

Hub B Year 2 Home Learning

Week beg 4th May 2021

Reading

Our reading strategy this week is making connections. We will be reading a story and comparing this with our core text 'The Tin Forest'. Listen to the story here or mute the sound and read along. Then answer the selfie below using the strategy.



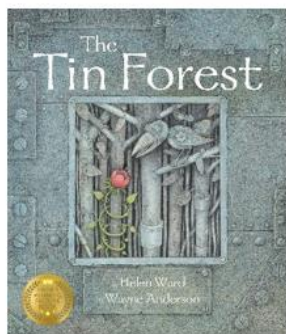
Skills: Making connections



When reading, we are able to make **connections** a number of different ways. Making **connections** is when you **link** something you have **read** to an **experience** or **event** you are aware of. You are able to make connections to **yourself**, **others**, different **texts**, **films** or the **world** around you.



Selfie: Making Connections



How is the little girl similar to the old man in The Tin Forest? What values do they both show?

The little girl is similar to the man in the Tin Forest because...

They both show the value of _____ by...

Phonics RECAP

Lesson 1

Recap these sounds:

or - f **or** k **or** - s t **or** k **or** - s t **or** m

Read these words: for form corn

New sound: **ore**

Fit the correct word with the image: shore score tore







Read and write: Can you **score** even **more**?

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

Lesson 2

Recap these sounds:

or - b **or** n **or** - f **or** k **ore** - b **ore** **ore** - m **ore** **our** - p **our**

Read these words: form adore court your

New sound: **augh**

Fit the correct word with the image: caught taught daughter







Read and write: The boy **caught** a cold.

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

Lesson 3

Recap these sounds:

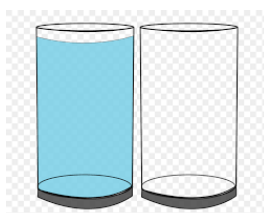
oo - b **oo** k **u** - b **u** t **oo** - c **oo** k **u** - n **u** t

Read these words: poor door rug sun sum

New sound: **u (oul)**

Fit the correct word with the image: full pull bush







Read and write: The boy was **full** after his cake.

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

Lesson 4

Recap these sounds:

ar – c **ar** t

ar – f **ar** m

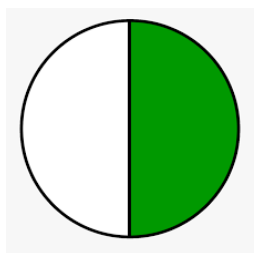
ar – c **ar** d

ar – c h **ar** m

Read these words: market star carpet bark

New sound: **a**

Fit the correct word with the image: calm palm half





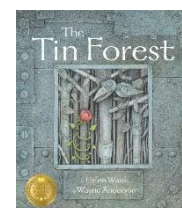


Read and write: Can a **cal**f wear lip balm ?

Record your own sentence using a word with the **a** 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 from the story and a third person narrative from the perspective of the old man.



Lesson 1

LI: To [engage](#) a reader using [description](#)

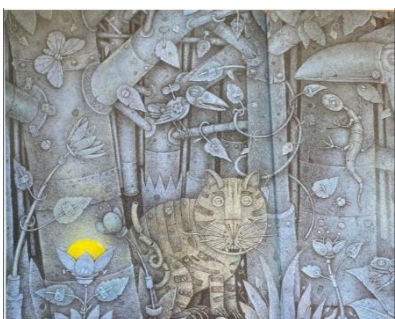
Context: Setting Description

Today we will be writing our first setting description. Remind yourself of the language and structural features of a setting description as we will be following these as a checklist today.

<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

To write our setting description, we need to ensure we consider our 5 senses. Have another look at the image. Imagine you are the old man – what can you hear? What can you see? What can you smell?

Now read the example setting description below. Use the sentence stems provided to write your own setting description.



When I open my door, the dull, bleak forest stands tall in my garden. A forest that is made of rubbish. A forest that is made of tin. It is not the forest of my dreams, but it is a forest just the same. Entering through the archway, I can hear the shiny, metal toucan flapping it's wings fiercely as it is flying through the lustrous leaves. I can see tiny insects scattering along the murky ground and hiding silently amongst the branches as quickly as an emotionless swooping eagle. A fierce growl sounds from somewhere deep inside the metallic jungle, echoing through the rigid trunks like a thoughtful owl hooting.

Shockingly, the smell of burning metal fills my nose when the bright, yellow lights flicker on. I can feel the heat from the sun reflecting from the sizzling metal when I enter deeper into the immense forest. Suddenly, I hear clanking behind me when I am greeted by a lonely, ageless tree frog. I reach out my hand to stroke his grainy, hammered body that is beginning to rust. I feel proud that I have created such a wonderful place in my back garden.

Sentence Stems:

When I open my door, the _____, _____ forest _____.

A forest that is _____. A forest that is _____.

It is not the forest of my dreams, but _____.

Entering through the archway, I can hear _____.

I can see _____.

Shockingly, _____.

I can feel _____.

Suddenly, _____.

I reach out my hand to stroke _____.

I feel _____ that _____.



Lesson 2

L1: To engage a reader using description

Context: Setting Description

Today we will be writing our second setting description. Remind yourself of the language and structural features of a setting description as we will be following these as a checklist today.

<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

To write our setting description, we need to ensure we consider our 5 senses. Have another look at the image. Imagine you are the old man – what can you hear? What can you see? What can you smell?

Now read the example setting description below. Use the sentence stems provided to write your own setting description.



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. 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. 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.

Sentence Stems:

Casually looking out of the window, my eyes are drawn _____.

A forest that is _____. A forest that is _____.

This is the forest of my dreams, that is _____.

In the _____, _____ jungle, _____.

The _____ animals are surrounded by _____.

Happily, _____.

Above my head there are _____, _____ toucans that _____.

Amazingly, _____.

Through the trees, _____.

As I _____.

As we _____, I feel _____ that _____.



Lesson 3

L1: To sequence key events

Today we will be immersing our ourselves back into our core text 'The Tin Forest'. Look at a selection of images from our story below and sequence these in order to create a story mountain to show their order.



Then practice orally retelling the story aloud, focusing on the key events. Finally, you can begin to think about how the old man felt at different stages.

Watch the story The Tin Forest using the link provided to check your sequencing is correct:

https://www.youtube.com/watch?v=j_XPFxy5js



Reflection:

Which event do you think is the most important? Explain your thoughts.

In my opinion, I think the most important event in the story is _____ because...

Lesson 4

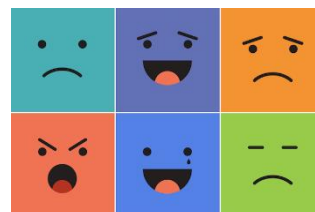
L1: To empathise in role

As our final outcome is going to be a narrative, we need to consider how the old man feels at different stages of the story. First, choose 4 different emotions that the old man experiences throughout the story. This could be joyful, miserable, petrified, hopeful or hopeless. Watch the story again and pause at the key events below. Plot how you think the old man feels at these points on the graph below.

Emotions

After completing your graph, choose one event and explain why the old man felt this emotion. Use evidence from the story to justify your thoughts.



When the old man _____ I think he felt _____ because...
I also think...

Maths

Lesson 1: L.I: to **solve** and **justify** a problem

Amir said the time is 3 o'clock.
Explain the mistake Amir has made.



Alex said:
Is she correct?
Explain your reasoning.

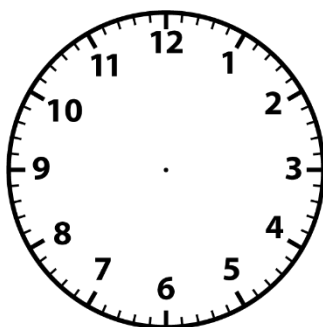
When it is 11 0'clock both
hands point at 11.



Tommy said :
Is Tommy Correct?

Correct Tommy's
mistake by drawing
the hands in the
correct place.

The time is
quarter
past 6.



Lesson 2: To apply knowledge of time

The minute hand has fallen off the classroom clock.

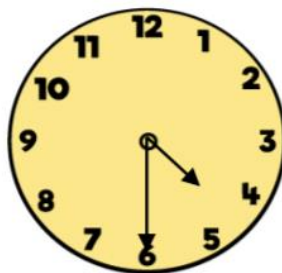
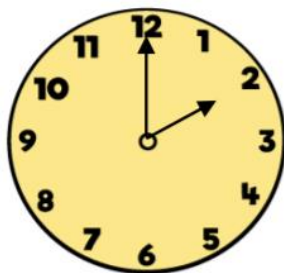
Lunchtime is at 12:00

Have the children missed their lunchtime?

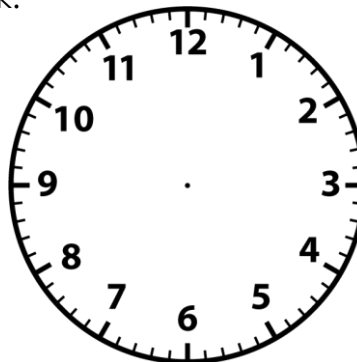
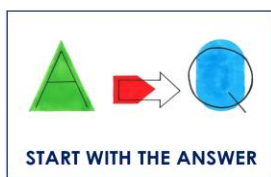


The train to Blackpool leaves at quarter past and quarter to every hour.

Make a list of the times of the trains Oliver can catch if he gets to the train station between 2 o'clock and half past 4.



Bart leaves for football at 10 o'clock. It takes him 45 minutes to get there. What time does he get there? Draw the time on the clock.



Lesson 3: To tell time to the nearest 5 minutes

Five past
4

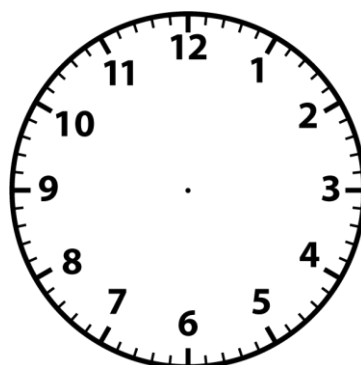
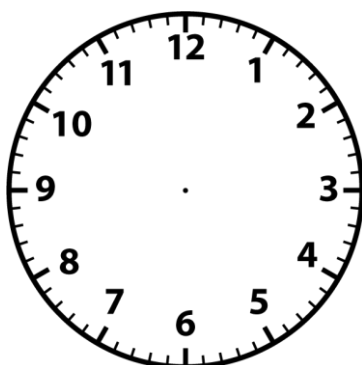
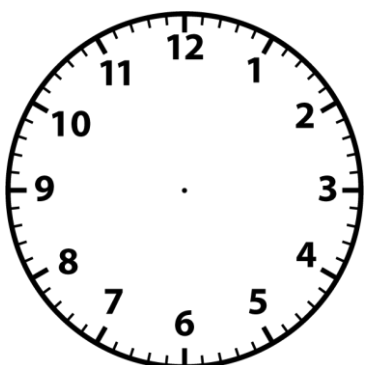
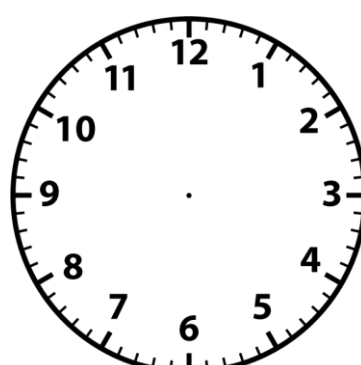
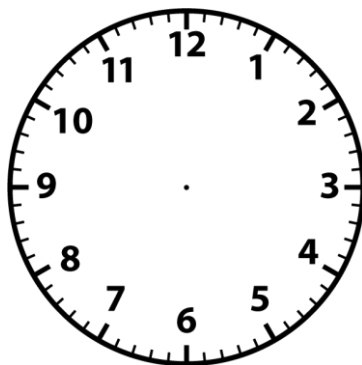
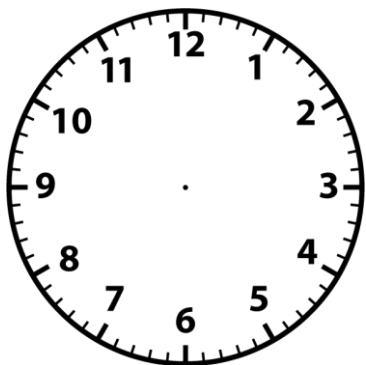
Twenty-
five to 8

Five past
6

Ten past
1

Twenty
past 6

Ten past
11



Write the correct time underneath each clock.



Lesson 4: To tell time to the nearest 5 minutes

Dora said the time is ten to one.
Amir said it is ten past ten.
Alex said it is ten to two.

Who is correct?
Explain it.

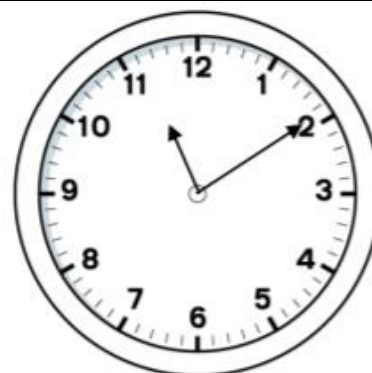


Rosie said:
Is she correct?
Explain your reasoning.

Four lots of 5 minutes is the same as quarter of an hour.



Sophia starts her Maths questions at 10 past 11.
Each question takes her 5 minutes to complete.
She completes 7 questions.
What time does Sophia finish her Maths questions?
Explain how you found the answer.



Curriculum

Lesson 1

LI: to **compare** and **contrast** a setting from different locations

Key Vocabulary:

rich, affluent, poor, locality, capital city

Did you know that **Buenos Aires** is the capital and most populous city of Argentina and **London** is the capital city of England?



Look at the images of Argentina and compare them to images of the UK. Are there any similarities or differences? What do you notice? Use the sentence stems to help you write your sentences.

Sentence stems:

The similarities between ___ and ___ show ...

By comparing ___ to ___, it is clear that ...
 ___ and ___ are alike in several ways because ...
 The difference between ___ and ___ is ...
 By comparing ___ and ___, we learn that ...
 Although ___ and ___ are very different, their similarities ...

Argentina



United Kingdom



Reflection:

Which location would you prefer to live in and why?

Explain using your reasoning skills.

In my opinion, I would prefer to live in ... because ...



Lesson 2

LI: to identify geographical features of a locality

Key Vocabulary:

Physical geographical features, human features, natural, man made



Identify human and physical features.

Human and physical features are things that you can see all around you. Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around. Human features like houses, roads and bridges are things that have been built by people.

Identify as many human and physical features as you can.

Watch the short clip identifying geographical features.

<https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb>

Identify as many human and physical geographical features as you can in the following images.



Reflection:
Always, Sometimes, Never

✓	✓	✓	ALWAYS
✓	✗	✓	SOMETIMES
✗	✗	✗	NEVER

Parks are always physical geographical features.

In my opinion, parks are _____ physical geographical features because ...

Science

LI: To conduct a fair test

What do seeds need to germinate? Germination happens when a seed starts to grow into a new plant. Watch this video of a seed germinating.

https://www.youtube.com/results?search_query=seeds+germination+time+lapse+

Today you are going to plan your investigation to see what seeds need to germinate. You will plant your own seed/bean in a pot and give it conditions you think necessary (soil, water, light, temperature). You will need to have 1 experimental pot with: a) no soil, b) no water, d) no light, no warmth). You could choose to investigate whether a seed can germinate without water only or you can choose to investigate all of them.

Before you plant your seed, you will need to complete the planning sheet below and answer all the questions necessary to carry out a fair test.

<u>Key words:</u> Plant seed bulb grow germinate water soil air sunlight shoot leaf stem	
What are you investigating?	Can a seed germinate without _____?
Prediction	I predict that _____ because _____
What are we going to measure?	We are going to measure _____
Fair Test: Controlling the variables	

I will keep the same:

I will change:

How are you
doing this?
Method

First, I will ...

Next, I will...

After that...

Reflection: Which one is the odd one out? Justify your reasoning.



Sunflower seeds



horse chestnut



broad beans



The _____ is the odd one out because _____.

RE

LI: To identify beliefs

Context: Christianity

Church buildings are everywhere. You will find one or more churches in virtually every community across the country. There are over 47,000 churches registered in the UK. Many of their activities centre on worship services, usually on a Sunday and sometimes during the week as well. However, most churches offer activities and events throughout Monday to Friday, most often for elderly people, young people and families.



<https://www.churchofengland.org/our-faith/going-church>



Watch the video and identify the beliefs that the people have. Why do they go to church and how do they feel about it? **How do Christians show the character skills of relationships?** Discuss your thoughts with a grown up at home and then record the reflection underneath.

Reflection:

Identify a special place you have. How do you show belonging to your special place?

Describe a similarity and a difference between you and a Christian who goes to church.



I show belonging to my special place by _____.

We are the same because _____.

We are different because _____.

Art

LI: to **create** using repeated patterns

Context: printing

Vocabulary: patterns, printing, changes, experimentation



We will be recreating this image onto a canvas by DB Waterman who is a lifelong artist, currently working out of Eindhoven, in The Netherlands. Their work 'explores the dissonance between old and new materials,' which are then 'intertwined in the most beautiful possible way to create dreamlike and melancholic images.' The composition follows the same guidelines: 'the creative objective of my work is to make something beautiful out of decay - the old and the new - it is never too late. Nothing is so broken that it can't be fixed.'



'IT SEEMED LIKE SUCH A GOOD IDEA' was inspired, in part by the artist's disgust at plastic packaging - 'a once-in-a-lifetime handy invention has gotten out of hand'. Waterman also draws on the younger generations for inspiration: 'Their ability to transcend any given rotten situation is astounding. Children play tag in the ruins of bombed out Syrian cities, and football in the most difficult neighbourhoods - they are always looking for the light. They will save the future that our generations have messed up. If we only could keep the kid in ourselves a bit more alive, we wouldn't be in such a mess.'

Using different objects create repeated patterns in the form of printing. Add paint either using a brush or by dabbing object in the paint. You may only want paint on a specific part of the object, so think about how you will add the paint. Identify how dark you want the print, remember that the more times you use the object without adding more paint, the print will become lighter.

Use bottles, corks, leaves, sponges, plastic bags, bubble wrap etc (cut plastic bottles in half to print with. This technique can be used in final outcome. Keep the bottles. Some can be stuck on to final canvas accentuating the use of plastic and the problems it creates in the ocean) Name the 5 oceans that are affected by plastic pollution.

What object have they preferred printing with and why?

What can you use when you create the final piece?