







Home learning pack

Year Two

Week beginning Monday 29th June – Friday 3rd July

Timetable for the week:

Day of week	Core	Foundation
Monday	Maths – o'clock and half past Reading – The Secret of Black Rock Writing - Colour monster- choice of language	Thematic – Identify what it is like living by the coast. 
Tuesday	Maths – Quarter past and quarter to Reading – The Secret of Black Rock questions Writing- Colour monster- choice of language	Music – Charanga Yumu – Step 3 
Wednesday	Maths – Telling the time to 5 minutes Reading – The Secret of Black Rock Vocabulary Writing Colour monster- Description	Science- Identify materials that can be recycled 
Thursday	Maths – Hours and days Reading – The Secret of Black Rock Vocabulary Writing Colour monster- Plan I am poem.	Art  - Sketching using perspective
Friday	Maths – Find and compare durations of time & Maths Quiz Reading – Compare stories Writing - Colour monster- Write an 'I am' poem.	Spanish: Saying your age  PE- Jasmine – Unit 5 – Lesson 4 

Group 1

Monday 29th June – Maths

Starter:

$\frac{1}{4}$ of 16 =	$\frac{1}{4}$ of 20 =	$12 \div 4 =$	$24 \div 4 =$
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Main Activity:

Today you are going to recap telling the time to o'clock and half past the hour. Watch the video <https://www.youtube.com/watch?v=3Posbu-VKxU&t=123s> to remind yourself on how to tell the time and complete the work sheet below.



Group 1



















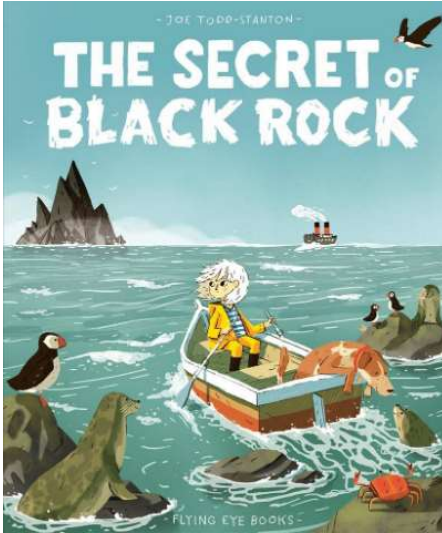






Group 1

Monday 29th June – Reading



This week in reading, we will be focussing on the book 'The Secret of Black Rock' by the author Joe Todd-Stanton.

Do you know what a secret is? What does it mean?

I wonder what the secret will be in this story? What do you think?

Take a moment to look at the picture of Black Rock below.

How does it make you feel? What are your thoughts? What words would you use to describe it?



What would you like to find out about Black Rock? Write down or share any questions you may like to ask.

Tomorrow you will listen to the story to find out more.

Who?	What?	Where?
When?	Why?	How?

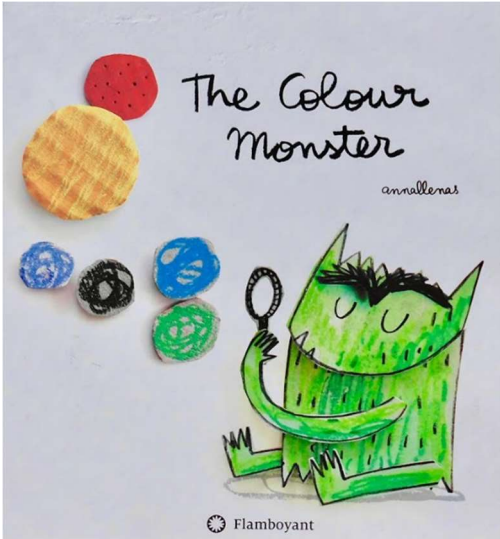
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Monday 29th June – Writing

I can discuss my favourite words and phrases.

Write down everything you think about when you hear the word 'Monster'.

Now look at the front cover of this story. Does the monster on the front cover match your initial ideas?



This week you are going to be writing a character description and a short 'I am' poem. Listen carefully to the story 'The colour monster' and think about the different ways the author helps build an image in your mind by using a wide range of exciting vocabulary.



<https://www.youtube.com/watch?v=Ih0iu80u04Y>

Main activity: Looking specifically at the monster 'Happiness' focus on the language used to describe this monster. What adjectives are used? What similes are used? What verbs?

**Think back to your previous pack where you learnt about adjectives, verbs and similes.

Choose some of your favourite examples and add to the grid provided.

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Adjectives	Similes	Verbs



Send the grid to your class teacher.

Monday 29th June – Thematic (Geography)

Today you are going to be identifying the key features of a coastal area. (An area of land next to the sea) Read through the slideshow below and using the information given, make comparisons between Birmingham and a coastal town. Think about your trip to Weston Super Mare at the end of Year one. You can include key features and landmarks that you have learnt about on previous lessons as well as jobs in the different areas.

What is it like living by the sea?

Key Vocabulary:

Seaside

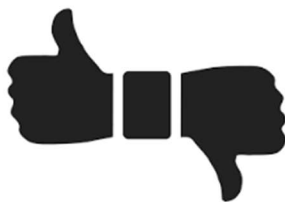
Coastline

Buoys

Windbreaks

lifeboat

urban



Have you ever been to the sea? Is the sea near or far away?

Do we live next to the coast in Birmingham?

Where is the nearest coast line?



What was it like at Weston Supermare?

What key features do you remember from the seaside?



Which clothes would be good to take when we visit our nearest beach? Why? What might our choice of clothes depend on?



What jobs might people have at the seaside? Why are they doing these jobs at the seaside?

Jobs people do by the beach

16

Selling ice cream

© photographyfirm / Adobe Stock

Running a hotel

© Space_Cat / Adobe Stock

Jobs people do by the beach

Fishing

© curto / Adobe Stock

Being a lifeguard

© vectorfusionart / Adobe Stock

Jobs people do by the beach

17

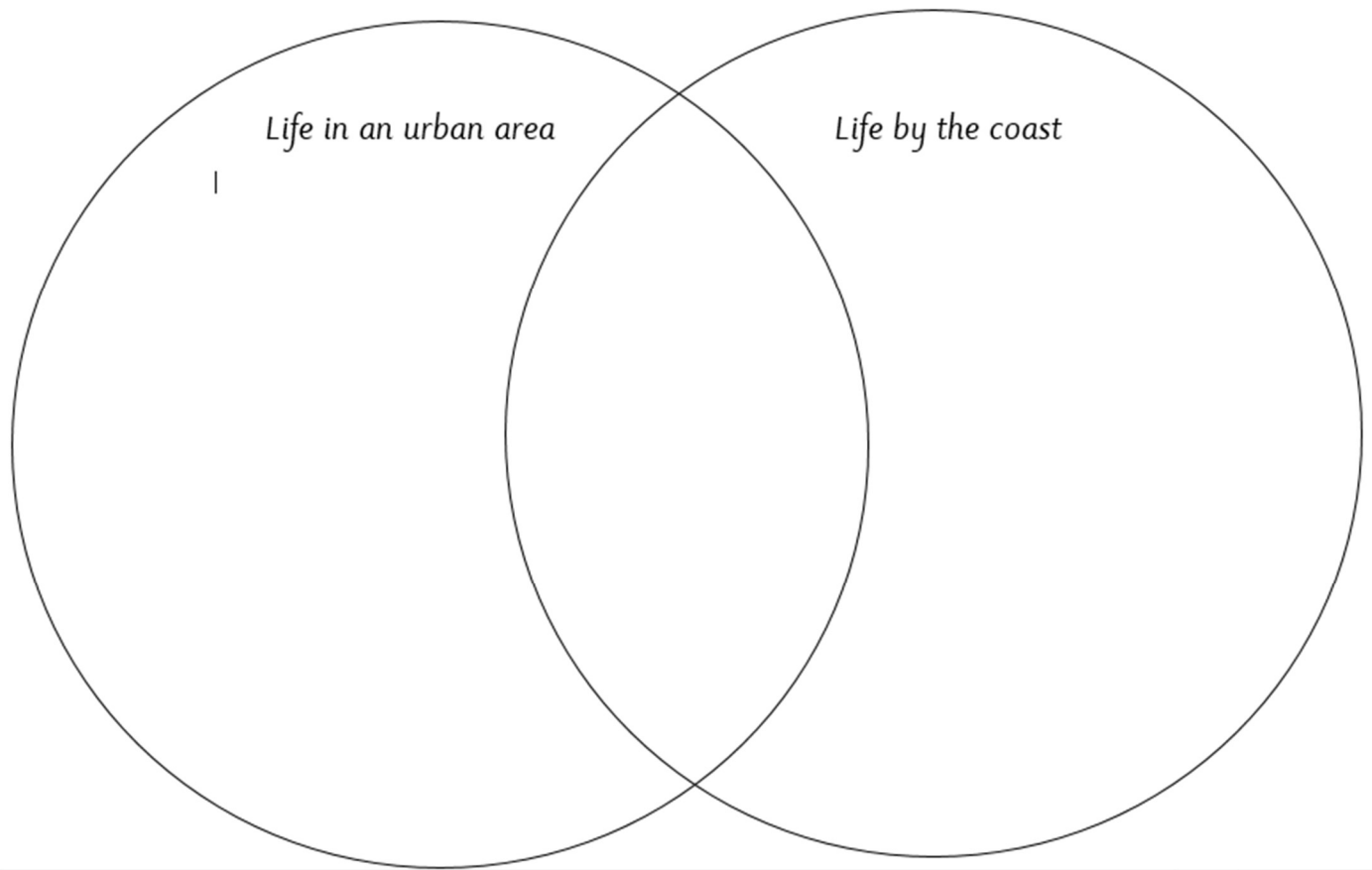
Being a tour guide

© Phil Crean A / Alamy Stock

Running a fish and chip shop

© Ian Dagnall / Alamy Stock

Group 1



Tuesday 30th June – Maths

Starter:

$\frac{1}{2}$ of 10 =	$20 \div 2 =$	$\frac{2}{4}$ of 16 =	$\frac{1}{2}$ of 22 =
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Main Activity



Watch the video of your teacher showing you how to tell the time to quarter past and quarter to the hour. Use the interactive clock to help you identify the times below.

<https://www.topmarks.co.uk/time/teaching-clock>



Group 1



Group 1

Tuesday 30th June – Reading



<https://www.youtube.com/watch?v=m39Fyh0BBpk>

Listen to the story 'The Secret of Black Rock' by Joe Todd-Stanton. Use the link provided or scan the QR code.



Talk about 3 things you can recall from the story.

Answer the following questions using the text on the next page to help.

1. Who did Erin live with?
2. Why didn't Mum allow Erin to go out to sea with her?
3. What did the fisherman say about Black Rock?
4. How did Erin manage to sneak away on Mum's boat without Archie finding her?
5. What word in the story means the same as 'a quick look'?
6. How do you know Erin worried about her mum when she was at sea?
7. What 2 things did the fisherwoman compare Black Rock to?
8. What adjective was used to describe Black Rock?

Group 1

Read the text carefully

Erin Pike lived with her mum and her dog Archie near a big fishing town. She longed to go out to sea, but it was too dangerous because of the legend of BLACK ROCK! Every fisherman and fisherwoman had a scary story to tell.

"It never stays in the same place and it could smash a boat to pieces!" said a fisherman.

"It's as big as a mountain and as sharp as a swordfish!" said a fisherwoman.

But Erin wasn't scared. Every day she would hide on her mum's fishing boat. And every day Archie would sniff her out. At night, she would wait for her mum's safe return, hoping she might catch a glimpse of the mysterious Black Rock.

One day, Erin came up with a very smelly plan to outsmart Archie's nose. Her mum was far too busy to notice Erin was on board amongst the nets and cages. As the day got later, a fog appeared, which got thicker and thicker and thicker... until Erin couldn't see past the end of her nose. Suddenly a huge dark shape loomed right into the boat's path.



Tuesday 30th June – writing

I can plan a character description

Look at the image of the 'happiness' monster from yesterday's story.



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What language did the author use to describe this character? (refer to your grid) Now you are going to plan your own word choices and language for a 'feeling' monster of your choice. Using the jars below write down your



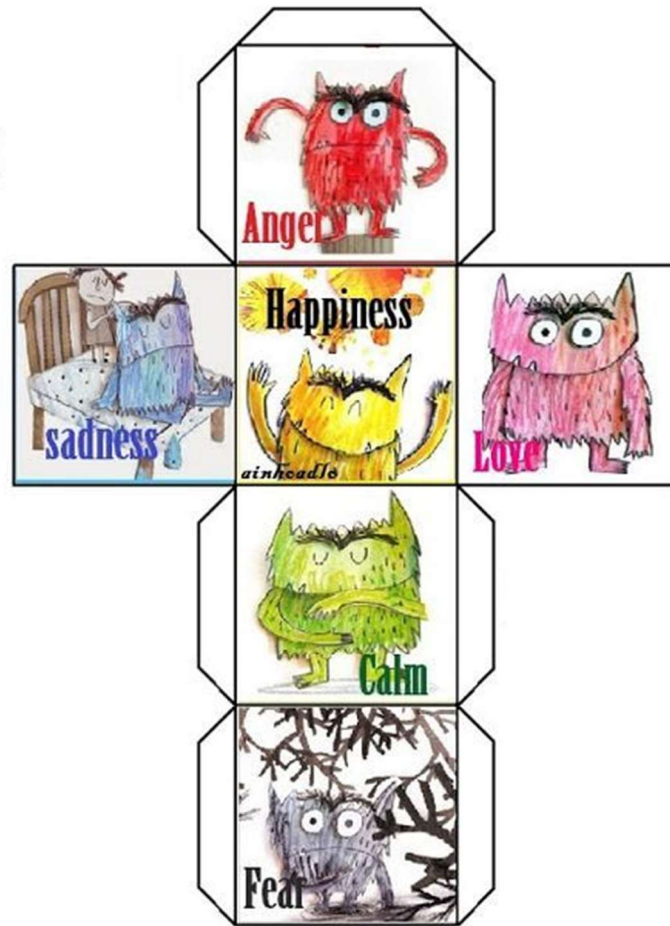
ideas. See your class teachers' example on class dojo.

Adjectives

Verbs

Similes

Expanded Nouns



Tuesday 30th June – Music

Using charanga yumu complete step three. If you have forgotten your log in, please message your teacher. <https://charanga.com/yumu>



Group 1

Wednesday 1st July – Maths

Starter:





$1/3$ of 15 =	$18 \div 3 =$	$9 \div 3 =$	$1/3$ of 21 =
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Main Activity







Today you are going to be learning how to tell the time to five-minute intervals. Watch the video of your teacher showing you how to tell the time to five minutes and complete the questions below.

Complete the table.

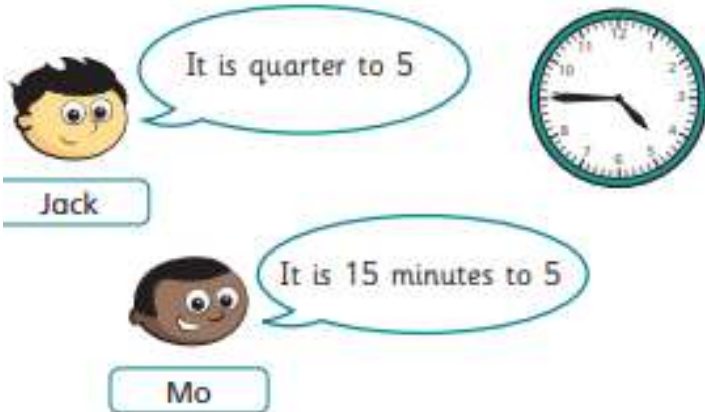
	5 past 1
	<input type="text"/> past 1
	
	

Complete the table.

	25 to 2
	<input type="text"/> to 2
	
	

Group 1

Jack and Mo read the time on the clock.



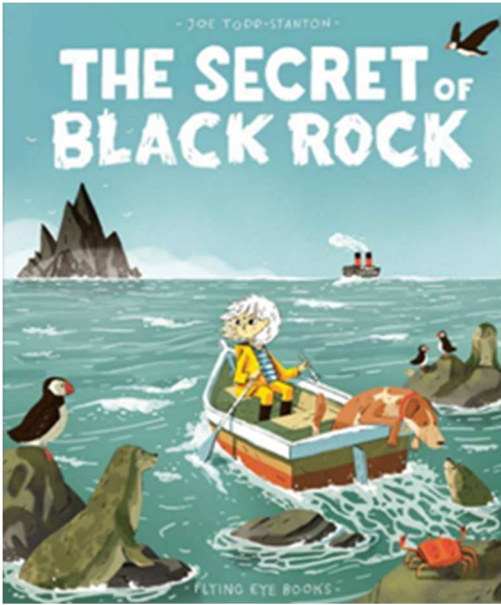
Who is correct? _____

How do you know?

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Wednesday 1st July – Reading

Listen to the story again using the link provided or scan the QR code.



<https://www.youtube.com/watch?v=m39Fyh0BBpk>

Find the definitions and create your own sentences using the words

Surrounded – *Definition:* _____

1. The birds **surrounded** the island.
2. _____

Mysterious – *Definition:* _____

1. There was a **mysterious** noise outside the house.
2. _____

Dangerous – *Definition:* _____

1. Mum's boat was too **dangerous** for Erin.
2. _____

Brightly – *Definition:* _____

1. The lighthouse was shining **brightly** to warn boats of land.
2. _____

Unnoticed – *Definition:* _____

1. The shipwreck went **unnoticed** for weeks.
2. _____

Group 1

Wednesday 1st July – Writing

I can write a description

Make sure you have read your teacher feedback from your plans yesterday and made changes if required. Today, you will be writing your own description of your 'feeling' monster.

Look at the model text:

This is happiness.

It glows warmly like a candle in the darkness and sparkles as brightly as diamonds. It is magical and magnificent. It is powerful and perfect.

You feel free and like you could fly. You smile, you giggle, you leap with joy. You create, you believe and you dream.

Using the model text and your plans write your own character description of your monster. E.g. It is dark, blue and lonely and camouflages in the dark.

Word bank to support with language-

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Happiness	Sadness
Bright Yellow Light Golden Warm Shining Twinkling	Gentle Blue Rainy Dark Disappointing Gloomy Cold
Anger	Fear
Red like fire Steaming Boiling Raging like a bull Furious Outraged Tense	Black like the night Dark Scary Small Lonely Shaking Quivering
Calm	
Quiet Still Peaceful Soft Relaxing Blissful Chilled	



Send this description to your class teacher for feedback.

Wednesday 1st July – Science

Watch the video on <https://www.bbc.co.uk/bitesize/clips/z9p9j6f> all about recycling



SCAN ME What do you know about recycling? Do you know what materials can be recycled?

What Can Be Recycled?

- Paper and Cardboard - such as newspaper and cardboard boxes
- Plastic – such as yoghurt pots and milk bottles
- Metal – such as cans
- Glass – such as bottles and jars
- Clothes – such as jumpers and trousers
- Garden Waste - such as grass cuttings
- Food – such as apple cores and leftovers



How to Recycle

Different areas of the country recycle using slightly different systems but the goal is the same - to recycle as much as possible.







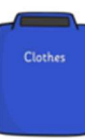
How do you recycle at home?

How do you recycle at school?



Collect some items from around your house and list them into the correct category below. Think carefully about whether the items can be recycled or need to be thrown away.

Group 1

 Cans	 Paper and Card	 Plastic	 Compost	 Glass		 Clothes

Starter:

$2/4$ of 20 =	$2/4$ of 8	$2/4$ of 24 =	$2/4$ of 28 =
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Main Activity:

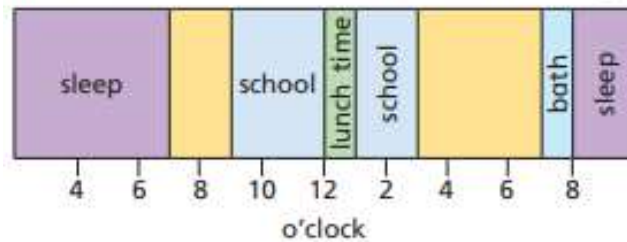
Re-watch the teacher videos from earlier in the week to refresh your memory. Today you are going to be looking at hours in the day. Complete the questions below. Use the interactive clock to help you answer the questions below. <https://www.topmarks.co.uk/time/teaching-clock>



Complete the table.

60 minutes earlier	Time now	30 minutes later
3 o'clock		half past 4

The bar model shows a section of Dexter's day.



- a) What time did Dexter go to bed?

- b) What time did Dexter get up?

- c) What do you think Dexter did between 7 o'clock and 9 o'clock in the morning?
- d) What was Dexter doing at 6 o'clock in the morning?

- e) What could Dexter have been doing at 6 o'clock in the evening?



Read the text carefully

Sometimes the days are **pretty** and pleasant, and sometimes they are **wild** and chaotic. Sometimes I am surrounded by the most **magical** and colourful sea creatures, and sometimes I am surrounded by **darkness**.

I love **watching** the jellyfish **stylishly** swimming and the **playful** dolphins teasing me to chase them. The birds **always** tickle my head with **their little** footsteps and the starfish grip tight to my hands.

Within minutes you **would** not believe it. When the engines start **roaring towards** me, **sadness** fills up the ocean and I **watch** as the **animals** swim off in fear.

Hours pass by so **slowly**, but the **busy** boats start leaving. My **world** returns to **normal** and all my friends come back to me. I am the place they **call** home.



Group 1



Who do you think is speaking in this text?

That's right! This piece of writing is written by Black Rock.

Highlight or circle any words or phrases that you like, or think are particularly interesting and effective in this piece of writing. These might be adjectives, noun phrases, adverbials.



Do you have any questions for Black Rock now that you know the secret?

Thursday 2nd July – writing

You are now going to use your character description to support you in writing a simple 'I am' poem. Read the model text below:

Happiness

I am happiness.

I am bright yellow like the sun.

I am radiant and glow warmly.

I am joyful, exciting and wonderful.

I am giggling, laughing and squealing.

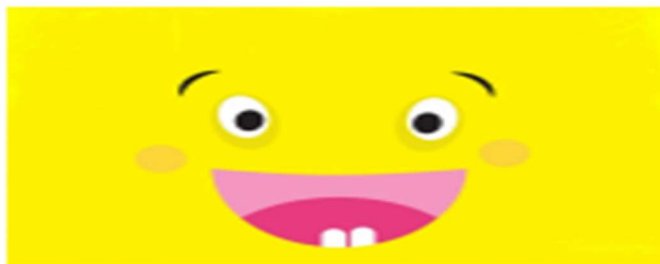
I am jumping, leaping and bouncing.

I am a smiling baby.

I am a running dog with a wagging tail.

I am a fun party full of friends.

I am happiness.



The poet has used verbs to describe the feeling. Thinking about your 'feeling' monster can you go back and underline all the verbs used?

Group 1

Main activity:

Use the plan below to create your own 'I am' poem. Remember to stick to the same feeling as your feeling monster.

I am _____
(feeling)

I am _____
(colour)

I am _____
(adjectives)

I am _____
(adjectives)

I am _____
(verbs)

I am _____
(verbs)

I am _____
(feeling)

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Thursday 2nd July – Art

Can I use perspective in my drawing?

What does the word 'perspective' mean?

Perspective is what gives a three-dimensional feeling to a flat image such as a drawing or a **painting**. In **art**, it is a system of representing the way that objects appear to get smaller and closer together the farther away they are from the viewer.

How has Bruegel used perspective in his artwork?



How do we know which parts in the picture are closest to him?

What happens when the objects are in the distance?

Watch the video <https://www.bbc.co.uk/bitesize/clips/zvq6sbk> to learn more about how to draw using perspective. When you have finished watching the video, sketch your own landscape, thinking carefully about perspective. You can choose your own landscape to sketch or use one of the pictures below.



Group 1



Where is the vanishing point?



Where is the horizon line?



Lickey Hills



Group 1
Clent Hills



Manor Farm Park



Group 1



Group 1

Friday 3rd July – Maths

Starter:

$\frac{3}{4}$ of 20 =	$\frac{3}{4}$ of 16 =	$\frac{3}{4}$ of 4 =	$\frac{3}{4}$ of 28 =
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Main Activity

Today you are going to be identifying and comparing amounts of time. Use the interactive clock to help you count the number of minutes.


















<https://www.topmarks.co.uk/time/teaching-clock>

1 Match the durations on the clocks to the labels.



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- 5 The table shows information about some children's journeys to school.

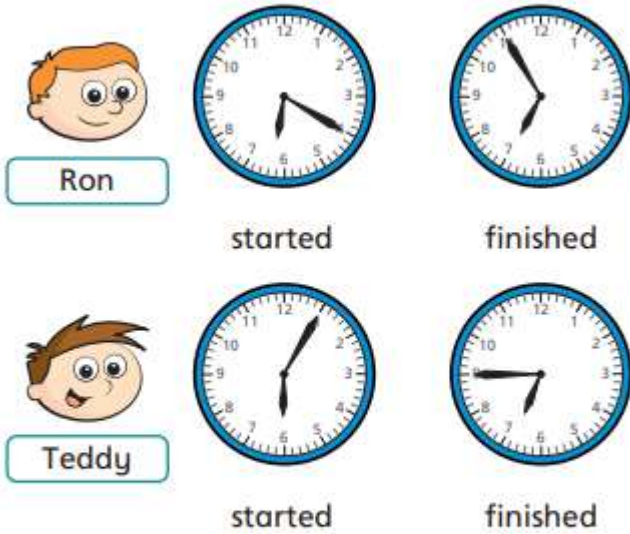
Name of child	Left home	Arrived at school	Journey time
 Annie			30 minutes
 Alex			
 Jack			
 Mo			20 minutes
 Dexter			15 minutes

Write $<$, $>$ or $=$ to compare the durations of time.

- a) 50 minutes 1 hour
- b) quarter of an hour 15 minutes
- c) half an hour 25 minutes

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The clocks show the times that Ron and Teddy started and finished tidying their rooms.



Who tidied their room in the shortest amount of time? _____

How did you work this out?

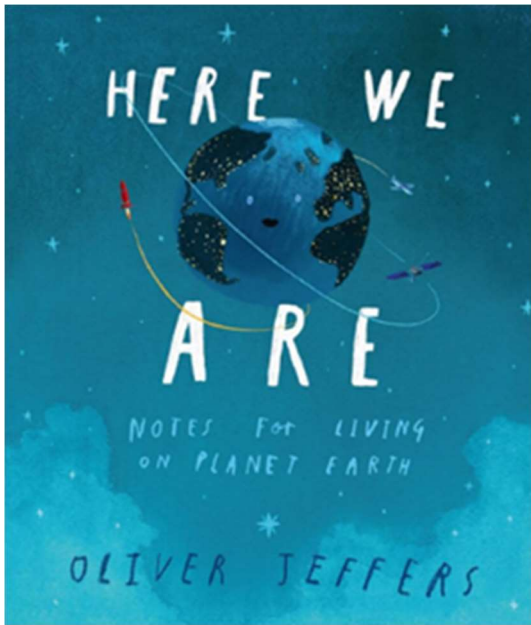


When you have completed today's maths work answer the following quiz <https://forms.gle/z3Fko1ktoB8YWfo97> Make sure you complete it independently (on your own) and we will send out a video to address any misconceptions next week.

Group 1

Friday 3rd July – Reading

We have shared two very exciting stories over these last 2 weeks.

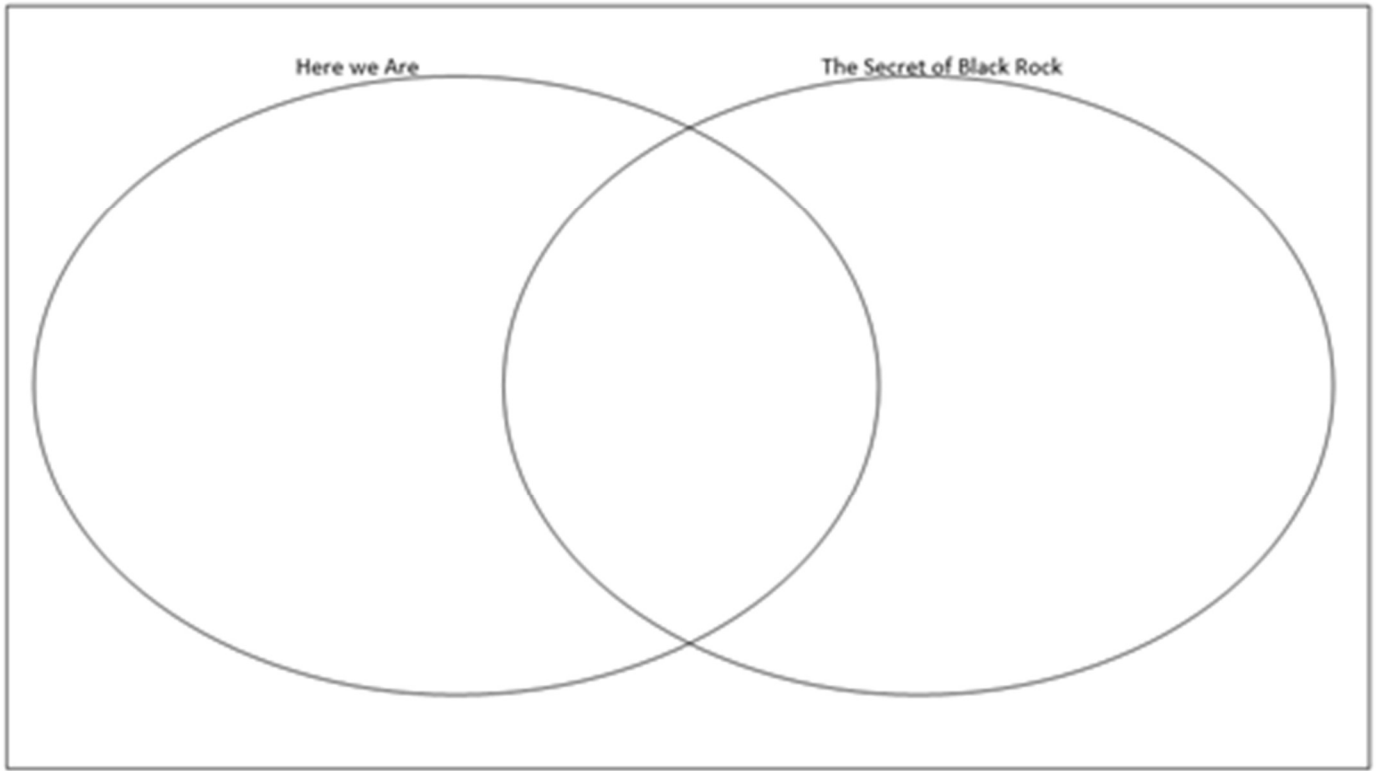


Today you are going to compare these 2 stories using a Venn diagram.

Example of a Venn diagram: https://www.youtube.com/watch?v=CkV_uRErIqk



Venn Diagram



Compare the 2 stories:

What is different? What is the same?

* Remember things that are the same go in the middle of the Venn diagram

Friday 3rd July – Writing

I can write an 'I am' poem

Proofread and check your plan from yesterday. Does it make sense? Is there anything you need to correct?

Using the checklist provided write your 'I am' poem in your neatest handwriting.

- ✓ Use capital letters and full stops.
- ✓ Select and use exciting adjectives.

Group 1

Email: parent@northfield-2.com

Password: northfield

Friday 3rd July – Spanish

Complete the quiz below and then watch the video, before going back to the quiz and making the corrections.

<https://www.thenational.academy/year-2/foundation/saying-your-age-in-spanish-year-2-wk3-2#slide-1>



SCAN ME

1. How do you say 'Good Morning' in Spanish? *

1 point

- Hola
- Buenas noches
- Buenos días

2. How do you say 'My name is...' in Spanish? *

1 point

- Buenas noches
- Me llamo
- Buenos días

3. How do you say 4 in Spanish? *

1 point

- Cuatro
- Cinco
- Seis