

Hello Year 2,

We hope you and your families are all keeping well.

Alongside these slides, please ensure you are reading regularly -
at least 20 minutes a day.

Remember to keep active and take time to look after your
health and well-being.

Stay safe and keeping smiling!



Miss Breakspeare, Mrs Evans, Miss Manley, Mrs
Tibbetts, Miss Baker and Mrs Bhorjee.

Monday 22nd June 2020

LO: to use vocabulary to express meaning.

Steps to Success:

- ✓ Listen to an audio recording of the ideas below here:

<https://soundcloud.com/talkforwriting/5-ways/s-0nciRPDEqS6>

- ✓ Read the instructions on Page 3 using this link:

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y3-Lockdown.pdf>

- ✓ Now make a list of your 5 ways to keep yourself amused – be as imaginative as you can!

- ✓ Listen to the readings of the three poems

<https://soundcloud.com/talkforwriting/delicate/s-WHFBgukqulj>

- ✓ Writing tip: make each idea different and avoid repetition or the reader might get bored. Surprise the reader so each idea is a totally new suggestion.
- ✓ Look at the word bank and arrange it into two groups (delicate/strong)
- ✓ Make a list of your special, delicate things

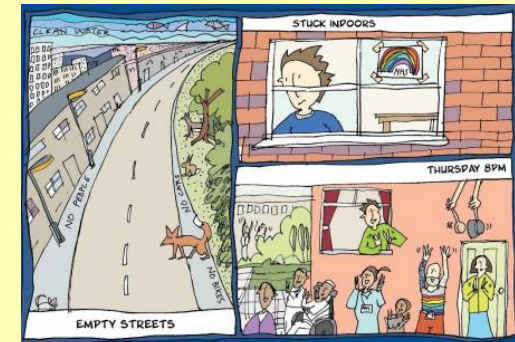
English

'Lockdown'

Link to story and work:

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y3-Lockdown.pdf>

Pages of unit to complete: 2-5



Monday 22nd June 2020

LO: to apply spelling rules covered so far this year.

Steps to Success:

- ✓ **Parent/ carer: print sentences on following slide**
- ✓ **Dictate the sentences to your child**
- ✓ **Remind the child to listen out for the sounds that they can hear**
- ✓ **Choose the grapheme that represents the sounds**
- ✓ **Read spellings back to themselves to check**
- ✓ **Practise any incorrect spellings by doing a speed spell (writing the spelling out as many times as they can in 3 seconds)**

1. The hiker hasn't got a kettle.

2. The nicest, shiny apple was in the middle.

3. I'll try not to muddle up my spellings.

4. In July it's hot for the fly in the bottle.

LO: to estimate length.

Steps to Success:

- ✓ Look at a ruler or metre rule – make markings on it to help e.g. 10cm, 20cm
- ✓ How does the object compare to the length of the ruler?
- ✓ Is it more or less than half way? E.g. if it is half of a 30cm ruler, then it is about 15cm
- ✓ Remember an estimate can be within 5cm – it doesn't need to be exact
- ✓ Estimate one object, check it with a ruler or tape measure, then use that as a comparison for the next object

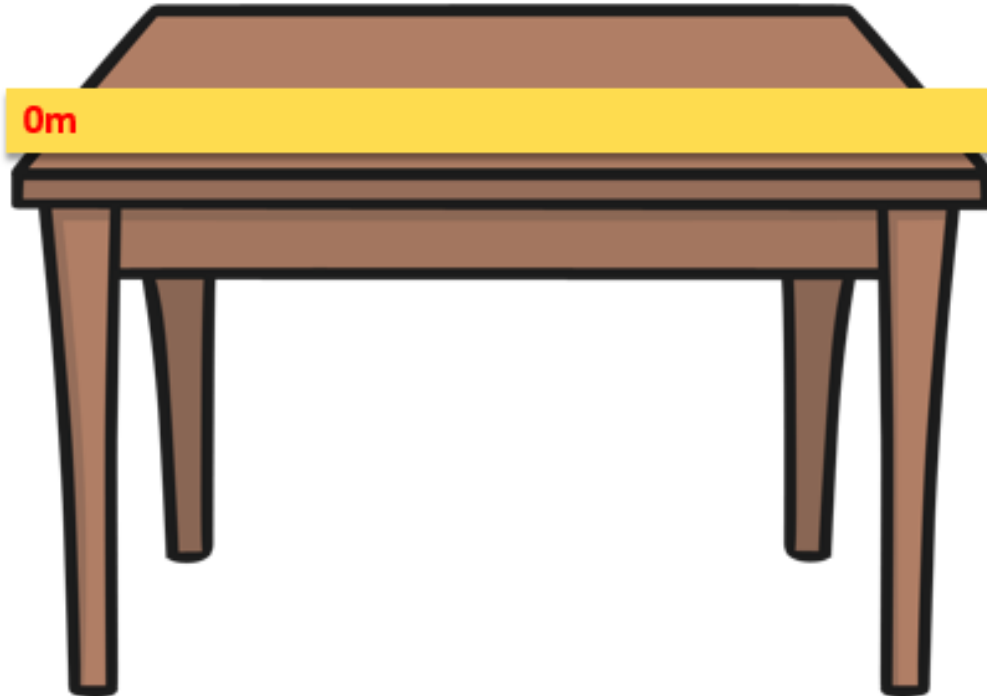
0m 1m



twinkl

Estimate the width of these objects by comparing them against the 1m ruler

0m 1m



Estimate the height of these objects by comparing them against the 100cm ruler

100cm

0cm



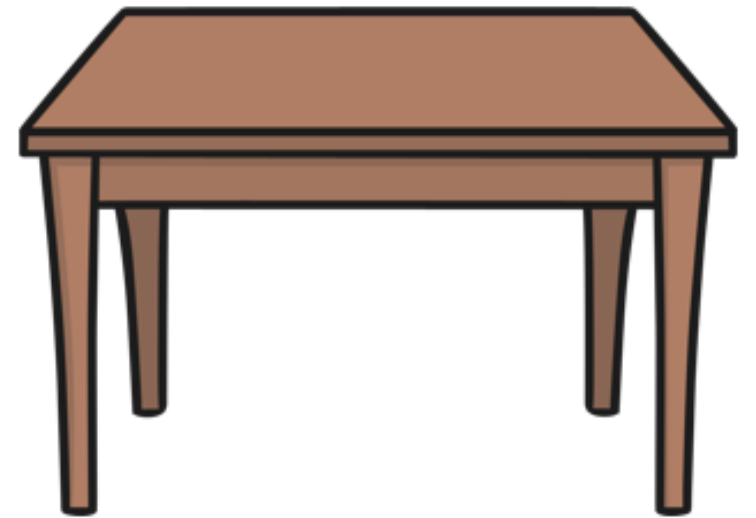
100cm

0cm



100cm

0cm





Estimating Length



Estimate the length in centimetres of objects in the classroom.

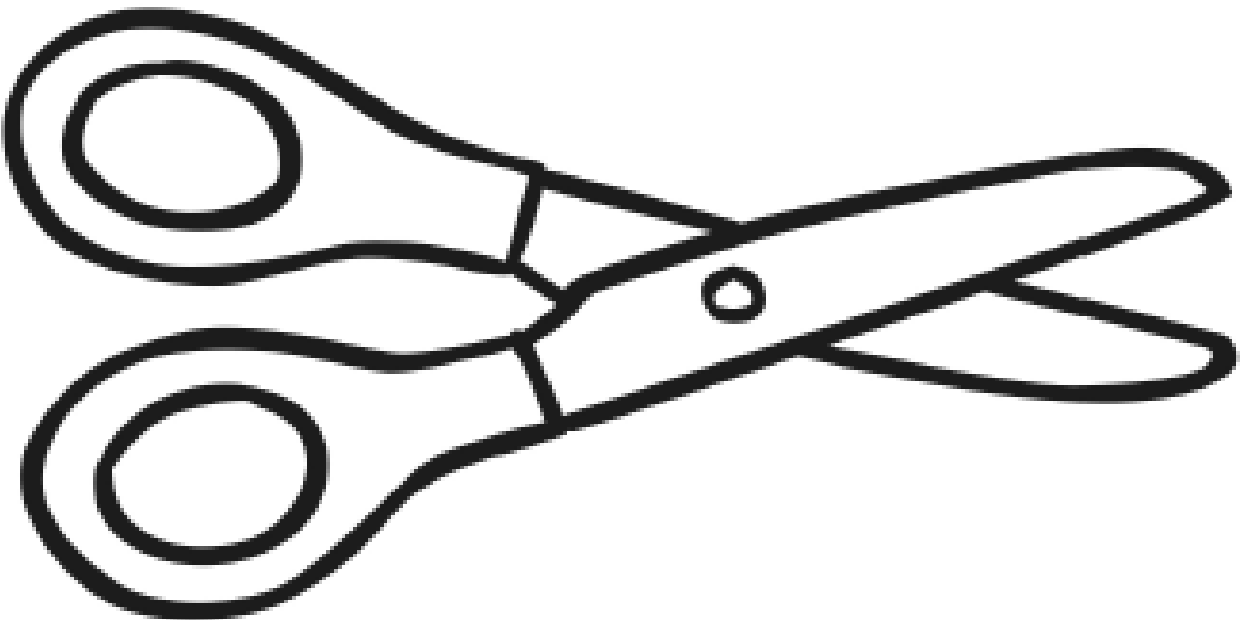
Record your estimates in the table below:

Item	Estimate

Estimate the length in centimetres of the following items in comparison with the ruler below:



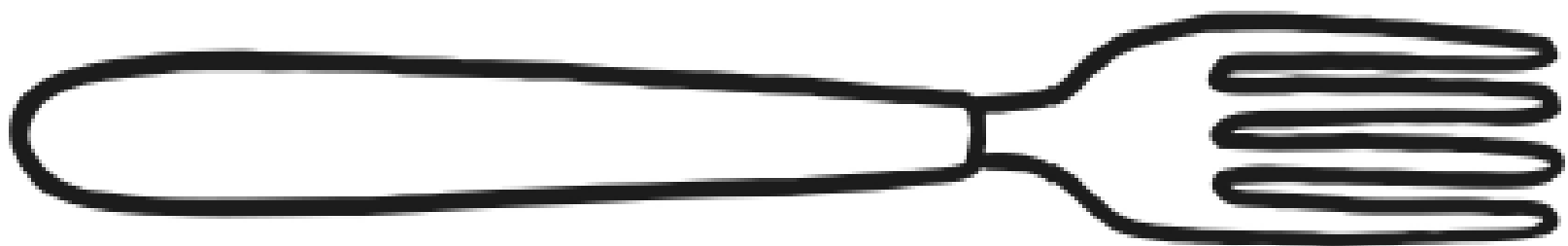
Estimate: _____



Estimate: _____

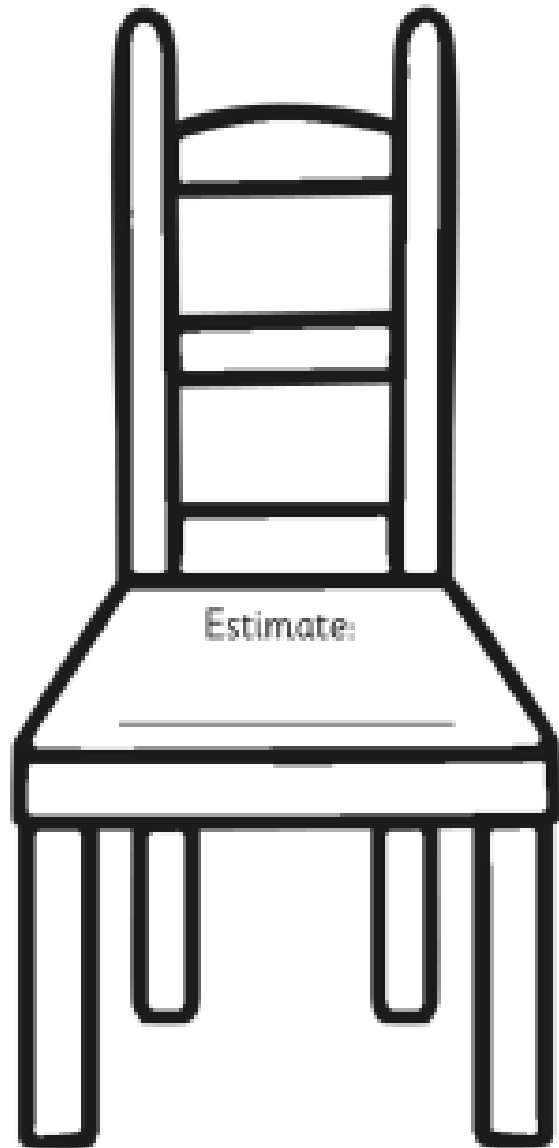


Estimate: _____

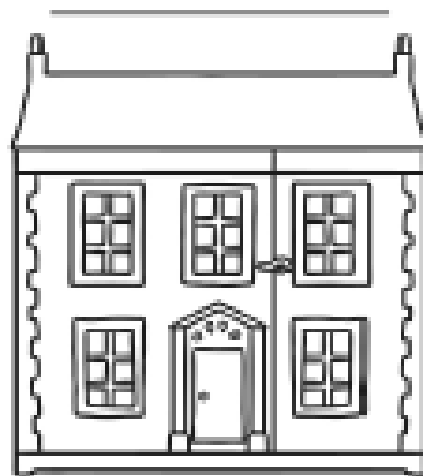


Estimate:

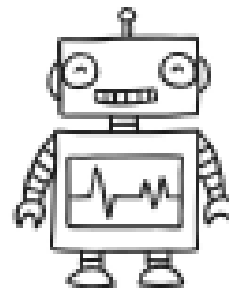
Estimate the height in centimetres of the following items in comparison with the ruler below:



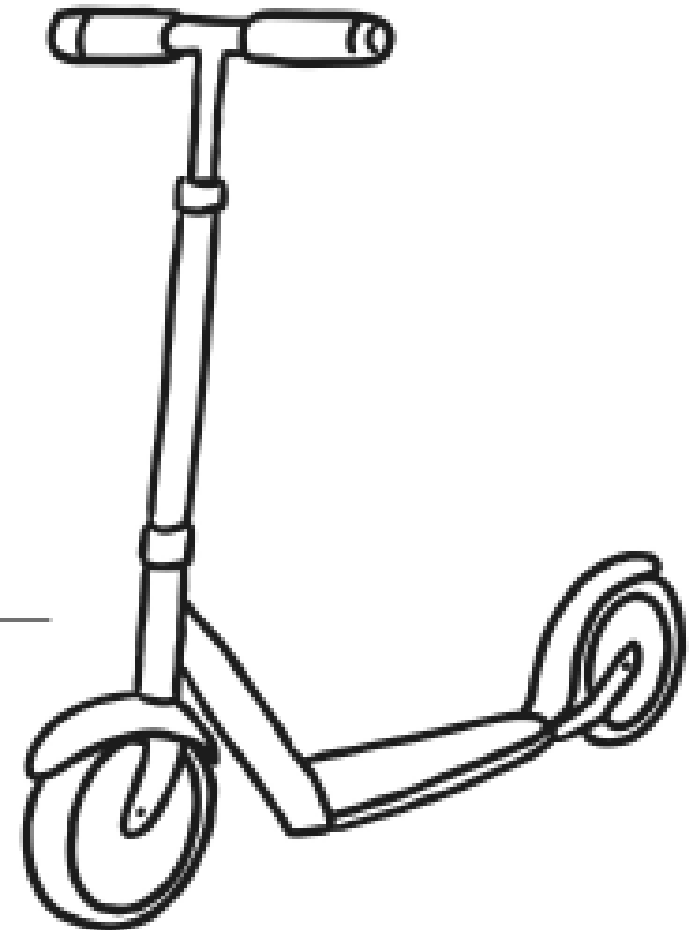
Estimate:



Estimate:



Estimate: _____



Monday 22nd June 2020

Creative
All things bright and beautiful

LO: to recognise common uses of ICT outside of school.

Steps to Success:

- ✓ Watch live webcam footage of bees in a bee colony as they come and go from the hive and perform their duties: <https://explore.org/livecams/honey-bees/honey-bee-hive-cam>
- ✓ Look closely at the bees returning to the hive to see if some appear different to others.
- ✓ Pick out bees that have full pollen baskets on their legs and observe their different colours, which change depending on where they have foraged.
- ✓ See how bees communicate in and around the hive and watch footage of the waggle dance they perform to tell other worker bees the direction and distance of flowers that contain lots of pollen and nectar.

Tuesday 23rd June 2020

LO: to use similes to make comparisons.

Steps to Success:

- ✓ Read information on similes (saying something is 'like' or 'as' something else) e.g. His hands were *like* claws
- ✓ Create your own similes using the example on Page 5
- ✓ Create new endings so that instead of as quiet as a mouse , you think of something else really quiet, for example, as quiet as a thief's whisper in a library
- ✓ Rewrite the poem about The Cat (Page 6) using your own similes
- ✓ Evaluate your poem (Page 7)

English

'Lockdown'

Link to story and work:

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y3-Lockdown.pdf>

Pages of unit to complete: 5-7

Tuesday 23rd June 2020

LO: to represent the /i:/ sound spelt 'ey'.

Steps to Success:

- ✓ Read out the words on the list (next slide) and ask pupils to segment them (sound out) and then say the whole word.
- ✓ What sound can they hear in all of the words? How might it be spelt?
- ✓ Pupils write key and show it to parent/carer
- ✓ Add sound buttons and discuss the sound that the 'ey' makes (a . Represents one letter making one sound and a _ represents more than one letter making one sound)

e.g. donkey

- ✓ Then try spelling some of the other words.

donkey

key

monkey

valley

chimney

honey

money

alley

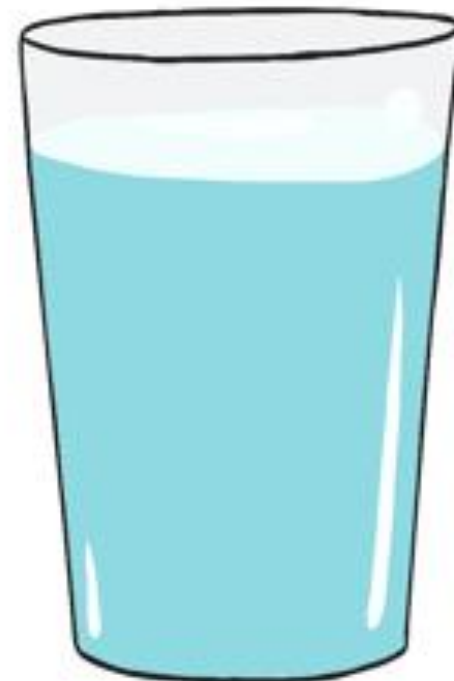
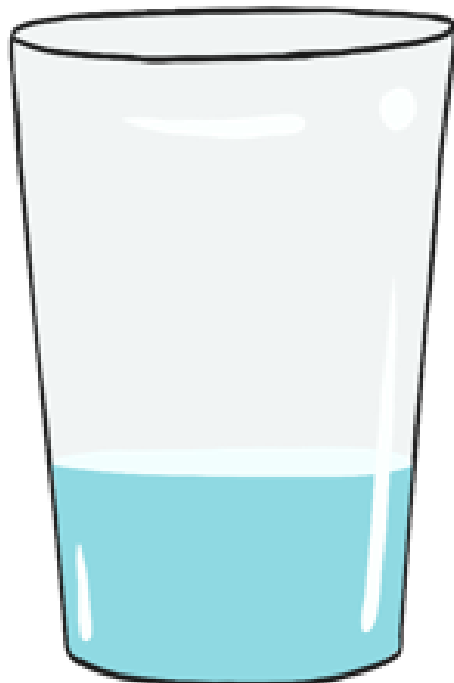
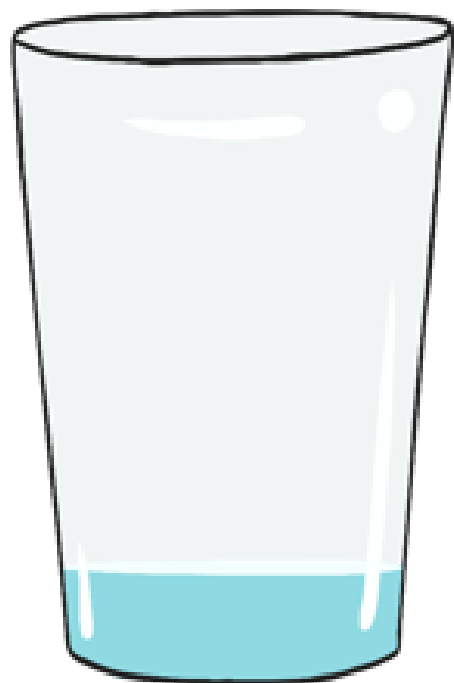
23.6.20

LO: to estimate capacity.

Steps to Success:

- ✓ Look at the maximum capacity of the item
- ✓ Look at where the liquid reaches in the container
- ✓ Annotate/ make markings on the container to help make an estimate e.g. if it is 100ml container, half way will be 50ml – write that on there!
- ✓ After you have estimated on item, talk it through with an adult or older sibling to see how close you are before moving onto the next
- ✓ Remember you can use real containers at home to help

Estimate how much water is in the 100ml glass:



Estimating Capacity



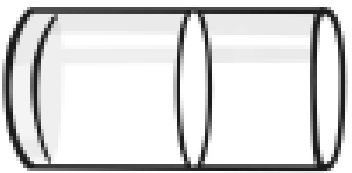
Estimate the amount of water in the bottles on the table.

Record your estimates in the table below:



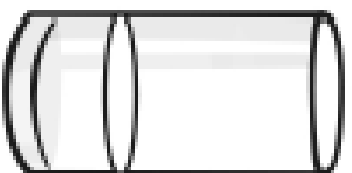
Item	Capacity

Estimate the amount of water of these glasses.
Record your estimates in the table below:



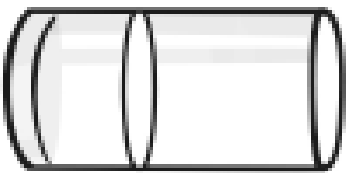
50ml glass

1. Estimate _____



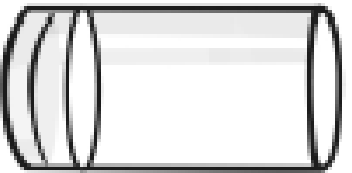
50ml glass

2. Estimate _____



50ml glass

3. Estimate _____



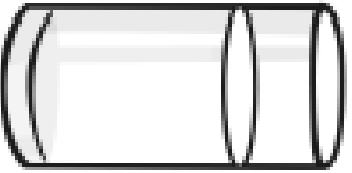
50ml glass

4. Estimate _____



100ml glass

5. Estimate _____



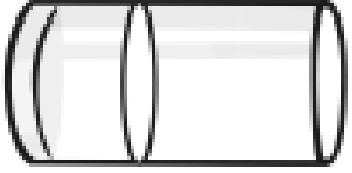
100ml glass

6. Estimate _____



100ml glass

7. Estimate _____



100ml glass

8. Estimate _____

Draw an estimate of the following amounts of water in the glasses
or bottles described:



50ml glass

1. Draw 5ml



50ml glass

2. Draw 45ml



50ml glass

3. Draw 25ml



50ml glass

4. Draw 16ml



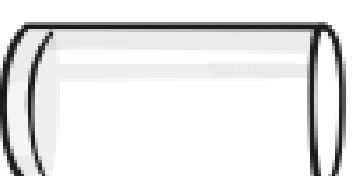
100ml glass

5. Draw 10ml



100ml glass

6. Draw 95ml



100ml glass

7. Draw 50ml



100ml glass

8. Draw 66ml

Tuesday 23rd June 2020

LO: to suggest ideas, ask simple questions and know that they can be investigated in different ways.

Steps to Success:

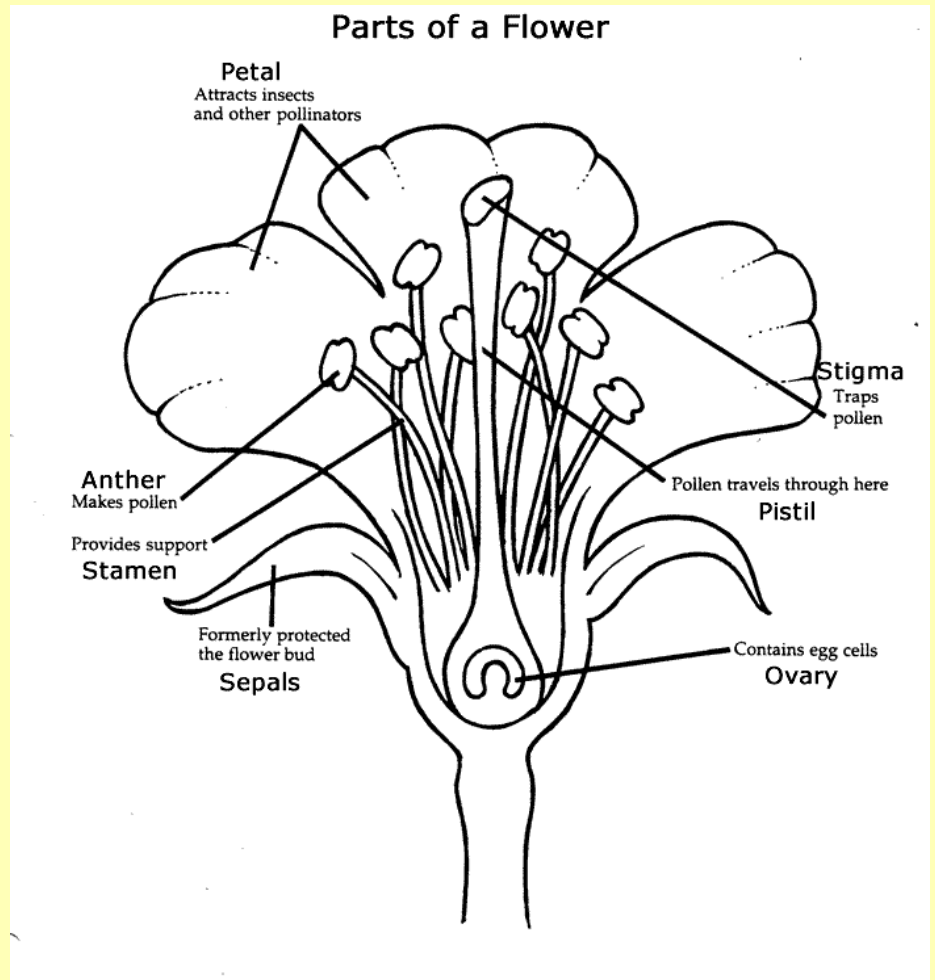
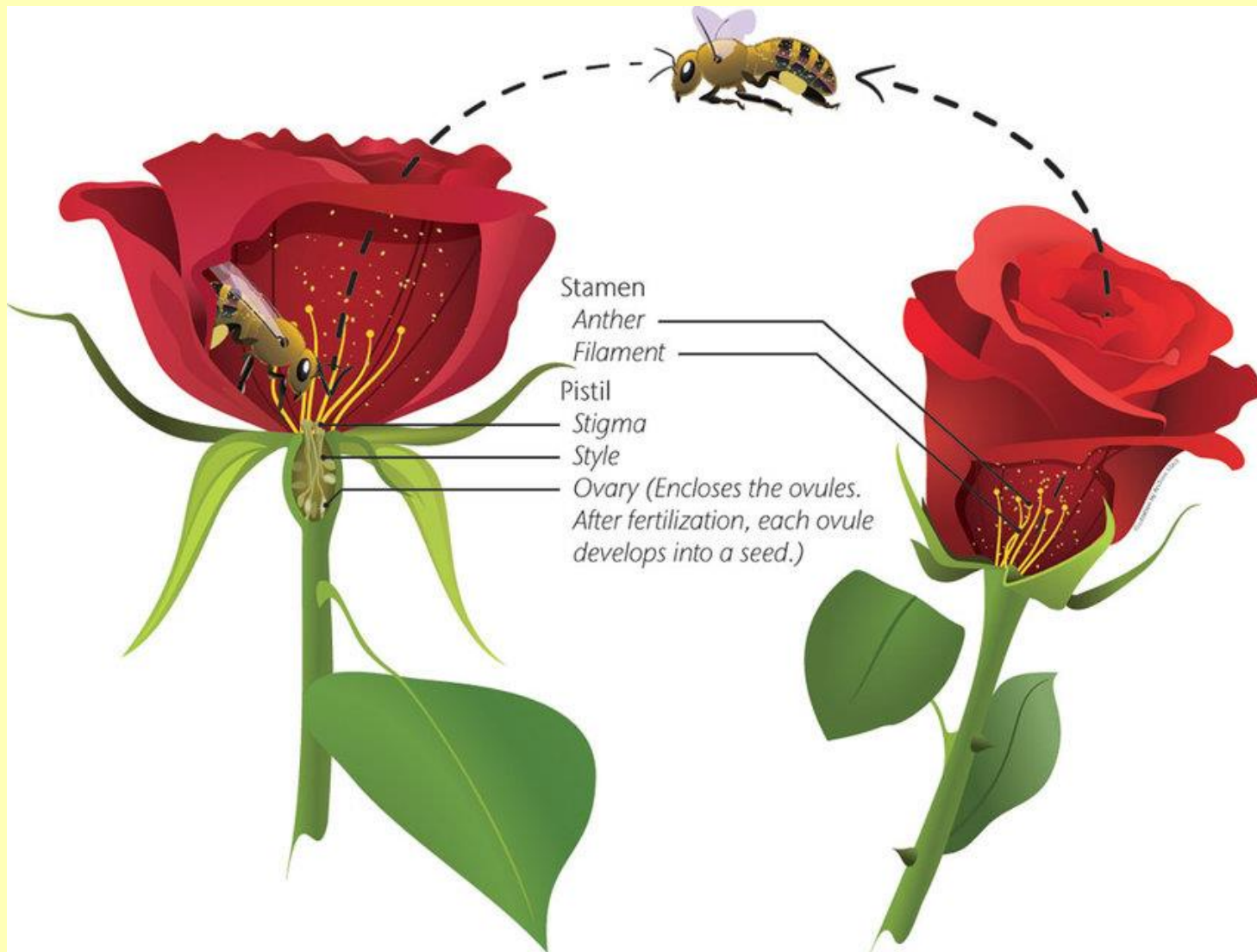
- ✓ Find out why and how bees make honey

<https://www.bbc.co.uk/programmes/p013c6t7>

- ✓ Look at video footage and images of bees using their proboscis to collect nectar from flowers
- ✓ See how they get covered in pollen as they feed
- ✓ Identify parts of the flower that the bee collects pollen and nectar from
- ✓ Draw a diagram and label it with captions to explain how bees make honey

Creative

All things bright and beautiful



Wednesday 24th June 2020

LO: to use metaphors to make comparisons.

Steps to Success:

- ✓ Read information about metaphors on Page 7
- ✓ Listen to the reading of the poem (page 8):
<https://soundcloud.com/talkforwriting/you-are/s-dvnHTD8ZzH3>
- ✓ Add your own ideas to the list on page 9
- ✓ To write your lines, think of an idea. For example: You are a ... cat ...
- ✓ Then extend the idea thinking about what it looks like or is doing: You are a sleek cat curled asleep in the corner of the kitchen.
- ✓ Read your poem aloud. If there are any places where it is hard for you to read then you can be sure that it will be hard for anyone else to read.

Change it

English

'Lockdown'

Link to story and work:

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y3-Lockdown.pdf>

Pages of unit to complete: 7 - 9

Wednesday 24th June 2020

LO: to represent the /i:/ sound spelt 'ey'.

Steps to Success:

- ✓ Share the images (next slide)
- ✓ Say what they are, segment the words and blend again
- ✓ Write the spelling for each picture
- ✓ Remind pupils that the sound /i:/ is spelt 'ey'
- ✓ Check how the pupils have spelt the words, practise any corrections

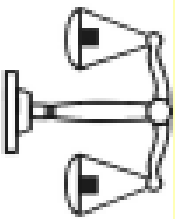


24.6.20

LO: to estimate weight.

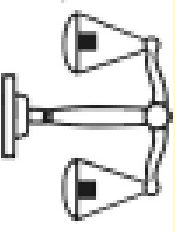
Steps to Success:

- ✓ Choose an object in your house e.g. apple, pencil, notepad
- ✓ Guess its weight in grams (g)
- ✓ Weigh it on a set of scales to see how close you were
- ✓ Try it with another object – remember to use the weight of the object before to help e.g. does this object feel lighter or heavier than the object before?
- ✓ Keep choosing objects to weigh and try to get more accurate each time
- ✓ Remember you don't need to be exact – an estimate is a rough guess
- ✓ Measure weight in grams (g)



Estimating Weight

Estimate the weight of a set of objects in the classroom.
Record your estimates in the table below:



Item	Estimate

Wednesday 24th June 2020

LO: to Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect.

Creative

All things bright and beautiful

Steps to Success:

- ✓ Use your knowledge of camouflage and warning colours to design and make a 3-D model of a mini-beast
- ✓ Collect and use natural materials, such as leaves, twigs and bark, and a range of craft materials, including googly eyes, pipe cleaners and coloured pom-poms
- ✓ Place your creature outside in their 'natural habitat' and take photos with a digital camera to send to your teacher: year2@westfield.staffs.sch.uk

Thursday 25th June 2020

LO: to select vocabulary for a purpose.

Steps to Success:

- ✓ Out of the window – eye-spy (page 9)
- ✓ Listen to an audio recording of the poem below here:
<https://soundcloud.com/talkforwriting/i-spy/s-WajErv4pAk5>
- ✓ Complete the spaces in the sentences (page 10)
- ✓ Try to name things so don't write about a flower but name it, e.g. a poppy, daisy or rose.
Naming things helps the reader to see what you are writing about.
- ✓ Page 10 – I didn't know I'd miss – Write a list poem about the things that you have missed
- ✓ Listen to an audio recording of an example here:
<https://soundcloud.com/talkforwriting/didnt-know/s-M7Rgv1VrhKV>
- ✓ Writing tip: Make a short list of things that you have missed. Make them real things that matter to you and you look forwards to going back to. Then take each one in turn and add to the idea so that reader understands what you are missing.

English

'Lockdown'

Link to story and work:

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y3-Lockdown.pdf>

Pages of unit to complete: 9-11

Thursday 25th June 2020

LO: to represent the /i:/ sound spelt 'ey'.

Steps to Success:

✓ Dictate the following sentences:

We found the key to the donkey and monkey cage.

It's sunny down in the valley but the sun hasn't come out up here.

✓ Show your child the sentences afterwards and get them to mark their own spellings

✓ Discuss any errors and try to write the sentence out correctly again

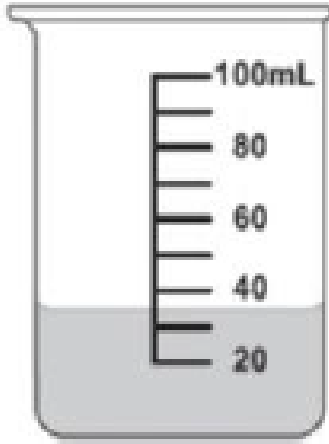
25.6.20

LO: to choose and use appropriate standard units to estimate measures in real-life problems.

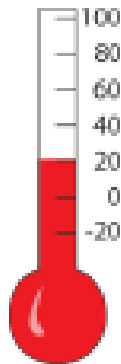
Steps to Success:

- ✓ Read the question carefully and look at the scales provided
- ✓ Identify where the measure comes to – look at the values either side and make an estimate
- ✓ Underline any key information in the questions
- ✓ Discuss the word problems with an adult
- ✓ Think about real life situations give you ideas e.g. if you only had a small jug of water would you still be able to water the plants? Yes, but you would have to keep refilling the jug

- How much water is in the container?



- What temperature is the classroom?



- Choose the appropriate unit to measure how much water is used in a shower.
ml or l

- Class 2 were recording the temperatures of 2 classes at different times of the day.

Two classrooms, in the same building, had a difference of 6°C at 12 noon. Why might this be?

- Sometimes, always, never
Liquid can be measured in millilitres.

- Sarah's 1L bucket has a hole in it. She needs exactly 1L to water the plants. She has a 250ml measuring jug. Can she use this?

- Below is a table of temperatures. Write a story about each place and what they will be doing at 1pm. Relate this to the temperature.

City	Temp ($^{\circ}\text{C}$) at 1pm
Leeds	14°C
Barcelona	32°C

- Gather different sized containers in width and height. Estimate how much is in each container. Record your results in the table below.

Container	Estimate	Actual

Thursday 25th June 2020

LO: to perform movements to express ideas, emotions or feelings and repeat dance phrases.

Creative
All things bright and beautiful

Steps to Success:

- ✓ **Move like a minibeast!**
- ✓ **Use your knowledge of how minibeasts move to practice wriggling, stretching and crawling like caterpillars and worms.**
- ✓ **Climb like spiders, slide like snails, or do the bee's waggle dance!**
- ✓ **Practice making spirals like the patterns on a snail's shell, moving clockwise.**

Friday 26th June 2020

LO: to use contrasts in a poem to express wishes.

Steps to Success:

- ✓ The lists about things that you have missed are like wishes
- ✓ In this writing idea, you can contrast things that you really want to do with things that sound fancy but actually you can do without
e.g. I don't have to travel to the Caribbean but I wouldn't mind a trip to Weston-super-Mare
- ✓ Make a list of a few simple things that you'd like to do but haven't been able to do
- ✓ Then add in some contrasts
- ✓ You can listen to an audio recording of an example here (page 12):
- ✓ <https://soundcloud.com/talkforwriting/wishes/s-h8IK9mgHnXj>
- ✓ Read the other example on page 13
- ✓ Have a go at writing your own poem 'Wishes'

English

'Lockdown'

Link to story and work:

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y3-Lockdown.pdf>

Pages of unit to complete: 12-13

Friday 26th June 2020

LO: to represent the /i:/ sound spelt 'ey'.

Steps to Success:

- ✓ **Get someone in your household to test you on the spellings you have learnt this week**
- ✓ **Sound out the spellings to yourself**
- ✓ **Choose accurate graphemes to represent each sound**
- ✓ **Read spellings back to yourself to check**
- ✓ **Mark the spellings**
- ✓ **Write your own corrections for any incorrect answers**

26.6.20

LO: to Compare and order volume/capacity & record the results using $>$, $<$ and $=$.

Steps to Success:

- ✓ Read the question carefully
- ✓ Identify the values that you need to compare
- ✓ If there are more than one measures making a total, use the column method to add them together e.g. two 150ml bottles:

$$\begin{array}{r} 150 \\ + 150 \\ \hline 300 \end{array}$$

- ✓ Remember the wider end of the crocodile mouth shows the greater value e.g. $4 > 3$ and $3 < 4$
- ✓ $=$ means 'equal' or 'the same as'



- Complete the sentences using the following symbols $<$, $>$ or $=$

30ml 60ml

1L jug Two half litre jugs

52L 25L

- Order the results from largest to smallest:
500ml, 750ml, 250ml, 1L
- Who has more pop?

Eric



"I have these
2 bottles."



Sasha



"I have
a
750ml
bottle."

- True or false?
The taller a container is,
the more liquid there is.
Explain why you agree or disagree.

- Work out these values:
 $40\text{ml} - 20\text{ml} =$
 $20\text{ml} - 10\text{ml} =$
 $10\text{ml} - 5\text{ml} =$

What do you notice about
the answers?
Why do you think this
happening?

- True or false?
You can use both $<$ and $>$ if
you are ordering 25ml and
30ml.

- Sahil, Marta & John have 700ml of
pop between them. Sahil and John
drink the same amount. Marta has
100ml more than Sahil and John.
How much do they all drink?

- These 3 bottles each have more than
20ml of water in but less than 50ml.
The green bottle has 5ml more than
the red bottle. The blue bottle has
10ml more than the green bottle.
How much could each bottle have in?



Friday 26th June 2020

Creative

All things bright and beautiful

LO: to explain how plants disperse seeds.

Steps to Success:

- ✓ **Research how plants disperse their seeds on the internet**
- ✓ **Think about what you search in order to find the answers**
- ✓ **Create a PowerPoint or information page on Word to explain the different ways plants disperse seeds**
- ✓ **Email to your teacher at: year2@westfield.staffs.sch.uk**