

Hub B Year 2 Home Learning

Reading

Week beg 17th May 2021

Our reading strategy this week is summarising. We will be reading a piece of non-fiction text and summarising what we can learn.



Skills: Summarising



Summarising is when you are able to **retell** the story in your own words. You can do this for a paragraph, a page, a chapter or even a whole book! When **summarising**, you are thinking deeply about the **key events** that happen, which also helps with your **comprehension** of the story.



Selfie: Summarising



Use your summarising skills to explain what the non-fiction page 'where does it go?' What is the key information? What does this information tell us? Use one of the sentence stems below to help you.

- The key idea is...
- The most important ideas are ___ and I know that because...
- This part is about...



Where does it go?

When you throw something away, it might end up on the other side of the world! All waste goes on a journey after it's put in the bin. Whether by foot to a recycling bank or by lorry to a landfill, waste is taken away to make new things, to help plants grow, or to be burned or safely disposed of.

General waste

This type of waste cannot be recycled or composted. General waste is taken by dustbin lorries to different sites.



Recycling waste bins get transported by lorry too.

Recycling bin

What can go in the recycling bin depends on where you live. Some places have bins for each material. Other places have mixed bins.



Organic waste

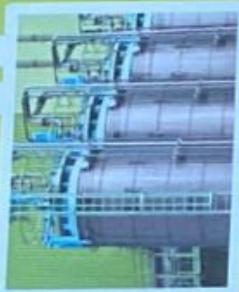
Garden waste and some food waste break down into a brown mixture, called compost. This waste can also be broken down into a gas by microbes and used to make electricity.



Incineration produces air pollution.

Incineration plant

Here, rubbish is burned. The burning rubbish heats water into steam that powers machinery to make electricity.



Landfill

Landfill sites are also known as tips or dumps. They are holes in the ground where waste is buried. They can cover huge areas.



Recycling plant

Recycling is sorted into different types of material and made into new items. Unrecyclable items are sent to be incinerated or to landfill.



Growing plants

Compost can be spread over fields and gardens to help plants grow. Some councils collect compostable waste to make compost.



Sent abroad

From 2014 to 2016, the UK sent 605,000 tonnes (881,849 tons) of plastic waste a year to be recycled or disposed of in other countries.



Hazardous
Items such as batteries contain hazardous, or harmful, materials. These go into special bins to be disposed of safely.



Phonics RECAP

Lesson 1

Common exception words:

Practice spelling these words: find kind mind behind child

Homophones:

Practice spelling these words: here (place) hear (sense)

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

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



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Read and write: The **knight** **knocked** on the door.

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

Lesson 2

Common exception words:

Practice spelling these words: find kind mind behind child

Homophones:

Practice spelling these words: here (place) hear (sense)

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

Read these words: write written wrote

New sound: the **r** sound spelt as **wr**

Fit the correct word with the image: wrong wrap wrist



— — — — —

Read and write: She used her **wrist** to fold the **wrap**.

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

Lesson 3

Common exception words:

Practice spelling these words: find kind mind behind child

Homophones:

Practice spelling these words: here (place) hear (sense)

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

Read these words: little middle kettle

New sound: the **I** sound spelt as **le**

Fit the correct word with the image: table apple bottle



— — — — —

Read and write: The **apple** and **bottle** were on the **table**.

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

Lesson 4

Common exception words:

Practice spelling these words: find kind mind behind child

Homophones:

Practice spelling these words: here(place) hear(sense)

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

Read these words: travel tinsel tunnel

New sound: the **I** sound spelt as **ei**

Fit the correct word with the image: camel squirrel towel



— — — — —

Read and write: He travelled through the tunnel.

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

Lesson 5

Common exception words:

Practice spelling these words: find kind mind behind child

Homophones:

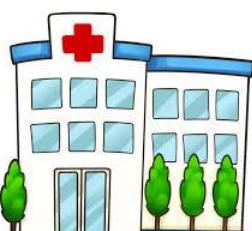
Practice spelling these words: here(place) hear(sense)

Write a sentence using the word **hear or here**.

Read these words: metal capital magical

New sound: the **I** sound spelt as **ai**

Fit the correct word with the image: hospital animal pedal

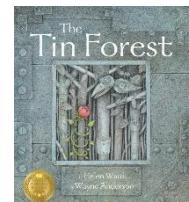


 Read and write: The **metal** on the **pedal** was shiny.
 Record your own sentence using a word with the **al** sound.

Writing

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 generate contrasting vocabulary

Today we will be extending our learning of suffixes to generate contrasting vocabulary. A suffix is a letter or group of letters that we put at the end of a word to change the word's meaning. For this lesson, we will be focusing on the suffixes **-ful**, **-ly** and **-less**.

The suffix **-ful** means '**full of**'. So, for example, when we add this suffix to the word '**hope**' we create '**hopeful**' which means '**that we are full of hope**'.

The suffix **-less** means you are lacking, for example, when we add this suffix to the word '**help**' we create '**helpless**' which means '**being without**'.

The suffix **-ly** turns an adjective into an adverb. You can then use this to describe a verb. So, for example, when we add this suffix to the word '**quick**' we create '**quickly**' which helps describe how someone moves.

Sometimes you can even add two suffixes to the end of a word to create a new word to use. Such as making the word '**grace**' into '**graceful**' to show someone is **full of grace**. You can then add the suffix **-ly** to show that someone moves **gracefully**.

Create your own suffixes using the root words below. See if you can also record your own words too.

Root word	-ful	Root word	-less
delight		colour	

beauty (think about how this word changes)		hope	
grace		help	
hope		thought	
thank		Root word	-ly
joy		excited	
care		friend	
colour		kind	
thought		graceful	
help		hopeless	

Reflection:

In your opinion, what is your most effective word you have written today? Explain your thoughts using evidence from the story.

In my opinion, the most effective word is _____ because...

Lesson 2

L1: To construct descriptive sentences

Context: Narrative

As our final outcome is going to be a narrative, we need to begin to record sentence about our main character – The Old Man. Today we are going to be using our suffix words and conjunctions to record third person sentence.

Remember a diary is an engaging story to describe and entertain an audience. This means it is written in the third person (**using the old man, him and them**) and is mostly written in the past tense (**because it has already happened**).

Read the example for each image below and then create your own sentences using the **suffixes** you created yesterday and the **conjunctions** we have looked at his half term. You can use the sentence stem to help you.

Model:



He wondered **sadly if** his dream would every come true **or if** he would be alone amongst the rubbish **that** nobody wanted forever.

Sentence Stem:

He wondered _____ if _____ or if _____ that _____.



Model:

He never complained **bitterly** about sorting, sifting **or** burning all the rubbish **because** he knew it was **hopeless** and he was the only one who was tidying it up.

Sentence Stem:

He never complained about _____ or _____ because _____.

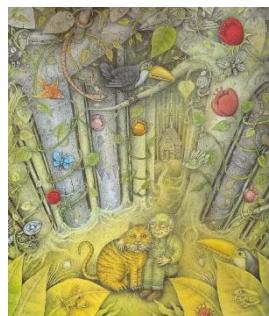


Model:

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.

Sentence Stem:

Then one day _____ that _____.



Model:

The forest was filled with **joyful**, exotic toucans **that** tweeted and chirped **excitedly** and flew around like majestic dragonflies.

Sentence Stem:

The forest _____ that _____.

Lesson 3

LI: To plan features of a piece of writing

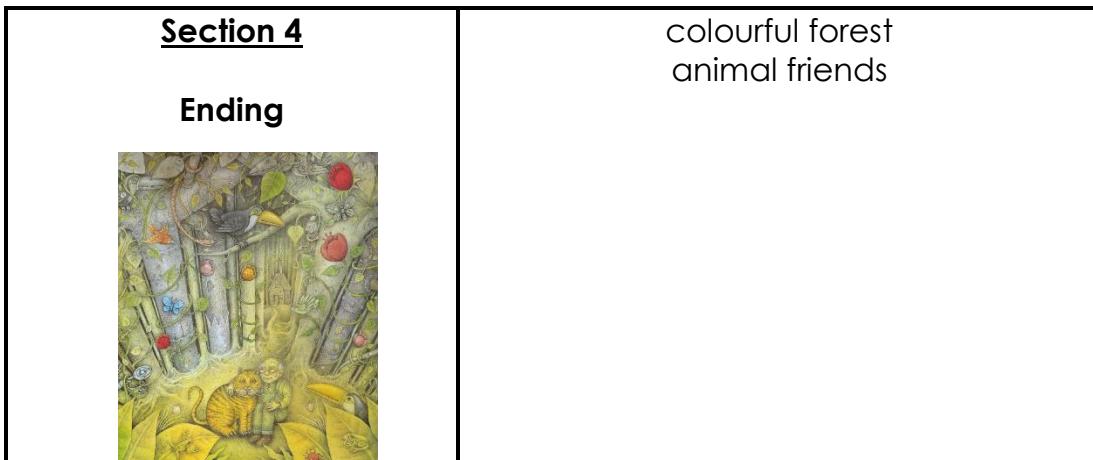
Context: Narrative

Before we write our narrative, we need to ensure we plan what vocabulary and feature we can use in each section. Have a look at the four sections below and begin to plan out what you can include at each part of the narrative. Remember to consider the features of a narrative that are in the table below. You can also add anything else you want to include in your narrative. There are a few examples to get you started in each section.

Features of a narrative

Third person	Interesting vocabulary	Solution	Emotions
Suffixes	Beginning	Adverbs	Past tense
Setting description	Problem	Expanded Noun phrases	Paragraphs

<p><u>Section 1</u></p> <p>Introduction (who and where)</p> 	old, sad man dirty rubbish sadness
<p><u>Section 2</u></p> <p>Build Up and Dilemma</p> 	walking slowly and sadly alone dreams of a beautiful forest
<p><u>Section 3</u></p> <p>Resolution</p> 	friendly bird dropped crumbs



Lesson 4

L1: To engage an audience

Context: Narrative

Today we will be beginning to write our narrative. Remind yourself of the language and structural features of a narrative as we will be following these as a checklist today.

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

To begin our narrative, we will be setting the scene using our vocabulary. This is to **immerse** the reader into our story and make them **want to read on**. It will also provide them with the necessary information and **detail** to understand **who** the story is about, **why** they are important and **where** they live. **Remember we want to help the reader build a picture in their head of the character and setting, so need to include lots of description to help them.**

Thinking questions:

- Where does the story start? Who is there?
- What does the old man look like? Use your role on the wall to help you.
- How is the old man feeling?

- Where does he live? Describe it.
- What is his dream?

Example:



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 every come true or if he would be alone amongst the rubbish that nobody wanted forever.

Sentence Stems:



There once was _____ who _____.
 The/His _____ hair _____.
 He had _____.
 However, through his _____ glasses, his eyes were like _____.
 He was _____.
 In the _____ forest, the wind _____.
 As the old man walked through the _____ forest, he could only hear _____ that _____.
 He wondered if _____ or if _____ that _____.

Make sure you read through what you have written today and correct any mistakes you have made. Use your plan and checklist to help you. We will be continuing our narrative tomorrow.

Lesson 5

LI: To engage an audience

Context: Narrative

Today we will be continuing to write our narrative. Remind yourself of the language and structural features of a narrative as we will be following these as a checklist today.

<u>Features of a narrative</u>			
Third person	Interesting vocabulary	Solution	Emotions

Suffixes	Beginning	Adverbs	Past tense
Setting description	Problem	Expanded Noun phrases	Paragraphs

To continue our narrative, we will be building up to and describing our problem. This is to excite the reader and make them **want to read on**. It was also provide them with the necessary information and **detail** to understand **why we have written a story about this character. Remember we want to help the reader build a picture in their head of the character and setting, so need to include lots of description to help them.**

Thinking questions:

- How is he feeling?
- What is his dream? Describe it.
- What does he try to do to achieve his dream?
- How does he feel when he creates the tin forest?

Example:



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.



Sentence Stems:

Underneath the old man's _____, clothing was a heart filled with _____.

He had a dream. Amazingly, he wanted _____.

The old man _____ so _____.

He _____. He _____ because _____.

Finally, when he _____, _____. _____.

He knew it wasn't _____, but _____.

Make sure you read through what you have written today and correct any mistakes you have made. Use your plan and checklist to help you. We will be continuing our narrative next week.

Maths

Lesson 1 L.I: To apply knowledge of time

L.I: To apply knowledge of time

Context: Duration of time

Application

Steps to success:

- Identify the given information
- Recall your prior knowledge of time
- Decide what the question is asking you to do
- Apply your knowledge of time to solve and check your answer



Miss Tasnim has lost her time table. She needs to fit these lessons in the day.

Register

Assembly

Mindfulness

Phonics

Math's

English

Reading

Science

Curriculum

Reading a story

School starts at 8.55 and finishes at 3.15pm.

Remember playtime is 15minutes and lunchtime is 1 hour.

Create a class timetable to fit all these lessons.

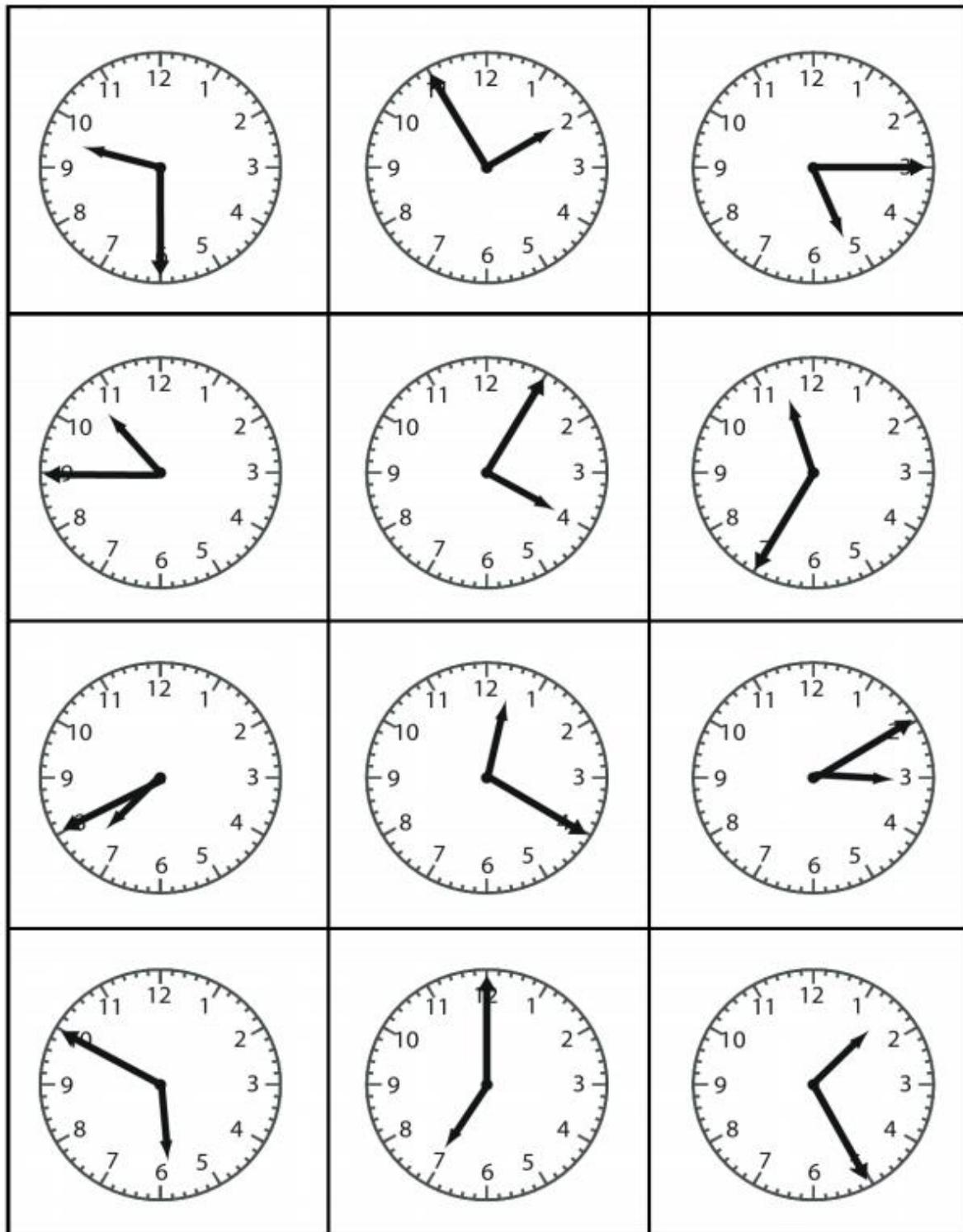
Think about how long each lesson is.

8.55	Register

10am to 10.15am	
12pm to 1.15pm	
3pm to 3.15pm	_____ and Home time

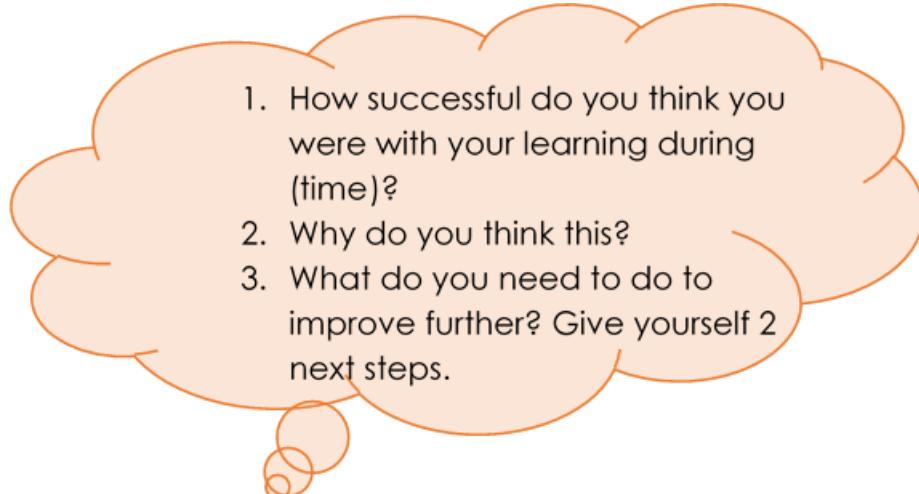
Lesson 2 L.I: To investigate using our knowledge of time

Put the times on these clocks in order.



Lesson 3 L.I: To reflect and evaluate our learning

- Recap on your learning about **time**
- Identify your **strengths** and **next steps**
- Answer the questions and explain your reasoning



Lesson4 L.I: To identify the four operation with measure

L.I: To identify the four operation with measure

Pre-assessment

Steps to success:

- Recall prior knowledge of **measurement**
- Recall prior knowledge of the **four operations**
- Identify the **four operations**



Using the column method, solve these number sentences:

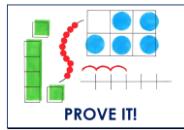
1. $45\text{cm} + 24\text{cm} =$
2. $67\text{cm} + 31\text{cm} =$
3. $18\text{cm} + 42\text{cm} =$
4. $82\text{cm} + 16\text{cm} =$

Using the column method, solve these number sentences:

1. $68\text{m} - 24\text{m} =$
2. $97\text{m} - 31\text{m} =$
3. $46\text{m} - 42\text{m} =$
4. $82\text{m} - 16\text{m} =$

Solve these multiplication number sentences using arrays:

1. $3L \times 5L =$
2. $2L \times 7L =$
3. $10L \times 10L =$
4. $5L \times 10L =$
5. $11L \times 2L =$



Solve these division word problems:

1. There are 12grams of sugar and 6 bowls. How many grams of sugar does each bowl get?
2. There are 15litres of water. There are 3 bottles. How many litres of water does each bottle get?
3. Miss Tasnim has 35 grams of sweets. She shares it with 7 children. How many grams of sweets do the children receive?
4. Miss Good shares 27 crayons with three classes. How many crayons does each class get?



Lesson 5 L.I: To add different units of measure

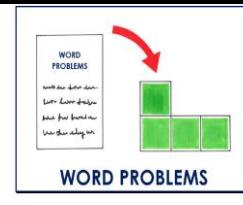
L.I: To add different units of measure

Fluency/ Reasoning

- Read the information
- Identify the key information
- Arrange the tens and ones into a column
- Add the ones
- Add the tens
- Record and check your answer

+ 10	- 10
+ 20	- 20
+ 30	- 30
+ 40	- 40
+ 50	- 50

1. David was measuring the length of the classroom. He measured both the length and width of the classroom. The length of the classroom was 54m and the width of the classroom was 36m. What is the total measurement of the classroom?

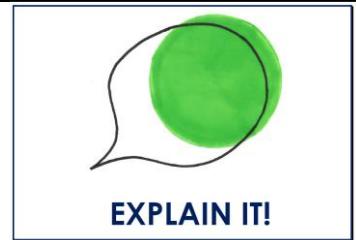


2. Miss Tasnim measured the playground. She wants to find the total length of the whole playground. The length of the playground was 62m and the width was 38m. What is the total measurement of the playground?

3. Ms Turner wanted to know the length of two classrooms. The length of Ash class was 27m. The length of Sycamore class was 24m. What is total length of both classrooms?

4. Miss Goodwin needed to know the total measurement of the forest area. Keith said the length of the forest area is 69cm and the width is 40cm. What is total measurement of the forest area?

Miss Tasnim said 1m is more than the lengths of two classrooms. The length of each classroom is 47cm. Is Miss Tasnim correct?



Curriculum

Lesson 1

LI: to [explore](#) emotions

In Andrea's yard, Andrea has to crawl and climb through the mountains of rubbish while she is looking for objects that she can reuse. She wants to make things and sell them so she can buy food. Andrea and some of her friends use the bottles they find to make furniture. They rummage around and see what food items can also be reused. They found some tomatoes growing there before and they ate them. They all got food poisoning because the food was not safe to eat. In addition to this, Andrea and her friends often cut their hands on broken objects like glass and sharp metals. If this happens, they find some plastic bags and wrap their injuries with the dirty, used, old plastic.



How did it really make you feel seeing the images of someone as they plough through garbage and see what they can reuse? What emotions did you feel when you saw that

sometimes Andrea and her friends cut their hands on glass and broken objects and then they use plastic bags to stop the bleeding? Do you think the plastic bags are clean? Write your sentences using the model to support you.

Model: I cannot believe that Andrea and her friends rummage through rubbish to find food. I am also shocked that they use their bare hands to move rubbish out of the way so they can locate items that could be made into something else. Surely, they could at least wear gloves if they have to do that! I was deeply shocked when they cut themselves and used plastic bags to stop the cuts from bleeding. The bags must be so filthy and the cuts could get infected.

How would you feel if you had to do that?

I would feel ... because ...

In addition, I would find it ... because ...

I agree with ... and would feel ... because ...



Lesson 2

LI: to compare two localities

We are going to be comparing two localities and identifying how they dispose of their rubbish.



Compare rubbish/dumpsites in Argentina and UK. What do we do in the UK when it comes to rubbish? What systems does the UK have already set in place? E.g. large skips with specific rubbish in. Each section has specific objects. We recycle in the UK. Greenwich, blue bin, black and green bin. In Argentina the bins could just be seen as all being black bins. Use your prior knowledge of Andreas yard and how easily accessible it is for the public to gain access and walk around in the dangerous trash.

Which country disposes of the rubbish sensibly? What makes you think this?

After watching the video, why do you think we recycle waste?

What does your family recycle at home?

Watch the video and write down what you know.

<http://www.slwp.org.uk/what-we-do/recycling-composting/destination-recycling/>

Model:

In the UK rubbish is mainly recycled and reused. Cardboard and newspapers get transported to special factories to be reused, whereas food waste gets mashed up and used for fertiliser. The gases from the food waste are sent to electricity companies so they can be used to make more electricity.

This is different from the rubbish dumps in Argentina because the rubbish is just dumped in one area and not recycled. This would mean that poisonous gases are in the area which could make people very sick, especially people who walk through the rubbish dump and take items from it.

Both Argentina and the UK have vast quantities of rubbish that is disposed of.

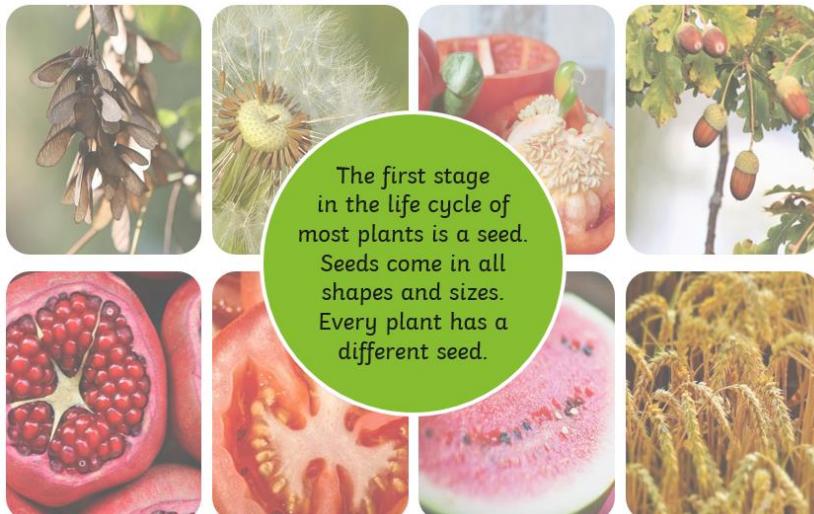
Both countries transport their rubbish to a **rubbish dump**, however, in the UK it is recycled and then sent to different recycling centres to be reused.

I think the **UK** disposes of their rubbish more efficiently because **not only** is it recycled and sent to the correct places, it is also safer for people who live in the area where rubbish dumps are.

Science

LI: to classify seeds and bulbs.

Seeds and Bulbs



All over the world farmers and gardeners grow a wide range of plants from **seeds** and **bulbs**. Some of these plants will provide food for families, other plants will look attractive in the garden and give pleasure to visitors.

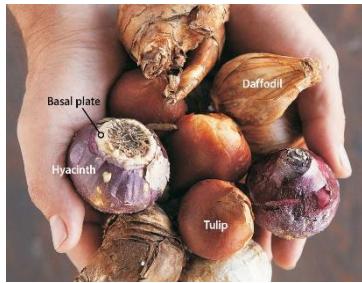
What is a bulb?

Bulbs are simply underground masses of food storage from which plants grow. Bulbs, like seeds, are also available in different sizes, shapes, and types. True bulbs, such as tulips, onions, and daffodils, contain a complete miniature plant inside. They have fleshy scales of food that nourish the plant.

What is a seed?

A **seed** is the part of a **seed** plant which can grow into a new plant. Every single seed has the beginnings of a new plant inside it, along with a little store of food to help it grow. When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called **germination**.

What is the same and what is different about seeds and bulbs? Think about their size, colour, texture and function.



Which is the odd one out? Explain your reasons.



I think the odd one out is _____ because _____.

Seed, bulb, shoot, roots, leaves, stem, germinate, seedling, grow,

RF

LI: To identify events

Context: Christianity

We have been learning about Christianity and the Church as a place of worship. For your home learning this week, can you research the following questions:



Christianity



How do Christians try to follow Jesus's example?

Why is Sunday a special day for Christians?



THE BIG QUESTION

Christians try to follow Jesus's example by _____.

Sunday is a special day for Christians because _____.

Use the links below to help you answer the questions above.

<https://request.org.uk/restart/2015/12/02/meet-a-christian/>

<https://request.org.uk/life/meet-a-christian/meet-a-christian/>

<https://request.org.uk/restart/2015/06/04/learn-about-going-to-church/#>

Art**LI: to explore printing through experimentation**

Use bottles to create bottle imprint. Overlap prints, print on top of print, change the angle.

To continue with our recreation of D B Waterman's painting, we are going to do some printing. Use whatever you have to print with. Use some bottles, lids and different shapes that could add depth to your picture. Experiment to add some depth as if you are looking into the water.