

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 29th June 2020

LO: to use use the text to determine the meaning of new vocabulary.

Steps to Success:

✓ Warm up before reading:

- Have a look at a few of the words and phrases - they are all in the poem on page 16 but they have been mixed them up!
- What does it make you think about? There are no right or wrong answers – just good ideas!
- Write down or draw some of your ideas, memories and thoughts.
- What do you think this poem might be about?

✓ Read information on page 15, then read the poem on page 16 or listen on this link: <https://soundcloud.com/talkforwriting/lockdown/s-BWLqMEakDjp>

✓ Look at page 18, match words with similar meaning, one has been done for you (see next slide) – get an adult to help if you are stuck

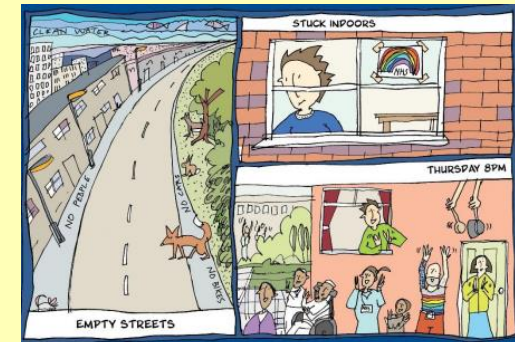
English

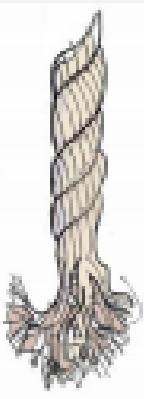
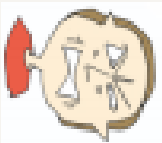




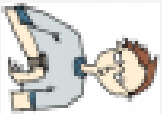

'Lockdown'

Link to story and work:

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

Pages of unit to complete: 14-18



Target Word	Similar matching words 'synonyms'	Picture clue
tenses	worn tatty ragged	
clutches	'dirty look' grimace glare glower	
frayed	becomes edgy/jumpy	
shackles	relaxes loosen	
rhythm	beat pattern	
slackens	grabs grip grasp	
scowls frowns	selection group of collection	
awaits	waits for expects	
array	chains locked	

Monday 29th June 2020

LO: to use the /r/ sound spelt 'wr'.

Steps to Success:

- ✓ Use the cards provided – one with 'wr' and the others with the remainder of the words
- ✓ Put the cards together, read the word and notice the tricky parts
- ✓ Write the spelling out, underlining the tricky part
- ✓ Read all the words made using 'wr'+ another card
- ✓ Discuss the meaning of each word

wr

ap

iggle

estler

ist

ite

itten

ote

ong

eck

LO: Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.

Steps to Success:

- ✓ Read the question carefully
- ✓ Underline key information
- ✓ Sides – the lines to show the borders of the shape
- ✓ Vertices - corners
- ✓ Line of symmetry – means on either side of the line of symmetry the shape should be the same, a reflection of itself
- ✓ If you get stuck, use the slide 8 to help (slide after questions)

Fluency

- How many sides does an octagon have?
- Count the sides of this shape and then name it.



- How many corners does a square have?

Reasoning

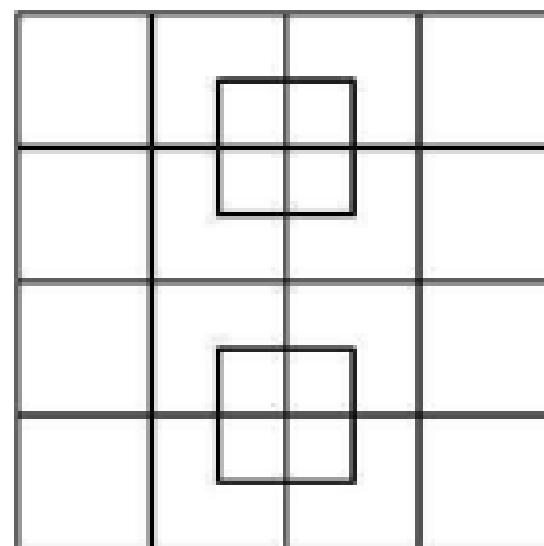
- Caroline is finding the properties of a shape. She thinks it is a square because it has four sides. Explain why she could be wrong.
- Look at the line of symmetry in the shape below. Do you agree it is a line of symmetry? Explain why.



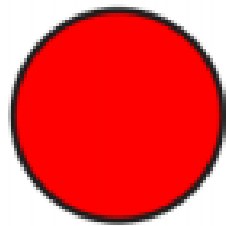
- I am thinking of a shape with more than two lines of symmetry. Prove which shape I am thinking of by using a pictorial image. Is that the only shape it could be?

Problem Solving

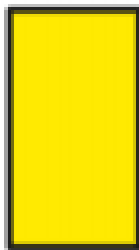
- How many squares can you see in this picture?



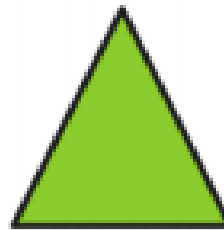
- Draw a shape for a friend. How many lines of symmetry can they find? Can you now draw a shape with more lines of symmetry?



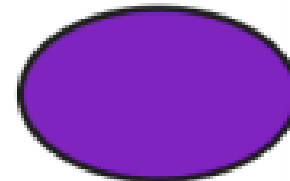
circle



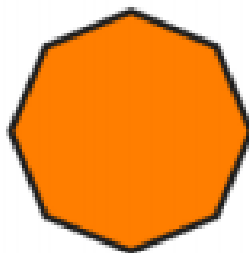
rectangle



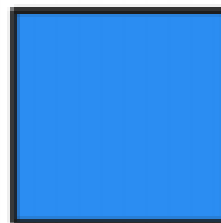
triangle



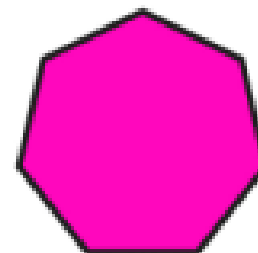
oval



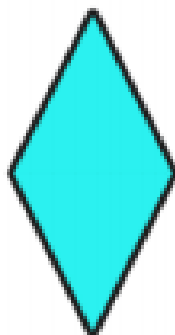
octagon



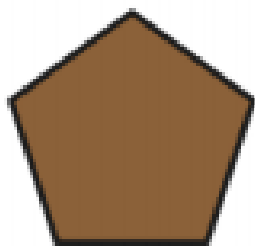
square



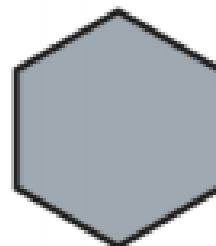
heptagon



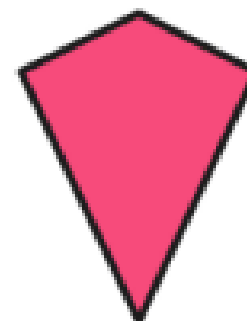
rhombus



pentagon



hexagon



kite

Monday 29th June 2020

Creative
All things bright and beautiful

LO: to set up a comparative test.

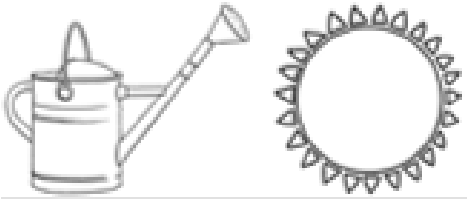


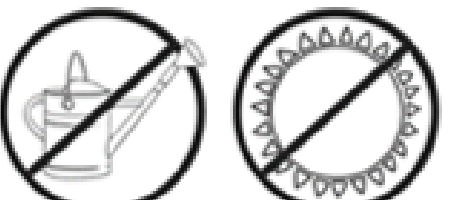
Steps to Success:

- ✓ Plant seeds into 4 different pots (e.g. sunflower seeds). Put the pots in different conditions and see how it affects plant growth.
- ✓ Pot 1—this is the control and will be in the sunshine and be watered regularly.
- ✓ Pot 2—this should be placed in a dark area with no sunlight, but given regular water.
- ✓ Pot 3—this should be placed in the sunshine, however this pot should not be watered.
- ✓ Pot 4—should be placed in the dark and given no water.
- ✓ Make predictions when you set them up, then observe how the seeds grow and record your findings on the sheet (next slide).

Date:

Name:

Observing conditions seeds need to grow

Growing conditions (how the seed will grow)	Prediction	Week 1	Week 2	Week 3	Week 4
					
					
					
					

Which conditions were best for growing the seeds?

What happened to the other seeds?

Was it a fair test?

How could you improve this experiment?

Tuesday 30th June 2020

LO: to discuss likes and dislikes about a text.

Steps to Success:

✓ Listen to the poem aloud from page 16 on this link:

<https://soundcloud.com/talkforwriting/lockdown/s-BWLqMEakDjp>

✓ Try and picture the park and the house in your head. Tip: Try closing your eyes when you listen.

✓ Without reading the poem again, quickly say out loud any words or ideas that you can remember. Now write them down or draw some pictures.

✓ Answer the questions on page 20: What did the poem make you think about? Tip: Try and use the word because to develop your ideas.

✓ Have a go at the challenges on page 21:

- The Sound Game
- Spot the Alliteration

English

'Lockdown'

Link to story and work:

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

Pages of unit to complete: 19-21

Tuesday 30th June 2020

LO: to use the /r/ sound spelt 'wr'.

Steps to Success:

- ✓ Write out each spelling
- ✓ Draw the sound buttons beneath each spelling:
 - If a sound is represented by one letter, then put a dot beneath
 - If a sound is represented by more than one letter, draw a line beneath the letters that represent that sound
 - E.g. w r a p

write

wriggle

wrestler

wrist

written

wrote

wrong

wreck

LO: to identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.

Steps to Success:

- ✓ Read the question carefully
- ✓ Underline key information
- ✓ Edges – the line where two faces meet
- ✓ Vertices – corners
- ✓ Faces – the 2D shape that makes one side of the shape
- ✓ If you get stuck, use the slide 17 to help (slide after questions)
- ✓ Challenge: try the problem solving

Fluency	Reasoning	Problem Solving
<ul style="list-style-type: none"> • How many faces does a cube have? • What is my shape? I have 5 faces, 8 edges and 5 vertices. • What is the name given to 2 faces that meet? 	<ul style="list-style-type: none"> • Katie is trying to build a tower with 3D shapes. When she uses one shape they keep rolling off each other. What shape do you think she is using and why? • Class 2 are using straws to make 3D shapes. Each child is given 12 straws to make a cuboid. Is this the right amount? Explain how you know. (Give children straws to use). • Jack says, "All 3D shapes have at least 1 vertex." Do you agree? Convince me. 	<ul style="list-style-type: none"> • Look at the shapes on your table. Can you create a table/diagram to organise these shapes? How many different ways could they be sorted? • Put different shapes into a bag. In pairs, take turns to feel a shape, without looking, and describe it to your partner. Can they guess it? Record the clues you gave. • Three children have a 3D shape each. They are all different. They each give a fact about their shape. Aidan says, "My shape has 1 vertex." Anthony says, "My shape has less than 9 faces." Bevan says, "My shape has a triangle on one of their faces." List all the shapes they could each possibly have.

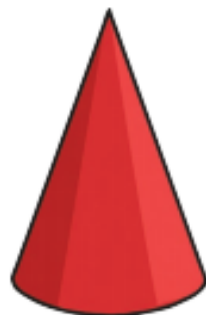
3D Shapes



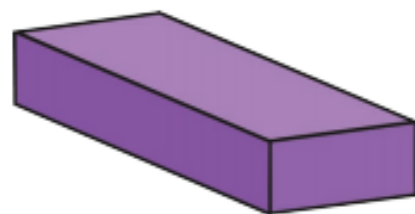
square-based pyramid



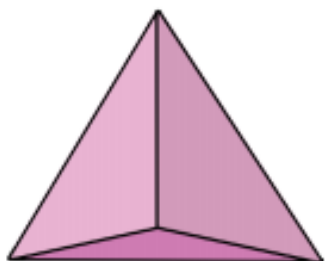
triangular prism



cone



cuboid



tetrahedron



cube



cylinder



sphere

Tuesday 30th June 2020

LO: to make comparisons between animals in different habitats.

Steps to Success:

Creative
All things bright and beautiful

- ✓ Look through the following slides
- ✓ Choose two animals from different habitats e.g. polar bear and tiger or frog and elephant
- ✓ Identify similarities and differences, comparing the way they live and the things they require to survive
- ✓ Challenge: sort animals into living and extinct

Animal Habitats



Animal Habitats

A habitat is a natural environment that an animal lives in. A habitat provides animals with 3 important things:

- food;
- shelter;
- a safe place to raise their young.



Animal Habitats

How have these animals adapted to their environment?



What Do Frogs Need in a Habitat?



predator: an animal that hunts other animals.

- **Food**, such as flies, cockroaches and spiders are caught on the frog's long, sticky tongue. Bigger frogs can eat bigger animals, like mice and birds.
- **Camouflage**, so that they are less visible to predators, such as otters, birds and fish.
- **Water** is needed for drinking and for laying their eggs in.

This means...

... frogs are best suited to living in places where there is water, such as near a pond or lake.

What Do Polar Bears Need in a Habitat?

- **Food**, such as seals, reindeer and fish. They can even use their sense of smell to find seals hiding under the snow.
- **Camouflage**, so that they are harder to spot. Their see-through fur reflects the white of the snow around them and lets them blend in.
- **Sea ice** for hunting on, living on and breeding on.

This means...

... polar bears are best suited to living in the Arctic Circle.



What Do Birds Need in a Habitat?



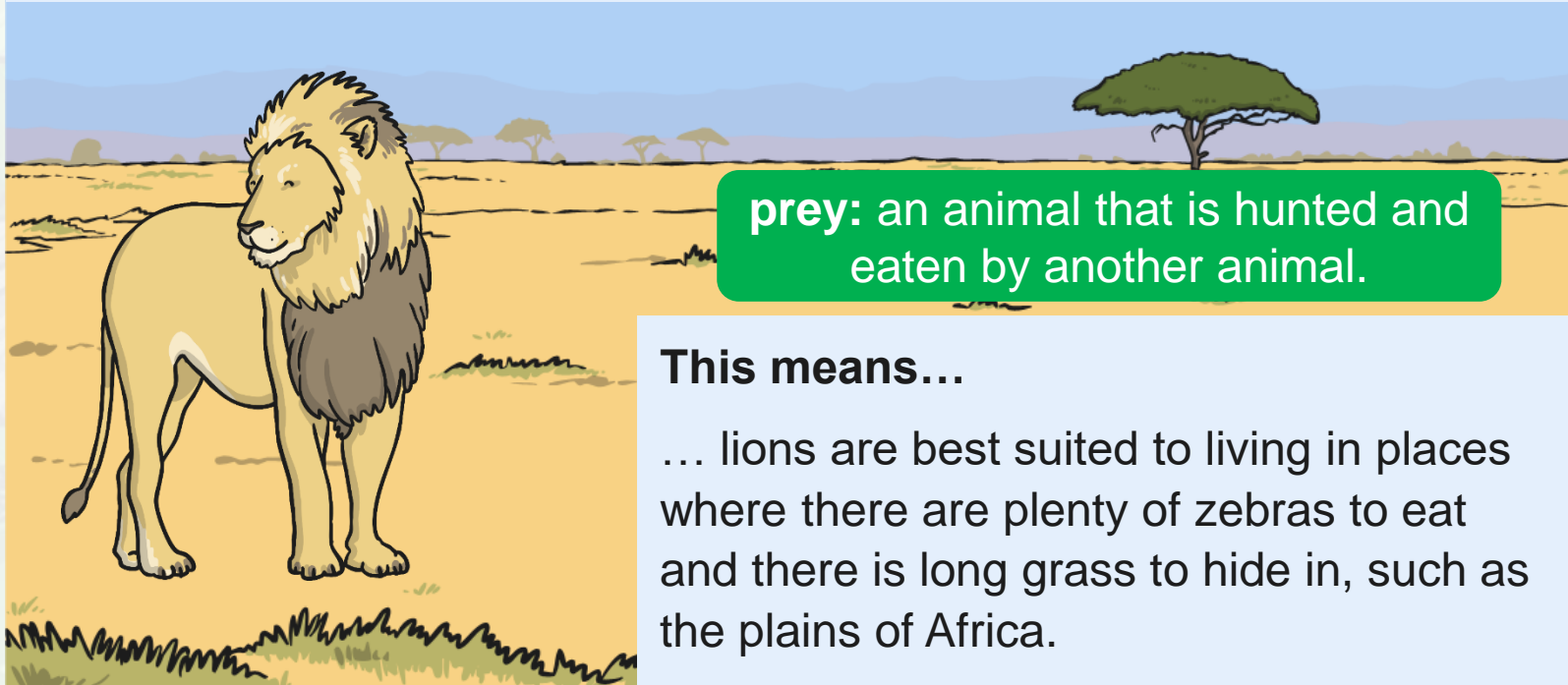
- **Food**, such as berries, worms and small insects.
- **Camouflage**, so that they are less visible to predators.
- **Materials** for nest-building, such as twigs and leaves.

This means...

... birds are best suited to living in places where there are plenty of trees, such as woods, gardens and parks.

What Do Lions Need in a Habitat?

- **Water** to stay hydrated in hot conditions.
- **Prey**, such as antelopes and zebras, to eat.
- **Camouflage**, such as long grass to hide in whilst they hunt their prey.



prey: an animal that is hunted and eaten by another animal.

This means...

... lions are best suited to living in places where there are plenty of zebras to eat and there is long grass to hide in, such as the plains of Africa.

What Do Dogs Need in a Habitat?

- **Water** to stay hydrated in all conditions.
- **Prey**, such as mice, voles, rabbits, and other small animals are caught and eaten by wild dogs. Pet dogs are fed a diet of either dry food or meat by their owners.
- **A den** to feel safe in. In the wild, this is a warm, dry place like a cave but, for a pet dog, this would be a crate or bed.



This means...

... wild dogs are best suited to living in places where there is plenty of water and caves to stay dry in. Pet dogs are best suited to living with their owners in a warm, dry house.

What Do Pandas Need in a Habitat?

- **Food** and **Water**, to stay healthy and hydrated in all conditions. Both come from bamboo, which grows in cool forests. They also eat other plants and even small rodents.
- **Camouflage** to hide in. The panda's white fur helps it hide in the snow in the mountains, while the black patches help it hide in the shade.

This means...

... pandas are best suited to living in places where there is plenty of bamboo and places to hide, such as a forest.

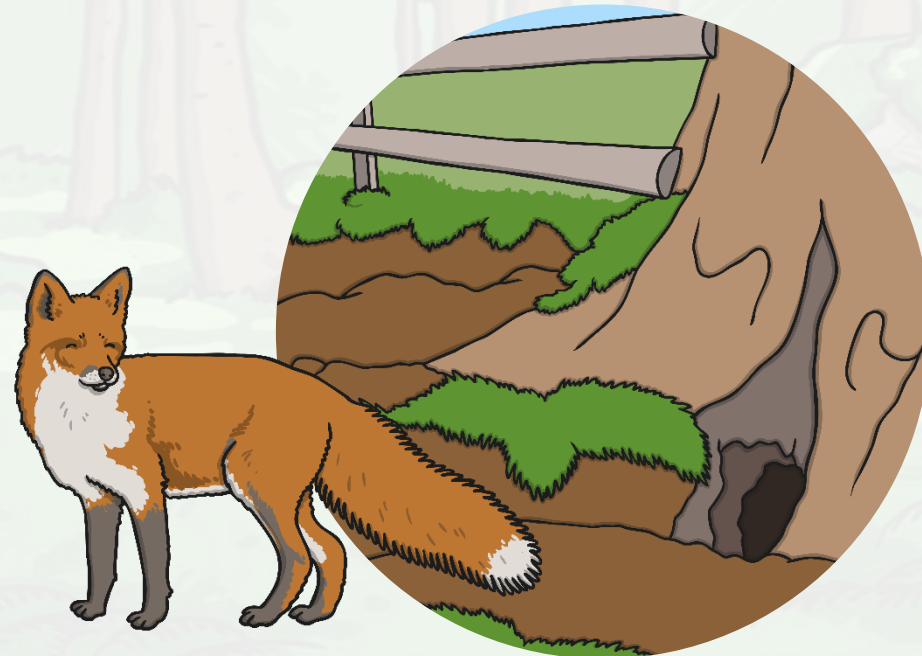


What Do Foxes Need in a Habitat?

- **Water**, to stay hydrated in all conditions.
- **Prey**, such as birds and mice. They are scavengers, which means they will eat almost anything like insects, earthworms, fruit, berries, and food waste left by humans.
- **A den** to live in. This is usually a hole under the ground.

This means...

... foxes are best suited to living in places where there is plenty of water, prey and somewhere for them to make a den, such as a forest.



Choose two of these animals and compare them to see how they are similar and different?



dog



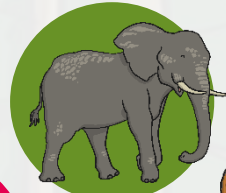
lion



panda



javan tiger



elephant



fox



Polar bear



frog

Similarities	Differences



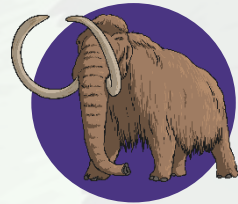
Animal Habitats

We (humans) are able to change our environments to make them habitable with technology and buildings. We are able to live in most conditions. Some animals cannot do this and have become extinct as a result.



extinct: there are no more of that species/animal left in the world.

Can you sort these animals into extinct and living?



woolly mammoth



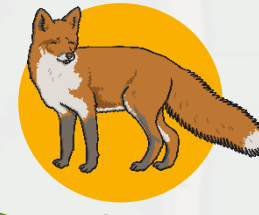
dog



panda



dodo



fox



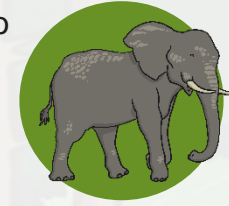
Sabre-toothed cat



lion



javan tiger



elephant

Extinct

Living

Wednesday 1st July 2020

LO: to use personification to bring nouns to life.

Steps to Success:

- ✓ Read the instructions on page 22 - The Personification Game
- ✓ Personification is when you given something that isn't human, human features
e.g. the smiling sunshine
- ✓ Make a list of things you find on the playground or in the park e.g. slide, swing
- ✓ Write down verbs that humans do e.g. giggle, dance, sing
- ✓ Now choose one word from each list and put them together to make a sentence that brings the park to life!

E.g. The swings giggled. The trampoline chanted a bouncy tune. The grass whispered secrets.

English

'Lockdown'

Link to story and work:

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

Pages of unit to complete: 22-23

Wednesday 1st July 2020

LO: to use the /r/ sound spelt 'wr'.

Steps to Success:

- ✓ Think of a sentence with one of the spellings in
- ✓ Say it aloud
- ✓ Write the sentence out, making sure that the spelling is spelt correctly
- ✓ Repeat for all spellings
- ✓ Go through and mark the spellings with an adult
- ✓ Remember a capital letter and full stop

write

wriggle

wrestler

wrist

written

wrote

wrong

wreck

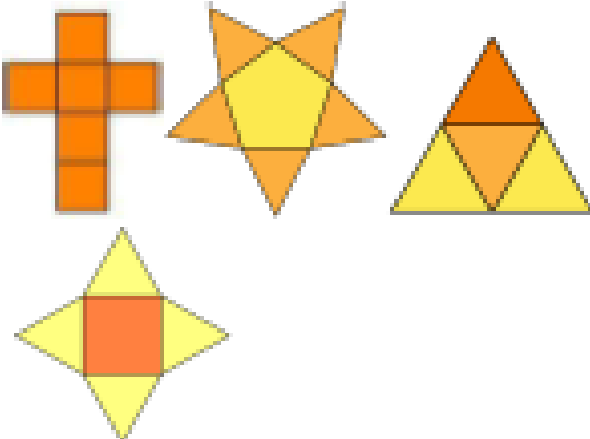
1.7.20

LO: to identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].

Maths
Shape

Steps to Success:

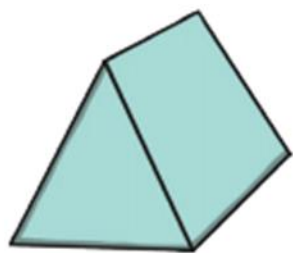
- ✓ Read the question carefully
- ✓ Underline key information
- ✓ Edges – the line where two faces meet
- ✓ Vertices – corners
- ✓ Faces – the 2D shape that makes one side of the shape
- ✓ If you get stuck, use the slide 37 to help (slide after questions)
- ✓ Challenge: try the problem solving

Fluency	Reasoning	Problem Solving
<ul style="list-style-type: none"> Which 2D shape makes 2 of the faces on a cylinder? Fill in the missing number: A square based pyramid has <input type="text"/> faces made from triangles. Name a 3D shape that has a rectangle as one of their faces? 	<ul style="list-style-type: none"> I am thinking of a 3D shape. The faces are made up of triangles. What shape am I thinking of? Saira is drawing all the 2D shapes she finds on 3D shapes. She draws 8 squares for a cube. Is she right? Prove it! 	<ul style="list-style-type: none"> Use the straws provided to create 3D shapes using the correct properties. What shapes do you notice on the faces? Abigail is folding paper to make a 3D shape. Work out the shapes she has made by looking at her folded papers. 

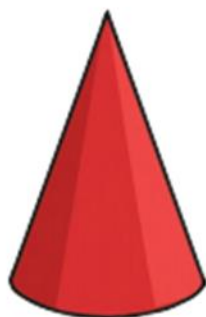
3D Shapes



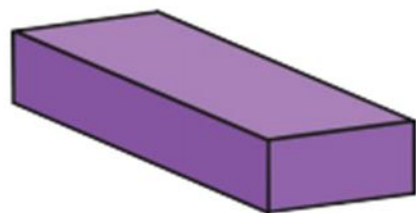
square-based pyramid



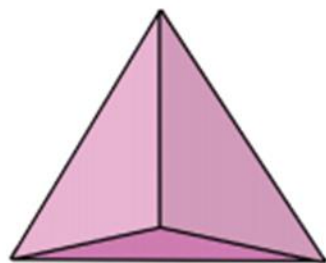
triangular prism



cone



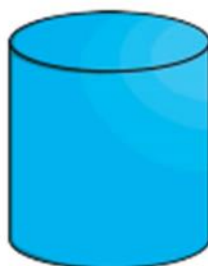
cuboid



tetrahedron



cube



cylinder



sphere

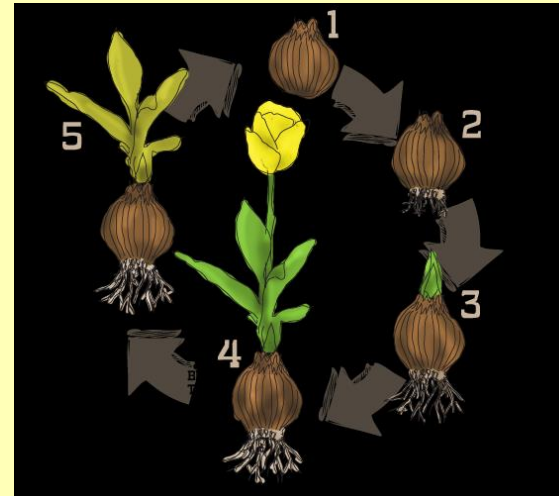
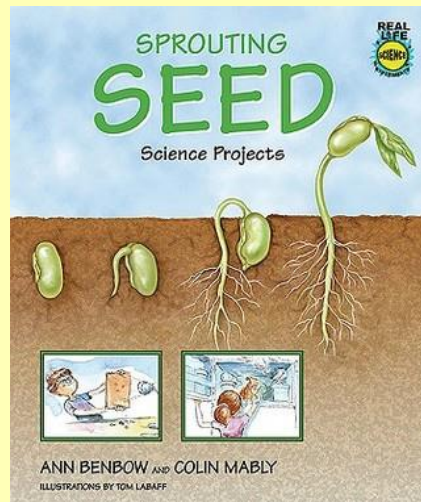
Wednesday 1st July 2020

LO: to research seeds and bulbs and present findings effectively.

Creative
All things bright and beautiful

Steps to Success:

- ✓ Use the internet and find out the difference between a seed and a bulb
- ✓ Choose how you present your findings; you may want to include diagrams to support your point
- ✓ Email your findings to your teacher at: year2@westfield.staffs.sch.uk



Thursday 2nd July 2020

LO: to select vocabulary for a purpose.

Steps to Success:

- ✓ Let's Innovate! Let's write a list about somewhere you know well before and after the Lockdown. Try and bring the place alive and show how it has changed.
- ✓ Decide on a favourite place or activity; describe it before lockdown; describe it after lockdown
- ✓ Page 26 Innovation Ideas!
- ✓ Let's have a go at writing a list poem to describe a different favourite place and how lockdown has changed it.
- ✓ My turn: I decided on a place and named it: Cawston Park. Writing Tip: If your place has got a name, name it!
- ✓ Then I thought about how I felt about the place before and after the lockdown: I felt happy then sad. So I jotted down a few words that went with these moods:
<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: 24-25

Underlying structure	New Ideas
<p>Decide on a favourite place or activity to describe.</p>	
<p>Before the lockdown</p> <ul style="list-style-type: none">• Describe different things you saw there.• What were the things that you did?• How did you feel there?• What's your best memory?	
<p>After the lockdown</p> <p>How does it feel now?</p> <p>Describe how the mood or feeling has changed.</p> <p>What do you now do or not do?</p>	

Thursday 2nd July 2020

LO: to use the /r/ sound spelt 'wr'.

Steps to Success:

- ✓ **Speed spell**
- ✓ **How many times can you write out a spelling correctly in 30 seconds**
- ✓ **Get someone to check**
- ✓ **Repeat with a different spelling**

write

wriggle

wrestler

wrist

written

wrote

wrong

wreck

2.7.20

LO: to compare and sort common 2D and 3D shapes and everyday objects.

Steps to Success:

- ✓ Read the question carefully
- ✓ Underline key information
- ✓ Edges – the line where two faces meet
- ✓ Vertices – corners
- ✓ Faces – the 2D shape that makes one side of the shape

Reasoning

- What's the same about a cube and cuboid? What's different?
- Using the shapes on your table, sort them into different groups. Explain why you have organised them this way.
- Find a 2D shape and a 3D shape in the classroom – could these objects have been designed better using a different shape e.g. would a clock look better as a square?

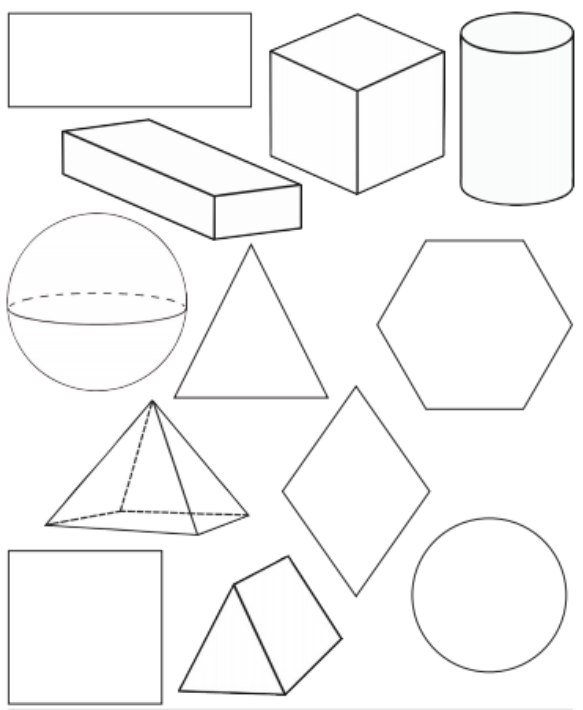
Problem Solving

- Shape hunt! Go around your house and garden to see what shapes you can find.
- Look at the diagram below.

	3D	Not 3D
Has 1 or more curved sides/ faces		
No curved sides/ faces		

Sort the shapes on the next slide into this diagram – you can draw them or cut and stick them into the right part of the diagram

	2D shape	3D shape
Has 1 or more curved side/face		
No curved sides/faces		



Thursday 2nd July 2020

LO: to use the internet to research the rainforest and present findings effectively.

Steps to Success:

- ✓ Find out about plants and flowers that grow in a contrasting location such as the Brazilian rainforest
- ✓ Use books, video and pictures to gather information about different types of plants and flowers including how the climate affects how and where plants grow
- ✓ Locate the rainforests on a world map, particularly in relation to the Equator
- ✓ You can use paper, PowerPoint or Word to present your information on flowers and plants from the rainforest

Creative
All things bright and beautiful



1. Physical Characteristics of Tropical Rainforests

- Close to the EQUATOR, this means there is a lot of evaporation and transpiration.
- 2000-3000mm of rainfall per year.
- Temperature ranges between 25-30°C.
- There are no distinct seasons in the rainforest. However, the Amazon does experience a dry season.

2. Layers of the Rainforest

- Emergent Layer
- Canopy Layer
- Understorey Layer
- Forest Floor

3. Plant and Animal Adaptations

Plant Adaptations: Due to poor soil, heavy rainfall and the competition for sunlight, plants have had to adapt in order to survive and thrive:

- Waxy Drop The Fat Wax Leaves:** These help water drip off quickly preventing damage to plant and supplying water to smaller plants below.
- Liars:** Vines that climb and wrap around trees to reach the sunlight.
- Buttress Roots:** Due to poor soil, these plants have very shallow roots. Buttress roots have adapted to spread wide and deep in order to support the larger emergent and canopy trees.

Animal Adaptations: With an abundance of food and shelter, tropical rainforests have a diverse range of species. However, with a high biodiversity, comes more competition. Some animal adaptations include:

- Millipedes:** Brightly coloured to warn off predators. Blind. They don't need to see on the forest floor. Some are poisonous.
- Poison Dart Frog:** Brightly coloured to warn off predators.
- Flying Squirrel:** Nocturnal. Avoid hot temperatures. Adapted to glide from tree to tree.

Interdependence of Rainforest Ecosystems

All parts of the rainforest are interdependent. For example, the canopy, but shade supports the growth of Amazonian vegetation. Some vegetation provides food and shelter for many species. The canopy, but shade supports the growth of Amazonian vegetation. Some vegetation provides food and shelter for many species. The canopy, but shade supports the growth of Amazonian vegetation. Some vegetation provides food and shelter for many species.

The Rainforest is also home to many local villagers and tribes living in isolation from the world. They rely on the forest for hunting, fishing growing plants and medicines. The Red Foot Tribe have suffered greatly from the impacts of deforestation.

QR codes and YouTube search links are provided for further information.

Friday 3rd July 2020

LO: to use personification in a poem.

Steps to Success:

- ✓ Read information on page 26 about drafting an re-drafting
- ✓ Page 27 Decide on your favourite place or activity. Think about what you do there and how you felt before and after the lockdown? Writing Tip: Make your mood or feelings opposite. For example, happy/sad; excited/bored; confident/scared
- ✓ What would you see in your favourite place/activity?
- ✓ List things you do when you feel positive e.g. happy
- ✓ List things you do when you feel negative e.g. sad
- ✓ Draft your poem carefully and keep on reading it aloud and altering it until it sounds just right. Help the reader understand exactly how you were feeling.

English

'Lockdown'

Link to story and work:

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

Pages of unit to complete: 26-28

Friday 3rd July 2020

LO: to use the /r/ sound spelt 'wr'.

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**

3.7.20

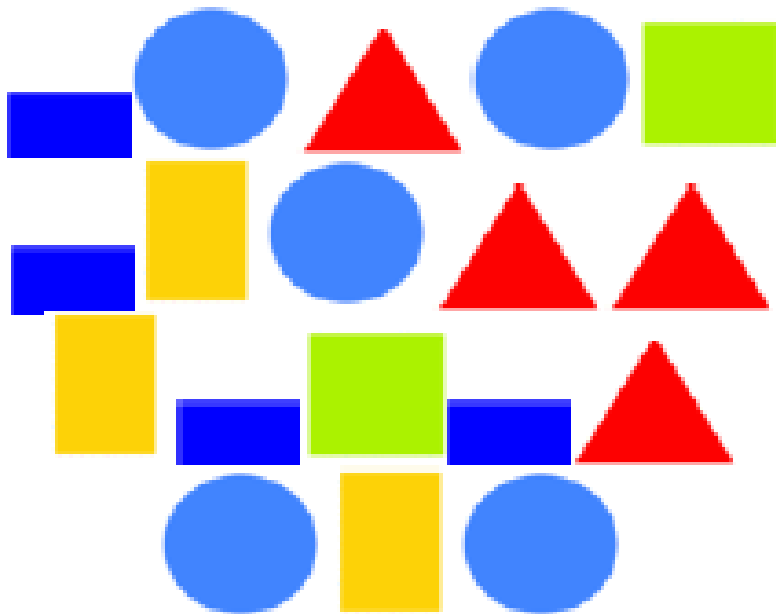
LO: to order and arrange combinations of mathematical objects in patterns and sequences.

Steps to Success:

- ✓ Read the question carefully
- ✓ Identify the shape, then the colour
- ✓ Use items around your house to create a pattern of your own
- ✓ Look at the patterns you are given in the reasoning column, spot the error – remember a pattern should repeat in the same way again and again
- ✓ In problem solving, look at the images provided, try to make as many different patterns/ sequences as you can – try looking at it from different angles

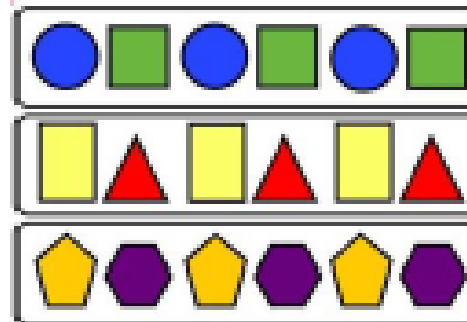
Fluency

- Draw a pattern to show the following: red triangle, yellow square, blue circle.
- Use the cubes to make a sequence. Can your partner continue it?
- Create a pattern using only these shapes.



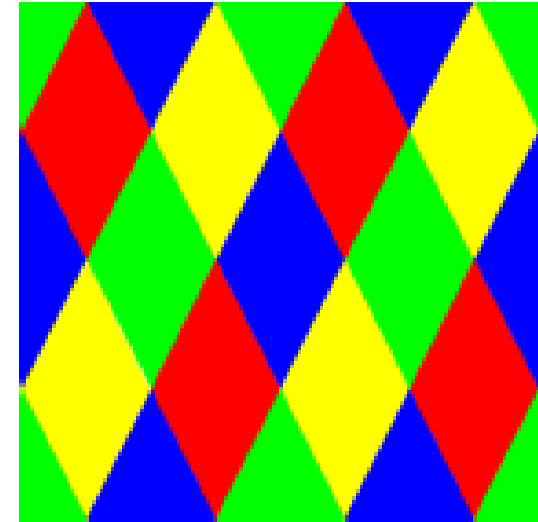
Reasoning

- Jessie is making a pattern. It goes like this:
red square, blue circle, green triangle.
She thinks the 12th term will be a red square. Is she right? How do you know?
- Spot and correct the mistake.
▲ ▼ ▲ ▼ ▲ ▼ ▲ ▼ ▲ ▼ ▲ ▼ ▲ ▼ ▲ ▼ ▲ ▼
- What's the same and what's different about these patterns?

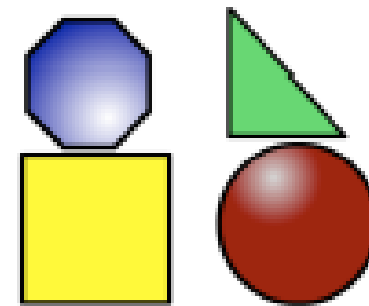


Problem Solving

- How many patterns can you see on this picture?



- How many different sequences can you make from the shapes below?



- Can you create a sequence for a partner?

Friday 3rd July 2020

Creative
All things bright and beautiful

LO: to dissect a plant to observe the parts.

Steps to Success:

- ✓ Observe and name different parts of plants and flowers by taking them apart carefully
- ✓ Count the petals and leaves, compare sizes, colours and patterns
- ✓ Use scientific vocabulary to describe the different parts of the plants and flowers including petal, root, shoot, stem, flower head, buds and leaf
- ✓ Get someone to take pictures of you exploring different plants

