

Hub B Year 2 Home Learning

Week beg 24th May 2021

Reading

Our reading strategy this week is making connections. We will be reading a piece of non-fiction text and making connections to our previous learning and own experiences.



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



What have you learnt from the information today?

How would recycling or reusing things help the environment?

Today I have learnt...

Recycling and reusing things can help the environment because...

From trash...

Once you have finished using something, it doesn't stop being useful. Many people have found creative new ways to reuse their rubbish. The Cateura community in Paraguay live near the largest landfill site in the country. They have formed an orchestra that plays instruments made from rubbish found in the landfill site.

to treasure

Recycled orchestra

The Orchestra of Recycled Instruments of Cateura was founded in 2006 by Fabio Chavez. It is formed of 30 children, whose instruments are made from items of rubbish that have been salvaged and put together.

The instruments include violins, saxophones, and drums. The group have inspired similar schemes in Brazil, Ecuador, Panama, and Burundi.

Saxophone
Saxophone maker
Spoon
Bottle
Spoon and knives
Bottle
Spoon

Violin
Violin maker
Wood
Paint
Balloons

Double bass
Double bass maker
Oil
Drum
Spoon

"The world sends us rubbish, we send back music."
FABIO CHAVEZ

Old fork

Old tin

Wood pallet

My partner and I took an entire day to create this instrument. We used a lot of time and effort to make it. It is now in the hands of a young boy in Cateura.

How can you help? Get creative! Why not turn your own rubbish into treasure?

Make a rubber costume from a cardboard box.

4

Phonics RECAP

Common exception words:

Practice spelling these words: climb wild children beautiful pretty

Homophones:

Practice spelling these words: quite (something is certain) quiet (soft sound)

Write a sentence using the word **quite**

Read these words: evil April pupil

New sound: the **l** sound spelt as **il**

Fit the correct word with the image: pencil fossil nostril



Read and write: She found a fossil in April.

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

Lesson 2

Common exception words:

Practice spelling these words: climb wild children beautiful pretty

Homophones:

Practice spelling these words: quite (something is certain) quiet (soft sound)

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

Read these words: July try reply

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

Fit the correct word with the image: cry fly dry





Read and write: The baby **cried** loudly.
Record your own sentence using a word with the **ied** sound.

Lesson 5

Common exception words:

Practice spelling these words: climb wild children beautiful pretty

Homophones:

Practice spelling these words: quite (something is certain) quiet (soft sound)

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

Read these words: happier furrier lazier

New sound: **est**

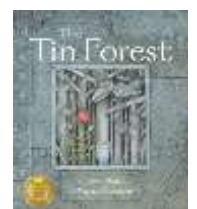
Fit the correct word with the image: happiest furriest laziest



Read and write: I felt happier and was the lucki**est** person ever.
Record your own sentence using a word with the **est** 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 have now begun writing a third person narrative from the perspective of the old man.



Lesson 1

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 beginning to describe the resolution for our story. 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:

- What visitor did the old man meet?
- What did the old man do? What did the bird do?
- How did the old man feel?
- What happened the next day?
- How did this make the old man feel? What did he do?



Example:

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...

Sentence Stems:



Then one day _____.
 The _____ bird _____.
 The _____ old man felt _____ and _____.
 But sadly, _____.
 All day the old man _____.
 That night, _____ and made a wish...

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 2

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 end our narrative, we will be writing our ending. This is to finish the story and explain how successful the **resolution** was. Sometimes this is a happy ending and makes sure the reader knows how the old man felt in the future.

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:

- What happened in the morning?
- What did the birds do?
- How did the setting change? Use your setting description from before to describe the colourful forest.

- How did the old man feel when he saw his dream has come true?



Example:

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 like the waves of the ocean. The colourful animals were surrounded by sweet-smelling flowers that were reaching for the sun's warmth. The forest was filled with vibrant, exotic toucans that tweeted and chirped excitedly 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.

Sentence Stems:



In the morning, _____.

The visitor had returned and _____.

The _____ birds _____.

Soon there _____.

The _____ animals were surrounded by _____ flowers that _____.

The forest was filled with _____ that _____ like _____.

The sun was _____.

When the old man's dream came true, _____.

He _____.

There was once a place, near nowhere and close to forgotten, that was filled with all the beautiful things that everyone wanted.

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 evaluating our narrative tomorrow.

Lesson 3

LI: To self-assess a piece of writing

Context: Narrative



Now that we have finished our narratives, we will begin to self-assess our writing. To self-assess, we need to consider how successful our narratives were and what we could do better next time.

Read your narratives from the beginning and consider the PAV using the questions below.

- P. Did your narrative meet the purpose? Did it entertain and engage your reader?**
- A. Was your narrative written for the current audience?**
- V. Did you retell the events using the third person and the past tense?**

Now check it again using the checklist below. Did you include all of the features? What features could you use to improve your writing next time?

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



What did you do to improve your learning?

What I did well to improve my learning...

-
-

How could you improve next time?

What I know I need to include or do differently to ensure I make even better progress...

-
-

Lesson 4

LI: To peer-assess a piece of writing

Context: Narrative



Now that we have self-assessed our narratives, we can reflect on and provide feedback to someone else. To peer-assess, we need to consider how successful the narratives were and what we could do better next time.

Read the section of a narrative below and consider the PAV using the questions underneath.

In the morning, the old man woke to the sound of birdsong. The visitor had returned and brought his mate with him. The birds dropped seeds from their beaks. Soon there was a beautiful, sunny forest. The colourful animals were surrounded by sweet-smelling flowers. The forest was filled with vibrant, exotic toucans that tweeted and chirped excitedly. The sun was shining down on the stunning setting.

- P. Did the narrative meet the purpose? Did it entertain and engage you as the reader?**
- A. Was the narrative written for the current audience?**
- V. Does it retell the events using the third person and the past tense?**

Now check it again using the checklist below. Did the author include all of the features? What features could they use to improve their writing next time?

<u>Features of a narrative</u>			
Third person	Interesting vocabulary	Solution	Emotions
Suffixes	Beginning	Adverbs	Past tense

Setting description	Problem	Expanded Noun phrases	Paragraphs
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What made their learning really good?

I think your learning was really good because...

-
-

How could they improve next time?

However, I think it could have been made even better by...

-
-

Lesson 5

LI: To reflect and evaluate my learning

Context: Narrative



Today we are going to evaluate our English learning from this half term. Throughout our journey, we explored the story The Tin Forest by exploring the settings and writing a setting description and discussing the old man to write a third person narrative. Reflect back on the journey and consider what you enjoyed and what you could improve next time. Reflect on the journey using the sentence stems below.

What have you been successful at? What could you improve next time?

I have been successful at... because...

Next time, I could improve... because...

What have you enjoyed? What could be better next time?

I have enjoyed... because...

_____ could be better next time because...

Maths

Lesson 1: L.I: To subtract different units of measurements

L.I: To subtract different units of measurements

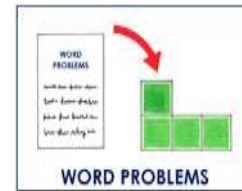
Context: Fluency/Reasoning



Steps to success:

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

1. Chloe measured the length of the KS1 playground which was 68 cm. Kenzo measured the length of the KS2 playground which was 30 cm. What is the difference between KS1 and KS2 playground length in cm?



- 2. Ali needs to sell some wheat today, he has 75kg of wheat in his shop. He has already sold 33kg of wheat today. How much wheat is left that needs to be sold?
- 3. Ms Turner is making a pizza. She needs to add 97grams of cheese for her pizza to be cheesy, but she only has 45 grams of cheese. How much more cheese does Ms Turner need?
- 4. Jessie is having a party today. She has 66 litres of orange juice to last her the whole party. Her friends have already drunk 35 litres of juice. How much juice does Jessie have left for the rest of the party?

Lila had measured the length of the KS2 playground. It was 57m. She also measured the KS1 playground. The length of KS1 playground was 33m. She wants to find the difference between both playgrounds. David said the difference is 21m. Is he correct?



Lesson 2: L.I: To solve multiplication problems

L.I: To solve multiplication problems

Fluency/ Reasoning

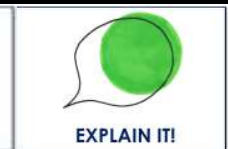
- Read the information
- Identify the **key** information
- Identify the **multiplicand**
- Identify the **multiplier**
- Record and check your answer



1. Tania has 4 pieces of wood; each piece of wood is 5m long. What is the total length of her pieces of wood?
2. A paper clip is made from 10 cm of wire. How much wire would I need for 11 paperclips?
3. Ms Turner bought 12 bottles of juice. Each bottle of juice contains 2 litres. How many litres of juice does Ms Turner have altogether?
4. The width of the parking space is 8m. There are 5 parking spaces. What is the total length of the parking spaces?



Miss Tasnim said that the carton of milk contains 12 ml of milk. She has 5 cartons of milk. Miss Goodwin said Miss Tasnim has a total of 15ml. Is she correct?
Spot the error and explain your reasoning.



Lesson 3: L.I: To divide a 2 digit by 1 digit

L.I: To divide a 2 digit by 1 digit

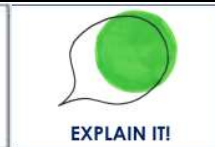
Fluency/ Reasoning

- Read the information
- Identify the **key** information
- Identify the **dividend**
- Identify the **divisor**
- Record and check your answer


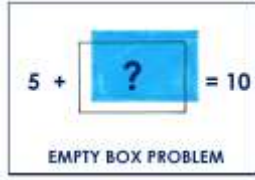





1. Miss Tasnim has 30 sweets. She shares them between 5 children. How many sweets does each child get?
2. David was having a party. He had 24 gifts for his party bags. He has 6 bags he needed to fill up. How many gifts go into a party bag?
3. Mikala had 27 cups of coffee in 3 days. How many cups of coffee did she have in 1 day?
4. Mo has 15 toy cars. He needs to share his cars with three of his friends. How many cars does each friend get?

Ms Goodwin had to share 35 books with her 5 reading groups. Seba said each group gets 3 books. Is he correct?
Spot the error and explain your reasoning.



Lesson 4: L.I: To apply knowledge of the four operations

<p>L.I: To <u>apply</u> knowledge of the <u>four operations</u></p> <p>Application</p>			
<p><u>Steps to success:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read the information <input type="checkbox"/> Identify the given information <input type="checkbox"/> Recall your prior knowledge of the four operations <input type="checkbox"/> Decide what the question is asking you to do <input type="checkbox"/> Apply your knowledge of the four operations to solve and check your answer 			
<p>Lola has found the total length of the board. The total length of the board is 98cm. She only knows the length of one side. That length is 34cm. What is the length of the other side?</p>	 <p>EMPTY BOX PROBLEM</p>	<p>Dave had to find the difference between the two barrels of drinks. Drink 1 had 22 litres. Mya said the difference is 63litres. How many litres is drink 2?</p>	 <p>APPLICATION OF SKILLS</p>
<p>Dawn had to find the total size of the park. The total size was 45m. The length of the park is 9m. What is the width of the park?</p>	 <p>EMPTY BOX PROBLEM</p>	<p>Ms Goodwin had to share 22 books with her 2 reading groups. Dan said each group gets 3 books. Is he correct? Spot the error and explain your reasoning.</p>	 <p>ERROR SPOTTER</p> <p>PROVE IT!</p>

Lesson5: L.I: To investigate four operations

L.I: To investigate four operations

Outcome

- Read the problem carefully
- Use your prior knowledge of the **four operations**
- Work **collaboratively** to **solve** the problem
- Record and check your answer



Look at these butterflies and flowers. All of them have a number. Can you find two butterflies to go on each flower so that the butterfly numbers add to the flower number?



Which pair of butterflies has no flower to go to? Why?

Which flower cannot have a pair of butterflies on it? Why?



Sahila has 18 cupcakes for the party tea and she would like to share them out equally onto two plates for the table. How many cakes will go on each plate?



Sahila has invited nine children to her party. They are going to play a game in pairs. Each pair will need a balloon. How many balloons will they need?

Sahila is going to give everyone five juggling balls to take home after the party. Will 55 balls be enough? Explain.



Curriculum

Lesson 1

LI: to **identify** positive and negative impacts of people's actions



In Argentina, Andrea and her friends walk to landfill sites and rummage through the rubbish. They often cut themselves on broken objects like tin and glass.

They could get injured by walking on dangerous roads.

They are exposing themselves to dangerous gases which could cause them become ill and suffer from breathing problems.

They collect items and make new things from them. They work collaboratively to do this.

Model: In Argentina, Andrea and her friends walk over dangerous train bridges to get to the landfill site. Sadly, people could get injured just walking to the landfill site. Further negative impacts are that Andrea and her friends often cut themselves as they rummage through the rubbish on the ground. In addition to this, they are breathing in dangerous gases coming off of all the rubbish.

However, there are some positives. Andrea and her friends are working together to create objects, sell the objects, and make some money. In addition, they are also helping to clean the environment.

Use the sentence starters to help you.

In Argentina, Andrea ...

Sadly, ... because ...

In addition to this, ...

However, some positives are ...

Lesson 2

LI: to **identify** the process of sorting waste materials

Context: Garbage Dump- Trash or Treasure?

Read the following site:

<https://rich-media.lyfta.com/media/andrea/garbage-dump-treasure-trove/en.html>

What types of waste products are there?

Organic waste, general waste, recyclable waste, clothing waste. There are other types of waste but these are the ones generally found in your home.

Over the years, deposits of valuable and compostable - but also some hazardous - materials have built up in garbage dumps. If waste is sent to waste sorting facilities instead of garbage dumps, hazardous materials will be recovered and valuable materials reused.

What happens to materials that are disposed of?

When rubbish is thrown away ...

Reflection:

How do you dispose of rubbish at home and will you do anything differently?

Explain your reasoning

I dispose of my rubbish by ...

I will now ...

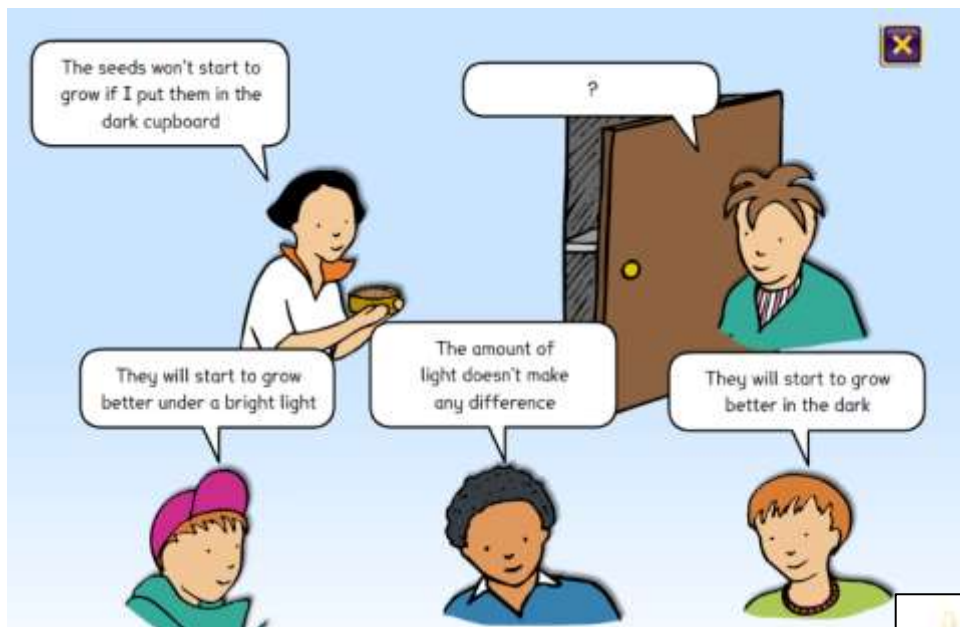
I will continue to ...



Science

LI: To reflect and draw conclusions

Over the half term, you have been developing your knowledge and skills of what plants need to grow. We have investigated the conditions needed for germination. Please read the statements below and explain which one do you agree or disagree with. Use key vocabulary to justify your answers.



I agree with the statement _____ because _____.

I disagree with the statement _____ because _____.



Reflection:

Why do you think it is important to learn how to look after plants?

I think it is important to look after plants because _____.

How will this help you in your future?

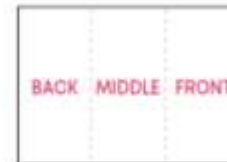
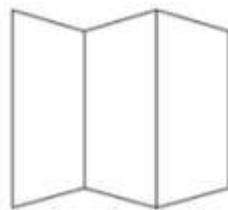
This will help me in the future because _____.



RE

L1: To reflect and evaluate our learning

Throughout this half term, the learning in RE has been linked to the big question **'Why is 'Church' important to Christians?'** Imagine your local church is having an open day where visitors can go and look around. Design a leaflet or a poster, telling people about the church. Tell them what they will see in the church. Remember you are trying to make lots of people come to the church so make sure you make your leaflet bring, interesting and full of information.



Reflection:



THE BIG QUESTION

Why is 'Church' important to Christians?



What have you learnt about churches, which has surprised you?

How do Christians show their belief?

At first, I thought _____ but now I know that _____.

I have learnt that _____ so I now know that _____.

Art

LI: to **evaluate** and **reflect** on the learning journey

Key Vocabulary:

favourite difficult constructive specific success

Finish the final outcome.

Self-assess your own piece of work by identifying your successes and next steps.

Identify what you enjoyed doing with your art and why you enjoyed this.



Sentence stems:

The part I find most interesting is ... because ...

My favourite part was ... because ...

What I found the most challenging was ... because ...