



Home Learning



Year 2 Week 2

Welcome to our second weekly update, Africa class. We hope you are continuing to make good progress with your schoolwork and activities. We can see that many of you have been on Purple Mash and Ed Shed regularly and have been impressed with your input on the blog! It has been really lovely seeing some of your home learning and we continue to miss you all lots. ☺ We hope you find some of the activities below enjoyable and look forward to receiving further examples of your work next week!

Today is the last day of term 4, and what a strange term it has been! The next two weeks are the Easter holidays. This holiday, more than ever, should be a time spent with your family and having lots of fun. With this in mind, this newsletter will just contain suggestions as to some fun activities you can do over the holiday. The next newsletter, which will contain ideas for activities for your home learning in the first week in term 5, will be released on Friday, 17th April.

Thank you to everyone who has sent photos to us of you learning at home – we have included some of them in this newsletter, but please know that we have loved looking at them all and seeing what you are all doing. Please remember if you do not want your child's image shared please do not include it on any photos you send us.

English

Task 1: We would like you to write an application letter to become an Easter Bunny. Why would you be a good Easter Bunny? Can you be trusted alone with the chocolate? Why is Easter one of your favourite times of the year? Include a picture with your application letter. Begin with 'Dear Easter Bunny Hiring Service'

Task 2: Read the first sentence of this story and discuss your thoughts and ideas with an adult. Write the next couple of paragraphs with an adult.



Timmy stared through the hole in the fence in his back garden. He had heard something – he was sure of it. But what was it? As he peered carefully through the old, wooden posts, something caught his eye. That's when he saw it!!

Reading

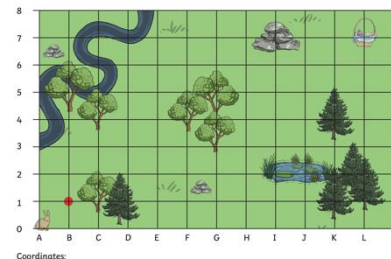
Please continue to read daily over the Easter Holidays. It is the perfect opportunity to get through more of the reading spine. There are plenty of online books on websites such as the one below.

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>

You may also like to read some Beatrix Potter books. You can find some examples on Twinkl. Most of her stories were set in spring. See if you can do a 'making links' task and draw a picture of the farm or woods based on her description.

Maths

For Maths we would like you to design your own Easter egg hunt. You should use a grid (such as the one below). Draw Easter eggs in some of the squares. Try and direct a family member to the eggs using language such as 'quarter turn left, two steps forwards, half turn right' etc. There are some free Easter Bunny grids on Twinkl.



Answer these questions below (remembering when you draw the circles first and when you write the numbers first)

$$35 \div 5 =$$

$$6 \times 5 =$$

$$18 \div 2 =$$

$$4 \times 2 =$$

$$60 \div 10 =$$

$$8 \times 10 =$$

When you have finished, have a go at writing your own Easter word problems for each of the questions above.

Eg. $35 \div 5 =$

If Miss Beech had 35 chocolate eggs and she shared them between 5 children, how many would they get each?

RE

As Easter is fast approaching, it is important to take part in some Easter activities. Watch the link below on Youtube to remind yourself of the Easter story.

<https://www.youtube.com/watch?v=LgFZDCguR8E>

Using a video, can you draw a story map of the Easter Story? Include all of the key parts that you can remember.

Challenge: Can you write a word to represent how Jesus might be feeling at each stage of the story

Gem Power
Challenge



Your Gem Power Challenge this week is to use your Amethyst power to work together with your family. Have a go at doing an Easter egg hunt in teams or play a family board game. Ensure you allow everyone a turn and don't be too controlling over the activity.

Home Learning
Stars of the Week



Well done to George, Isaac, Leo, Adelaide, Caiden and Anouska who have been extremely active on our Purple Mash Class Blog. It's been great to see so many of you on their daily.
Congratulation to Harvey, Harry and Oliver who have been on Ed Shed every day! Fantastic work.
Well done to Harry, Thomas and Isaac who have spent the most time on TT Rockstars this week, with a special mention to Emily, Harry and Adelaide who are currently getting the most answers correct. Keep it up everyone!



We would also like to remind families and children of the different writing elements that are taught in Year 2. When you are producing some free writing over the Easter break, compare your piece with these writing features to evaluate your own writing and add in any elements you've missed out.

Year 2 Key Performance Indicators	
Term 1	<ul style="list-style-type: none">- I can use noun phrases to describe people, places and things- I can use commas in a list- I can use co-ordinating conjunctions (but, or, so, and)
Term 2	<ul style="list-style-type: none">- I can create simple characters in narratives- I can use apostrophes to show singular possession
Term 3	<ul style="list-style-type: none">- I can use apostrophes in contractions- I can use subordinating conjunctions (when, while, if, because, until)
Term 4	<ul style="list-style-type: none">- I can write different types of sentences and punctuate these correctly (including questions, statements and exclamations ! ?)
Term 5	<ul style="list-style-type: none">- I can create simple plots in narratives- I can write accurately in the present and past tense, using the correct verb form.
Term 6	<ul style="list-style-type: none">- I can use features of standard written English (author voice)- I can write for a range of audiences and purposes (considering language and structure)- I can read my writing to check that it makes sense
Spellings throughout the year	<ul style="list-style-type: none">- I can spell key homophones- I can spell words using key suffixes and plurals (-ly, -est, -ed, -ing, -er, -s, -es, -ies, -ness)

