

# Hub B Year 2 Home Learning

## Reading

Week beg 19<sup>th</sup> April 2021


Our reading strategy this week is asking questions. We will be writing questions that we would like to find our based on the front cover and title of our story. Afterwards, read and listen to the story to find out the answers to your questions.



### Skill: Asking Questions

This week's reading strategy you will be using your questioning skills. We spend lots of time answering questions during our learning, but now it is our chance to ask any questions that arise during reading. This could be from the front cover, blurb or any part of the story. You can ask any questions about the characters, plot or setting or even to extend your understanding of a topic.




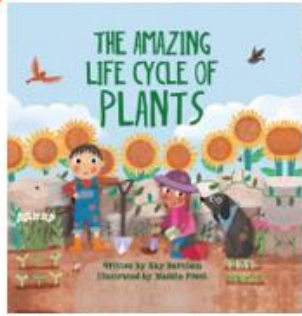


*Selfie*

**Selfie: Asking Questions**

S





Before reading the story 'The Amazing Life Cycle of Plants', what questions do you have? What do you already know and what would you like to find out more about? Use the question stems below to help you.

- Who...?
- What...?
- When...?
- Where...?

- I wonder if...?
- Why...?
- How...?

After reading the story, which of your questions did you find the answer to? Tell your partner what you found out from the story.

I found the answer to question \_\_\_\_\_. The text said that...

Now listen to the story and see if you can find the answers to your questions. You can also conduct your own research to find the answers too.

<https://www.youtube.com/watch?v=Y1jIGFV7uJk>

## Phonics RECAP

### Lesson 1

Recap these sounds:

**air - air**

**air - p air**

**air - f l air**

**air - d e s p air**

Read these words: chair fair hair

New sound: **ear**

Fit the correct word with the image: pear bear tear



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Read and write: Can a **bear** wear a **pear** ?

Record your own sentence using a word with the **ear** sound.

### Lesson 2

Recap these sounds:

**air - h air**

**air - ch air**

**ear - p ear**

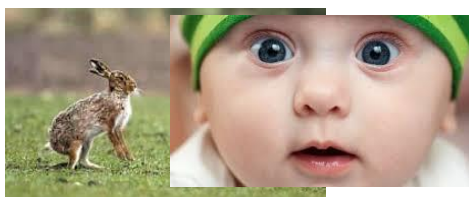
Read these words: tear pair bear dairy

New sound: **are - pronounced air**

Fit the correct word with the image: hare stare share



\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

Read and write: Will you **share** the **spare** sweets?

Record your own sentence using a word with the **are** sound.

### Lesson 3

Recap these sounds:

**air** – h **air**    **are** – h **are**    **are** – t **are**    **ear** – p **ear**    **are** – p r e p **are**

Read these words:    careful    rare    repair    pearl

New sound: **ere**

Fit the correct word with the image:    where    somewhere    there



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Read and write: Are you going somewhere**ere**?

Record your own sentence using a word with the **ere** sound.

### Lesson 4

Recap these sounds:

**air** – ch **air**    **are** – h **are**    **ear** - f **ear**

Read these words:    clear    disappear    year    hair    fair

New sound: **eer**

Fit the correct word with the image:    cheerful    steer    deer



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Read and write: The **deer** was feeling **cheer**ful.

Record your own sentence using a word with the **ee** sound.

## Lesson 5

Recap all the new sounds. Check the images and previous sounds if you are unsure.

**aer are ere eer**

Recap reading and writing all the tricky words:

**tear rare careful sheer cheerful musketeer where somewhere**

Record your own sentences using as many of the new words and sounds you have learnt.

## Writing

### Lesson 1

**LI: To reflect on our environmental responsibility**

**Context: plants**



For our topic this half term, our focus is on **Sustainable Development**.

What do you think this means? Look at the images below to help you.



In my opinion, I think sustainable development is... because...



As human, we are responsible for the environment and should be taking steps to make sure it is a safe and clean place for everyone. One way we can do this is by looking after the nature around us. Today we are going to be exploring the importance of plants and even planting our own! You can have a go at planting seeds yourself or explore the video links to see different ways to plant a seed.

<https://www.youtube.com/watch?v=xLMSJZaaeZ0>

<https://www.youtube.com/watch?v=fwCe3zzNzL8>

Over the next term, we will be taking care of our plants in school and you can also look after any plants you are growing at home. **What do you know about plants? What do they need to survive?**

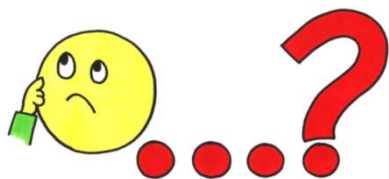
**I know that...**

**Plants need \_\_\_\_\_ to survive.**

**Explore this video and see if you can find out anything new. Did you know that the roots of a plant grow before the stem?**

<https://www.youtube.com/watch?v=tkFPyue5X3Q>

### Reflection:



**WHAT IF...?**

**What do you think would happen if we did not have plants in the world?**

Use your knowledge of why plants are important.

**If there were no plants in the world, I think \_\_\_\_\_ because...  
It would have a positive/negative impact because...**

### Lesson 2

**LI: To make predictions using inferences**

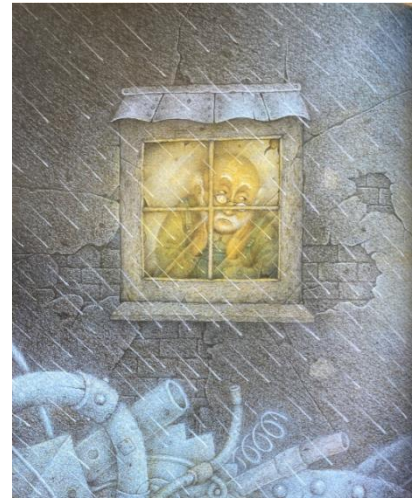


Today we are going to begin to discuss our core text for English. Before we explore the name and front cover, we are going to form predictions using images from the story. Making a prediction is when you use clues and information from the text to make a guess on what might happen.

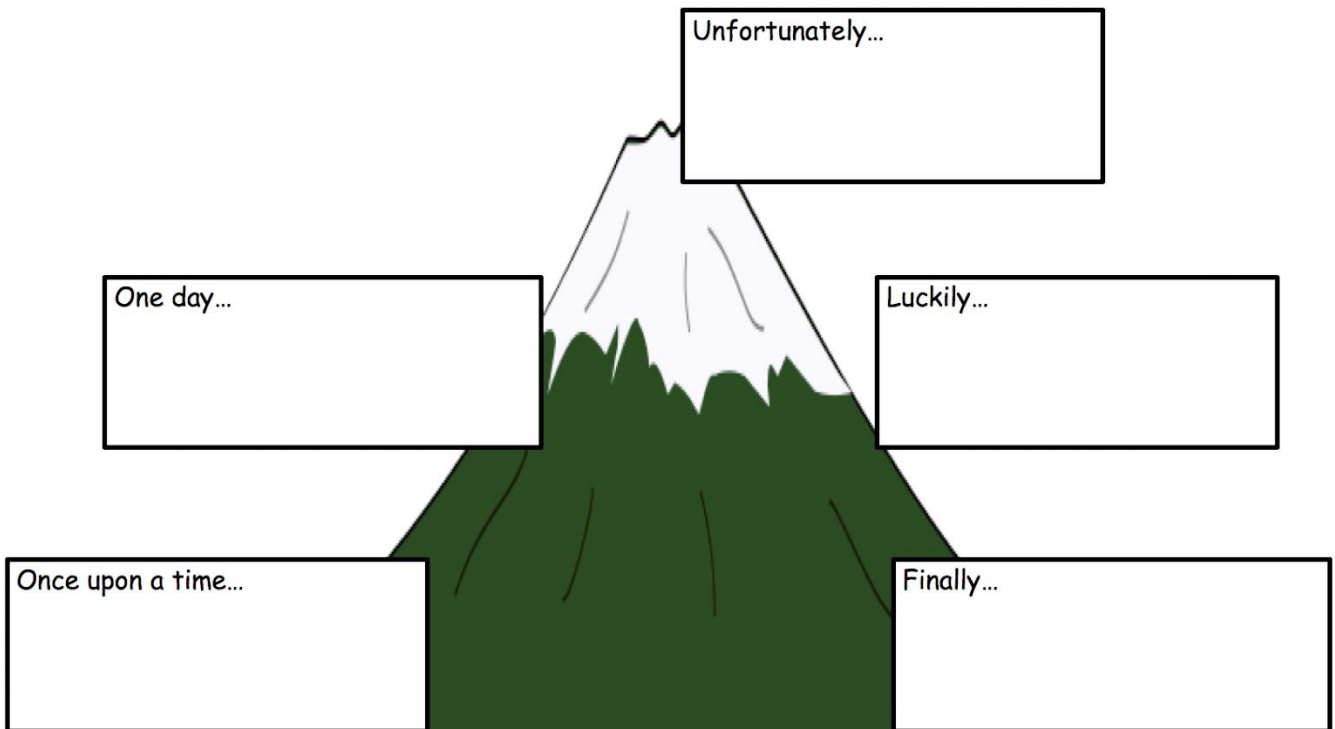
Explore the images below and infer what you think is happening. Use these questions to help you.

- What is happening?
- Who is in the image?
- What are they doing?
- Why are they doing that?





Now you can use your inferences to form your predictions. Arrange the images in your own order to tell a story using the story mountain below to help you. Make sure you consider the beginning, the build-up, the problem and the solution.



Unfortunately...

One day...

Luckily...

Once upon a time...

Finally...

Next, practice orally rehearsing your story using the oracy strands to explain to someone what might happen in your story.

- **Speak with increased confidence in front of a small audience**
- **Recite pre-prepared material in front of an audience**



### Reflection:



**What might this story be about?**  
**What inferences have you made from the images?**

**I think this story begins by....**  
**The problem could be...**  
**At the end...**  
**One inference I made today is...**



### Lesson 3

**LI: To make predictions using evidence**

Today we are going to reflect and build upon our stories from yesterday. Begin by exploring the images again and retell your story aloud. How did your story begin? What was the problem? How was this resolved?

For today's lesson, we are going to be exploring some text from our story. Read the text and infer what you think it means. How does this influence your story from yesterday?

Every day he tried to tidy away the rubbish, sifting and sorting, burning and burying.

He dreamed he lived in a jungle full of wild forest animals.

It was not the forest of his dreams, but it was a forest just the same.

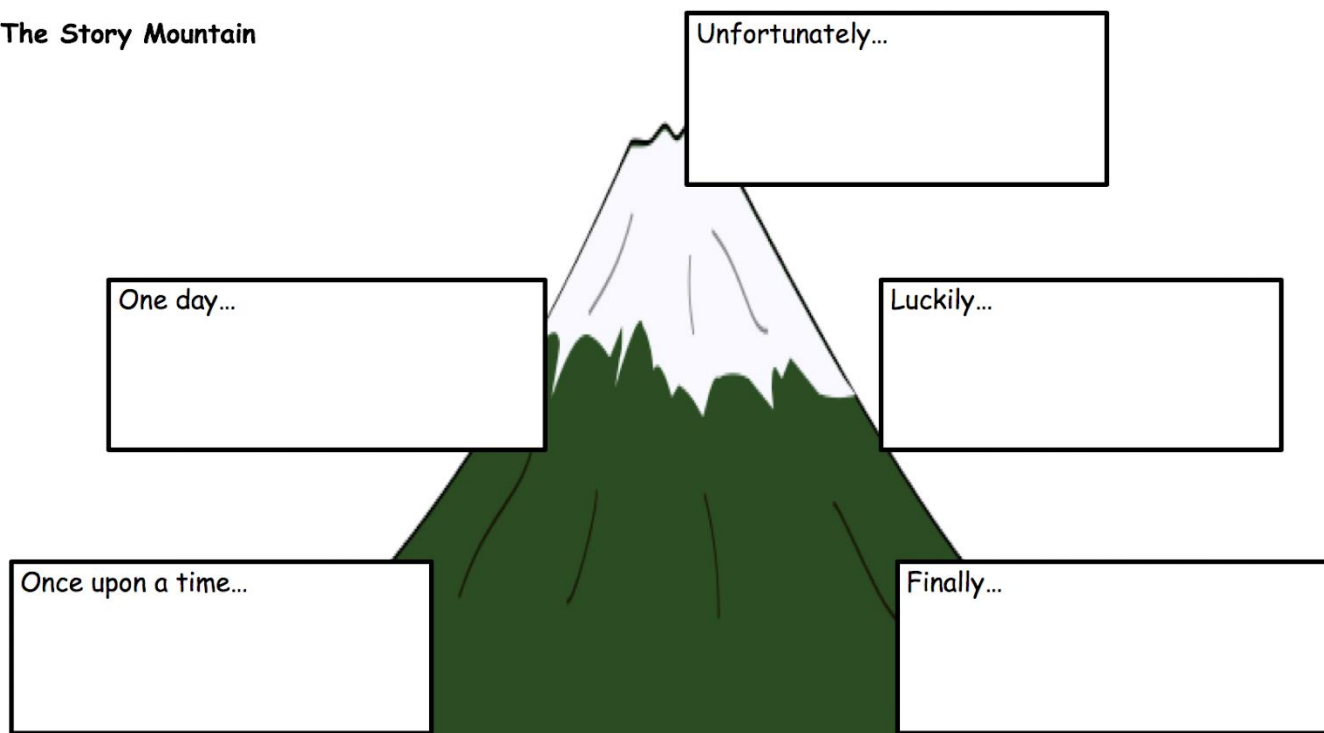
All day the old man walked through the silence and his heart ached with emptiness.

One day something caught the old man's eye and an idea planted itself in his head.

Small creatures appeared, creeping amongst the jungle of trees.

Use the text and images to create a new story mountain.

### The Story Mountain



Next, practice orally rehearsing your story using the oracy strands to explain to someone what might happen in the new version of your story.

- **Speak with increased confidence in front of a small audience**
- **Recite pre-prepared material in front of an audience**



### Reflection:



**How has your story changed today?**

**What evidence did you use from the text to help you adapt your story?**

**My story changed because first I thought... but then...  
I used the evidence... to...**

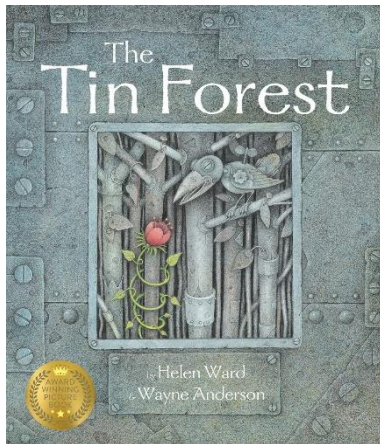
### Lesson 4

**LI: To evaluate key themes**

**Context:** The Tin Forest

Begin by reflecting on your stories from yesterday. How did your story begin? What was the problem? How was this resolved?





Our new story is called 'The Tin Forest'. Explore the front cover below and think about what could happen in the story. Is the similar or different to your prediction?

Next, listen to the story. Reflect on your predictions as you listen and think about the key themes and messages the story describes. For example:



- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Resilience</li> <li>• Responsibility</li> <li>• Perseverance</li> <li>• Loneliness</li> </ul> | <ul style="list-style-type: none"> <li>• Pollution</li> <li>• Nature</li> <li>• Beauty of nature</li> <li>• Kindness</li> <li>• Honesty</li> </ul> |
|--|--|

<https://www.youtube.com/watch?v=xQ0SJRTevr8>

Use these sentence stems to evaluate the story 'The Tin Forest'. Were your predictions correct? What surprised you? What do you think are the key themes and messages?

### **Sentence stems:**

- **My prediction was accurate/ not accurate because ...**
- **I was shocked that ...**
- **I think the key themes of the story are ...**
- **These are important because...**

### **Lesson 5**

**LI: To justify an opinion**

**Context:** pollution

Begin by reflecting on the story 'The Tin Forest'. Remind yourself of the key themes and messages from the story: <https://www.youtube.com/watch?v=xQ0SJRTevr8>

One idea in the story is how the man takes responsibility in tidying up the pollution that surrounds his home. Today we are going to be forming an opinion and justifying it using conjunctions. Our key question is:



THE BIG QUESTION

Do you think the old man did the right thing by clearing up the rubbish?

Begin to form your initial opinion and then use these thinking questions to help you.

Whose responsibility was it to tidy up?

What might have happened if the old man didn't tidy up?



Should we have to tidy up when other people make a mess?

Should we all be responsible for our own actions?

Consider both sides of the argument and use the sentence stems below to record your opinions. **Do you agree or disagree with the big question?**

**For:**

**I strongly believe...**

**I agree with...**

**Clearly...**

**In my opinion, I think that...**

**Against:**

**I'm afraid I disagree because...**

**That may be true but...**

**However, ...**

**In my opinion, I think that...**

**Extend/clarify ideas:**

**In addition, ...**

**For example, ...**

**What I really mean is...**

## Maths

### Lesson 1: To identify positions and directions

Describe the turn made by the car.  
Circle the correct answer.



A – full turn      B- half turn      C – quarter turn      D- three quarter turn

Circle the image that shows the instruction "From start move right 3 spaces".

A -



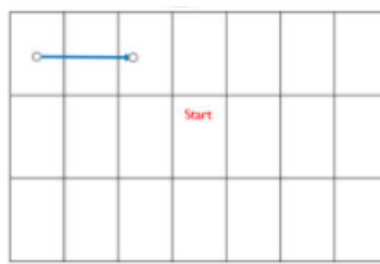
B -



C -



D -



Look at the vehicles in the traffic jam. What position is the van in?  
Circle the answer.



A - 4



B - 3<sup>RD</sup>



C - 2<sup>ND</sup>



D- 3

Complete the sentence.

The bottle of juice is \_\_\_\_\_ the bowl.

A - to the left of

B - behind

C- on top of

D - underneath



## Lesson 2: To identify **positional language**

Today we will learn about positional language. Find a space either inside or outside and follow these instructions.

### **Instructions:**



**Walk straight in a line and turn left. Take three steps forward, then turn right and take 2 steps back. Now take 5 steps forward and turn left and take 7 steps backwards.**

Write down your own instructions, using positional language.

Positional language – forward, backward, left, right, up, down, in front of, behind, below and above.


**For example – *Walk three steps forward.***



How many different routes can you write for the bee to get to the hive?

Use positional language to describe the moves.



### Lesson 3: To apply positional language

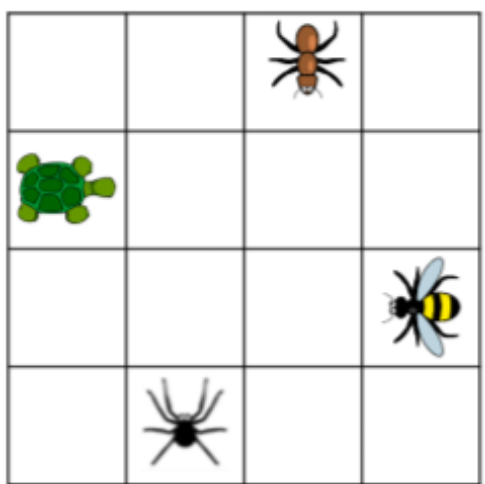
Record these movements on the grid using arrows.

The turtle moves 1 square right.

The bee moves 3 squares forward.

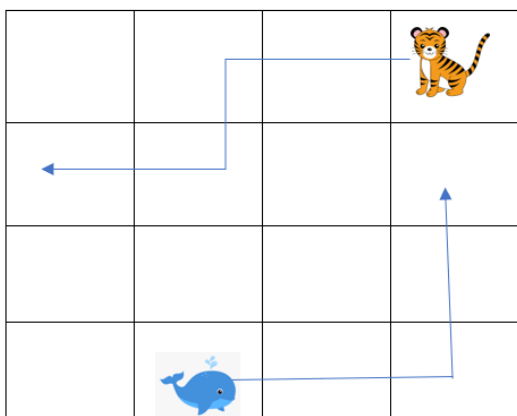
The ant moves 1 square down.

The spider moves 1 square up.



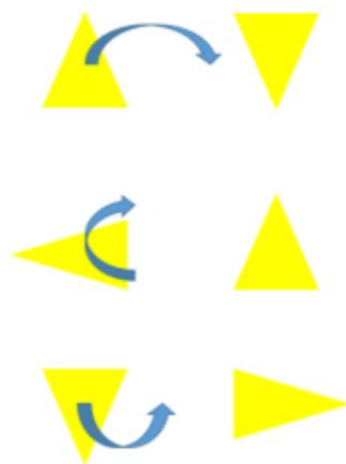
Write a sentence to describe the movement of each animal, looking carefully at the arrows.

*The ..... has moved..... squares.... and ..... squares....*



Using the sentence starter below, describe how the triangles has turned each time.

*The triangle has made a \_\_\_\_\_ turn \_\_\_\_\_.*

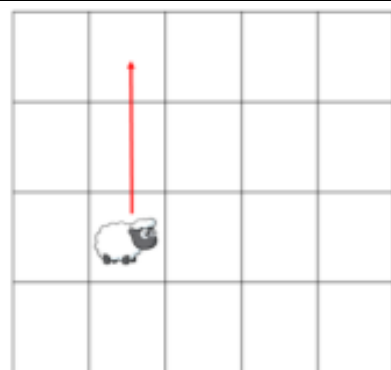


#### Lesson 4: To identify **movements** and **turns**

Mo said the pink doughnuts are on the left.  
Alex said the pink doughnuts are on the right.  
Who is correct?  
Explain how you know.



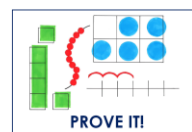
Amir said that the sheep has moved 2 squares forward.  
IS Amir correct?  
Explain your reasoning.



Is Whitney Correct?  
Convince me.



A quarter turn clockwise is the same as three quarter turn anticlockwise.



## Lesson 5: To apply knowledge of positional language

Use the clues to colour the shapes.

The circle in the middle is blue.

The circle on the right is red.

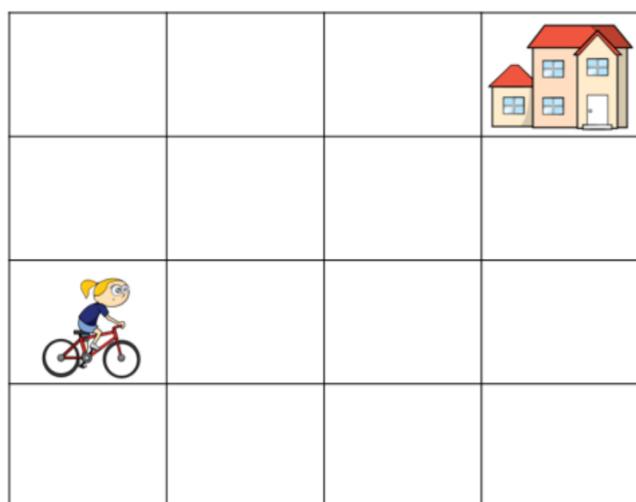
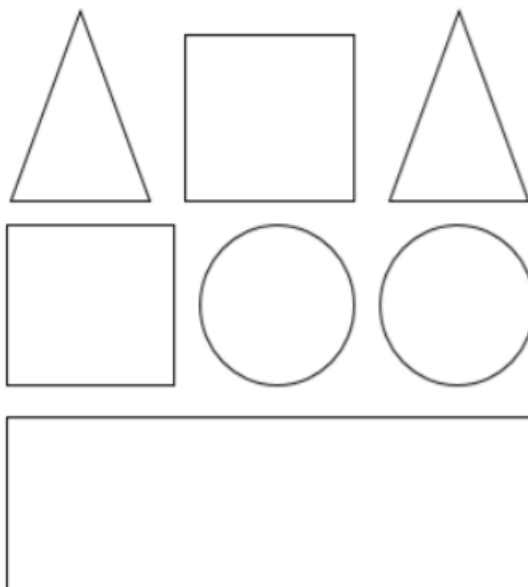
The shape up from the right circle is green.

The shape down from the circles is green.

The square to the left of the green triangle is red.

The four-sided shape up from the rectangle is blue.

The triangle on the left is red.



Draw the route to show these directions.

Forward 1 square. Turn left.

Forward 1 square, quarter turn anti-clockwise.

Forward 1 square. Make a quarter turn clockwise.

Forward 1 square. Make a three quarter turn anti-clockwise.

Forward 3 squares.

## Curriculum

### Lesson 1

LI: to **demonstrate** an understanding of pollution

**Vocabulary:**

Cause, devastated, astonished, distress



This term we will be identifying what sustainability is and how we can help the planet. We will be identifying ways in which we can recycle objects and we will be looking at what other countries do when they recycle.



Where do we see plastic? What is plastic used for? What plastic items do you have at home? What plastic items do you use? Why do you think the items are made of plastic? Could they have been made from another material?

Watch the following video clip that was made in 2018 which will help show you the problem with pollution.

<https://www.youtube.com/watch?v=IA9O9YUbQew>



THE BIG QUESTION

**What do you think plastic is doing to the planet?**

Record some sentences answering the big question. Some model sentences have been given. Use the sentence stems to help you record your sentences.

Sentence stems:

**In my opinion, I think plastic is ... because ...**

**I think this because ...**

**In addition, ...**

**Model sentences: In my opinion, I think plastic is killing animals because they eat it and it is getting wrapped around their throats.**

**I think this because I have seen videos where animals are hurt and injured from plastic waste.**

**In addition, many types of plastic cannot be recycled so they end up in a landfill site.**

## Lesson 2

**LI: to explore different viewpoints**

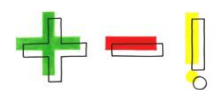
Key vocabulary

Clarify, viewpoint, understanding, justify, question, support

Using research, explore different viewpoints exploring plastic. Identify any advantages or disadvantages. What positive, negative or interesting facts can you find out about plastic?



**Expressing Opinions**



POSITIVE, NEGATIVE, INTERESTING



THE BIG QUESTION

**Is plastic a good invention?**

Here are some ideas to help you-

Advantages: Low cost, it improved safety when used in bike helmets. More products became widely accessible. Can be used as packaging and transfer products over greater distances. Durable, lightweight, economical, hardwearing. Eco bricks – bottles filled and then used to build with.

Disadvantages: plastic pollution is found in the ocean, destroying wildlife and sea life, plastic is harder to recycle, more energy spent to clean plastic for it to be recycled.



Here are some questions which may help you complete your research:

- Where is plastic pollution found?
- What do you know about plastic pollution?
- What problems are caused by plastic?
- Why is plastic a good product?
- Why is plastic a bad product?
- What material can be used instead of plastic?
- Why was plastic a good invention?
- Why was plastic a bad invention?
- Do you think plastic pollution can be erased?
- Explain
- What are the advantages of using plastic?
- What are the disadvantages of using plastic?
- What can you do to help stop plastic pollution?
- What do you recycle at home?
- How can you help the environment?
- How can you encourage others to help protect the environment?



Use the sentence stems to answer the question **'Is plastic a good invention?'**

Sentence stems:

**In my opinion, I strongly believe that plastic is a good/not good invention because ...**

**I agree with ... that plastic is good/not good because ...**

**Further to ... point about plastic being ..., I would like to add ...**

**Clearly from the evidence, plastic is a good/not good invention because ...**



## Science

**LI: To assess our knowledge of plants**

### Key vocabulary:

Plant	seed	bulb	grow	germinate	water	soil	air	sunlight	shoot
leaf	stem	roots	flowers	vegetables	fruit				



**How can you tell if something is a plant?**



Can you compare a real plant and an artificial plant? Consider these questions:

**How can you tell that one is living and one is not?**

**Do they look the same or different?**

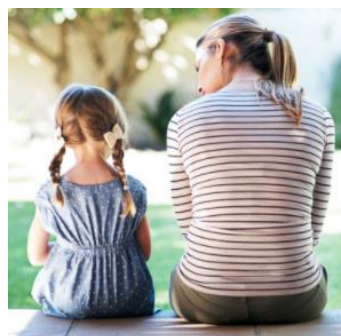
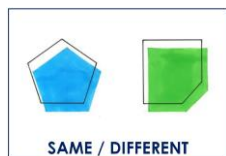
**Do they have different needs?**

**What are the features of real plants and what do they need to survive?**

If you can go on a plant hunt around your garden or local park. What plants can you observe? **Are all the plants the same? How about trees? Are they plants? Explain your thinking.**



**Reflection:** What is the same? What is different?



The tomato plant and humans are the same because\_\_\_\_\_.

They are different because \_\_\_\_\_.

**RE**

**LI: To identify features of a religious building**

**Key Vocabulary:**

Church, priest, Bible, lectern, altar, worship, pew, pulpit, font, cross, stained glass window

### Why is 'Church' important to Christians?



In RE we are learning about churches and why they are important to Christians. Today we are going to be identifying the different features of a church building. A church building is where Christians meet together to worship God and to learn about him.

**Look at this picture of the inside of a church and describe what you see. After you have done that, look at the different features on the next page and label them around this image.**

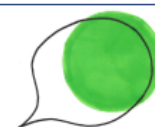


#### Reflection:

Do you have a special place that you like to go?  
What is your special place and why is it special?

My special place is \_\_\_\_\_.

It is special because \_\_\_\_\_.



**EXPLAIN IT!**

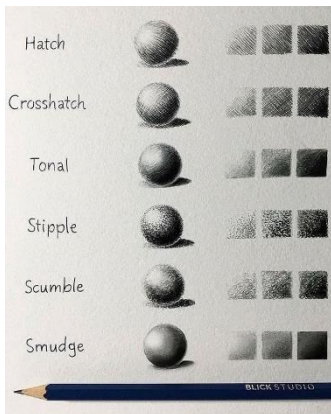


## Art

LI: to **create** an observational drawing

Context: Plastic Bottles

Vocabulary: scumbling, hatching, cross hatching, stippling, technique,



Feel a plastic bottle and describe how it feels. Is it soft or hard? Does it have bumps or is it smooth? Close your eyes and feel it. Does it feel different? Do you notice more by feeling with your fingers?

Sketch a plastic bottle by sketching the negative space first, this is the outside line. Identify the curves and shape of the bottle. Add shading techniques to define the shape. Create dark and light tones through the use of shading.

After, add any additional detail that you notice.

