



HOME LEARNING

YEAR 2

16/06/20

Morning Message

Good morning Year 2,

We hope you have all had a restful night and had a good night's sleep. Hope you are ready for an exciting day of home learning! Remember to start you purple mash task as we are really looking forward to reading them and we have set you some fun Mathematics activities.

Here is today's riddle:

Where can you find cities, towns, shops, and streets but no people?

We will reveal the answer tomorrow.

Please click the Zoom link below if you will like to join us for a virtual session at 9:30am

<https://us02web.zoom.us/j/6045849817?pwd=OEo5MDN3SjQ1YldTT21WUytQTEtZQT09>

We hope you all have a lovely day.

Mr Duker, Ms Bastick and Mr Kai

Picture of the Week



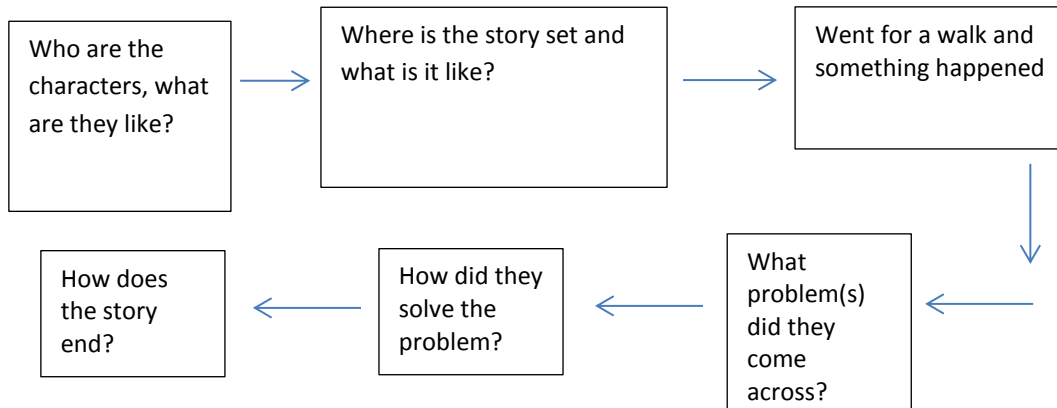
Writing

LO: To plan a story.

Think: What happens when the child gives his dog a doggy snack? What other characters will they meet on the way? What type of characters will they be, good/bad? What do they see? What problem(s) will they come across? What magical things might happen to them?

How do they solve the problem? How do they get back home?

Example:



Remember: Clear sequence of events, a problem, how the problem is solved, arrows, key words, descriptive language.

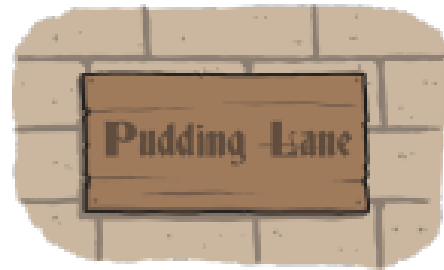
London's Burning! A Fictional Story

It was dark in the early hours of Sunday morning. Sally woke with a start. Her ears filled with unfamiliar sounds; she could smell smoke. She coughed. The room looked hazy; she rubbed her eyes, but still couldn't focus properly. What was happening?

Suddenly, her bedroom door was flung open and her mother ran in, her face as white as a sheet.

"Get up Sally, we have to go! Get dressed now!" and with that, her mother disappeared back into the house, calling Sally's younger sister, Molly.

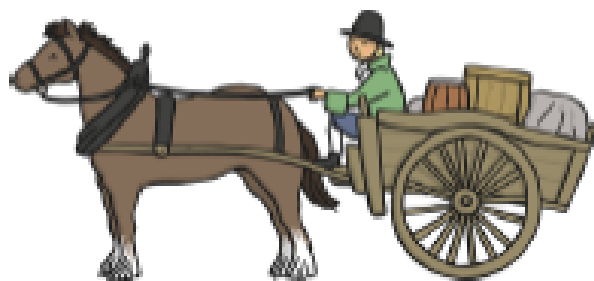
Sally jumped from her bed and pushed open the casement window. Screams and cries came from the filthy streets below. Sally watched people throwing their belongings into carts, frantic horses treading the ground, eager to get away. Parents grabbed their children and pushed them in amongst their possessions on the carts.



"Hey, what's happening?" Sally yelled.

"Fire!" her neighbour shouted back. "Seems to be coming from Pudding Lane! Get out now Sally! No one is safe!"

Sally closed her window with a bang, and hurriedly changed out of her nightdress. Once she was downstairs, her father, mother and Molly crammed their things into a handcart. They watched in horror as ordinary people tried to put out the raging fire with leather buckets full of water and the occasional water squirt.



London's Burning! A Fictional Story

Nothing seemed to make any difference, as the fire leapt from one building to the next, burning everything in its path.

"The houses are so close together and made of wood!" Sally realised, as she scrambled over candlesticks, burnt pans and odd bits of furniture that people had dropped in their hurry to leave!

The grocer's boy, Tom Winter, saw Sally and said, "Some people are going to St Paul's Cathedral to stay safe. Made of stone. Won't burn like wood, eh?" Sally nodded but followed her parents down the dark, stinking streets. The roads were hot and they had to walk in the puddles to keep their feet cool.

They walked and walked. Finally, they arrived at Moorfields. It was a wide-open space with no buildings to burn. They were safe.



London's Burning!

Questions

1. When did the Great Fire of London start? Tick one.

- in the day time
- during the night
- in the afternoon

2. Match the sentences.

Sally heard

Sally saw

Sally could smell

smoke.

people screaming.

people put things in carts.

3. What word is used that means Sally quickly got dressed?

4. Why did the fire travel so quickly? Tick two answers.

- The buildings were made of stone.
- The buildings were close together.
- The buildings were made of wood.
- There was nothing around to put the fire out.

5. Why were some people going to St Paul's Cathedral?

6. What changes would have been made to the new buildings after the Great Fire of London?

Continue reading your own book afterwards. Remember to read out to an adult.

Phonics focus this week: suffix - ed

Spelling Rules for suffix **-ed** :

1. **add "-ed"** to a verb to change it to the past tense. ...
2. when the verb ends in "e", **add** only "d." For example, "arrive + d = arrived".
3. when the verb ends in consonant + "y," change the "y" to "i" and **add "-ed"**. ...
4. when a verb ends in vowel + "y," **add "-ed"**

Problem solving and efficient methods (Lesson 10)

Solving Problems – addition and subtraction!

In this lesson, children will solve a variety of different 1- and 2-step problems that will require appropriate calculation strategies.

Key vocabulary: part, whole, part-whole, add, addition, more than, subtract, subtraction, difference, change, take away, less than, divide, division, share, multiply, multiplication, lots of, altogether, groups of, total, sum, total cost, representation, bar model, efficient

Unit 12: Problem solving and efficient methods, Lesson 10



Solving problems – addition and subtraction



Discover



1 a) How much does a cup of tea and a teacake cost altogether?

b)  +  = 74p.

 +  +  = £1.

How much does one piece of toast cost?

Share

- a) A cup of tea costs 40p.

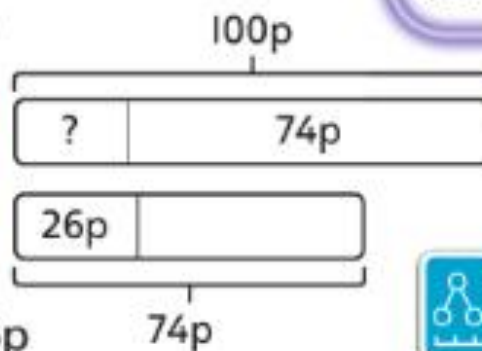
A teacake costs 58p.

$$40p + 58p = 98p$$


A cup of tea and a teacake cost 98p altogether.

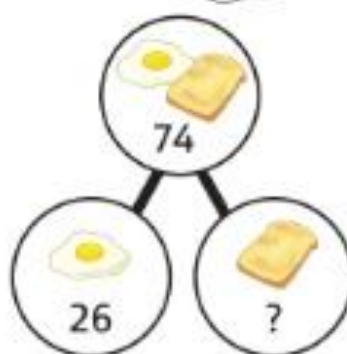
$$\begin{array}{r} \text{T } 0 \\ 40 \\ + 58 \\ \hline 98 \end{array}$$

- b) There is one more egg on one plate.



$$100p - 74p = 26p$$

So one  = 26p.



$$74p - 26p = 48p$$

One piece of toast costs 48p.

I will use what I know about the difference between the two plates to work out the cost of an egg.

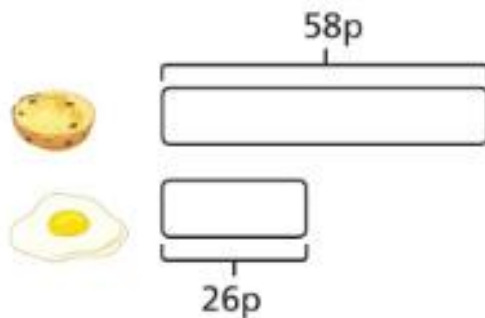


I can use a part-whole model to work out the price of the toast.



Think together

- 1 How much more does a teacake cost than an egg?



Cup of tea: 40p
Teacake: 58p
Egg: 26p
Toast: 48p

$$58p - 26p = \square p$$

A teacake costs $\square p$ more than an egg.

- 2 Filip buys a cup of tea and an egg.

Filip pays with 

How much change does he get?

70p		
40p	26p	?

Filip gets $\square p$ change.

CHALLENGE

- 3 Josh has some blocks.
He uses them to make these.



This is
85 cm long.



This is
55 cm long.

How long is each block?



I think this might be
like the egg and toast
question from earlier.



Now complete pages 47-49 in your power maths 2C books.

Tuesday and Thursday: Go on the Mathletics website to complete the tasks that have been set.

<https://www.mathletics.com/uk/>

Weekly Spellings

Revise spelling words which end in – ed over the week to be tested on them on Friday.

(See word list below)

Make sure you put the words in sentences so you understand the meaning.

1. jumped
2. planned
3. liked
4. called
5. invented
6. tidied
7. sprinted
8. carried
9. partied
10. laughed
11. cried
12. spied
13. tried
14. completed
15. justified
16. acknowledged
17. dedicated
18. condemned
19. rallied
20. multiplied

Foundation Subjects Work (for the week)

Human Features of St Lucia

This week's task on purple mash is to create a leaflet about the human features in St Lucia. Human features are things that are built by humans and would not exist in nature without humans. Research what human features you would find in St Lucia. Write a paragraph about some of these features. Here are some human features which you can use or feel free to choose your own.



George Charles Airport



Fort Rodney



Fond D'Or Nature Historical park



Castries Market



Derek Walcott Square

Diary

Write a diary of what work and activities you did today. Remember to include your emotions and opinions.