



## St Joseph's Catholic Primary School Home Learning Pack

### Class Sycamore Year 2 Weeks of: 15.6.20 and 22.6.20

Home learning is changing, Mrs Rowe remains the class teacher but Mrs Boatman will be helping with the home learning for Sycamore class. This change is to maintain the home learning whilst ensuring the staffing need in school is met as more children begin to return to school. Just to be clear, we are not expecting everyone to do all of the activities and these are only suggestions. We understand that our circumstances are all very different at the moment and that lots of you will be trying to juggle 'home school' and your own work. Knowing everyone's situation is different, we have decided to change the amount of work and the way that we are sending the work home (every two weeks). Now you will get 6 Maths, 6 English and 6 other subject activities every other Monday. Please only do what you feel you can. We do not want to set anything that causes any worry so please do what you feel. There are some references to resources but they do not need to be printed and can be viewed online and the work can be completed or copied onto paper. Many activities are also purposefully designed to naturally flow into the next to help. The suggested timetable has been removed, as you will have found a routine that works well for you as a family. Please look at previous home learning planning if you still need it. Please continue to share your fun and learning with us at [admin@stjo.uk](mailto:admin@stjo.uk) : **For Mrs Rowe, Sycamore Class**. If there is a planning query please email **For Mrs Rowe/Mrs Boatman, Sycamore Class**. This will help us to ensure your request is dealt with quickly

For additional learning challenges beyond this school pack, please access activities on the school website and recommended sites: <https://www.thenational.academy/online-classroom/subjects/#subjects> and bbc bitesize: <https://www.bbc.co.uk/bitesize/dailylessons>.

Happy Home Learning!

St Joseph's Primary School



## Reading Daily

Please enjoy a bedtime story together each night.

Think about:

- new word meanings and how you have worked out its meaning
- what clues the author is giving you about how characters feel
- what clues the author is giving you about what will happen
- what the author uses in their writing that you could use in your own writing
- any questions you have about what you are reading
- any similarities and differences to anything else you have read, watched (performances/films) or experienced yourself **Spellings**

Here are a list of the weekly spellings (+ly recap). You could quiz them each week, like we do in class if you would like to.

Set A	
1. boldly	5. cleverly
2. bravely	6. gladly
3. calmly	7. deadly
4. clearly	8. exactly

Set B	
1. angrily	5. dreamily
2. cheekily	6. crazily
3. cheerily	7. drearily
4. clumsily	8. craftily

English		Activities	Resources
1	Can I practise using the suffix -en?	<p>When we use the suffix '-en' we can use our spelling rules.</p> <p>For example the double the consonant rule (after a short vowel sound):</p> <p>glad ... double and +en gladden fat ... double and +en fatten</p> <p>or for example if it ends in e drop the e then add the suffix:</p> <p>worse... wors e + en = worsen wide... wid e + en = widen</p> <p>For other words (watch out for exceptions and non-words) you could just add -en. Please note: Non-words is words that aren't real but may be a misapplication of the suffix e.g. kinden is not a word)</p> <p><u>Word List</u></p> <p>Here is a list of words for you to try adding -en onto:</p> <p>flat gold sad loose mad wide short light soft hard smart weak worse tight loose cheap length height dark strength</p>	<p>Common Spelling Rules Help Guide</p> <p>Paper Pencil</p>
2	Can I practise using the suffix -ness?	<p>When we use the suffix '-ness' we can use our spelling rules. For example the change the y to an i rule</p> <p>ugly... ugly + i + ness <b>but only <u>sometimes!</u></b> sly... sly + ness</p> <p><u>Word List</u></p> <p>Here is a list of words for you to try adding -ness onto:</p> <p>fit kind cool dry lazy lonely</p> <p>You can also add -ness to many from your previous word list for -en.</p>	<p>Common Spelling Rules Help Guide</p> <p>Paper Pencil</p>
3	Can I apply the the suffixes I've learnt (-ness or -en) to create sentences?	<p>Reminder for this activity... Word types: nouns (people, places, things), adjectives (describing words for a noun) and verbs (doing, being or having words).</p> <p>In these examples what word type is the word in red? (Noun, Verb or Adjective?)</p> <p>weak man bright light light load soft teddy sad child wide van sweet cake dark room hard table flat surface</p> <p>Can you change the red words in these examples using -ness or -en to create your own sentences?</p> <p>e.g I could carry it because of the load's <u>lightness</u>.</p> <p>e.g. A spoonful of sugar can <u>sweeten</u> the taste, but you shouldn't eat too much!</p>	<p>Common Spelling Rules Help Guide</p> <p>Paper Pencil</p>

		<p>Look at your sentences- have you made any other word types?</p> <p>Extension Challenge <u>(Very Hard)</u>: Choose one red word. Can you make it into a verb and a noun with <b>ness</b> and <b>en</b>? For example:</p> <p style="text-align: center;">A <b>bright</b> light is shining in the room. (adjective)  The shining light will <b>brighten</b> the room (verb)  He could see it's <b>brightness</b> shining (noun)  <b>BONUS</b> (adverb) <i>The light shone <b>brightly</b></i></p> <p>Please note the words in red are given as adjectives and can sometimes be other word types depending on how they are used in their own right (watch out for this if you try your own examples)</p>	
4	Can I create interesting and imaginative descriptions using adjectives and commas?	<p>Work through the activities in the pack</p> <p>When you read the poem and talk about it with your grown up please also think about:  What rhymes can you spot? What features could make this poem better?  We've practised expanded noun phrases before. When you describe your magical object, challenge yourself- what is the most interesting expanded noun phrase that you can create? Please use your listing ability remembering to use a comma and remembering to use and. Remember you do not need to use a comma right before the 'and'.</p> <p>e.g. CORRECT: There was a boy, a girl <b>and</b> a tiny dog who barked loudly.  INCORRECT: There was a boy, a girl <b>,and</b> a tiny dog who barked loudly. (An extra comma)</p> <p>Be imaginative with your object's power and have fun!</p>	<p>English Resource-Session 4</p> <p>Pencil and Paper</p>
5	Can I discuss a story and use it to practise my skills in making lists and using conjunctions in my writing?	<p>Listen to the story (web link in pack) and work through the activities in the pack</p> <p>What interesting verbs can you include in your bullet point list (e.g. instead of eat salad you could have munch gobble chomp etc)?</p> <p>Try to use a variety of conjunctions (and, but, so, when, because, although) to link your sentences when you are writing about the character changing.</p> <p>When you write about the time when you were brave, can you still use the conjunctions and are you able to include a list of three somewhere? When you have written it, check to make sure you have used a comma in your list and see if you can think of even more interesting verbs to improve the verbs you have used.</p>	<p>English Resource-Session 5</p> <p>Pencil &amp; Paper</p>

6	Can I write descriptive sentences with prepositional phrases?	<p>Listen to the story (web link in pack) and work through the activities in the pack</p> <p>When you write your character profile, think carefully about the different adjectives and adverbs you could use and choose the ones you'd like to use that link best to your character.</p> <p>After you have written some sentences with prepositional phrases, see if you can create three sentences that describe your character (using adjectives and adverbs) with prepositional phrases too.</p> <p>What a fabulous writer you are!</p> <p>Remember these stories as we continue with Willy in your next pack</p>	<p>English Resource- Session 6</p> <p>Pencil &amp; Paper</p>
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Maths		Activities	Resources				
1	Can I find the difference?	<p>This is a big round up of finding the difference! Please try what is in black on this plan, and pick what works best for you with the suggestions in blue.</p> <p>Input: Follow the slide show powerpoint. It recaps making the efficient choice between counting on and counting back.</p> <p>Activity: On paper/cards write the numbers from 1 to 19 (turn them upside down). Choose two of them randomly and find the difference!</p> <p>You could use a 30cm ruler as a numberline to help you count the jumps or you could make your own numberline on paper, create a bead chain by threading pasta/cheerios/beads onto string, ribbon or thread. Think about what strategy you are going to use: counting back or counting on.</p> <p>Can you write your own subtraction number sentence to match?</p> <p>What about writing it as a <u>word</u> problem (with money/measures/amounts)?</p> <p>Can you draw it in bar form e.g. for <math>18 - 13 = ?</math></p> <table border="1"><tr><td colspan="2">18</td></tr><tr><td>13</td><td>?</td></tr></table> <p>Extension- keeping the tens number the same, is there a pattern that you notice with bigger numbers? For example: does finding the difference between 12 and 18 have anything in common with finding the difference between 72 and 78? Why? Think about your strategy choice, think about partitioning and think about what you calculate the difference to be in your explanation.</p>	18		13	?	<p>Finding the difference Powerpoint</p> <p>Paper</p> <p>Pencil</p> <p>Numberline Choice Resources</p>
18							
13	?						

		<p>When you have mastered finding single digit differences, try harder two digit differences e.g. <math>78-23=</math> <math>67-24=</math> <math>95-42=</math> Top Tip: partition so that you take away the tens and the ones separately. You could use a tape measure as a numberline to help you count the jumps in tens then ones, you could make your own numberline on paper or you could make a different coloured (so you know which is which) counting in tens bead chain where each bead represents 10. Count the tens on this bead chain and the ones on your other bead chain.</p> <p>When you've got it, apply it! Play shops! Label items at home with different price tags (please keep items to pence or pounds- do not mix them) and find the difference.</p> <p>You could also check your answers with stackable objects (like lego), you can make stacks of tens and have loose ones to make and check your answers.</p>	
2	Can I use pictograms?	<p>Follow the activities in the Maths session 2 pictogram pack.</p> <p>Draw lines with a ruler to keep your work neat and try to keep your pictures in neat rows to help you to clearly see/count the amounts. Do not draw overly complicated pictures- it will take too long, just keep it simple.</p> <p>When you get to the check your understanding section, do not worry about block graphs- we are looking at those next session.</p>	<p>Maths session 2</p> <p>Pencil</p> <p>Paper</p>
3	Can I use a block/bar graph and can I recall the names of 3D shapes and notice their properties?	<p>Step One: Follow the slide show powerpoint.</p> <p>Step Two: Look around you and make notes: how many of each shape can you see. Your notes will help you with the next challenge.</p> <p>Step Three: Follow the activities in Maths Session 3... Instead of one of the graphs (smarties/letters in names) or in addition to, create a bar graph to show the amounts of 3D shapes you could spot.</p> <p>Top tip- use a ruler and keep the spaces on your scale the same. Try to draw the bars so that they are the same width. Names are labelled <u>central</u> to just below each bar block you draw. Numbers are labelled <u>on</u> the scale lines.</p>	<p>Shape powerpoint</p> <p>Maths session 3</p> <p>Ruler</p> <p>Pencil</p> <p>Paper (preferably squared, but not essential)</p>
4	Can I count on in fraction steps?	<p>Follow the activities in the Maths session 4 fractions pack. With water and a line of plastic cups can you recreate a pattern counting from 0 to 2 filling your cups a fraction each time (<math>1/2</math> or <math>1/4</math> or <math>1/3</math>)?</p>	<p>Maths session 4</p>

5 & 6	Can I find fractions of amounts?	<p>Look at the Fractions powerpoint then follow the activities in the Maths session 5 and 6 packs.</p> <p>Remember when we find a fraction of an amount we have to do it in stages:</p> <ol style="list-style-type: none"> <li>1) Look at the bottom number (denominator) first; that is how many groups we share the amount into.</li> <li>2) Look at the top number (numerator); that is how many groups we need to concentrate on.</li> <li>3) Count the amount in the groups you are concentrating on.</li> </ol> <p>For example: <math>\frac{3}{4}</math> of 12</p> <p>Ok step 1) I share 12 into 4 groups equally....</p> <p>Step 2) I concentrate on only three of the groups and ignore the rest.</p> <p>Step 3) I count the amount... the first group has three, plus the second group makes 6, plus the third group makes 9.</p> <p>The answer is 9!</p>	<p>Fractions powerpoint Maths session 5 Maths session 6</p> <p>Objects for counting to support.</p>
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Varied activities of Science, Music, Topic (History, Geography, Art) and R.E			
		Activities	Resources
1	Can I create a thought box? (PSHE)	<p>Please watch the NSPCC online assembly.  <a href="https://www.youtube.com/watch?v=qm0kccbZpYY&amp;feature=youtu.be">https://www.youtube.com/watch?v=qm0kccbZpYY&amp;feature=youtu.be</a> .</p> <p>We all have different thoughts- some of these can be worries, some of these can be hopes for the future.</p> <p>Worries can be important (about what you most value- this should include you!) unimportant (about everything else that is not what you most value)</p> <p>Worries can be helpful (you can do something about them) or unhelpful (nothing can be done).</p> <p>Hopefully watching the video has given you more information of what you can do about a worry.</p>	<p>Internet</p> <p>Box to decorate</p> <p>Decorative materials for the box.</p> <p>Paper and pencils/colours for when you use your box.</p>



		<p>Activity- Your challenge is to create a decorative thought box. This is like a thought diary where if you have a thought that won't go away or a hope for the future it can stay safely. It does not have to be detailed like historical diary entries as this is just for you- it can be as simple as a picture, a word or a sentence.</p> <p>Please make sure to put <b>unhelpful or unimportant worries</b> in this box because you don't need to carry those worries with you. Of course, if you want to talk to someone about those worries too please do so. It is good to have hopes for the future as well, but again if we notice what is going on now and what are the positives that are happening right now we can feel good so you might like to put your hopes in here for later.</p> <p>Your thought box can do 2 jobs- by putting your thoughts (worries and hopes) into the box:</p> <ul style="list-style-type: none"> <li>- you can forget some of your worries so that you don't need to worry about them anymore.</li> <li>- you can store your hope in the hope it comes true- a bit like making a wish.</li> </ul> <p>You can then think about what is left: If you have <b>important or helpful worries</b> please share them with someone- explain that you need to talk about something important to you. It may be easiest to talk to someone you already know, but you could also contact one of the numbers the video tells you about where friendly people are ready to listen. You may also want to share your main hope(s) that you placed in your box. Keep talking about what is going well and what you are enjoying as it is important to keep thinking happy thoughts when things are changing around us.</p>	
2	Can I understand how celebrating Pentecost brings renewed hope and what hope means to me? (RE/PSHE)	<p>When we looked at the story of Pentecost, we remembered how the Apostles received God's message and the word of God was delivered when fire appeared above their heads. Although the apostles knew Jesus would send The Holy Spirit by his promise to them, they did not know that it would be in this way. It might have been a scary experience and it would have been their faith that supported them to be brave. In English you will be thinking about the bravery of a character. People are brave because they have hope.</p>	Drawing/Art/Collage materials.



		<p>In what way does Pentecost and the birthday of our church bring renewed hope each year to Catholics?</p> <p>Living here in Exmouth, we will be thinking about the coast this half term, the lighthouse has long been a symbol of hope for those out at sea. If seafarers were asked to draw something that brings them hope they may well have drawn a lighthouse. A swallow is a symbol of hope (it is one of the first birds to return in Spring), a dove and an anchor are also symbols of hope. We each have our own hopes. Draw/Paint/Collage a picture of what brings you hope.</p>	
3	Can I find out why we have lighthouses? (ICT/ Geography/ Science)	<p><b>*Links to Geography- coast theme*</b></p> <p>With an adult's help to keep you safe whilst searching online, see if you can find out the following:</p> <p>What is the job of a lighthouse?</p> <p>Where can lighthouses be found?</p> <p>How do they work?</p> <p>Are there any famous lighthouse keepers and what are they famous for?</p> <p>Can you find an interesting way to present what you find out? Suggestions: a song/rap, a news report, lift the flap question and answer book/sheet etc.</p>	An electronic device
4	Can I explore my local coastline? (Geography/ PE/ Science)	<p><b>Please note: For Session 4's challenge, if it is too far to walk and you do not have private transport or are choosing to shield please look at the images instead and make notes.</b></p> <p>Activity: At a quiet time, and remembering to social distance, take a trip down to The Estuary/ Exmouth Beach/ Orcombe Point.</p> <p>What features do you notice?</p> <p>If you have a device that takes photographs you could take some images or you could note down the features you can see on paper. Keep these for session 5</p> <p><b>*Link English session 4- You might want to choose a natural object on your walk today*</b></p>	<p>Paper and Pencil</p> <p>Optional: Device that takes photographs</p> <p>Exmouth Coastline Images (if required)</p>
5	Can I compare local coastlines? (Geography/ PE/ Science)	<p><b>Please note: If you do not have private transport use the different coastline images document and compare them.</b></p> <p>Activity: At a quiet time, and remembering to social distance, take a trip to Budleigh beach.</p> <p>What features do you notice?</p>	Private transport or Exmouth and Budleigh Coastline Images

		<p>Looking at your features from this session and session 4, notice similarities and differences about Budleigh's coastline, compared with Exmouth's coastline.</p> <p>Talk to your grown ups at home... just thinking about the beach itself- if you had a time machine and could go to Budleigh beach in thousands of years, what do you think the beach would look like? What might Exmouth beach have looked like thousands of years ago?</p>	<p>Paper and Pencil</p> <p>Optional: Device that takes photographs</p>
6	<p>Can I compare places? (Geography/Science) With (ICT or ART)</p>	<p>Geography Places Non-fiction project (Session 6 will be dedicated to this for the remaining home learning packs- you don't need to do it all in one go- take your time and use your best handwriting):</p> <p>Create a non-fiction book <u>or</u> a powerpoint on different places. You should have a front page and a contents page and aim to use non-fiction text features listed below*.</p> <p>Each page <u>or</u> slide thereafter should feature:</p> <ol style="list-style-type: none"> <li>1) a place (e.g. forest/wood, hill, mountain, ocean, river, valley, city, town, village, factory, farm, house/office/shop, port/harbour, specific places you might know of that are very different from here, like Antarctica, the Sahara desert or the Amazon rainforest)</li> <li>2) an explanation of the place. (Think about what the weather is like, seasonal differences, vegetation, people/animal life, what the ground is made of: soil, sand, rocks, ice etc.)</li> </ol> <p>You could: *use photographs/drawn pictures/diagrams, add in labels, captions, page headings (subheadings if you write lots).</p> <p><b>You must: have a page that focusses on the coast.</b> Please take great care with your explanation of a coast using what you know from the features you have noticed over the past few days. <b>Focus on your cover, contents and coast page this week.</b></p> <p>You can keep us updated with your progress on your project by emailing us at <a href="mailto:admin@st.jo.uk">admin@st.jo.uk</a> or, if you want it to be a surprise, you can wait until you finish your Geography Places Non-fiction project before sending it (or photographs of it) to us at <a href="mailto:admin@st.jo.uk">admin@st.jo.uk</a>.</p>	<p>Paper/Thin Card Pencil Colouring Pencils</p> <p>or</p> <p>Device with powerpoint</p>