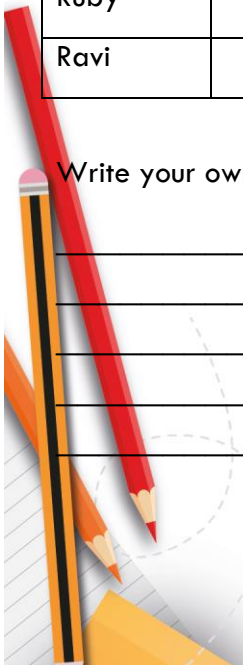
Create a pictogram.

This tally shows the number of cars seen on Wix's Lane at 11am.

Child	Tally
Amira	ⅠⅠⅠⅠ ⅠⅠ
Sam	ⅠⅠⅠⅠ ⅠⅠⅠⅠ ⅠⅠⅠⅠ ⅠⅠⅠ
Ruby	ⅠⅠⅠⅠ ⅠⅠⅠⅠ ⅠⅠⅠⅠ
Ravi	ⅠⅠⅠⅠ

Represent the information shown in the tally chart in a pictogram. Have a go at drawing it yourself!

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Maths Resource 4 – Times Tables Support

My Times Tables

2 times table

0	x	2	=	0
1	x	2	=	2
2	x	2	=	4
3	x	2	=	6
4	x	2	=	8
5	x	2	=	10
6	x	2	=	12
7	x	2	=	14
8	x	2	=	16
9	x	2	=	18
10	x	2	=	20
11	x	2	=	22
12	x	2	=	24

5 times table

0	x	5	=	0
1	x	5	=	5
2	x	5	=	10
3	x	5	=	15
4	x	5	=	20
5	x	5	=	25
6	x	5	=	30
7	x	5	=	35
8	x	5	=	40
9	x	5	=	45
10	x	5	=	50
11	x	5	=	55
12	x	5	=	60

10 times table

0	x	10	=	0
1	x	10	=	10
2	x	10	=	20
3	x	10	=	30
4	x	10	=	40
5	x	10	=	50
6	x	10	=	60
7	x	10	=	70
8	x	10	=	80
9	x	10	=	90
10	x	10	=	100
11	x	10	=	110
12	x	10	=	120

www.communication4all.co.uk

Home Learning

Answer questions about this pictogram:

The pictogram shows the number of books each boy read last year.

Sam	📘 📘 📘 📘 📘
Charles	📘 📘 📘 📘 📘 📘 📘
Ravi	📘 📘 📘 📘
Elliott	📘 📘 📘 📘 📘 📘 📘
Each 📘 stands for 10 books.	
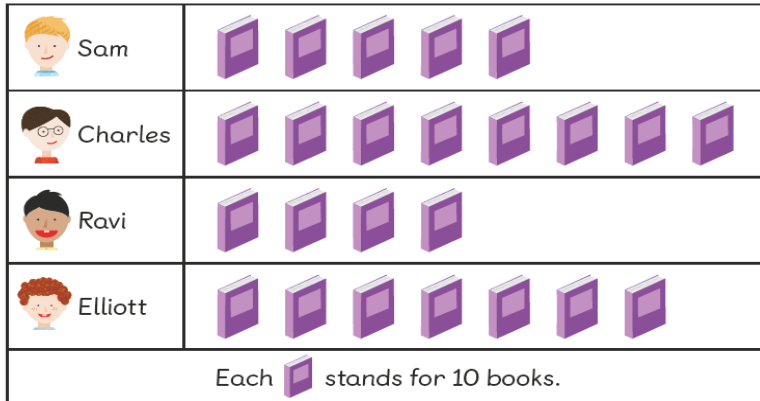
(a)   How many books did Elliott read?

(b)   Who read the most books last year?

(c)   Who read the fewest books last year?

(d)   How many fewer books did Sam read than Charles?

(e)   How many more books did Charles read than Ravi?

(f)   How many books did Sam and Ravi read altogether?

I read 75 books last year.
How can I show the number of books
I read on the pictogram?

Picture Graphs   Page 185

_____ read the most books.

_____ read the least books.

Sam read _____ books.

Elliott read _____ books.

Charles read _____ books.

Ravi read _____ books.

The children read _____ books altogether.

Elliott read _____ more books than Ravi.

Sam read _____ fewer books than Charles.

Home Learning

Maths Resource 6 – Deepening Thursday

Read this bar graph and answer the questions:

Our Favorite Sports
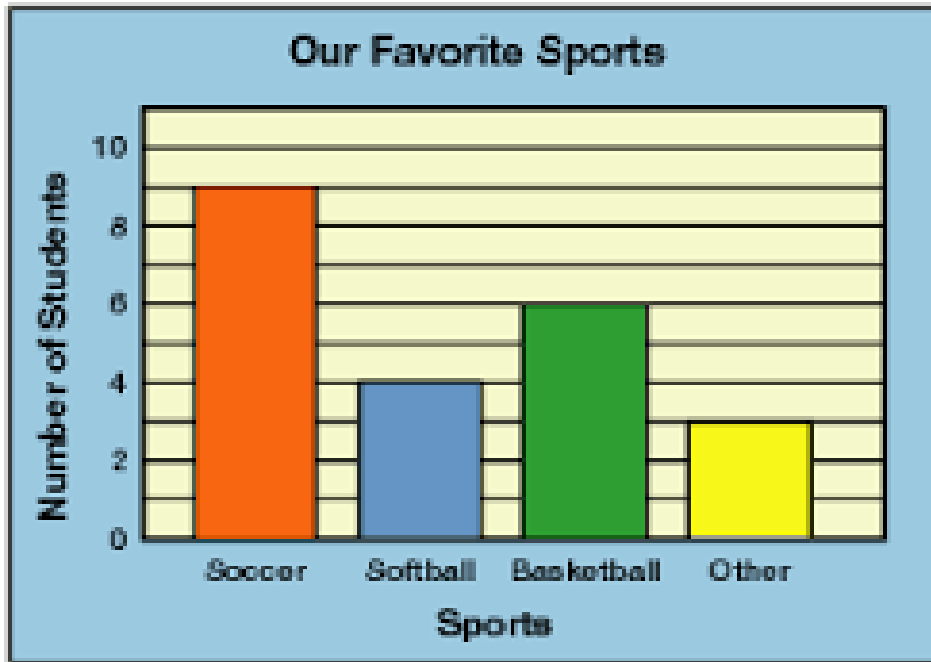
1. How many children like softball the best? _____

2. How many children like soccer the best? _____

3. What does 'Other' mean? _____

4. How many children were asked altogether? _____

5. How many more children like soccer than basketball? _____

6. How many fewer children like softball than basketball? _____

7. Three more children were asked and they all liked softball best. Add this to the bar graph. If you can't add this to the graph, answer this question: If three more children were added to softball, how many children would there be now? _____

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Maths Resource 7 – Independent task 1 Friday

Column addition

1)
$$34 + 42$$

2)
$$26 + 35$$

3)
$$63 + 24$$

4)
$$55 + 17$$

5)
$$33 + 26$$

6)
$$68 + 23$$

7)
$$45 + 42$$

8)
$$56 + 23$$

9)
$$48 + 15$$

10)
$$27 + 25$$

11)
$$56 + 41$$

12)
$$38 + 24$$

13)
$$53 + 35$$

14)
$$39 + 12$$

15)
$$85 + 13$$

Maths Resource 8 – Independent task 2 Friday

Column subtraction

1) 34   2) 52   3) 34   4) 43
  − 27   − 14   − 16   − 39

5) 32   6) 33   7) 44   8) 51
  − 8   − 16   − 16   − 13

9) 50   10) 63   11) 41   12) 75
  − 34   − 9   − 18   − 58

13) 41   14) 52   15) 50   16) 64
  − 33   − 26   − 34   − 19

17) 82   18) 45   19) 61   20) 80
  − 5   − 28   − 43   − 64

Maths Resource 9 – Support Friday

Column addition with no renaming

1)   14
   + 21

2)   42
   + 14

3)   17
   + 40

4)   45
   + 33

5)   63
   + 5

6)   32
   + 11

7)   23
   + 32

8)   43
   + 4

9)   16
   + 42

10)   35
   + 61

11)   26
   + 23

12)   50
   + 16

13)   27
   + 32

14)   53
   + 34

15)   15
   + 42

16)   12
   + 34

17)   35
   + 13

18)   60
   + 14

19)   52
   + 16

20)   55
   + 34

Maths Resource 10 – Support Friday

Column subtraction with no renaming

1)   34
   − 21

2)   52
   − 11

3)   58
   − 23

4)   97
   − 34

5)   48
   − 4

6)   29
   − 22

7)   49
   − 16

8)   76
   − 23

9)   57
   − 40

10)   87
    − 4

11)   87
    − 32

12)   85
    − 54

13)   65
    − 33

14)   76
    − 42

15)   64
    − 34

16)   94
    − 72

17)   69
    − 5

18)   39
    − 33

19)   75
    − 42

20)   85
    − 74

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Maths Resource 11 – Deepening Friday

Solve these addition word problems which require renaming. Please show your working out using the column method.

1) The Jennings family had a get-together on Sunday. Hannah made 45 blueberry pancakes and also baked 28 muffins. How many goodies in all did Hannah make for the get-together?

_____

2) Jude bought two crates of farm fresh eggs. One crate held 36 eggs and the other crate held 57 eggs. How many eggs did Jude purchase altogether?

_____
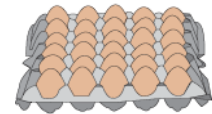
3) Harry runs around the playground twice. It takes him 34 seconds the first time and then it takes 47 seconds the second time. How many seconds did he run in total?

_____

4) The library is on the second floor of a school building. Rebecca climbed 28 steps to reach the first floor. She then climbed 35 steps to reach the second floor. How many steps did she climb altogether?

_____

5) Miss Gordon loves to read books. In 2019 she read 58 books and in 2020 she read 32 books. How many books did she read in total?

_____

Home Learning

Solve these subtraction word problems which require renaming. Please show your working out using the column method.

1) Theresa and Alan went for trick or treat on Halloween. Theresa collected 42 candies in all. She gave away 23 to Alan. How many candies does Theresa have now?

_____

2) Hannah baked a batch of 74 chocolate chip cookies. She sold 48 of them to a neighbour. How many cookies were left over?

_____

3) Scott has a collection of 63 toy cars. He gives 25 toy cars to his little brother. How many does he have left?

_____

4) Mr Jones has 84 counters in his classroom. He gives 46 counters to Mrs Coleman to use. How many counters does Mr Jones have left?

_____

Home Learning

English Resource 1

Planning the Trick	
Doing the Trick	
Reaction to the Trick	
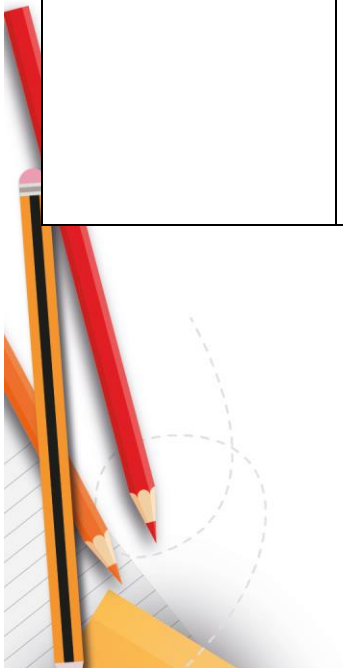
Stage 1: Planning the Trick	
Stage 2: Doing the Trick	
Stage 3: Reaction to the Trick	

English Resource 3

jumped	washed	went	making
see	sing	drawing	helped
waved	looked	making	drank

English Resource 4

Conjunctions

Conjunctions link clauses or sentences together.

And...

and

Why?

because

But...

although
but
despite

since
yet

When?

until
when
while

twinkl
visit twinkl.com

English Resource 5

The Never Ending Tricks- by Year 2

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Inspired by Roald Dahl

Home Learning

The Never Ending Tricks- by Year 2
Inspired by Roald Dahl

Home Learning

Spelling Grid

My spellings to practise:

old   cold   gold   hold   told

other   brother   mother   another

nothing

Pyramid Writing:

Rainbow writing:

Home Learning

Look, say, cover, write, check:

other		
brother		
mother		
another		
Nothing		
old		
cold		
gold		
hold		
told		

Write the words in a sentence:

_____

_____

_____

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Home Learning

Belleville Wix Academy

Phonics Lesson 5 – 'tion' suffix

Date: _____ **L.O.: To use suffix 'tion'**

1) Read the words and put sound buttons on them. Now draw a matching picture.

train station	
fraction	
invitation	
sun-lotion	

2) Use the picture to work out the missing word. Write it down and put the sound buttons on it.

Phonics Lesson 5 – 'tion' suffix

3) Colour in the real -tion words one colour and the alien -tion words in another colour.

potion	holotion	prection
gation	station	fraction
caption	position	geltion
pation	reception	instruction

4) Read the story and highlight the –tion words.

In my Maths lesson, we were learning about the 'half' fraction. My teacher gave me an instruction to do my work. At the end of the day, my friend gave me an invitation to her birthday party. I walked to the train station to get home. It was a very sunny day so I put on my sun lotion. The next day I had an operation for my leg. I had to have an injection before. When I rested in bed in the evening, I read a fiction book to help me relax.

5) Can you put these words into sentences:

addition   vacation   direction   tradition

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Home Learning
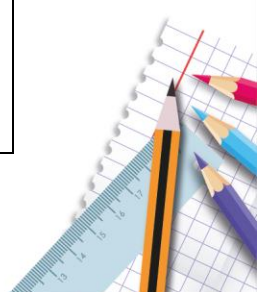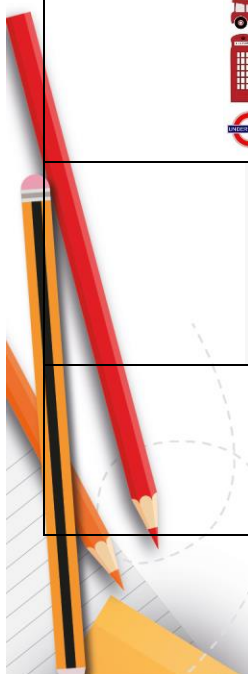
Phonics Resource 2

L.O.: To use 'o' as 'u'

1) Read the words and put sound buttons on them. Now draw a matching picture.

A mother and her son	
A red oven	
A dozen eggs	
A monkey in a tree	

2) Use the picture to work out the missing word. Write it down and put the sound buttons on it.

Home Learning

3) Colour in the real 'o' as 'u' words one colour and the alien 'o' as 'u' words in another colour.

mother	son	poven
something	another	front
tront	bosen	Monday
jonch	brother	shovel

4) Read the story and highlight the 'o' as 'u' words.

On Monday, my mother and brother came with me to get something from the shop. I needed a dozen eggs and some sugar to make a cake. When we got home, I turned on the oven. I took out a bowl and mixed everything together with honey and then I put the mix into another tin. I put on kitchen gloves to slide the tin into the oven. I took it out when it turned a gold colour.

5) Can you put these words into sentences:
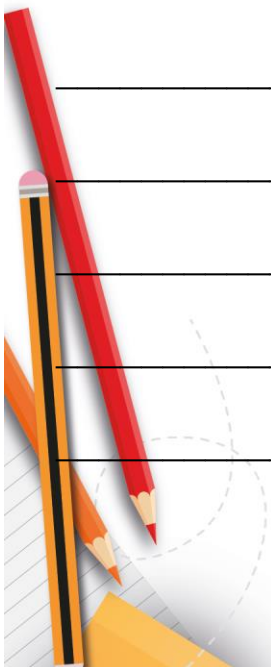
love   above   comfortable   Monday

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Why have you chosen this achievement as Louis Pasteur's most important achievement?

_____

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Home Learning
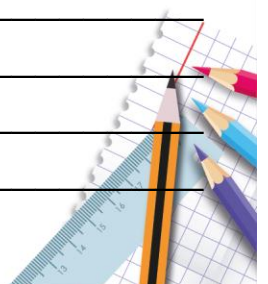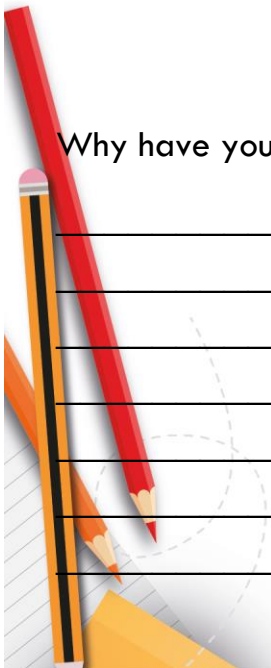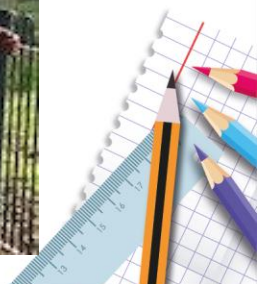
Geography Resource 2

Pros and cons of living in Cobham

Pros and cons are the good and the bad points of something. Look at the table below to see the pros and cons of living in Cobham.

PROS	CONS
• Peaceful streets	• Less jobs
• More wide and open spaces	• Less entertainment (For example: no cinema)
• Fresh air	• Less public transport
• Less traffic on the roads	• Less public services (For example: medical facilities, restaurants, cafes, grocery stores)
• Less pollution	
• Food is cheaper	
• Cleaner streets/parks	• Far away from the city

Home Learning

£

I chose _____ to be on my banknote.

I chose this person because:

_____

_____

_____

_____

_____

_____

_____

YOUR NAME HERE

45 Horace Avenue

London

SW15 2XA

YOUR FRIEND'S NAME HERE

121 Gregory Lane

London

SW14 7YD

DATE GOES HERE

Dear _____,

Write your letter here

From _____

Geography Resource 4
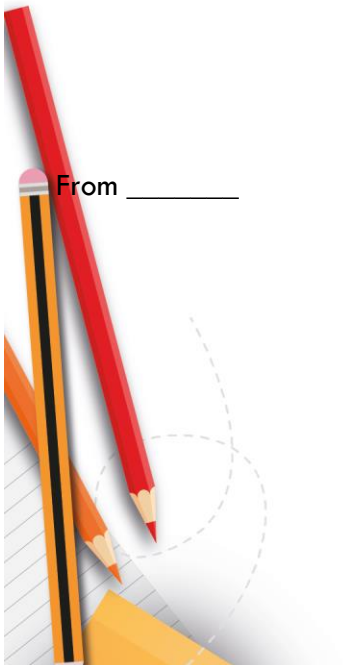
Possible sentence starters:

I am writing to you to tell you…

I strongly suggest that you should live in _____ because…

There are many pros to living in _____ such as…

Just imagine how nice it would be if you lived there because you could…

I hope that you will decide to live in _____ because….