

YEAR 2 PLANNING WEDNESDAY 1ST APRIL 2020

Good morning everyone! I hope you are all ok. Well done for logging onto Active Learn and Times Tables Rock Stars- keep this up. The tournament has finished now, but you can still practise. Thank you to those of you who are continuing to send work to me- I look at all of your photos to see what you have been doing. **To make it easier for Miss Michelle, please put your name and class in the email subject or at the top of the email.**

Fun Photos

If you would like to share the wonderful activities that you are doing at home on the Calpe Facebook page too, send us your pictures! It can be of you completing worksheets but also Art projects, Science experiments, exercise or yoga videos or even fun games that you are doing with your family.

I know that some of you might find the activities tricky or you might not be able to access all of the things that you need, but please don't worry. Just try your best to do the activities that you can do. If you are stuck, move on to the next activity until you can ask an adult for help. Remember that you can email to ask any questions or to ask for ideas of something else you can do. Enjoy the day and don't worry if you can only complete some of the activities- they are there to help you, not to make you or your mum and dad stressed!

Phonics/ Spellings

Please complete your sheet:

Miss Emma's group	Miss Lauren's group	Miss Gwenno's group	Miss Jasmine's group
<p>/or/ as in fork sounds –aw, au, al, ar Sheet 108 Choose a different colour for each alternative spelling</p> <p>Sound buttons under the words</p> <p>Find and colour the sounds in the paragraph</p> <p>Use the words from the lists to write your own sentences on the back (aim for 5 sentences)</p>	<p>Review sounds ai ee igh oa Sheet 66 Choose a different colour for each sound</p> <p>Read the words, find the sound and colour E.g 'ch' is red</p> <p>Use the words from the lists to write your own sentences on the back (an adult can help you to say your sentence before you write it)</p>	<p>/j/ sounds –ge -dge Sheet 98</p> <p>Choose a different colour for each alternative spelling</p> <p>Sound buttons under the words</p> <p>Find and colour the sounds in the paragraph</p> <p>Use the words from the lists to write your own sentences on the back (aim for 5 sentences)</p>	<p>/s/ s and -ce Sheet 81</p> <p>Choose a different colour for each alternative spelling</p> <p>Sound buttons under the words</p> <p>Write the words above</p> <p>Choose the correct sound to fill in the words at the bottom</p> <p>Use the words from the lists to write your own sentences on the back</p>



Alternative /or/ sounds

Find the correct page of the book. Try your best to say the sound out loud with the action- look at the words to help you. Try to sound out and blend the words and look for them in the picture. If you are not sure what any of the words mean, you can ask an adult, use a dictionary or use Google translate. Try to say some short sentences with the words in- you can use the picture to help you. **E.g. The balloon is above the school roof.** If you have a whiteboard, an adult can choose one of the words and you can try to spell it without looking. Find the correct activity sheet and complete.

If you don't have your phonics sheet, an adult can dictate some sentences for you to write and you can practise your listening and spelling skills in your handwriting book or on lined paper.

If you would like to start investigating some alternative spellings for this sound, visit **Spellzone**. This link will take you to a word list which you can listen to. Scroll down the page to click on **games** that you can play too.
https://www.spellzone.com/word_lists/list-163024.htm

Find this symbol on the page for the FREE games:



Spelling games using the word list: **The /Or/ Sound**

Reading

Well done to those of you who have opened the books from Bug club on Active Learn. Nearly everybody has been reading, which is super. If you haven't opened any books yet, it would be great if you could give it a try this week. **Please make sure that you answer all of the questions so that you can get your next book!** I have re- allocated any books that have questions outstanding because you can't get the next book until the questions have been answered. I hope this helps.

Maths

Aim: To add several coins writing totals in £ · p notation (no zeros in 10p place)

You can still use the **Coin counting/ sorting** games on Active Learn to practise recognising and adding coins.

<https://www.topmarks.co.uk/money/coins-game>

Add up the amounts of money from the questions. Record your answers clearly in a number sentence as below.

TIP: write the largest amount first and the rest in order

Adding coins and notes

Write the total of each set of money.

Write answers in £ · p

- | | |
|--------------------------|--------------------------|
| 1. £1, 50p, 20p | 9. £10, 50p, 50p |
| 2. 50p, 50p, 20p, 5p | 10. £5, £2, 10p, 2p |
| 3. £1, 50p, 10p, 5p, 5p | 11. £1, 50p, 10p, £5 |
| 4. £1, £1, 20p, 20p, 1p | 12. £10, 20p, 50p, 1p |
| 5. 5p, 10p, 50p, 5p | 13. 5p, 10p, £2, 1p |
| 6. 2p, 20p, 20p, £1 | 14. £5, 50p, 2p, £1 |
| 7. 20p, 50p, 10p, 2p, 1p | 15. £20, 10p, £5, 5p |
| 8. 5p, 50p, £2, 50p, 5p | 16. 1p, 50p, £5, 50p, 5p |



abacus

17. Find as many different ways as you can to make 50p.



Remember how to set out work:



+



+



$$£2 + 10p + 5p = £2.15$$

The £ sign goes FIRST



. goes AFTER the whole pounds

Extra maths puzzle: (do it today or keep it for next week)

One pound names

1. Write your name, e.g. Caitlin.
2. Look at the alphabet. Write the amount beside each letter.
3. Choose two numbers to add first.
4. Choose two more numbers to add.
5. Continue like this. Find the grand total for your name!
6. Repeat for your partner's name.

Try out several more names - brothers and sisters, maybe your favourite TV character, a singer or a footballer you admire!

7. Create a name that would be worth exactly ONE POUND!

	C = 3p
	a = 1p
	i = 9p
	t = 20p
	l = 12p
	i = 9p
	n = 14p
	$14p + 12p = 26p$
	$9p + 9p = 18p$
	$3p + 1p = 4p$
	$26p + 4p = 30p$
	$30p + 20p + 18p = 68p$

a	1p
b	2p
c	3p
d	4p
e	5p
f	6p
g	7p
h	8p
i	9p
j	10p
k	11p
l	12p
m	13p
n	14p
o	15p
p	16p
q	17p
r	18p
s	19p
t	20p
u	21p
v	22p
w	23p
x	24p
y	25p
z	26p

Literacy Aim: to be able to recognise and edit key curriculum spellings

Today, we will be focussing on the spellings below. Some of these words, you will already recognise and be able to spell from learning your high frequency words. Some follow the same spelling patterns as some of the high frequency and form word families- E.g. old, cold, told, gold, hold. You should have a copy of these in your folder, or you can use this word mat to help you with today's task. This will help you to practise reading and checking work as well as learning these spellings.

New Curriculum Spelling Lists Years 1 and 2

the
a
do
to
today
of
said
says
your
they
be
he
me
she
we
no

come
some
one
once
ask
friend
school
put
are
were
was
is
his
has
I
you

go
so
by
my
here
there
where
love
push
pull
full
house
our
door
poor
find

mind
floor
because
kind
behind
whole
any
child
wild
most
both
children
climb
only
old
many

clothes
cold
gold
hold
told
every
great
break
steak
busy
people
pretty
beautiful
after
fast
last

past
father
class
water
again
grass
pass
plant
path
bath
hour
move
prove
half
money
improve

sugar
could
would
sure
eye
should
who
Mr
Mrs
parents
Christmas
everybody
even



Read through Mr Whoop's work. He has spelt 13 (Activity 1) or 14 (Activity 2) of these words incorrectly. Your job as his 'teacher' is to find and underline his mistakes and help him by correcting them underneath. Remember some might need capital letters too! (You can try one or both of the activities.)

Activity 2:

After schul, Msr Jones from down the road takes em and my frend to the park. I love to clime really high on the climbing frames with the other childrun. Once, a cheld didn't howld on like you shud so eh fell from the very top and all the way to the flur! His farthr had to take him to the doctors and sed he wasn't allowed to play outside for a howl week until his injured arm had healed.

Mr. Whoops needs to practise these words:

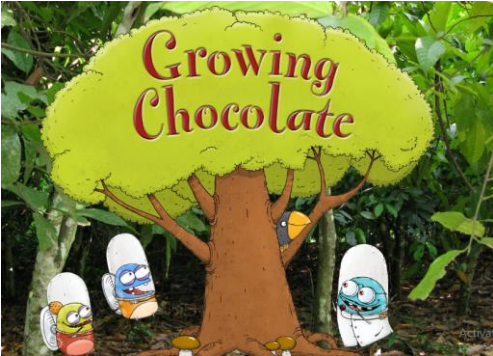
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Challenge of the day: design and make an obstacle course and complete it, either inside or outside

Science

I think you will like today's task because I would like you find out all about Chocolate. I'd like you to find out all about how it is grown and how it is turned into the tasty treat that we love!

Please have a look and read/ watch the interactive book 'Growing chocolate' on Active Learn.



I have also put on some other links on Active Learn of videos for you to look at too. (Look for 'All about chocolate' and 'Cocoa Farming')

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

<https://www.papapaa.org/cocoa-farming-video.html>

See if you can answer some of these quiz questions. Afterwards, try to design your own quiz to test someone on their knowledge of chocolate!

Where does chocolate come from?

- A) countries near the equator
- B) cold countries
- C) America
- D) Iceland



What is used to remove the cacao pods from the trees?

- A) They are removed by hand.
- B) They are removed with a machete.
- C) They are removed with a machine.
- D) They are removed with clippers.



Why are the beans roasted?

- A) to remove the germs
- B) to remove some of the bitter taste and sweeten them up
- C) to melt them into hot chocolate
- D) to make it easier to crush them



Which part of the beans is used to produce chocolate?

- A) the shell
- B) the core
- C) the paste
- D) the nib



Miss Emma