



Remember to complete your reading daily and your basic maths skills practice.

Here are this week's tasks:

<p>Maths</p> <p>In maths this week we will be learning about different 3D shapes and their properties.</p> <p>Watch this clip about 3D shapes.</p> <p>https://www.bbc.co.uk/bitesize/clips/zps34wx https://www.bbc.co.uk/bitesize/clips/zvg9jxs</p> <p>Have a go at completing the table on the sheet attached at the bottom of your home learning.</p> <p>Could you make any of the 3D shapes?</p>	<p>Writing</p> <p>This week I would like you to write me a non-fiction report about something that interests you. You could write about an animal, space, dinosaurs, a sport or something else.</p> <p>Try to include a heading and use subheadings for the different sections of your report.</p> <p>Reading</p> <p>In class we used to do quick reads to help with our reading fluency. Attached at the bottom of your home learning is a quick read about superheroes. Just like in class, give yourself 60 seconds and see how far you read up to. Repeat each day, can you get further?</p>
<p>Grammar, punctuation & spelling</p> <p>Time for a 100 high frequency word challenge again!</p> <p>See if you can spell all of the words. If there are any you don't get right the first time, focus on these for the week and then test yourself again at the end of the week!</p>	<p>Physical activity</p> <p>Go to the Fitter Futures website and have a go at the workouts. These are between 6 and 9 minutes long and can be done at any time of the day. Try to mix up the type you choose of exercise you do, so you complete a balance of cardio and core strength activities. The new password for KS1 is 4aebp – this had to be reset so <i>please ask an adult to log on for you, as we must not change the password.</i></p>
<p>Science</p> <p>We have been learning about how humans and animals grow. This week it's time for an investigation!</p> <p>I would like you to find out if people's heads get bigger as they get older. Can you measure the size of the heads of people in your house and find out if this is true? You could even ask some relatives to do it too so you have more people to compare. If you have completed this you could do the same with hand size or foot size.</p>	<p>Other learning</p> <p>Can you build a bridge? You could use toy bricks, books, paper or anything you can find around the house.</p> <p>How many little people (or cars, or anything else you have) can it hold? Can you make it stronger so it can hold more people?</p>
<p>Topic</p> <p>This term our topic is Kings and Queens.</p> <p>You have learnt about some of the Kings and Queens of England.</p> <p>I would like you to compare what life was like when Queen Victoria and Queen Elizabeth II were reigning. There is a table attached at the bottom of your home learning that you could fill in with some of the key facts.</p>	



Daily basic skills and online learning

Recommended daily activity and timings to support basic skills

Practise handwriting, using the LetterJoin information and login sent home to help you. 10 - 15 minutes daily.

- Practice your number skills by going on numbots using the logins that were sent home.
- Practice counting in 2, 5, 10. This week can you verbally say them to someone else. Challenge- can you say them forwards and backwards?
- Practice your 2, 3, 5 and 10 times table. This week choose one and write it in order e.g $2 \times 0 = 0$, $2 \times 1 = 2$, $2 \times 2 = 4$ etc.

Can you draw the array to go with each one?

- Practice your number bonds to 10, 20 and 100. How quick can you get at matching them? Draw cherry model to represent them.
- Continue to read books from school and ones that you enjoy. Also get adults to read books and stories to you. Try to read 15 minutes a day.
- Practice reading and spelling the 100 high frequency words.
<https://www.highfrequencywords.org/>
- Practice reading and spelling the Year 2 common exception words. These can be found on Twinkl. You can find flashcards, posters, tick sheets etc.
- Do some daily writing-You may want to keep a diary of the activities you do every day. You could also write a story of your own, create a comic strip for a story that you know well, or create some non-fiction fact-files for topics that interest you.

Do not forget to use our every time we write rules:

- Say it before you write it
- Use capital letters and full stops
- Use finger spaces
- Spell the 100 high frequency words correctly

Websites:

email address for queries about logins and to send examples:

year2@lea-pri.herts.sch.uk

- Reading Eggspress – in addition to your own reading for enjoyment, there are comprehensions, spelling games and books to read on here.
<https://readingeggspress.co.uk>
- Numbots- <https://play.numbots.com/#/intro>
- Education City – there will be a selection of tasks set for Maths and English, with Learn It sections to support some concepts if you need them. I have set some revision work and new learning in the homework section.
There are downloadable worksheets, too, to print out and try. There are lots of different games and activities on this site, so explore, learn and have fun!
<https://ec1.educationcity.com>



Fitter Futures subscription – we have a short-term access to a fitness website aimed at schoolchildren. This has workouts you can do at home and mental health and well-being activities you can try. <https://app.fitterfuture.com/student/auth/login>

- LetterJoin <https://www.letterjoin.co.uk/>
- Twinkl – parents can use this free from home for a month to support learning at home. A login offer code will be shared with your parents as soon as possible.
 - If using Twinkl, these activities look useful.

What's that Minibeast? Interactive Labelling Activity
This What's that Minibeast? Interactive Labelling Activity is a perfect way for KS1 pupils to learn the names of common garden minibeasts as part of their topic work.

Tuesday

Year 2 Forming Nouns Using Suffixes -er, -ness and -ment Warm-Up PowerPoint
A great way to revise and practise forming nouns by adding the suffixes -er, -ness and -ment.
Curriculum Aim: Year 2 Writing Transcription: Adding Suffixes

Telling the Time: A Time Telling Game
This game makes telling the time fun and challenging. KS1 children can choose from 'on the hour', 'half past', 'quarter past', or five minute increments to test themselves at any level.
Curriculum Aim: Telling the Time

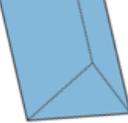
Phonics Play – <https://new.phonicsplay.co.uk>

While schools are closed, you will be able to access all the phonics games and resources on this website. Use the following to log in:

Username: march20

Password: home

When you have logged on, click on 'Resources' and then phase3, 4, 5 or 6.

	Name of shape	Number of faces	Number of vertices (corners)	Number of edges	Shapes of faces	Real life examples
						
						
						
	Triangular _____					
	Square based _____					
						

Title		Title	
Date of birth		Date of birth	
Date of coronation		Date of coronation	
Head of state of how many countries?		Head of state of how many countries?	
Significant events during her reign		Significant events during her reign	
Who are her children?		Who are her children?	
Name some of her royal homes		Name some of her royal homes	
Other facts		Other facts	



Superheroes and Comic Books

- 10 Comics are made up of lots of pictures. The pictures
- 18 are drawn inside frames (also known as panels),
- 28 and tell a story. Story text or speech bubbles also
- 36 help the reader to understand what is happening.
- 43 Superhero comics first became popular in the
- 49 1930s. The first superheroes were Superman,
- 55 Batman, Captain America and Wonder Woman.
- 62 Much later superheroes like Spider-Man, the
- 71 Fantastic Four, the Hulk, X-Men and Iron Man
- 79 were created. Some of these superheroes still have
- 85 adventures in comic books today. Amazingly,
- 95 many of them now even have their own films or
- 97 television series.



Quick Questions



1. What helps the reader to understand what is happening in the pictures?
- _____



2. Why has the author started the final sentence of the text with 'amazingly'?
- _____



3. Why do you think superheroes became a popular subject for comic books?
- _____



4. Can you order when these things happened by putting numbers 1-4?

_____ Some superheroes got their own films or TV series.

_____ Superman appeared in a comic.

_____ Superhero comics become popular.

_____ Spider-Man appeared in a comic.

100 High Frequency Words Checklist

- | | | | | | |
|---------------------------------|-----------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------|
| <input type="checkbox"/> a | <input type="checkbox"/> children | <input type="checkbox"/> her | <input type="checkbox"/> look | <input type="checkbox"/> on | <input type="checkbox"/> there |
| <input type="checkbox"/> about | <input type="checkbox"/> come | <input type="checkbox"/> here | <input type="checkbox"/> looked | <input type="checkbox"/> one | <input type="checkbox"/> they |
| <input type="checkbox"/> all | <input type="checkbox"/> could | <input type="checkbox"/> him | <input type="checkbox"/> made | <input type="checkbox"/> out | <input type="checkbox"/> this |
| <input type="checkbox"/> an | <input type="checkbox"/> dad | <input type="checkbox"/> his | <input type="checkbox"/> make | <input type="checkbox"/> people | <input type="checkbox"/> time |
| <input type="checkbox"/> and | <input type="checkbox"/> day | <input type="checkbox"/> house | <input type="checkbox"/> me | <input type="checkbox"/> put | <input type="checkbox"/> to |
| <input type="checkbox"/> are | <input type="checkbox"/> do | <input type="checkbox"/> I | <input type="checkbox"/> Mr | <input type="checkbox"/> saw | <input type="checkbox"/> too |
| <input type="checkbox"/> as | <input type="checkbox"/> don't | <input type="checkbox"/> I'm | <input type="checkbox"/> Mrs | <input type="checkbox"/> said | <input type="checkbox"/> up |
| <input type="checkbox"/> asked | <input type="checkbox"/> down | <input type="checkbox"/> if | <input type="checkbox"/> mum | <input type="checkbox"/> same | <input type="checkbox"/> very |
| <input type="checkbox"/> at | <input type="checkbox"/> for | <input type="checkbox"/> in | <input type="checkbox"/> my | <input type="checkbox"/> see | <input type="checkbox"/> was |
| <input type="checkbox"/> back | <input type="checkbox"/> from | <input type="checkbox"/> into | <input type="checkbox"/> no | <input type="checkbox"/> she | <input type="checkbox"/> we |
| <input type="checkbox"/> be | <input type="checkbox"/> get | <input type="checkbox"/> is | <input type="checkbox"/> not | <input type="checkbox"/> so | <input type="checkbox"/> went |
| <input type="checkbox"/> big | <input type="checkbox"/> go | <input type="checkbox"/> it | <input type="checkbox"/> now | <input type="checkbox"/> some | <input type="checkbox"/> were |
| <input type="checkbox"/> but | <input type="checkbox"/> got | <input type="checkbox"/> it's | <input type="checkbox"/> of | <input type="checkbox"/> that | <input type="checkbox"/> what |
| <input type="checkbox"/> by | <input type="checkbox"/> had | <input type="checkbox"/> just | <input type="checkbox"/> off | <input type="checkbox"/> the | <input type="checkbox"/> when |
| <input type="checkbox"/> called | <input type="checkbox"/> have | <input type="checkbox"/> like | <input type="checkbox"/> oh | <input type="checkbox"/> their | <input type="checkbox"/> will |
| <input type="checkbox"/> came | <input type="checkbox"/> he | <input type="checkbox"/> little | <input type="checkbox"/> old | <input type="checkbox"/> them | <input type="checkbox"/> with |
| <input type="checkbox"/> can | <input type="checkbox"/> help | | | <input type="checkbox"/> then | <input type="checkbox"/> you |