

# James Elliman Academy

## Weekly Activities

### Year 2

Week beginning: Monday 30<sup>th</sup> March 2020

## Learning Time

### Reading

Making lemonade - Page 3.

- Read the text and underline the words you do not know.
- Write/note the words of which you are not sure.
- Try to figure them out from context first, then ask for help if you need it and write the meaning of those words.
- Get your family to ask you questions about the text to see how well you understood it.

Extension: Write a summary of the text.

Find the following documents to support your child with reading.

#### **Some questions to ask your child whilst reading together:**

1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

### Top Tips



#### For Reading with Your Child at Home

As we all know, there is a lot more to reading than just reading! Here are some tips to help during reading sessions with your child at home.

- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. Use a dictionary to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'big'. Ask your child to think of another word that means the same, e.g. 'huge' (use a thesaurus).
- Make predictions. What do you think will happen next? What makes you think that?
- Start at the end of the book. What do you think has happened before this point? Why do you think that?
- Discuss feelings. How do you think the characters are feeling? What has made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
- What have you learnt? What do you know now that you didn't know before reading the book?

#### **During Reading**

Encourage children to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?

You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting, and plot in a lot of detail. You might want to take it in turns to read so your child can hear how you read.

Help your child with

# reading

### I spy

Play 'I Spy' games.  
Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

### Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

### Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

### Create

Use reading to inspire drawings or new stories.

### Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

### Get out

Go to your public library regularly. Find the books you loved as a kid to read together.

### Go online

Look online & in app stores for appropriate word & spelling games.

### Make space

Have a special place or a certain time when you read together.

## Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels... anything that is close to hand!

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## Weekly Activities

### Grammar

Commas in Lists – Pages 14, 15.

For further practise go on this website.

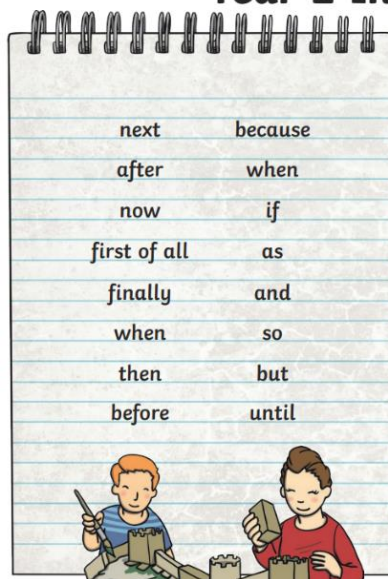
<http://www.primaryresources.uk/online/lists1.htm>

### Writing

Writing Instructions Recipe - how to make a cake, sandwich, fruit salad, pizza.

- Parents/carers can help with this activity (if you have some of the ingredients at home) by making the item first and then writing the instructions.
- This Word Mat is a useful resource to support writing of instructions.

#### Year 2 Instructions Word Mat



steps	equipment	recipe	ingredients
you will need	how to	add	mix
put	cut	wrap	make
measure	use	enjoy	rinse
boil	melt	join	heat
squeeze	stir	label	cover

### Maths

Mental Workout - Page 2.

- Show your working out (e.g. drawing Tens and Ones) if needed to solve part A.
- Underline keywords to solve word problems in part C.

Mental Workout – Page 29 (independent work).

Tests 1 and 2.



# James Elliman Academy

## Weekly Activities

Maths Study Book – Solid (3D) Shapes Page 60, 61.

60

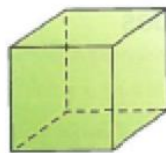
### Solid (3D) Shapes

**Solid Shapes Have Edges, Vertices and Faces**



### Learn These Solid Shapes

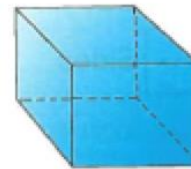
#### CUBE



6 faces  
8 vertices  
12 edges

Each face is a square

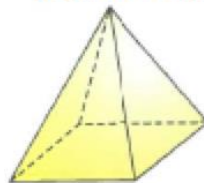
#### CUBOID



6 faces  
8 vertices  
12 edges

Its faces are squares  
or rectangles

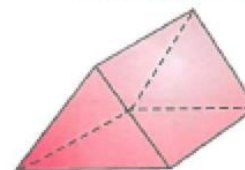
#### SQUARE-BASED PYRAMID



5 faces  
5 vertices  
8 edges

The base is a square and  
the sides are triangles

#### TRIANGULAR PRISM



5 faces  
6 vertices  
9 edges

It has 2 triangle faces  
and 3 rectangle faces

### Some Solid Shapes Have Curves

Make sure you learn these too.

#### CYLINDER

0 vertices  
2 edges



Both ends are circles

#### CONE

1 vertex  
1 edge



The base is a circle

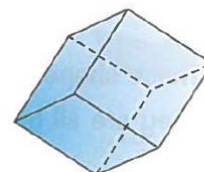
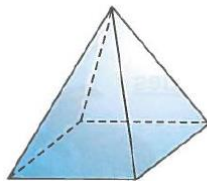
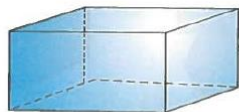
#### SPHERE

0 vertices  
0 edges

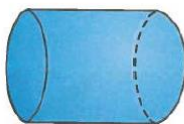


### Solid (3D) Shapes

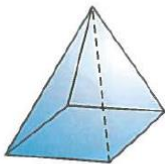
1 Draw a ring around the pyramid.



2 Name these 3D shapes.



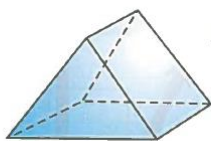
3 Write down how many **faces**, **vertices** and **edges** these shapes have.



Faces

Vertices

Edges



Faces

Vertices

Edges

"I can draw and describe 3D shapes."



For further practise use this website.

<http://www.primaryresources.co.uk/maths/mathsE3.htm>

### Creative Time

#### Science

- Can you follow this experiment?

#### **Mixing Oil and Water Experiment.**

Some things just don't get along well with each other. Take oil and water as an example, you can mix them together and shake as hard as you like but they'll never become friends... or will they? Take this fun experiment a step further and find out how bringing oil and water together can help you do your dishes.

What you'll need:

- Small soft drink bottle.
- Water.
- Food colouring (optional).
- 2 tablespoons of cooking oil.
- Dish washing liquid or detergent.

Instructions:

1. Add a few drops of food colouring to the water.
2. Pour about 2 tablespoons of the coloured water along with the 2 tablespoons of cooking oil into the small soft drink bottle.
3. Screw the lid on tight and shake the bottle as hard as you can.
4. Put the bottle back down and have a look, it may have seemed as though the liquids were mixing together but the oil will float back to the top.



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## Weekly Activities

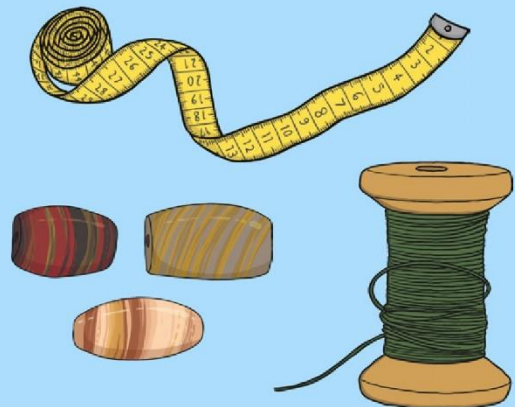
### Topic

- Craft-work from the Maasai culture.

### African Beaded Jewellery

#### Supplies

- A collection of coloured beads
- Fine shoe lace (preferably coloured), thread, cord or ribbon
- Tape measure
- Jewellery clasps



1. Carefully measure your neck or wrist using a tape measure.
2. Measure a length of thread, cord or ribbon and cut it to size.
3. Choose the beads and carefully thread them onto the bracelet or necklace, one by one. Use different shapes and colours for variety. African necklaces are traditionally bright and colourful.
4. When your bracelet or necklace is full, ask an adult to tie or knot it at the back. You could use a jewellery clasp on your bracelet or necklace.





### Art

- Make and colour some 3D paper shapes. After that, write a description for each shape. Think carefully about their properties (have Edges, Vertices and Faces).

