

Hub B Year 2 Home Learning

Reading

Week beg 26th April 2021

Our reading strategy this week is clarifying. We will be reading a poem and considering what the poem is about and what the key vocabulary means.



Skills: Clarifying



This week's reading strategy you will be using your clarifying skills. Clarifying is when you clear up any confusion and make what you have read understandable. To do this, use all the facts and evidence in front of you, in this instance it will be related to the text or the pictures in the book.



Selfie: Clarifying



Read this section of the poem '**K is for Kindness**' and clarify what you think the poem might mean. Are there any words or phrases that you didn't understand?

I think this poem so about... because...

I didn't understand _____ so I...

Phonics RECAP

Lesson 1

Recap these sounds:

ow - c **ow** **ow** - n **ow** **ow** - t **ow** er **ow** - p **ow** er **ow** - c l **ow** n

Read these words: gown growl frown

New sound: **ou**

Fit the correct word with the image: cloud spout pound







Read and write: I **found** a **pound** in the **cloud**.

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

Lesson 2

Recap these sounds:

ch - r i **ch** **ch** - f l i n **ch** **ch** - G r i n **ch** **ch** - b e n **ch**

Read these words: choose chop chore chick chat

New sound: **ture**

Fit the correct word with the image: picture mixture nature







Read and write: Making a mix**ture** is an advent**ture**.

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

Lesson 3

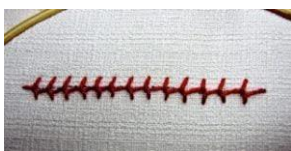
Recap these sounds:

ch - **ch** u r **ch** **ch** - p i n **ch** **ch** - l u n **ch** **ture** - p i c **ture** **ture** - f u **ture**

Read these words: mixture chase change chain nature capture

New sound: **tch**

Fit the correct word with the image: witch scratch stitch







Read and write: The cat scratch**ed** an **itch**.

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

Lesson 4

Recap these sounds:

sh - f i sh

sh - d a sh

sh - w i sh

Read these words: hush splash sunshine shout

New sound: **ch**

Fit the correct word with the image: chef chute parachute





Read and write: Can a **chef** wear **chiffon**?

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

Lesson 5

Recap these sounds:

sh - p u sh

sh - d i sh

sh - r u sh

Read these words: crash plush smash splash

New sound: **ss**

Fit the correct word with the image: mission admission tissue

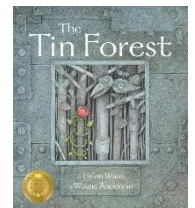


Read and write: A clown did a funny impress**ss**ion.

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

Writing

In English this half term, our core text is 'The Tin Forest' by Helen Ward and Wayne Anderson. Through our English journey will be writing comparative setting descriptions based on the wonderful imagery for the story and a third person narrative from the perspective of the old man.



Lesson 1

LI: To **compare** and **contrast** a text type

Context: setting description

Today we are going to begin to explore what makes a good setting description. Below are extracts (parts) taken from different setting descriptions. Explore the two descriptions by using the language to draw what you imagine. Then decide which one sounds better. Justify your opinion using conjunctions and begin to decide what makes the descriptions good.

Description 1:

In the jungle, the tree branches stretch out and move in the wind. The animals are by flowers. I can see a lizard walking through the grass.

Above my head there are toucans that tweet and chirp as they fly. I can smell the flowers. Through the trees, a tiger greets me and I run my fingers through its fur.

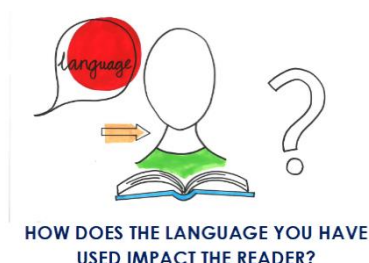
Description 2:

In the beautiful, sunny jungle, the long, rough tree branches stretch out and wave lazily in the breeze like the waves of the ocean. The colourful animals are surrounded by sweet-smelling flowers that are reaching for the sun's warmth. Happily, I can see a scaly, green lizard scurrying through the grass like a mouse fleeing from a predator.

Above my head there are vibrant, exotic toucans that tweet and chirp in amazement as they fly magnificently like dragonflies. Amazingly, I can smell the freshness of wild flowers blooming in the spring. Through the trees, a huge, furry tiger greets me as silently as a sneaking snake. As I run my fingers through its delicate, spotless fur, it purrs loudly and rolls on its back, showing tenderness.

Which text is more effective? Justify your thoughts with evidence.

I think the first/second description is more effective because...



How has the language affected you as a reader?

The word/phrase _____ made me feel _____ because...

Lesson 2

LI: To analyse a text type

Context: setting description

Today we will be reflecting on the good example of the setting description, which is located below. We will be analysing the **language and structural features** used within the letter. **This means the words and phrases that have been used.** Use the checklist below to find the **language features** used and create your own **WMG (what makes a good) setting description**. You do not have to read the whole description, just choose a section if you would prefer.



Casually looking out of the window, my eyes are drawn to the beautiful, colourful forest that stares back at me. A forest that is real. A forest that is stunning. This is the forest of my dreams that is filled with friendship and love. In the beautiful, sunny jungle, the long, rough tree branches stretch out and wave lazily in the breeze like the waves of the ocean. Sweet-smelling flowers that are reaching for the sun's warmth surround the colourful animals. Happily, I can see a scaly, green lizard scurrying through the grass like a mouse fleeing from a predator.

Above my head, there are vibrant, exotic toucans that tweet and chirp in amazement as they fly magnificently like dragonflies. Amazingly, I can smell the freshness of wild flowers blooming in the spring. Through the trees, a huge, furry tiger greets me as silently as a sneaking snake. As I run my fingers through its delicate, spotless fur, it purrs loudly and rolls on its back, showing tenderness. As we sit together under the warmth of the sun, I feel astonished that my back garden is full of all the things that everyone wants.

<u>Features of a setting description</u>		
Adjectives	Present tense	Similes
Suffix words –ness, -less, -ment and -ly	Expanded noun phrases	5 Senses
Conjunctions	First person	Paragraphs

Reflection:

In your opinion, what do you think is the most important feature of a setting description? What would happen if you did not include this feature?



In my opinion, the most important feature of a setting description is _____ because...

If you didn't include this feature, then...

Lesson 3

LI: To generate descriptive vocabulary

Context: Tin Forest

Today we will be beginning to generate vocabulary that we can use to describe our two settings using our 5 senses. **What are our 5 senses?**

Our 5 senses include what we can **see**, **hear**, **smell**, **taste** and **feel**.

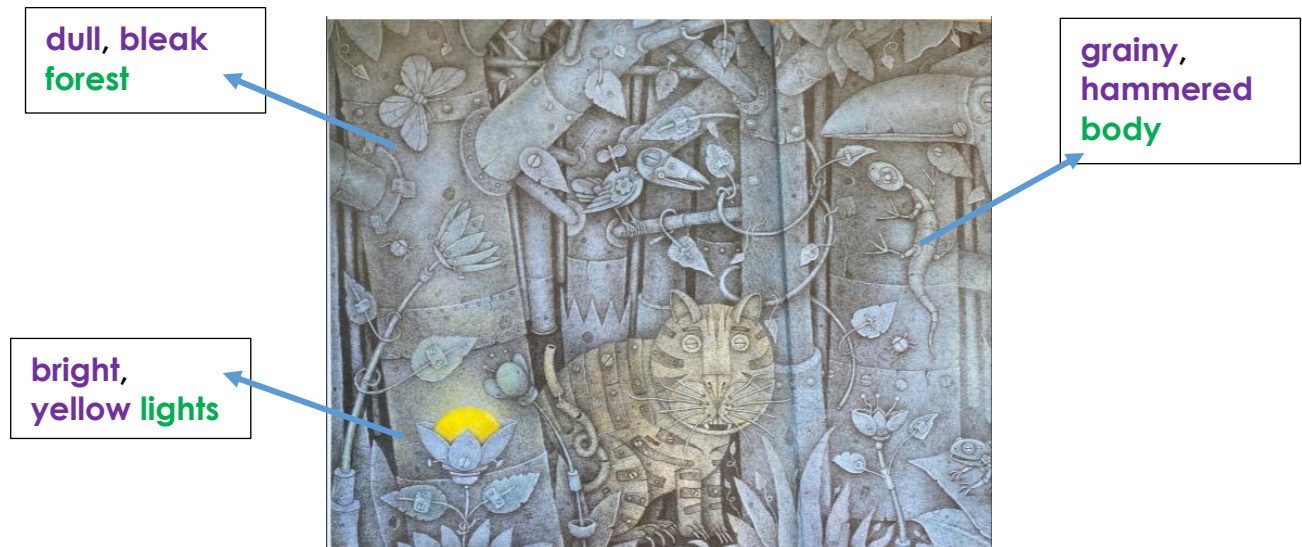


Look at the images below and begin by mind mapping the nouns you can see. Use your own knowledge and other images from the story to help you too.

Next add ideas for your setting descriptions using your 5 senses to create expanded noun phrases. Remember expanded noun phrases are – **adjective**, **adjectives noun**

What can you see? What can you hear? What can you smell? How do you feel?

Use the example below to help you.



Lesson 4

LI: To generate descriptive vocabulary

Context: Colourful, Natural Forest

Today we will be continuing to generate vocabulary that we can use to describe our two settings using our 5 senses. **What are our 5 senses?**

Our 5 senses include what we can **see**, **hear**, **smell**, **taste** and **feel**.



Look at the images below and begin by mind mapping the nouns you can see. Use your own knowledge and other images from the story to help you too.

Next add ideas for your setting descriptions using your 5 senses to create expanded noun phrases. Remember expanded noun phrases are – **adjective**, **adjectives** **noun**

What can you see? What can you hear? What can you smell? How do you feel?

Use the example below to help you.

beautiful,
colourful forest



vibrant,
exotic
toucans

long, rough
tree

Lesson 5

LI: To construct **descriptive** sentences

Context: setting description

For today's learning, we will be using our descriptive vocabulary that we have generated over the past two days. We will be constructing sentences using the conjunction '**that**'. We use this conjunction to add extra information to our sentences. For example:

that

- I know a game *that* you will like.
- We went to a park *that* had a boating pond.
- Have you got everything *that* you need?

grainy, hammered
body

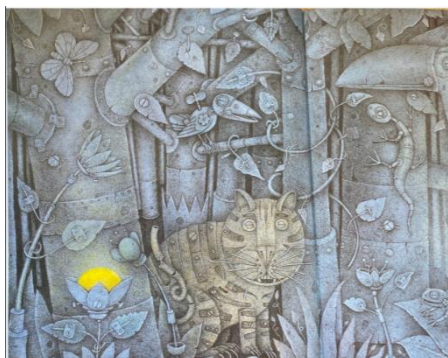


I reach out my hand
to stroke his grainy,
hammered body.



I reach out my hand
to stroke his grainy,
hammered body **that**
is beginning to rust.

Begin by using your expanded noun phrase in a simple sentence, just like I have done above. Then use the conjunction 'that' to add extra information. Make sure you read through your sentences to ensure they make sense. Write at least 2 sentences for each image below.



Maths

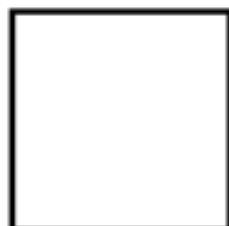
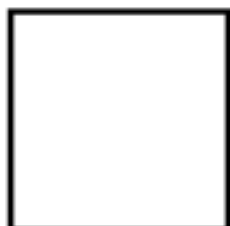
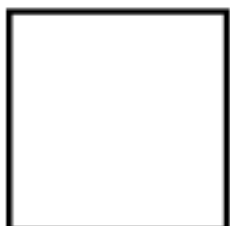
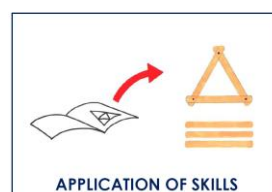
Lesson 1: LI: To **investigate** using our knowledge of **positional language**

Use the clues to colour each shape.

Blue is between green and red.

Orange is below green

Yellow is to the left of both purple and orange.

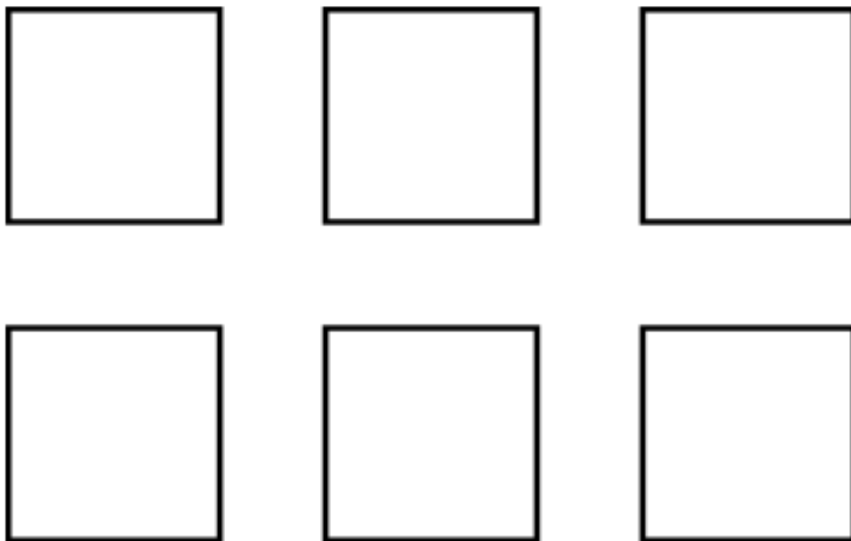


Here are the clues:

Purple is between blue and green.

Red is below blue.

Orange is to the left of both green and red.



Lesson 2: LI: To *reflect* and *evaluate* our learning

1. How successful do you think you were with your learning during (positional language)?

In my opinion, I think I was _____ with positional language because.....

2. Why do you think this?

I think this because I was able to....

3. What do you need to do to improve further? Give yourself 2 next steps.

To improve further I need to...

Lesson 3: LI: To identify time

Look at the clock, circle the correct time that is displayed.



Half past 12



6 o'clock

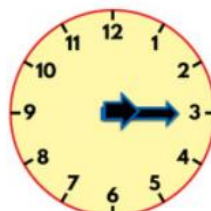
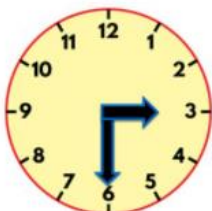
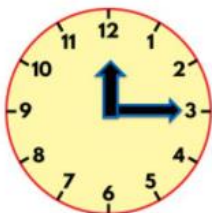


Half past 11

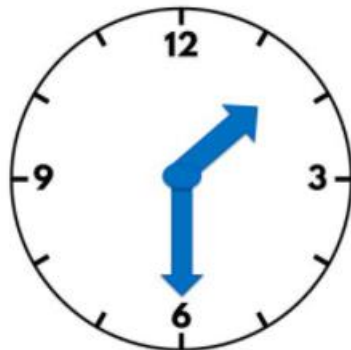


Half past 6

Circle the clock that shows 3 o'clock.



Circle the time that it displayed on the clock.



Half past 12



Half past 1

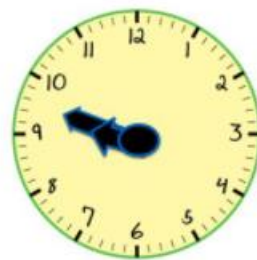
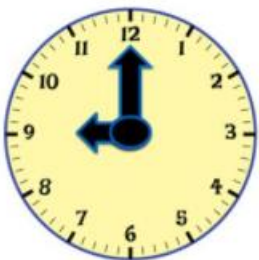
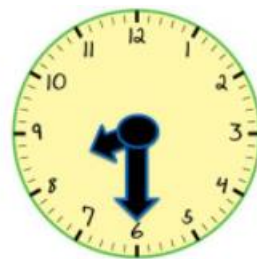
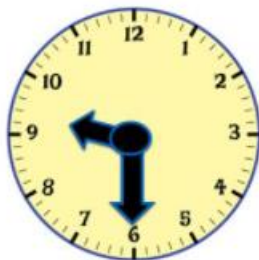


Half past 2



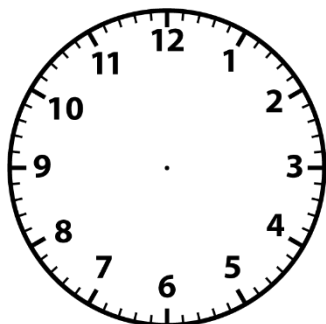
Half past 6

Which clock shows half past 9?

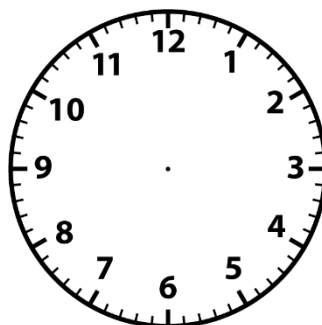


Lesson 4: LI: To find half past on a clock

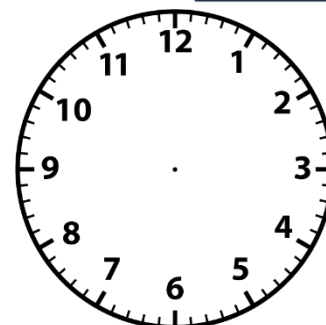
Use your own clock to show these times.



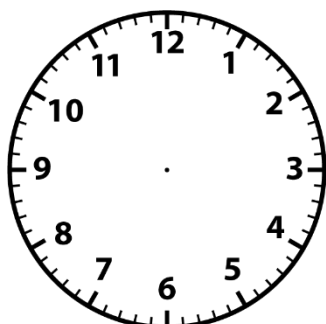
Half past 7



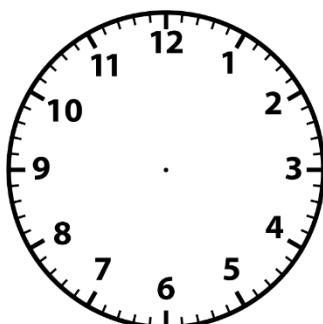
Half past 9



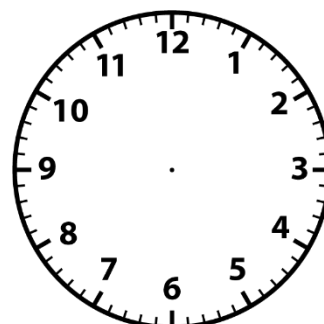
Half past 3



Half past 5



Half past 1

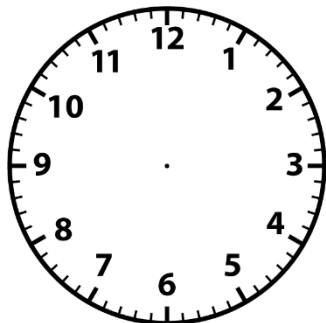


Half past 8

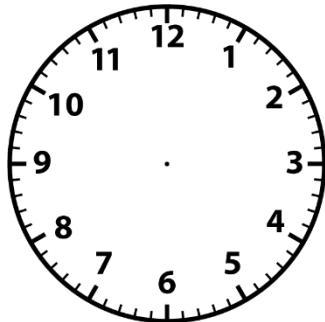
Write the time that is shown on the clock.



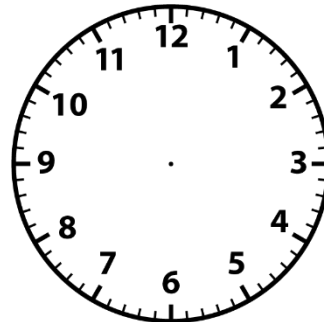
Lesson 5: LI: To identify quarter past and quarter to on a clock



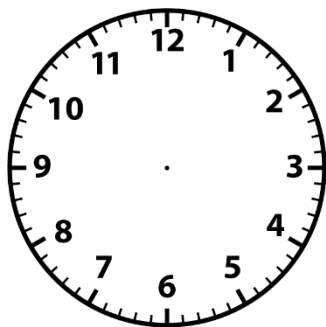
Quarter past 4



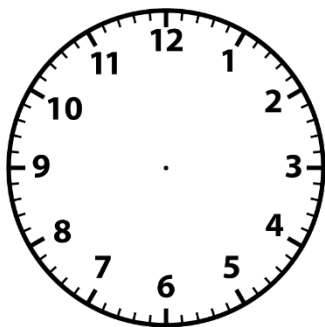
Quarter past 9



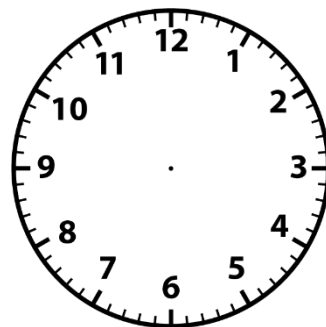
Quarter past 1



Quarter to 5

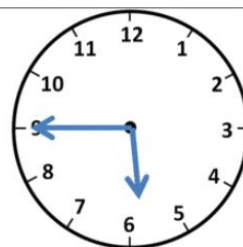
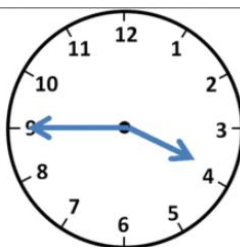
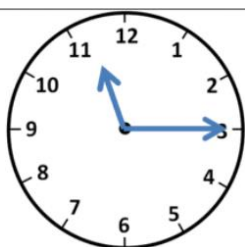
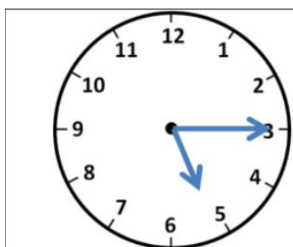


Quarter to 10



Quarter to 8

Write the time that is shown on the clock.



Curriculum

Lesson 1

LI: to **identify** key features of a **locality**

Context: World Map

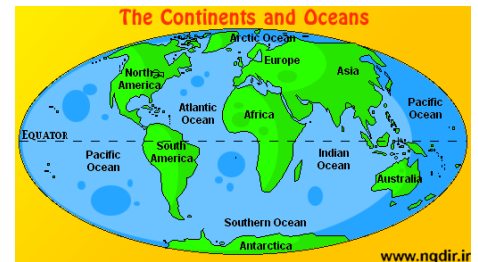
Vocabulary: continent, Europe, Africa, Asia, Australia, North America, South America, Antarctica, climate, weather

Look at a world map. Find the continents.

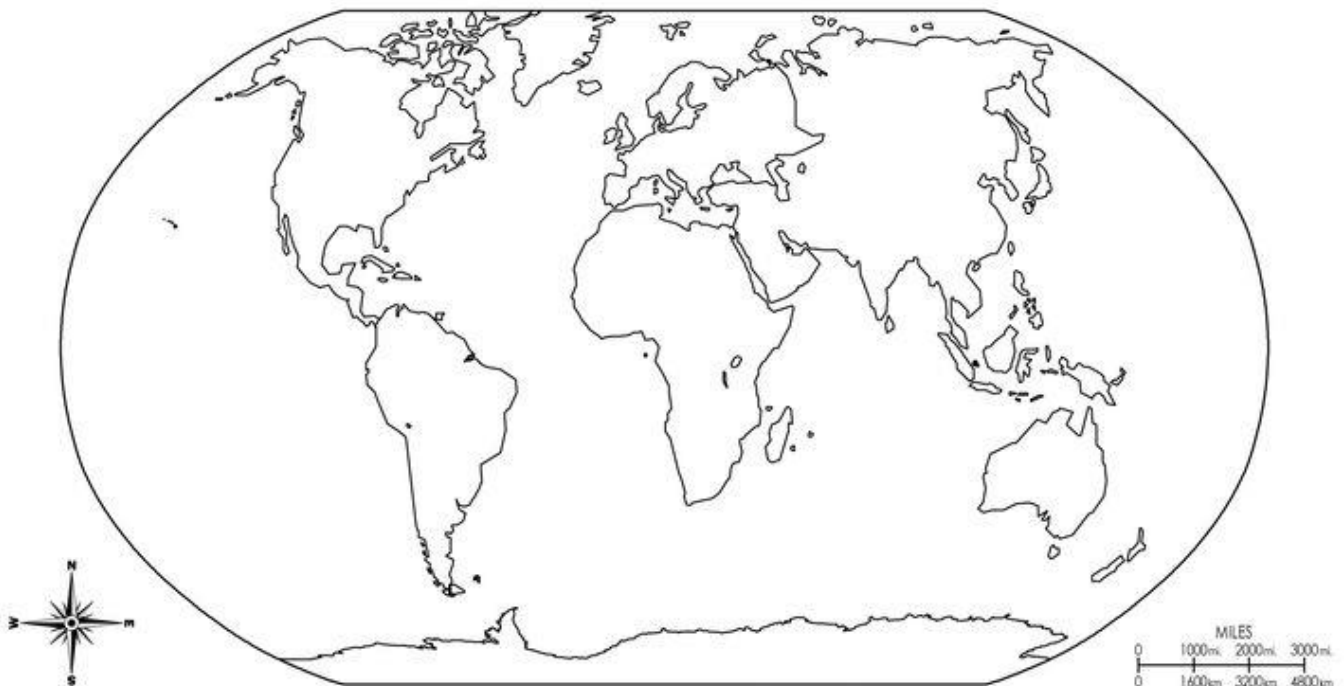
How many continents are there?

Name the five oceans and locate them on a map.

Label a map identifying the seven continents and five oceans.



Continents and Oceans of the World



Find the Gambia and also Argentina. We will be researching and finding out more information about these countries throughout the Summer term.

What other countries do you recognise on the map?

What do you think the weather is like in Gambia and Argentina?

What makes you think this?

Reflection:

True or false?

It never snows on the equator. Explain, justifying your reasoning.

In my opinion, I think that ...

After answering, watch the following video clip.

<https://weather.com/science/nature/video/5-fun-facts-about-the-equator>



Lesson 2

LI: to explore locations interactively

Context: Interactive World

Vocabulary: PASIA – Pacific, Atlantic, Southern, Indian, Arctic, planet

Watch the two short clips.

<https://www.youtube.com/watch?v=SCrkZOx5Q1M>

<https://www.youtube.com/watch?v=O-XidwKsKAE>

What did you like about them and why did you like them?

Explore the world using immersive and interactive technology. Find different places using the map. From previous learning, find the seven continents, the five oceans. Find Argentina and the Gambia. Work in pairs.

Now go to this website: <https://zoom.earth/>

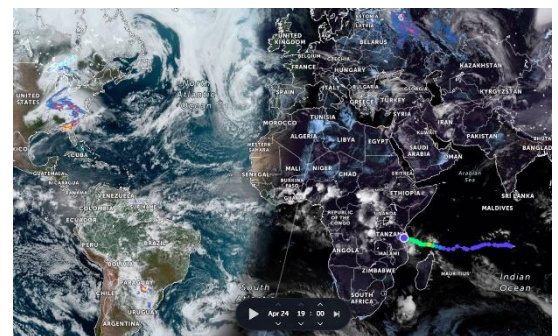
Type in different countries and locations that you know around the world.

What can you find out?

Reflection:

How do you prefer to explore and find different locations?

I prefer to use the interactive globe/ maps because ...

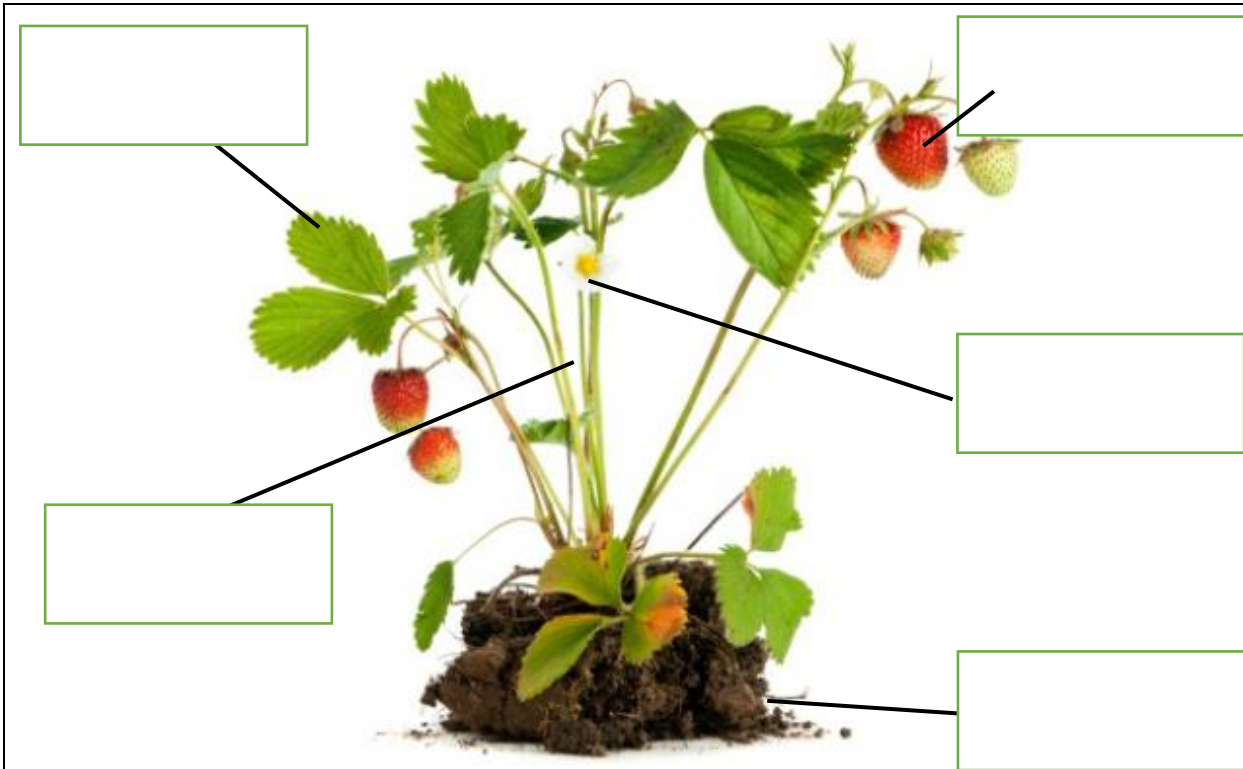


Science

LI: To identify and describe parts of a plant.

Watch this video about the different parts of plants and then label the parts of this strawberry plant.

<https://www.youtube.com/watch?v=fIA57wFCOPA>



Using key vocabulary, describe the function that each part has.

The roots...

The stem ...

The leaves...

The flowers...

The seeds ...

RE

LI: To generate questions

Key Vocabulary:



Church,



priest,



bishop,



grave,



Bible,



lectern,



altar,



worship,



communion,



baptism,



ceremony

We are learning about Christianity and in this lesson, you are going to use the character skill of wonder to find out more about churches. What questions do you have about churches?



What ____?



Where ____?



Why ____?



When ____?



How ____?

You may be wondering:

When was the first church build?

Why do Christians go to church?

When do Christians go to church?

Generate as many questions as you can.

Choose two of your questions and by researching, try to find the answer.

Art

LI: to **create** a mood board based on an **inspirational artist**

Context: Benjamin Von Wong

Vocabulary: plastic, ocean, creative, structure



<https://globalnews.ca/news/3124362/canadian-artist-creates-mermaid-from-10000-plastic-bottles-to-raise-pollution-awareness/>

<https://blog.vonwong.com/mermaidplastic/>

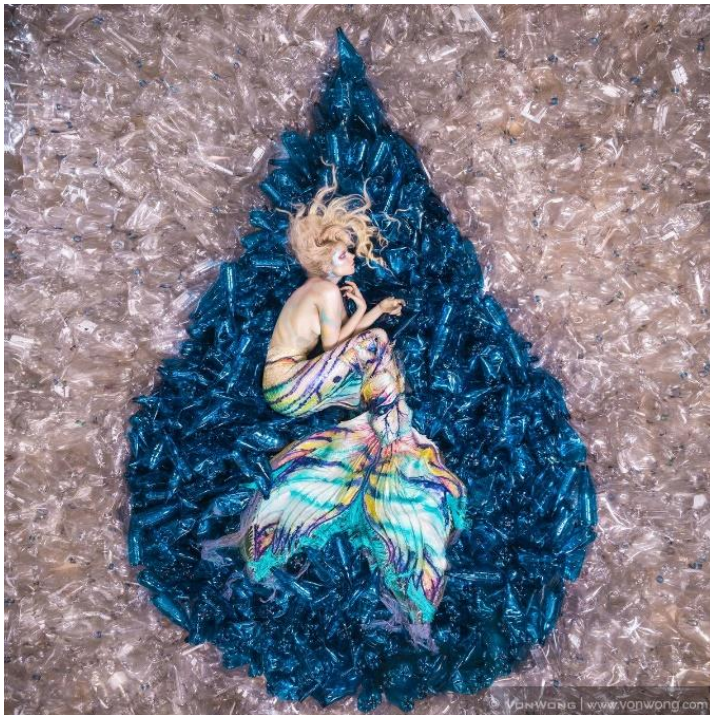
Look at the information on Von Wong. Discuss:

Compare the differences between using real artefacts (plastic bottles) and drawing.

What is the impact of both? Who is impacted?

Think about why he used real bottles. How does his art make you feel? Think about the quantity of bottles used. These bottles, do they make you think about the ocean and what you can do to protect the planet? Why do you think Benjamin Von Wong was used as an inspirational artist for our mood board?





After, compare this image by D B Waterman to Von Wong and his work



What impact does this image have? Does it have a similar impact to Von Wong?
Explain your thoughts.