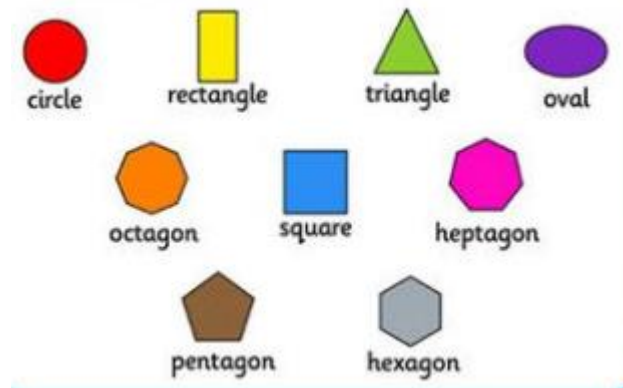


Day	<h2>Activities (WC: 15.06.2020)</h2> <p>Please do not print any worksheets but use them as a guide to complete work in your books.</p> <p>Reading: Please continue to read with your child every day as this is incredibly important for picking up vocabulary and sentence building. Every day children to read a short section of a story, this could be a physical book that you have or the chapters on purple mash that are in your 'to dos'. Activities to go with reading: Make a book review. Draw a picture to show one part of your story. Make a story board which shows the start of the story, the middle of the story and then the end of the story. In sentences explain who the characters are and what they are like. In sentences write down your favourite part of the story and explain why it is your favourite. Think about whether the story is similar to a different story you have read and explain in sentences.</p> <p>Please note: If you are using purple mash reading please find on our website some useful comprehension questions relating to the stories. Please check which story your child is reading and select the appropriate questions.</p> <p>Purple mash is updated weekly with different activities for children to complete. This is reviewed by teachers and monitored so that we can continue to engage our pupils. Please do try to include purple mash activities alongside the home learning pack.</p> <p>A copy of this home learning document will also be uploaded to purple mash and can be accessed in the 'to dos', there is an option for you to upload any work completed onto purple mash for the teachers to review, feel free to take a photograph of their work and upload this onto purple mash.</p> <p>Handwriting: Task: To be practised every day. Challenge: Can you put these words into a sentence.</p> <div> <div>they</div> <div>on</div> <div>out</div> <div>this</div> <div>down</div> <div>dad</div> <div>now</div> <div>came</div> <div>Mrs</div> <div>called</div> </div>	S A	P A
<p>Monday</p> <p>Please remember to exercise for at least 30 minutes per day.</p>	<p>Maths: LI: I will be able to understand the properties of a 2D shape. Videos for this week's lessons should be available on BBC Bitesize using this link. https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons This week we are recapping shapes and will start with naming 2D shapes and understanding how we can identify using the number of sides and vertices (corners) a shape has. 2D shapes are shapes that are flat, they cannot be picked up, they are drawn shapes. Task: https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Count-sides-and-vertices-on-2D-shapes.pdf Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Answers-Count-sides-and-vertices-on-2D-shapes.pdf</p>		

To support if needed here are some of the common 2D shapes.



Challenge: Can you make a pattern for me using 2 different shapes that has 21 vertices in total?

Science: LI: I will be able to ask questions to help my developing knowledge on plants.

From last lesson we looked at the following pictures. Can you remember what they are called? In your book can you write a sentence to tell me what might happen if they are planted?



Now take a look at this picture. What are these?

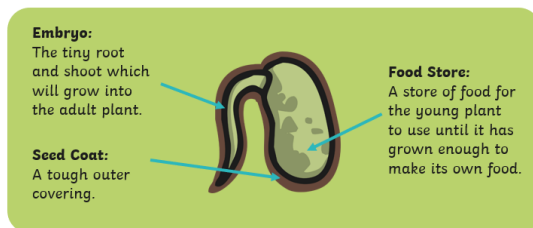


These are called bulbs. What do you think would happen if these were planted? They would grow into plants, just like our seeds! So how are they different? Read on to find out.

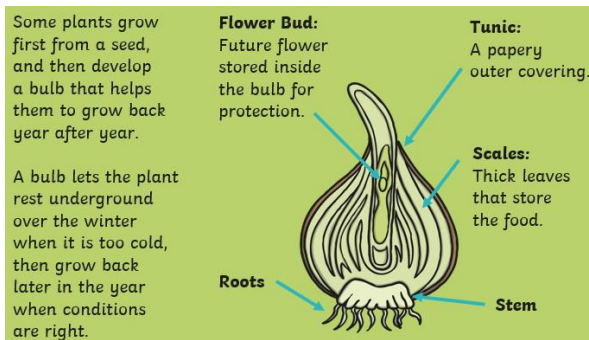
Seeds

Every single seed has the beginnings of a new plant inside it, along with a little store of food to help it grow.

When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called **germination**.



Bulbs



In your book I want you to think about some questions you have about seeds and bulbs. A scientist always thinks about questions. What do all living things need to live? Is this the same for plants? Mostly, yes! Plants need nutrients (they get this from the soil), water and oxygen. They also need sunlight just like us.

Here is a picture of a seed and a bulb. This lesson, I want you to think of questions we could ask. Remember experiments always start with a question and the experiments helps us to answer it.



Your questions can start with; How, why, can, do, when, where amongst others but questions always end with a question mark.

See if you can write down 3 questions you want to know the answer to. Your questions could be about how they are different, will the same thing happen to the seed and the bulb or will it be different?

Extension: On the website there is a document on how to grow a seed, should you have any, feel free to follow the instructions and plant one. Keep a diary about how this changes as it grows. If you don't have any please do not worry.

Literacy: LI: I will be able to identify a fronted adverbial.

Today we are going to look at something called fronted adverbials but before we do that lets remind ourselves of what an adverb is. An adverb describes a verb.

A verb is a doing word and the adverb explains where, when or how something happens.

- She came in **noisily**.

- **First**, she turned on the tap.

These adverbs tell us where, when or how something has happened.

A fronted adverbial is just when we use one of these adverbs at the start of a sentence! For example:

Later that day, Jack climbed the beanstalk.

Breathing quickly, he kept running to beat his record.

Don't forget these don't need to be one word they can have a few words (a phrase) to describe when, where or how something has happened **but we must use our comma after it.**

Using the table below I would like you to write down each of these fronted adverbials in the correct box, do they describe when, where or how the action took place?

- **That afternoon**, Liza had dinner.
- **Far away**, there was music playing.
- **Silently**, the tiger stalked closer to its prey.
- **Suddenly**, there was a loud crash.
- As quick as a flash, the alien disappeared!
- Somewhere near here, there was once a magnificent castle.
- After a little while, the rain stopped.

When (Time)	Where (place)	How (manner)

Challenge: Can you use a fronted adverbial to make a sentence about this zebra?



Tuesday

Ensure a good daily sleeping routine

Maths: I will be able to understand what the properties of 3D shapes are.

3D shapes are objects that we can pick up and hold. Vocabulary important for this lesson is:

face = a flat or curved surface

edge = where 2 faces meet

vertices = where 2 or more edges meet

surface = we use this vocabulary when describing a curved face.

Task: <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Count-faces-edges-and-vertices-on-3D-shapes.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Answers-Count-faces-edges-and-vertices-on-3D-shapes.pdf>

History: LI: I will be able to identify the features of a seaside holiday.

We are going to continue to learn about the seaside in our history lessons. Take a look at these 2 pictures. Which one shows us a recent photograph of a beach holiday and which shows us a beach holiday from a long time ago? Can you tell someone in your house your reason for your decision? Maybe you look at the colour of the photographs, their hairstyles or their clothes.



How are the pictures different, what is the same about holidays at the seaside now and long ago?

Now I am going to show you some more pictures, in your books I want you to write down which pictures are from now and which are from a long time ago. Can you write a sentence giving a reason for your answer?



A.



B.



C.



D.



E.



F.



G.

Challenge: Can you put these pictures in order from the oldest to the youngest? Have a look at all the details and see what you come up with.

Literacy: LI: I will be able to identify the features of an action scene.

Today we are going to look at an action scene. An action scene is the part of a story, or a tv program where lots of things happen. The author has to think about how to make this part really interesting and exciting. To do this they use these features:

Powerful verbs – stalked instead of walked, sprinted instead of ran

Fronted adverbials of time – when something happens

Fronted adverbials of manner – how something happens

Fronted adverbials of place – where something happens.

Take a look at the following short action scene.

On the edge of cliff, stalked a magnificent, camouflaged leopard. Without a sound, he crept closer to his prey. Silently, he cautiously stepped towards the animal. Suddenly, the leopard leapt and tried to pounce on his prey. As fast as lightening, the animal doged away and escaped. Later, he returned home without his dinner.

Lets do this one together, take a look at my table. I have put in all the fronted adverbials from my short story.

Fronted adverbial for when	Fronted adverbial for how	Fronted adverbial for where
Later,	Without a sound, Silently, Suddenly, As fast as lightening,	On the edge of cliff,

Can you make this table for me in your book?

Powerful verbs	Fronted adverbial for when	Fronted adverbial for how	Fronted adverbial for where

Read this short action scene. I would like you to find all the powerful verbs and fronted adverbials and put them into the table in your books.

In the icy white of the snow plain, paced an anxious penguin. Cautiously, the penguin bent down and ruffled his feathers. After a moment or two, a little face appeared by his feet. Calmly, the penguin crouched down to comfort his little child. At the same time, the little penguin cuddled his father to stay warm.

Wednesday

Have a balanced and healthy diet.

Maths: I will be able to use knowledge of the properties of shape to sort objects.

Children will be using previous knowledge learnt to begin sorting shapes.

Task: <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Sort-2D-and-3D-shapes.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Answers-Sort-2D-and-3D-shapes.pdf>

D and T: LI I will be able to make a healthy rice dish. - ADULT SUPPORT NEEDED

Short activity for the week. Keep a healthy food diary, write a couple of sentences each day explaining what you have eaten. Are you making the right choices for the food you are eating? Have you made healthy choices?

This week you will hopefully be making your healthy rice dish. Don't worry if you can't you can always come back to this lesson when you do have the ingredients.

	<p>Before we begin to use our ideas from last week, what do all chefs need to do to prepare? That's right! We need to wash our hands and prepare our equipment and surfaces! Why is it important to be clean?</p> <p>Safety, some of you may need to prepare your ingredients and they may need chopping. You must have an adult with you before doing this. Here is a link for some ideas on safe chopping before you begin.</p> <p>https://www.bing.com/videos/search?q=kids+video+utube+for+chopping+safely+using+different+grips&&view=detail&mid=471C02E07662563F9FD3471C02E07662563F9FD3&&FORM=VRD GAR&ru=%2Fvideos%2Fsearch%3Fq%3Dkids%2Bvideo%2Btube%2Bfor%2Bchopping%2Bsafely%2Busing%2Bdifferent%2Bgrips%26%26FORM%3DVDV VXX</p> <p>I would suggest an adult boiling the rice for you first, then add your healthy prepared ingredients to the cooling down bowl of rice and mix in well! When cool enough have a taste, what is it like? Don't forget to take pictures if you can.</p> <p><u>Literacy: LI: I will be able to plan an action scene.</u></p> <p>To start choose an animal that we might meet, you could choose an elephant or a tiger, maybe a crocodile or a hawk!</p> <p>We are going to write a very short action scene where Miss Challis is going to meet this animal! What will the animal do? What will Miss Challis do? How exciting can you make this very short part of a story?</p> <p>For our plan we need to think about what will happen and sequence it. The order of the events could be:</p> <ul style="list-style-type: none"> • Miss Challis notices the animal. • What does the animal do? • What does Miss Challis do? • How can Miss Challis get away? • What does the animal do after Miss Challis safely gets away? <p>Now you could use yourself in this story instead of Miss Challis if you would like, or you could make your own character.</p> <p>Under each of the headings (the bullet points) write a short sentence of any ideas you have, but do not write in story form today. Add in any fronted adverbials and powerful verbs that you can think of that you might want to use later.</p> <p>Example</p> <p><u>Miss Challis notices the animal.</u> She sees the powerful, majestic hawk. In the mist of the early morning, stared</p> <p><u>What does the animal do?</u> On the top of branch, spread, soared</p> <p>Now complete for your own action scene plan for all the stages of the plan (all of the bullet points).</p>	
<p><u>Thursday</u></p> <p>Setup a quiet area for learning.</p>	<p><u>Maths: LI I will be able to understand patterns whilst using shape.</u></p> <p>Task: https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Merge-2D-and-3D-shapes.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Answers-Make-patterns-with-2D-and-3D-shapes.pdf</p> <p><u>RSE: LI: I will be able to think about differences between girls and boys.</u></p>	

What do the words similar and different mean? Can you tell someone in your house what you think these words mean.

What do you think is similar and different about boys and girls? Do they like the same things? Do they look the same? Write down some of your ideas. Now take a close look at your work, are those things actually true?

Task: In your book split your page into 3 parts. Write the headings - boy, girl and everybody at the top.

Take a look at these objects that I found in my magic box! Can you put them in one of the groups. Who do these items belong to?



Now think about your choices. Are you sure a girl couldn't own any item you put in the boys column? Any items you put in the girl column, are you certain that a boy wouldn't own it. Now remember we are all different, we all have different interests and different favourite things to do, this task isn't about what you would like but who might own the item.

Have a really good think about your choices and you can move any of the items that you want. They might even all be in the same column...

Literacy: LI: I will be able to write a recount.

Today we are going to use our plans from yesterday to write our action scene. Remember this is a short piece of writing but it must be packed full of exciting words and phrases!

You can start with a fronted adverbial for where or when. I am going to start with the fronted adverbial 'when' as that fronted adverbial was in my plan from yesterday. My action scene would start like this:

In the mist of the early morning, Miss Challis stood very still. Scared to move a muscle, she stared at the powerful, majestic hawk that was perched on the highest branch of the pine tree.

Can you see how I used all my vocabulary from my plan? Look how many fronted adverbials I managed to get into just 2 sentences. Do you think the powerful verbs add feeling to the start of this story? I have also used lots of adjectives but I know you will do this any way as you are super at using these already.

I would like you to look at your plan and write your action scene today using all the fronted adverbials for when, where and how and also your powerful verbs.

Friday

Praise and reward your child's hard work to keep them motivated and engaged.

Maths: LI: I can recap my prior learning.

Complete these questions using your knowledge of halves and doubles. Should you need to work these out please use a bar model or groupings. You may need to use your times tables (2s, 5s, 10s) instead of dots.

Half of 100 =	2 quarters of 30 =	$\frac{1}{2}$ of 98 =	$\frac{1}{4}$ of 40 =
$\frac{1}{3}$ of 90 =	$\frac{1}{3}$ of 42 =	$\frac{1}{4}$ of 60 =	$\frac{1}{2}$ of 90 =
$\frac{2}{4}$ of 96 =	$\frac{2}{3}$ of 27 =	$\frac{3}{4}$ of 32 =	$\frac{2}{3}$ of 63 =

Challenge: Hint: You need to use inverse. The inverse of division is multiplication or repeated addition.

$$\frac{1}{2} \text{ of } \underline{\quad} = 20 \qquad \frac{1}{4} \text{ of } \underline{\quad} = 30 \qquad \frac{2}{3} \text{ of } \underline{\quad} = 18$$

Music:

Click on the link below:

<https://www.singup.org/singupathome/song-of-the-week>

This will take you to Sing Up's Song for the Week. You can learn the song and join in with the actions using the video, backing track and lyrics provided. This could be great fun for all the family so get everyone to join in. If you work on the song every day you could film or record your performance at the end of the week. We will learn a different song every week. When we get back to school we can perform some of the songs in class and I would love to hear about which songs you liked the most and why.

Spellings: Task: Please learn these spellings and write a sentence for each word.

Group A: doing, going, being, seeing, asking, trying, saying, playing, jumping, looking

Group B: talking, walking, meeting, pushing, working, feeling, helping, reading, thinking, finding

Group C: building, shouting, screaming, explaining, following, teaching, learning, painting, recording, understanding

Literacy: LI: I will be able to check my work.

Task: Yesterday you wrote an action scene. Today I want you to check it for all the features and see if you can perhaps make it even better!

Make any corrections you might need:

Could you fit in any other sentence types like; statement sentences, question sentences and exclamation sentences?

Have you used fronted adverbials for when?

Have you used fronted adverbials for where?

Have you used fronted adverbials for how?

Have you used any powerful verbs?

Did you manage to fit in any adjectives or expanded noun phrases?

Extra Info:

For any questions regarding your child's work please email your child's class teacher direct at :

Ms Lewis: mle@sydneyrussellschool.com

Miss Challis: rch@sydneyrussellschool.com

Ms Tavares: ata@sydneyrussellschool.com