

YEAR 2 PLANNING FOR WEDNESDAY 25TH MARCH 2020

Good morning everyone! Well done for logging onto ActiveLearn- remember that you need to complete the games though, not just open them! 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. If you haven't already, please email some photos of your pieces of work if you can, as you will earn house points, and extra if you complete the challenge too. **To make it easier for Miss Michelle, please put your name and class in the email subject or at the top of the email.**

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

Please complete your phonics sheet:

Miss Emma's group	Miss Lauren's group	Miss Gwenno's group	Miss Jasmine's group
<p>/ou/ as in mouth sound –ow, ou, ough Sheet 106 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 Packing up the boxes Sheet 64 Choose a different colour for each sound</p> <p>Read the words, find the sound and colour E.g 'a' 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>/e/ sounds e ea Sheet 96</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>/eer/ ear and eer Sheet 78-</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>

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.

/ou/ sounds

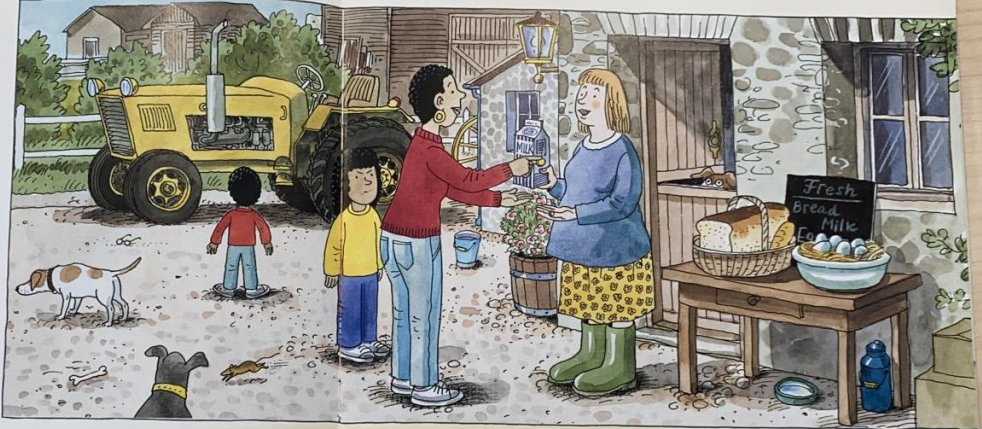
/ou/

ow

town flowers
owl brown
frown eyebrows

ou

hound ground
house mouth
mouse out
outside pound



Which of these words can you find in the picture?

/ou/ can also be spelled like this:

ough plough

4 5

Reading

Well done to those of you who have opened the books from Bug club on Active Learn. **Please make sure that you answer all of the questions so that you can get your next book!**

Example:



ee-ee-ee!
ssssss!
caww!

Click here for the questions.

They got out of the boat. Lots of eyes watched them.

"It's so noisy here!" Lin shouted.
"It's like all the birds and animals are shouting at each other!" agreed Ed.

Back Read to me Next

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Maths

Aim: To Revise 2, 5 and 10 times-tables and introduce 3 and 4 times tables

Keep practising saying your Times tables out loud. **Only 2 people have been playing Times Table Rock Stars- we need your help to earn points and win the competition!**

Please can everybody log in today and play. Your password is in your folder, but if you have any problems, please email and ask.

<https://play.ttrockstars.com/>

Problem solving with arrays

If you would like a challenge after you have played, try this. You need some counters or post-its or bottle tops or lego pieces to help you. Remember that an array is set out in rows and columns, **so 12 could be set out as 6 rows of 2, or 2 rows of 6, or 3 rows of 4, or 4 rows of 3.** Try to record your ideas by drawing arrays on some paper- you can draw the cakes as spots or as cakes!

Mrs Multiple's cakes

1. Mrs Multiple, the baker, has made 12 cup cakes. She is thinking how to arrange them in her shop window.

She likes to arrange them in rectangles like this:



In maths, these rectangles are called arrays.

She could also arrange the 12 cakes like this:



2. How else could she arrange them? Use 12 counters to help you and write down how many ways you found altogether.
3. In how many ways can she arrange 15 cakes in an array? Do you think there will be more or fewer ways of arranging 15 cakes than of arranging 12 cakes?
4. Which number of cakes from 10 to 20 can be arranged in the most ways?
Can bigger numbers of cakes always be arranged in more ways than smaller numbers?
Can you think of a number of cakes between 20 and 30 that can only be arranged in two ways?
Which numbers of cakes between 20 and 30 do you think could be arranged in lots of ways? Why?

Literacy Aim: to use the suffixes -ful and -less

In lessons, we have talked about using the suffixes **-ful and -less** to help us turn nouns or verbs into adjectives. Please have a look at these activities to practise this skill and write your answers in your handwriting books.

You can use this list of words with suffixes to help you too. You can practise reading them and writing them (in your handwriting books), and if you don't know what they mean, you can talk to an adult or use the online dictionary link to help you:

<http://www.learnersdictionary.com/definition/doubtful>

Suffixes -ment, -ful, -less, -ness and ly

A suffix is an 'ending' used at the end of a root word to turn it into another word. Sometimes, the root word has to be changed before a suffix is added.


Adding -ment can change a verb into a noun.

Adding -ful or -less can change verbs or nouns into adjectives.

Adding -ness can change an adjective into a noun.

Adding -ly can change an adjective into an adverb.



-ment		-ful/-less		
verb refresh enjoy pay disappoint employ manage govern punish treat agree	noun refreshment enjoyment payment disappointment employment management government punishment treatment agreement	verb or noun use care thought mind doubt hope fear help colour	adjective -ful useful careful thoughtful mindful doubtful hopeful fearful helpful colourful	adjective -less useless careless thoughtless mindless doubtless hopeless fearless helpless colourless
-ness		-ly		
adjective happy bright gloomy ill sad black ugly polite silly late	noun happiness brightness gloominess illness sadness blackness ugliness politeness silliness lateness	 www.twinkl.co.uk	adjective graceful proud bad quick lazy angry light gentle hopeless narrow	adverb gracefully proudly badly quickly lazily angrily lightly gently hopelessly narrowly

Can you make five new words by adding **-ful** to the end of the root word shown in each picture? Click the pictures.



help



colour



rest



watch



mouth

Which of these words is **not** an adjective?
Can you write a sentence using two of the new words?

Activate Windows
Go to Settings to activate Windows.

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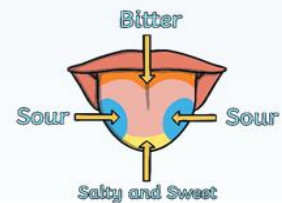
Can you make five new adjectives by adding **-less** to the end of the root word shown in each picture? Click the pictures.



home



spot



taste



noise



heart

Can you write a sentence using two of the new adjectives?

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How many adjectives ending in **-ful** can you think of and write down to describe this picture in one minute?



Example adjectives:

A large, empty rectangular area with a black border, intended for writing down adjectives. It is positioned over a faint background illustration of a mountain range and a lake.

Activate Windows
Go to Settings to activate Windows.

Can you write a list of all the adjectives ending in **-less** that might describe how these children are feeling?



We feel...

Show answers

Can you write a sentence about the boys using these adjectives?

Activate Windows
Go to Settings to activate Windows.

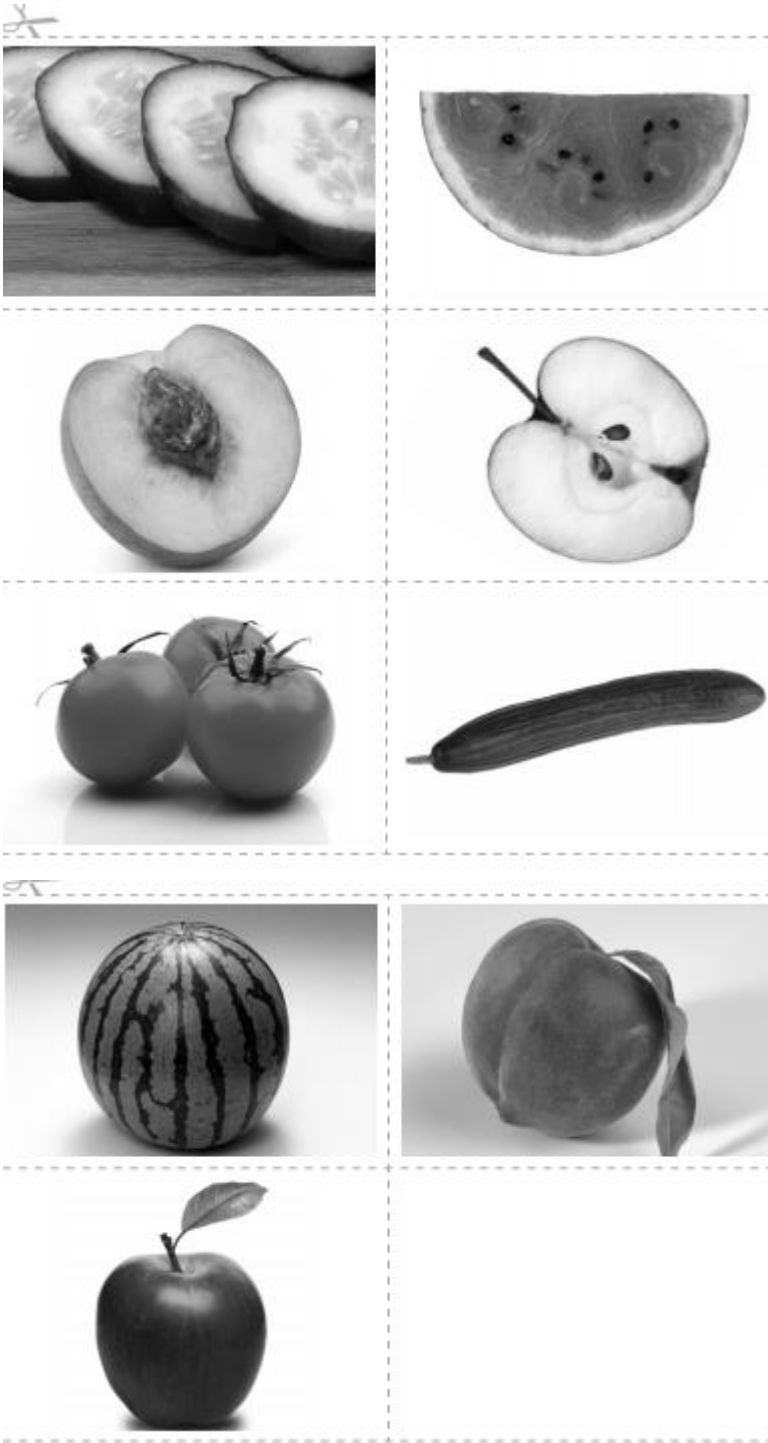
Science

Take a look at the video **Seed growth** on Active Learn. Now try the activity to see if you can match the seeds to the inside of the fruit and the outside of the same fruit. You can cut and stick them on some plain paper. Hopefully you will recognise the fruits. If you have some of them in your house, see if you can hold onto them until tomorrow for an experiment.

Matching fruits

Match the seeds to the insides and outsides of the fruits that grow from them.





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Challenge of the day: tidy your room or help your parents by doing a job around the house