


Summer Term Two – Week Three and Week Four – Year 2

Card 1: (Week 3) Monday 22nd June – Friday 26th June and Card 2: (Week 4) Monday 29th June – Friday 3rd July. Colour in the boxes to show which activities you have completed. Please get in contact with me on teachers@st-benets.durham.sch.uk if there is anything I can help with. Keep trying your best boys and girls and thank you to those who have been sending me updates on the work – you are doing a great job 😊 Love Mrs Canham x

<p>English</p> <p>Go on LEXIA for 15 minutes a day. Remember you need to try and reach Level 9 before the end of the Summer Term. I will also be emailing skills builder booklets to support learning. Well done to the children who have already reached their L9 goal – keep up the fantastic work 😊</p>	<p>English</p> <p>Write this week's spellings out in your best handwriting then write a SUPER sentence for each spelling. You will need to discuss the different meanings of each word. At the end of a week an adult can read them out and you spell them to see how many you get right 😊</p>	<p>English</p> <p>Keep a food diary. Each day write about your favourite meal and use expanded noun phrases to describe the meal, as well as using your senses to describe the meal. You could even draw a picture of it.</p>	<p>English</p> <p>Using "Reading Comprehension Sea Spray Swimming Pool" Read the text and answer the questions. Remember it is really important to look for the answers in the text. I have also attached the mark scheme so you can mark it together and discuss any misconceptions. Discuss how this non-fiction text is different to the previous texts.</p>	<p>English</p> <p>Pick one of your favourite books or a book you are reading at the minute. I would like you to write a short description about the book. Who are the characters? Where is it set? What happens? Are there any issues/problems? How are they resolved? What do you like about the book? Who would you recommend the book to? Please feel free to tweet this work so other children can see the book recommendations. You could use a bubble map to help you make notes about the book first and then complete your write up.</p>
<p>Maths</p> <p>Have a go on Times Table Rock Star. There are two battles arranged for this week. Don't let it worry you just try and earn one extra coin each time. Don't use Sound Check or Studio as these are recommended for pupils from end of Year 3. 15 minutes a day is all you need to do 😊</p>	<p>Maths</p> <p>https://www.bbc.co.uk/bitesize/topics/z3rbg82</p> <p>Watch these two videos on Fractions to help you complete your Power Maths Tasks. We will learn the top number on a fraction is the numerator and the bottom number on the fraction is the denominator. The numerator is the number of objects you are thinking about. The denominator is the total number of objects. (I like to remember by thinking the Down number is the Denominator). Try and complete the Quiz that goes with the video.</p>	<p>Maths</p> <p>Click on Power Maths Y2 link on Home Learning Page. Accept the T&C's and allow the pop ups. Open up Year 2 Home Practice Book Summer Edition and complete Week 5 "UNIT FRACTIONS" (Pages 68-83). You work together on the DISCOVER and SHARE and then complete the next page in their exercise book. It explains the method to use and how to solve each question.</p>	<p>Maths</p> <p>Complete the Fractions Booklet attached as a PDF. If you don't have access to a printer you can complete the tasks straight into your exercise books. Some other ideas for working on fractions: Splitting up pizza, pieces of fruit, cookies, using lego if you have 4 pieces can 1/2 be red etc... You only need to focus on 1/2, 1/4 and 1/3.</p> 	
<p>Religious Education</p> <p>"Saying Sorry"</p> <p>Answer these questions...</p> <p>Is it harder to say sorry or to forgive others?</p> <p>How do you feel when you say sorry?</p> <p>What must you do if someone has hurt you?</p> <p>How do you know when someone is really sorry?</p> <p>Copy this prayer out in your best handwriting and draw pictures of ways you can show you are sorry and forgive others.</p> <p><i>God, Our Father, thank you for loving me. I am sorry for the times I have not shown love to others. Help me always to live like Jesus. Amen</i></p>	<p>Theme "Keeping Safe"</p> <p>As part of this week's theme on 'Keeping Safe', I'd like us to become 'healthy detectives'! As a detective, you need to use your senses to carry out this investigation. You will need to use your sense of touch, sight, smell and taste to find out about a particular type of fruit or vegetable. Write a set of clues about that fruit or vegetable that somebody in your house has to guess!</p> <p>E.G. This fruit tastes juicy and sweet. This fruit feels smooth, but sometimes a little bumpy. This fruit looks red, or sometimes green. It looks shiny too. This fruit smells sweet and fresh! I can hear crunches when I bite into it!</p>	<p>Theme "Keeping Safe"</p> <p>You are now going to become Special Agents and investigate how microbes can move around different places, like our school or home.</p> <p>Remember that microbes and germs can multiply and can spread very quickly.</p> <p>Task: Create and illustrate your own Superbug microbe. Explain how your Superbug travels and what harm it could cause. After that, become a special agent and explain how people can look after their personal hygiene by defeating your superbug!</p>	<p>Theme "Keeping Safe"</p> <p>Preparation (if you don't have glitter, using soapy water to create bubbles is just as good!)</p> <p>Fill a bottle or jar with water, leaving 2-3 cm of space at the top.</p> <p>Add a generous amount of glitter glue to the bottle (or a combination of PVC glue and regular glitter). Seal the bottle well!</p> <p>Directions</p> <p>Shake the bottle well to mix the glitter, water and glue and repeat these words as you shake it... "Imagine that the glitter is like my thoughts when I'm stressed, mad or upset. See how they whirl around and make it really hard to see clearly? That's why it's so easy to make silly decisions when I'm upset because I'm not thinking clearly. Don't worry this is normal and it happens in all of us."</p> <p>Now put the jar down and watch what happens when you're still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears?</p> <p>Your mind works the same way. When you're calm for a little while, your thoughts start to settle and you start to see things much clearer.</p>	<p>PSHE</p> <p>"Media literacy and digital resilience Living in the wider world"</p> <p>The Internet in Everyday Life</p> <p>The internet has become an important role of everybody's lives, whether it is used for fun, making blogs and videos, for home learning or to contact friends and family.</p> <p>Create your own 'safe online blog'. If you can, take some photos of things you see in your everyday life – remember to take the photo of just the item you're capturing and do this without your face in the photo! Write some sentences that could match each of your photos. Explain what your photos are about. Think of a question or a task you could ask to people that may visit your 'personal blog', making sure that what you write would be safe for the internet!</p> <p>Email us on teachers@st-benets.durham.sch.uk your mini blogs to show how you are using the internet in your everyday life! Mr Rooney will be very excited to see your creations!</p>

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<p>English</p> <p>Lexia – try to complete some more tasks. How close are you to reaching your next level?</p>	<p>English</p> <p>Write this week's spellings out in your best handwriting then write a SUPER sentence for each spelling. You will need to discuss the different meanings of each word. At the end of the week an adult can read them out and you spell them to see how many you get right 😊</p>	<p>English English</p> <p>Dear Diary... Keep a diary several times a week. Record the weather and what you have been doing. Don't forget to use capital letters and full stops! Can you include any adverbs, adjectives, alliteration or conjunctions? Add a picture.</p>	<p>English</p> <p>Using "Week 5 Games around the World" Read the text and answer the questions. Remember it is really important to look for the answers in the text. I have also attached the mark scheme so you can mark it together and discuss any misconceptions. Discuss how this non-fiction text is different to the previous texts. Which of these games would you like to play? Which one sounds most fun?</p>		<p>English</p> <p>Can you describe a game you like to play? It could be one you play at school or one you enjoy at home? You could even create your own game up based on the ideas you read in your reading comprehension this week.</p> <p>Write a short description of the game and draw a picture of what it looks like – it would be lovely to share these with each other so we have a bank of fun games to play when we return to school.</p>
<p>Maths</p> <p>Play Times Table Rockstar for 15 minutes a day. Don't use Sound Check or Studio as these are recommended for pupils from end of Year 3.</p>	<p>Maths</p> <p>BBC Bitesize Tasks https://www.bbc.co.uk/bitesize/topics/zjv39j6 Go through the videos and then complete the mini quizzes for each one. Next have a look at these videos to help you before you start your Power Maths Tasks https://www.bbc.co.uk/bitesize/topics/zjv39j6/resources/1</p>		<p>Maths</p> <p>Click on Power Maths Y2 link on Home Learning Page. Accept the T&C's and allow the pop ups. Open up Year 2 Home Practice Book Summer Edition and complete Week 6 "PROPERTIES OF SHAPES" (Pages 84-103). You work together on the DISCOVER and SHARE and then complete the next page in their exercise book. It explains the method to use and how to solve each question.</p>	<p>Maths</p> <p>https://www.topmarks.co.uk/maths-games/hit-the-button Play for 15 minutes a day. Complete the Times tables section – you should be able to complete x2, x5, x10 and some of you may know x3.</p>	<p>Maths</p> <p>Property of Shapes – what shapes can you find around your house? Your adult will name you a shape then you need to go off and find an example of one in your house. It may be 2D or 3D when you do find – what properties can you say about the shape? How many sides does it have? How many edges? If it is a 3D shape how many vertices does it have? Write a list of all the shapes you found and what you can tell me about them...</p>
<p>Religious Education</p> <p>See the pictures below. It introduces the children into how we can reflect on times and say sorry. Introduce the word "Sacrament of Reconciliation" – a time when we can talk directly to God to say sorry for things we may have done. Explain it is a private conversation between them and the Priest. Using the picture on Page 48 can they write what the boy might be saying and what they think the Priest might tell them? This is a Sacrament they will prepare to receive when they are in Year 4.</p>	<p>Theme – "Well Being"</p> <p>Make a den! This could be indoors or outdoors; you could even read your toys a story in your den! Draw a sketch of your den and write about what you did in it. I think I would like to listen to some relaxing music in my den and have some time to relax and rest.</p>	<p>Theme – "Well Being"</p> <p>Make a healthy snack – it could be a fruit salad, smoothie, healthy flapjacks or even some of the dips and dippers we tried back in our DT topic in school. Make sure an adult helps you with any cutting. Let me know how your healthy snack turns out.</p>	<p>Theme – "Well Being"</p> <p>Read the "Brain Break Breathing" cards together with an adult. Each day this week pick one to try. We often do things like this in class after 20 minutes of work so maybe you could use them to help you during the different tasks you are completing. If you would like a further challenge – how about writing your own "Brain Break Card" I would love to read your creative ideas.</p>	<p>Theme – "Well Being"</p> <p>Read through the "Boredom Buster" cards that have been uploaded with this work. Complete as many or as few of the tasks as you like. Which ones did you like the best and why? You can record any of the tasks in your exercise book.</p>	<p>PSHE "Safe Relationships"</p> <p>Discuss what a secret is and how there can be good and bad secrets.</p> <p>Good Secrets • Nice surprises and things that make you happy • Birthday presents and cards</p> <p>• Plans for a surprise family trip out or visit • Bank account numbers • Safety words (if someone else has to pick you up they must tell you what the safety word is) • Secrets that will make people happy but are only kept as secrets for a little while – because everyone will know about it soon.</p> <p>Bad Secrets "I'll tell you, but it is a secret. You can't tell your parents or staff. They might not understand." • Secrets that make you feel unhappy • Someone telling you to keep a secret that you do not like, or feel upset about. • Anyone saying you must not tell. • Saying you must not tell or someone will be in trouble • Taking things from you and saying you must not tell • Doing things to others and say you must not tell • Stealing and taking things and saying you must not tell • Someone touching you in a private area – and you feel upset about it. Make a poster of a box of good secrets and a box of bad secrets then a list of who can help you if you need to talk to someone.</p>

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RE: Week 4

