

Hainford Class 2 Home Learning

Week beginning Monday 8th June 2020

Daily Expectations

15 mins: Read your own book/magazine or newspaper
Approx. ½ hour each: x1 Maths activity x1 Reading activity x1 Writing/Spelling activity

(* show the level of difficulty. 3 stars is generally yr3 work)

Counting

Practise counting forwards and backwards from any given number in: *5s **100s ***8s

10 to 15 mins

Numbots or Times Tables
Rockstars x3 a week (Yr3s should focus on timestables rockstars)

CPG homework book x1 activity

Activity:

Dotty Six for 2

<https://nrich.maths.org/10092>

A game to play for x2 players

Strike it out!

<https://nrich.maths.org/6589>

Maths

YR2

Multiplication

Yr2 BBC Bitesize

18th May: repeated addition...

<https://www.bbc.co.uk/bitesize/articles/zhchscw>

19th May: Describing arrays

<https://www.bbc.co.uk/bitesize/articles/zrf8jhv>

Maths frame: multiplication and division practise (sheets posted on SeeSaw)

Challenge: sorting numbers (worksheet posted on Seesaw)

YR3

Multiplication and division

Yr3 BBC Bitesize

7th May: Multi & Dividing by 3

<https://www.bbc.co.uk/bitesize/articles/zbkvbdm>

11th May: Multi & dividing by 8

<https://www.bbc.co.uk/bitesize/articles/zvvsy9q>

Maths frame: number sequences (posted on Seesaw)

Reading (choose x1 of the guiding reading challenges)

Guided Reading*

1) Read the Oxford Owl book:

Submarine adventure

https://www.oxfordowl.co.uk/api/digital_books/1388.html

2) Task: complete the questions and tasks posted on SeeSaw

Guided Reading**

1) Read the Oxford Owl book:

Things that sting

https://www.oxfordowl.co.uk/api/digital_books/1440.html

2) Task: complete the questions and tasks posted on SeeSaw

Guided Reading***

1) Read Jellyfish shoes

2) https://www.oxfordowl.co.uk/api/digital_books/1287.html

Complete the tasks on Seesaw

Class Book: Week 2 of Seal Surfer

1) This week's class book will be read by Mr Cross on Seesaw.

2) You'll be asked some questions to discuss and set a task to complete.

Free Reading:

Spend 15 mins every day reading your own book, magazine or newspaper.

Our First News newspaper will be emailed to you every week and here are some online magazines:

[National Geographic Kids](#)
[LEGO Life Magazine](#)

Other Reading resources

BBC Bitesize Book club

Writing

Pobble '**Colours of the Ocean**': (May 31st)*posted on Seesaw

1. Complete the Pobble activities:
Describe the fish using **nouns** and **adjectives**

Session 3 – 30 mins

Write a:

- Poem

Session 4 – 30 mins

Finish your writing and edit spelling and punctuation

Session 2

Sentence challenge and Sick sentences

- Descriptive paragraph
Or
- Story

Session 5: Present – could you create a shape poem?

Spelling 15min x3 week

Yr2

Yr2 Practise x6 words from the yr1 and yr2 spelling list that you find tricky (Spelling frame rules 30 to 35)

Spelling Frame: Yr2

<https://spellingframe.co.uk/>

Review spelling Rule 13 - Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (2 of 2)

Lay, laid, laying, happier, happiest, say, saying, dried, drying, drier, driest

Use Spelling tiles and Practice/ Test to revise these words 3

Yr3

Practise x6 words from the Year 3/4 Common Exception words that you find tricky

Spelling Frame: Yr3/4

<https://spellingframe.co.uk/spelling-rule/14/9-Words-with-endings-sounding-like-ture>

Spelling Rule 10 - Endings which sound like /ʒən/ (e.g. erosion, pension... etc.)

Division, invasion, confusion, decision, collision, television, erosion, fusion, passion, pension

Use Spelling tiles and Practice/ Test to revise these words

STEM / SCIENCE

Autosub 6000 Ocean Floor Mission

- Children will need a basic understanding of Scratch before carrying out this Unit. <https://scratch.mit.edu/ideas>
- Use scratch to debug and improve the Autosub6000 around the ocean floor. Activity notes and instructions can be found here. <https://www.stem.org.uk/resources/elibrary/resource/411623/autosub-6000-ocean-floor-mission>

Unplugged Coding (from Wk1)

- Watch this video . <https://www.bbc.co.uk/bitesize/clips/ztqxhyc>
- Create a simple under the sea obstacle course or draw an obstacle course on a piece of paper. Write simple code to guide the submarine around the obstacles found under the sea. E.g. Rocks, shipwrecks, sleeping octopus. E.g. → → ↓ → → ↑ → etc.

Keeping Active

(Try at least two of the following this week. Get your family involved too!)

Joe Wicks

Daily workouts on YouTube

BBC Supermovers

Choose 2-3 different videos

Cosmic Kids

Available on YouTube

Real PE

(password emailed to parents)

Active Norfolk

<https://www.activenorfolk.org/active-at-home>

Get Outside

Go for a walk/cycle around your local area

Go Noodle

<https://family.gonoodle.com/>

Project – The Sea & Oceans (2 weeks) – *new ideas for Wk2 in green*

Kindly adapted from Robin Hood MAT

Let's Explore

● Put Your Goggles On- Your child can visit this website and watch a live stream of a tropical reef. Whilst watching, ask them to sketch all of

Geography: *The Oceans of the World*

- Using an atlas or the web ask your child to identify the world's five oceans.

Preventing Pollution - Encourage your child to ask different family members what they know about plastic waste (e.g. plastic bags, six-pack rings)

the animals that they can see. Remind them to look at the shapes and patterns on each creature and to include these in their sketches.
<https://explore.org/livecams/under-the-water/pacific-aquarium-tropical-reef-camera>

Tour the Great Barrier Reef
<https://www.airpano.com/360photo/Great-Barrier-Reef-Australia/>

Find out more about creatures who live in the deep.
<https://safeyoutube.net/w/htw6>

Learn and sing along to a song:
"A sailor went to sea"
<https://safeyoutube.net/w/Msh6>

Reading:
Exploring the deep
https://www.oxfordowl.co.uk/api/digital_books/1257.html

http://www.sheppardsoftware.com/World_Continents.htm
Can they find out what animals live in each ocean? This game allows your child to practise naming and locating the oceans.

Project A: (2 weeks)
Create a project about 1 Ocean:
Where is it?
What is special about it?
What amazing creatures live there?

Project B: Find out about and create a project about turtles or choose a different sea creature.
<https://www.natgeokids.com/uk/discover/animals/sea-life/turtle-facts/>

Tongue-Twister Challenge:

Can you perform this tongue-twister?

"She sells seashells on the seashore."

Do you know any more?

and microbeads) that ends up in the ocean. They could do this by creating a questionnaire and carrying out interviews (perhaps over Facetime with adult supervision?). Discuss how you could help reduce ocean pollution and work together to create a persuasive poster to reduce plastic waste .

Junk Modelling-

Using junk or recycling materials from around the home, ask your child to design and make a Sea Turtle.
https://www.youtube.com/watch?v=sz_ZDGvrKrQ&safe=active
<https://www.youtube.com/watch?v=iiAolyJYxO4&safe=active>
Your child may wish to make another sea creature after this. Share your creations on SeeSaw

Create a junk-model sub-marine

- 1) https://www.submarinesafaris.com/kids_build_your_own_submarine.php
- 2) <https://www.youtube.com/watch?v=G0FpyW7-cZI&safe=active>

Yr3 Language challenge:
<https://www.rosettastone.co.uk/lp/freeforkids/>
<https://www.duolingo.com/learn>

Sign-up and study a language of your choice