**St Joseph’s Catholic Primary School Home Learning Pack**

**Class: Sycamore Year 2 – 27.04.2020**

Please find the suggested timetable. This is just a suggestion and you need to find what works for you and your child as we understand that everyone learns differently. 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 as well as caring for elderly neighbours and family. 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. Please contact us at admin@stjo.uk and in the subject name it… For (Your Child’s teachers name and Class) if you need any further support. For example; **For Miss Rowe, Sycamore Class.** This will help us to ensure your request is dealt with quickly.

Suggested Family Home Learning Timetable

This is a guide to help you establish a routine for your children – this is just a suggestion and you will need to adapt it to the needs of your family.

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| **Time** | **Activity** |
| Before 9.00 | Get up, washed, dressed, make beds and eat breakfast |
| 9.00 – 9.30 | PE with Joe or family walk |
| 9.30 – 9.45 | Drink and get ready for home learning |
| 9.45 – 10.30 | English – writing, spelling or grammar activity from your home learning pack |
| 10.30 – 11.00 | Break time - take a snack and drink outside if you can |
| 11.00 – 11.45 | Maths – choose an activity from your home learning pack |
| 11.45 – 12.30 | Creative time – draw, paint, sew, bake, do a job in the garden, stop-motion animation with lego / plasticine (the list is endless). Have a project that you can do a bit of everyday. |
| 12.30 – 1.15 | Lunch – help to make it AND clear up behind it! |
| 1.15 – 1.30 | Chores – do a job around the house e.g. put laundry away, tidy your room, vacuum or polish |
| 1.30 – 2.00 | Quiet time – shared or independent reading |
| 2.00 – 3.15 | Topic time – science / art / history / geography / music – choose a topic activity from the home learning pack |
| 3.00 – 3.15 | Break time – take a snack and drink outside if you can |
| 3.15 – 3.30 | Reading – enjoy a book together |

All the PDF’s and resources will be on the school website under Coronavirus – Home Learning – Sycamore.

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| Maths |  | Activities | Resources |
| Day 1 | **Can I recognise odd and even numbers?** | Start each day with 5 minutes of TTRS. We currently have a Teacher Verses Sycamore Battle. It is very close so keep working hard. It has been great to see that you are using it and I enjoy watching your scores increasing. Keep going!Work through the Reminders. What are odd an even numbers? What do you know about them?Complete the activities. If you have some objects, you could make some of the numbers to demonstrate how we know which numbers are odd and which are even.  | Resource Day 1  |
| Day 2  | **Can I use positional vocabulary?** | Start each day with 5 minutes of TTRS. We currently have a Teacher Verses Sycamore Battle. It is very close so keep working hard. It has been great to see that you are using it and I enjoy watching your scores increasing. Keep going!Look at the vocabulary – forward, backwards, quarter turn, half turn, two quarters, clockwise and anti-clockwise. Discuss the meaning. For an extra challenge you could add in three quarters. Give your child some instructions to move around your space so that they are familiar with the vocabulary and so that they understand what it means. Using the grid, put some objects in a selection of the squares. You could do one at a time or more than one. It becomes more challenging the more you use because boxes will be blocked, not giving you a clear route. You can draw some pictures if you like. The idea is to start on **Start** and using directional language guide to the objects. You can add a finish in if you like. | Position ResourceObjects |
| Day 3 | **Can I recognise properties of 3D shapes?** | Start each day with 5 minutes of TTRS. We currently have a Teacher Verses Sycamore Battle. It is very close so keep working hard. It has been great to see that you are using it and I enjoy watching your scores increasing. Keep going!What is the difference between a 2D shape and a 3D shape? Can you name any 2D or 3D shapes?Watch the videos.<https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zcsjqty><https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zgqpk2p>There are some interactive activities that you could do as well.Can you spot any of these shapes around your house? As you go on a hunt, describe the properties of each shape as you go. | Objects around the house. |
| Day 4  | **Can I use strategies to add numbers?** | Start each day with 5 minutes of TTRS. We currently have a Teacher Verses Sycamore Battle. It is very close so keep working hard. It has been great to see that you are using it and I enjoy watching your scores increasing. Keep going!What is a strategy? (We call it a tool to help us work something out)Work through the learning reminders. Discuss the term ‘efficient’. This is about trying to choose the best and most efficient strategy to work something out.Complete the activities. | Day 4 Maths  |
| Day 5 | **Can I find the difference?** | Start each day with 5 minutes of TTRS. We currently have a Teacher Verses Sycamore Battle. It is very close so keep working hard. It has been great to see that you are using it and I enjoy watching your scores increasing. Keep going!Watch the powerpoint if you can. If not, don’t worry the learning reminders show the same. The main teaching points are;* We can use the **‘find the difference’** strategy when the numbers are fairly close together
* Finding the difference is finding the gap between the two numbers that you are given
* We use a numberline to help us and we count up (on) from the smallest of the two numbers
* Find the difference is recorded as a subtraction number sentence. For example, Find the difference between 27 and 39

 **39 – 27 =** Work through the activities.  | Day 5 PDFDay 5 Powerpoint |

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| English |  | Activities | Resources |
| Day 1 | **Can I use conjunctions?** | Read the Angry Cat story together.Follow the questions to support your discussion.Work through the activities. | Angry Cat StoryDay 1 Resource |
| Day 2  | **Can I use conjunctions in a diary entry?** | Re-read the story Angry Cat from yesterday and then Rat’s diary which is on the Day 2 Resource. Work through the activities.  | Day 2 ResourceAngry Cat Story |
| Day 3 | **Can I write a 5 sentence story?** | Using these sentence starters, create your own story.Long ago,One day,Unfortunately,Luckily,Eventually,Within those 5 sentences… Can you include…* Adjectives?
* Conjunctions?
* Adverbs?

If you like, you could make your story into a picture book. | Pencil and paper |
| Day 4  | **Can I practise my spellings?**  | Using the weekly spellings, practise them using some of the strategies in the handout.  | Spelling Strategies |
| Day 5 | **Can I write a diary entry?** | Read Hansel and Gretel. Discuss it together.Work through the other activities.Use the checklist to write a diary entry.   | Resource Day 5 |

**Suggested Reading Activities**

**Reading Daily**

**Please enjoy a bedtime story together each night! I have included some questions below that you could use as part of your discussion.**

**Can you think of any similarities between this story and other stories that you have read?**

**Can you spot any themes in this story? Have you read any other stories with similar themes?**

**How did you feel when………………..?**

**Can you explain why………………………?**

**Spellings**

Here are a list of this weekly spellings.

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| **middle** | **tickle** | **apple** | **little** |
| **circle** | **table** | **giggle** | **puddle** |
| **camel** | **tunnel** | **towel** | **tinsel** |
| **parcel** | **angel** | **squirrel** | **label** |

You could quiz them each week, like we do in class if you would like to.

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| Varied activities of Science, Music, Topic (History, Geography, Art) and R.E |
|  |  | Activities | Resources |
| Day 1 | **Can I carry out an investigation?** | This week, all of the teachers are setting their classes the same Science activity if you have siblings in school, you can all have a go. If you would like to, you can photograph you and your family carrying out the investigation so that we can see what you have been doing. | Science Investigation sheetMeasuring equipment |
| Day 2  | **Can I reflect on my learning and aspirations?**(What I want to be when I grow up) | What things do you learn at school?What is your favourite thing about school?Adults and children learn new things all the time. Around the world lots of children never have the chance to go to school. They might have a job, or look after their baby brothers and sisters when their mums and dads go to work. Some children live in places where it isn’t safe for them to travel to school.CAFOD believes that every child has a right to an education. Some children learn outside. In Zambia they learn outside and the classroom is under a tree in the shade, so the children don’t get too hot in the Zambian sunshine. CAFOD supports a community radio station near where these children live. Lessons for children and adults are broadcast so that everyone has the chance to learn. Learning doesn’t just happen in a classroom, it can happen anywhere!Where do you learn things when you are not at school? (the library, the swimming pool, on a walk in the park, at home) Create some footprints. Draw around your feet or draw a pair footprints. On one footprint write down or draw something that you would like to be able to do or get better at. On the other footprint, write down who you will ask for help. Reflect upon the idea that we can learn from each other and we will all need help from other people on our learning journey. Using the resource, draw a picture of yourself. On the other side, draw a picture of what you would like to be when you grow up. Give a reason for this. | Learning Aspirations Doc |
| Day 3 – Day 5 | **Can I create a time capsule?**  | The whole school will be completing this activity this week. We are living in historic times – pupils of the future will be learning about the Coronavirus in school just like we learn about the Plague or the Black Death! So, we are going to create a piece of history which will act as evidence for future historians! Attached is a document that you can fill out during this time of isolation, which you can look back on later in life!Also see what things you can collect that would remind you of this time. | Time Capsule Resource |