

Hub B Year 2 Home Learning

Week beg 10th May 2021

Reading

Our reading strategy this week is inferencing. We will be reading a story and considering how the character feels throughout the story. You can then compare this character to the old man in 'The Tin Forest'. Listen to the story here or mute the sound and read along. Then answer the selfie below using the strategy.

<https://www.youtube.com/watch?v=uDswFXEEYh4>



Skills: Make inferences



Making an inference is when you use what you know to **make** a guess about what you don't know. Readers who **make inferences** use the clues in the text along with their own experiences to help them work out what is not directly said, this helps to make the text more personal and memorable.



Selfie: Inference



How do you think Brigg is feeling when he finds his plant growing in the dust pile?
Use evidence from the story to explain your opinion.

Choose a sentence stem to use:

The word _____ tells me that... because...

The part _____ tells me that... because...

This makes me think that... because...

Phonics RECAP

Lesson 1

Common exception words:

Practice spelling these words: door floor poor because hour

Homophones:

Practice spelling these words: there(place) their(belonging) they're (they are contraction)

Write a sentence using the word **there**.

Read these words: age huge bulge

New sound: **ge**

Fit the correct word with the image: charge change village



Read and write: They charged me and gave me change.

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

Lesson 2

Common exception words:

Practice spelling these words: door floor poor because hour

Homophones:

Practice spelling these words: there(place) their(belonging) they're (they are contraction)

Write a sentence using the word **their**.

Read these words: dodge fridge edge

New sound: **ge**

Fit the correct word with the image: bridge fudge badge



Read and write: He looked over the **edge** of the **bridge**.

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

Lesson 3

Common exception words:

Practice spelling these words: door floor poor because hour

Homophones:

Practice spelling these words: there(place) their(belonging) they're (they are contraction)

Write a sentence using the word **they're**.

Read these words: jar gem join giraffe

New sound: **j** and **g**

Fit the correct word with the image: magic giant jacket jog



Read and write: There was a **gem** on a **magic** **jacket**.

Record your own sentence using a word with the **g** or **j** sound.

Lesson 4

Common exception words:

Practice spelling these words: door floor poor because hour

Homophones:

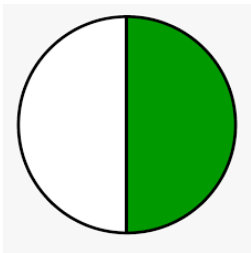
Practice spelling these words: there(place) their(belonging) they're (they are contraction)

Write a sentence using either there, their or they're

Read these words: ice city icy

New sound: the **s** sound spelt as **c** before e, l and y

Fit the correct word with the image: race circle fancy



Read and write: The **race** went in a **circle** in the **city**.

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

Lesson 5

Common exception words:

Practice spelling these words: door floor poor because hour

Homophones:

Practice spelling these words: there(place) their(belonging) they're (they are contraction)

Write a sentence using either there, their or they're

Read these words: knock know gnat gnaw

New sound: the **n** sound spelt as **kn** or **gn**

Fit the correct word with the image: knee knife knight gnome

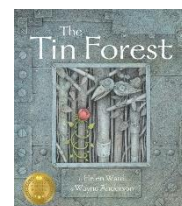


Read and write: The **gn**at **gn**awed on my **kn**ee.

Record your own sentence using a word with the **kn** or **gn** sound.

Writing

In English this half term, our core text is '**The Tin Forest**' by Helen Ward and Wayne Anderson. So far in our English journey, we have written comparative setting descriptions based on the wonderful imagery from the story and will now be working towards a third person narrative from the perspective of the old man.



Lesson 1

LI: To examine a character

Context: The Old Man

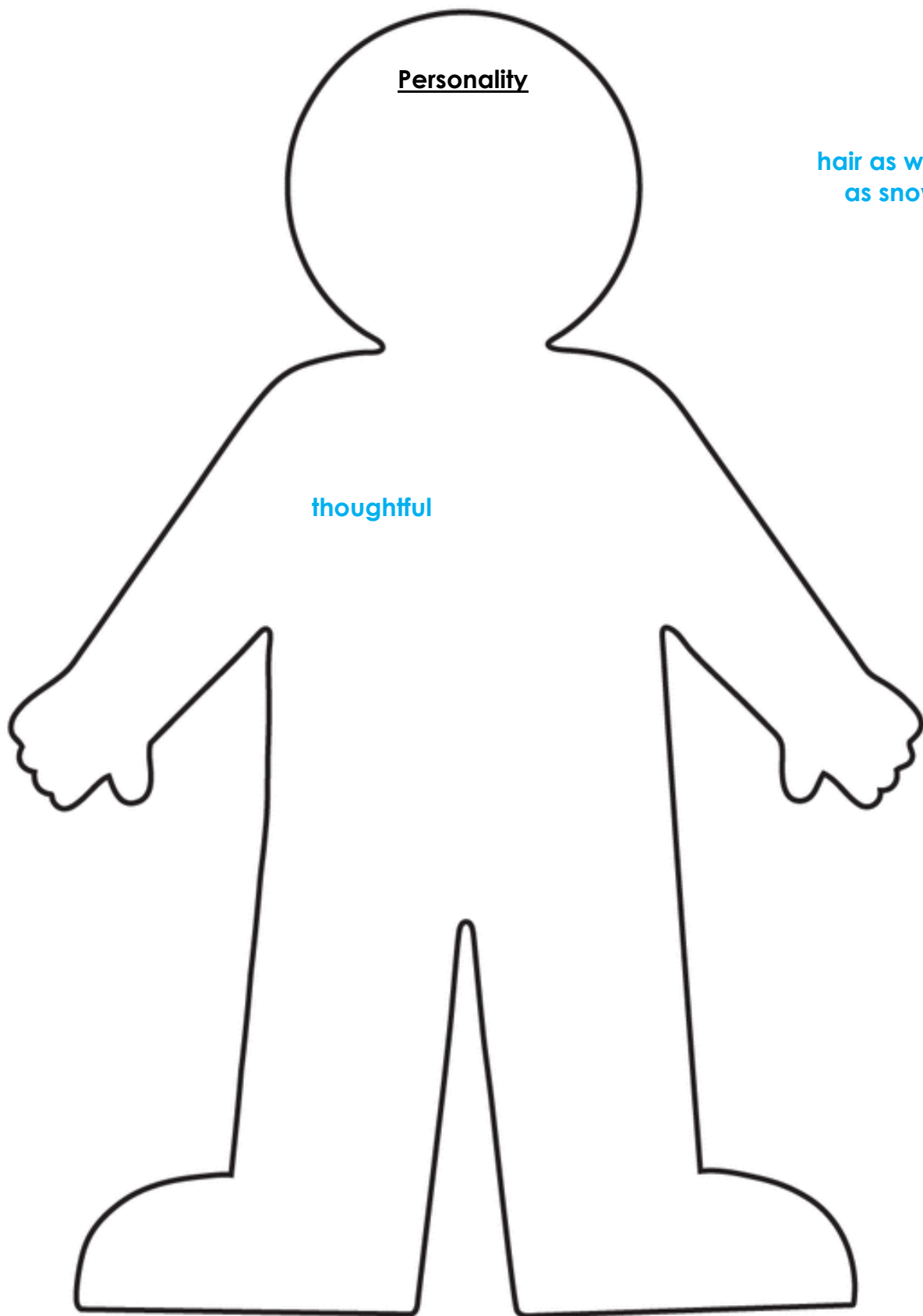
Today we will be focusing on the main character of the story – the old man. We will be identifying the appearance and personality of the old man and how this changes throughout the story. Listen to the story again and think about the character. There are also pictures of the old man below that you can use also.

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



Below is the outline of a person. On the inside, write some words to describe the old man's personality throughout the story. **What values does he show? How does he act?** On the outside, describe the old man's appearance. **What does he look like? What is he wearing?** Use the examples to help you.

Appearance



Choose two of your personality traits and describe how the old man demonstrates these.

I think the old man is _____ because...

The old man is also _____ because...

Lesson 2

LI: To compare and contrast a text type

Context: Narrative

Today we are going to begin to explore what makes a good narrative. Below are extracts (parts) taken from different narratives. Explore the two narratives and consider which one sounds better to you as a reader. Which one is more engaging and enjoyable? Justify your opinion using conjunctions and begin to decide what makes the narratives good.

Narrative 1:

Then one day the wind swept in a delightful bird who ate the crumbs that the old man had spilled kindly onto the metallic, dirty ground. The courageous, beautiful bird flew gracefully to a nearby branch and began to fill the air with its sweet song. The hopeful old man felt overjoyed and the sound of his laughter echoed through the gloomy, rusty forest. But sadly, the next morning the visitor was gone. All day the old man walked hopelessly through the deathly silence and thought about a magnificent forest that was full of life.

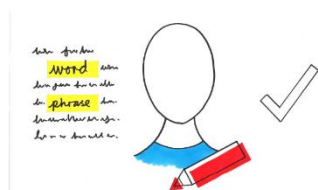
That night, down-hearted, he sat by the moonlight and made a wish...

Narrative 2:

Then one day a bird ate some crumbs on the ground. It started to sing. The old man was happy. The next day, the bird was gone and the old man felt sad. The old man walked around and wanted his dream to come true. He made a wish.

Now consider:

- **What is the purpose of a narrative?**
- **Who might the audience be?**
- **What is the viewpoint?** (person and tense).



CHOOSE A WORD OR PHRASE FROM YOUR
WRITING THAT YOU THINK IS EFFECTIVE.
EXPLAIN WHY YOU HAVE CHOSEN IT.

Which narrative is more entertaining to you as a reader? Justify your thoughts with evidence.

I think the first/second narrative is more entertaining because...
I liked the word/phrase _____ because...

Lesson 3

L1: To analyse a text type

Context: Narrative

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



There once was an old man who lived in a little house in a forgotten place. The little hair left on his head was colourless and as white as snow. He had thick wrinkles on his forehead and around the corners of his kind eyes. However, through his tiny glasses, you could see his eyes were like an ocean of sadness. He was alone. In the gloomy forest, the wind whistled between the dull, miserable tin trees. As the old man walked through the gloomy forest, he could only hear the rattling tin as the rain dripped rapidly on the disgusting rubbish that covered his garden. He wondered if his dream would ever come true or if he would be alone amongst the rubbish that nobody wanted forever.



Underneath the old man's tatty and patched clothing was a heart filled with ambition and determination. He had a dream. Amazingly, he wanted to live in a jungle full of wild forest animals and exotic flowers as bright as the summer's sky. The old man was determined to bring his dream to life so he created a gigantic, tin forest. He persevered day in and day out. He never complained about sorting, sifting or burning all the rubbish because he knew he had to work hard. Finally, when he looked out of the window, he sighed with relief. He knew it wasn't the forest of his dreams, but it was a forest just the same.



Then one day the wind swept in a delightful bird who ate the crumbs that the old man had spilled kindly onto the metallic, dirty ground. The courageous, beautiful bird flew gracefully to a nearby branch and began to fill the air with its sweet song. The hopeful old man felt overjoyed and the sound of his laughter echoed through the gloomy, rusty forest. But sadly, the next morning the visitor was gone. All day the old man walked hopelessly through the deathly silence and thought about a magnificent forest that was full of life.

That night, down-hearted, he sat by the moonlight and made a wish...

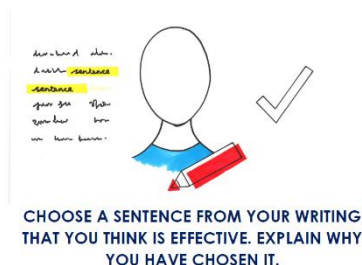


In the morning the old man woke to the sound of birdsong. The visitor had returned and brought his friendly, sweet mate with him. The generous, thoughtful birds dropped seeds from their beaks. Soon there was a beautiful, sunny forest where the long, rough tree branches stretched out and waved lazily in the breeze. The colourful animals were surrounded by the sweet-smelling flowers. The forest was filled with vibrant, exotic toucans that tweeted and chirped excitedly in the trees and flew around like majestic dragonflies. The sun was shining down on the stunning setting.

When the old man's dream came true his heart was overcome with joy and his eyes shone with delight. He smiled with content as he had made his dreams come true. There was once a place, near nowhere and close to forgotten, that was filled with all the beautiful things that everyone wanted.

<u>Features of a narrative</u>			
Third person	Interesting vocabulary	Solution	Emotions
Suffixes	Beginning	Adverbs	Past tense
Setting description	Problem	Expanded Noun phrases	Paragraphs

Reflection:



Which sentence of the narrative do you think is the most effective? Explain your thoughts

In my opinion, the most effective sentence is...

I think this because...

It uses the feature _____ that is effective because...

Lesson 4

LI: To identify the correct tense

As our final outcome is going to be a narrative, we need to identify and explore different tenses. The tense affects the verbs that we use. **What is a verb?**

A verb is an action (doing) word. Follow this link to explore an activity and video about different tenses. <https://www.bbc.co.uk/bitesize/topics/zrqqtftr/articles/z3dbg82>

To help us change the tense of our verbs, we can use different suffixes. To create past tense verbs, we can add the suffix **-ed** for example changing **walk** into **walked**. We can also use the word '**was**' and the suffix **-ing** for example changing **walk** into **was walking**.

Look at the root words below and add the suffixes **-ed** and **was -ing** to change our verbs into the past tense. Think back to our phonics lesson from this half term. Use the example below to help you:

Change → **changed** → **was changing**

Remember to say the word aloud to make sure it makes sense. Not all of the words will need an -ed added as the past tense is a different word. For example:

Write → **wrote** wrote

Root Word	-ed	was -ing
whistle		
wonder		
persevere		
spill		
feel		
return		
smile		
shine		

Change the sentences below into the past tense. Begin by identifying the verb and changing it into the past tense version.

The old man wonders if his dream would every come true.

He perseveres day in and day out.

The sun is shining down on the stunning setting

Lesson 5

LI: To generate [adverbs](#)

Now that we have considered some different verbs that describe the actions of the man in the story 'The Tin Forest', we can begin to identify how he is acting. Today we will be generating **adverbs**. **What is an adverb?**

An adverb describes a verb. They can end in the suffix -ly

Begin by referring back to the verbs we wrote yesterday. Look at the images below and match up the verbs to the events in the story. An example is included in **red**.

Now consider how the character performs this action. Your adverb may end in the suffix -**ly** and can be included before or after your verb. An example is included in **purple**.



Whistled
sweetly

Reflection:



Choose one of the verbs and adverbs you have written today. What influenced you to use the adverb? Make connections to your own experiences.

I used the words _____ because...
I know about this because...

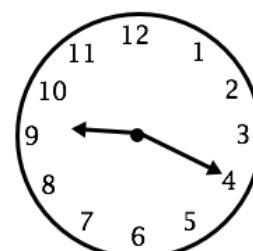
Maths

Lesson 1: LI: To **converts** units of **time**

Convert these times from hours to minutes.	
<u>Hours</u>	<u>Minutes</u>
1 hours	
2 hours	
_____ hour	30 minutes
$\frac{1}{4}$ hour	
_____ hour	45 minutes
1 _____ hours	75 minutes
1 $\frac{1}{2}$ hours	
1 _____ hours	105 minutes

Lesson 2: LI: To **converts** units of **time**

A film starts 9.20am in the morning. The movie lasts 90 minutes. What time did the movie finish?



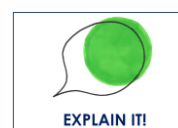
Tommy said:
Is he correct?
Explain your reasoning.

There must be 12 hours in a day because we start from midnight and go up to 12 o'clock then start again from 1.



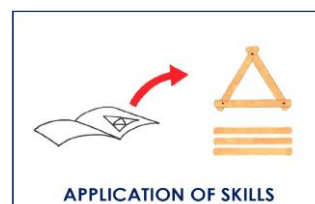
Rosie said:
Is she correct?
Explain your reasoning.

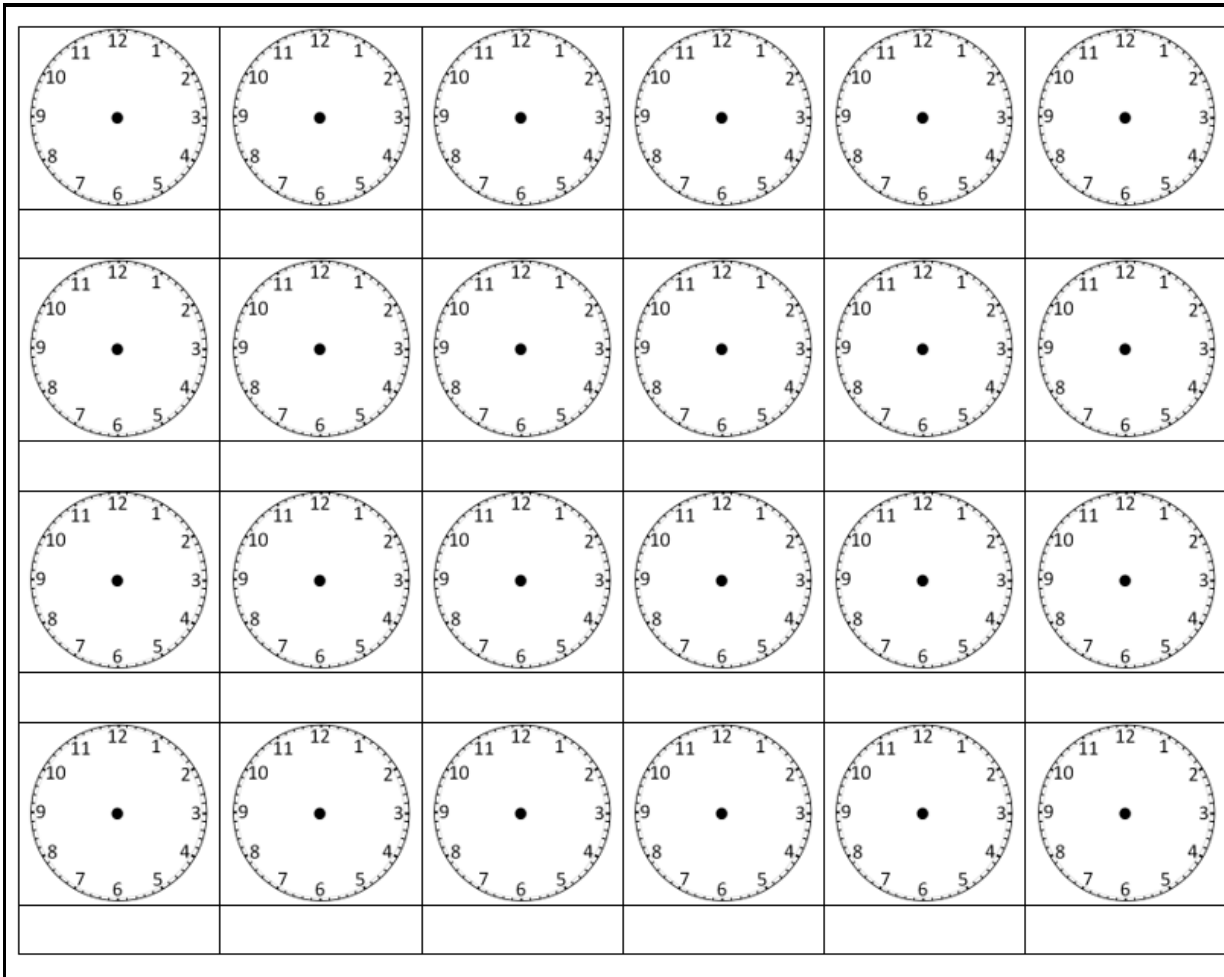
If you add three hours onto the current time, the amount of minutes to/past do not change.






Lesson 3: L.I: To apply knowledge of time





Starting from midnight show every hour on the clocks for a full day using am and pm.
Write down the time using the correct analogue time.





Lesson 4: L.I: To **measure intervals of time**

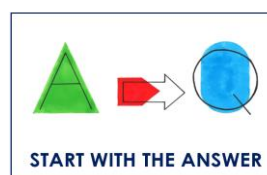
Start	End	Time passed	Duration
			<div></div> <div>Minutes</div>

			_____ Minutes
5 past 2	5 to 3		_____ Minutes

Miss Tasnim has planned a trip to Greenwich park. She knows what time she needs to arrive there. It takes half an hour to get from school to the park. What time does she need to leave school?



The butterfly house opens at 10.30am. How long do we have to wait if we arrive at 9.25 am?



Lesson 5: L.I: To compare duration of time

Order the times from longest to shortest.

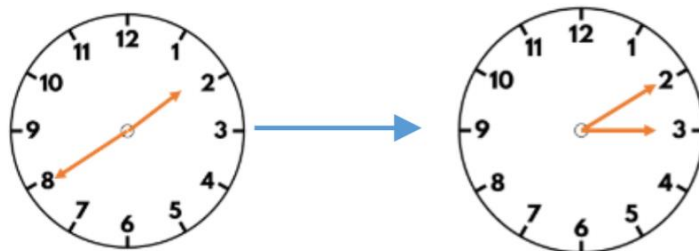
1 hour
40 minutes
Half an hour
55 minutes
Three quarters of an hour
35 minutes

Who works the longest amount of time?

Emma works from 9 o'clock until half past 12.
Joe works from half past 10 until 3 o'clock.



The clocks show the start and end time of the film Super Dog.



The film Crazy Cat starts at quarter past 1 and ends at quarter to 3.
Teddy says, **Super Dog must be the longest film, because it ends the latest.**
Do you agree with Teddy?
Explain it.

Curriculum

Lesson 1

LI: to make **comparisons** between two localities

Vocabulary: consequences, livelihoods, response, affluent, poverty-stricken

Look at the images and compare them to each other.

What is the same and what is different?

Are they the same place?

What makes you think that?

Compare between the rich, affluent areas to the poverty-stricken areas.

What might the people be like who live there?

What makes you think that? What impact would the areas have on their lives and on how they live?

Sentence stems:

_____ and _____ are both ...

Both _____ and _____ have ...

_____ and _____ are different because ...

I think the images _____ from the same country because ...





Lesson 2

LI: to **infer** from a variety of sources

Vocabulary: sustainable development, choices, actions, damage, change, up cycle

- ☐ **Describe** what you can see
- ☐ **Identify** how you feel using your **emotions**
- ☐ **Prepare** some questions after **analysing** the images
- ☐ **Predict** using your **inferencing skills**

Look at the images and make some inferences from them. Think of some questions you might like to ask first, then make inferences using your questions.

E.g. Where are they? What are they doing? Why are they doing this? Are they going to eat those plants? What are they making? Why are they making chairs? Will they use them or sell them?



Now you have some questions, answer them to help make inferences.

Model: I think they are in a poor area because the buildings look like they are falling down. The place looks like it is polluted with rubbish and waste. Maybe the people are looking for food to eat. I think this because there are bags on the ground and the lady is rummaging around pulling out food and fresh vegetables.

Reflection:

How would you feel if you had to make something out of rubbish to make money so you could eat and survive?

I would feel ... because ...



Science

LI: To **observe** and **record** the findings



What do seeds need to germinate?

What happened in your investigation? What changed? What did it teach you?

My results showed me that...

The plant with soil/no soil looked...

I was surprised that...

I have learned...



If a seed needs water to germinate, how did this happen?

I think this plant could grow because...

Maybe, ...

I can see... so I think that...



RE

LI: To [justify](#) the importance of [place of worship](#)

Context: Christianity

The church is important to Christians because it is a place where they can meet other Christians to learn about God and its teachings. The church is a place where a community of people can gather to learn, pray, celebrate and be together.

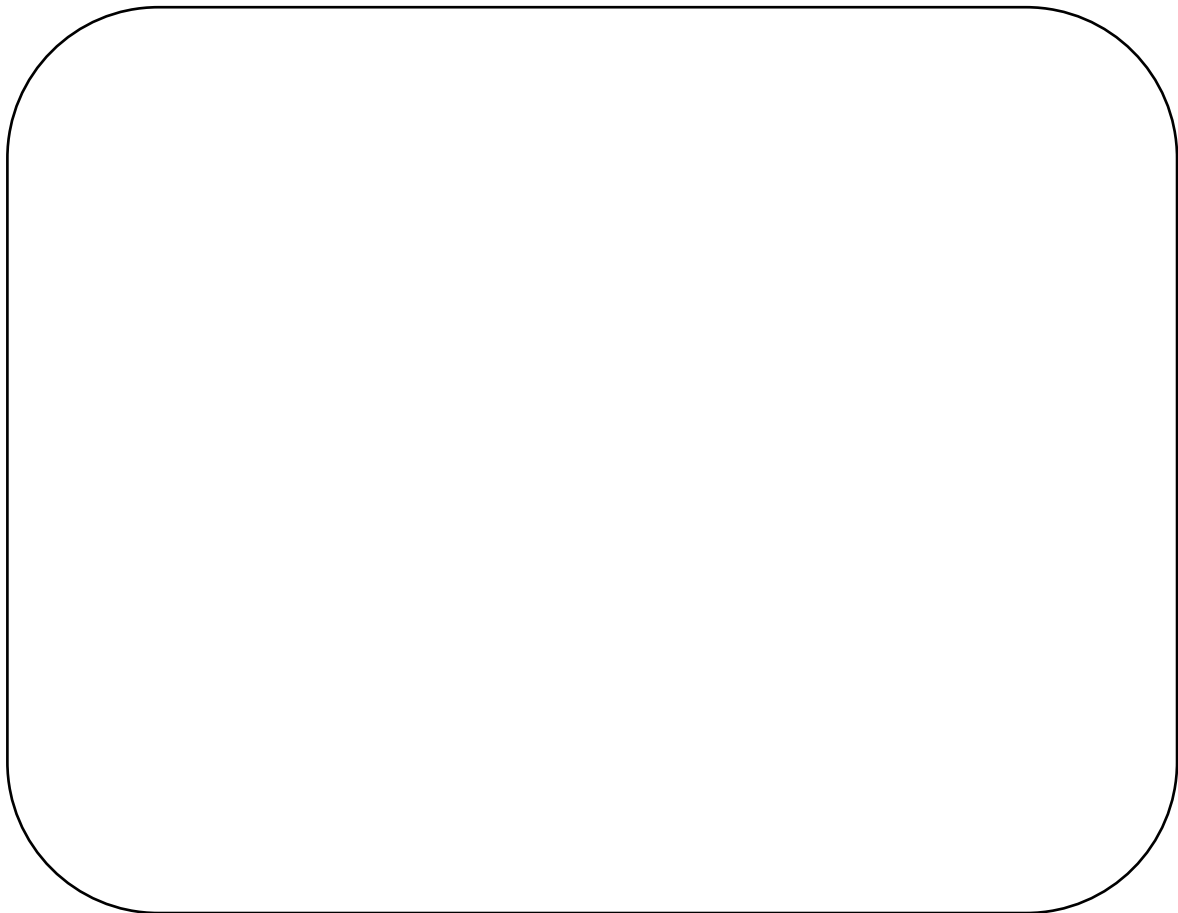
Design your own special place.

Think about:

Where will it be located? What activities can you do there? How will it make you feel? Who and when can people attend?



My Special Place



Art

LI: to **recreate** an image

Context: D B Waterman



Look at the image by D B Waterman 'It Seemed Such a Good Idea!'

Give the canvas or sheet you are using, a wash of light blue or a colour you have.

Sketch where the area above the ocean and the area below the ocean surface is. After, use objects (plastic bags, sponges etc) to add specific colours keeping the colours light. E.g. use a plastic bag to dab the yellow at the top which depicts the sun on a summer's day. Then use a sponge to add the white, which could be depicting the haze above the ocean.

And so on.

Let this dry before adding any other colours.

Look at each section. You could use straws to create the bubbles in blue, cotton buds for the blue bubbles in the water. Think about the items you have at home that you can use to print with.