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Learning From Home
Year 2
Week 2 (week beginning 8th June)

Please find below details of your child’s learning from home tasks for this week.

	Learning Focus	Links to useful websites, resources and videos to support with the learning focus	Tasks to complete
Phonics/ Spelling	We are learning to identify and use homophones.	<p><i>(Recap) What are homophones?</i> https://www.bbc.co.uk/bitesize/topics/zqhpk2p/articles/zc84cwx</p> <p>How to use to, too and two: https://www.bbc.co.uk/bitesize/topics/zqhpk2p/articles/zc4jpbk</p> <p>Homophones lesson: https://www.bbc.co.uk/bitesize/articles/z7g8jhv</p> <p>Karate Cats game: https://www.bbc.co.uk/games/embed/karate-cats?exitGameUrl=http%3A%2F%2Fbbc.com%2Fbitesize%2Farticles%2Fzdp4pg8</p>	<ul style="list-style-type: none"> • Complete the BBC Bitesize ‘Identifying and using homophones’ daily lesson. • Play the ‘Karate Cats’ spelling and grammar game.
Reading	We are learning to answer retrieval questions and develop our understanding of what we read.	<p>Oxford Owl: (Go to ‘class login’ at the top right hand of the page – username: saxonyear2 password: year2) www.oxfordowl.co.uk</p>	<ul style="list-style-type: none"> • Read 3 books (choose books you have at home, or from Oxford Owl). You may wish to write a review of one of them – see the template included in last week’s resources. • Complete the ‘History of Seaside Holidays’ reading comprehension activity (there are 3 levels to choose from).
Writing	We are learning to	<p><u>Examples of character profiles:</u> <i>Wanda, a wicked and selfish witch, was</i></p>	<ul style="list-style-type: none"> • Choose one of the photographs or a fisherman or woman.



	<p>use a range of adjectives to add description to our writing</p> <p>We are learning to use conjunctions to connect our ideas</p>	<p><i>plotting a plan as usual. She cackled and sang (although very badly) as she stirred her cauldron. Her enflamed orange hair tangled and brittle like her mop. Dark black lipstick covered her lips and half of her teeth. Her ragged dress was filthy with ash from her dusty cauldron. Wanda was extremely rude and hated people.</i></p> <p><i>On the very top of a magical mountain lived an enchanting and beautiful princess called Annabella. Her auburn hair was thick, shiny and glossy and tumbled down her shoulders in waves. She wore a crimson dress that glistened in the light and long, silk, pink gloves on her tiny hands. Annabella was quite a shy girl that blushed when talking.</i></p> <p><u>What is a conjunction?</u> We use co-ordinating conjunctions to join two simple sentences that both make sense when read on their own. Co-ordinating conjunctions always appear in the middle of the sentence. For example: <i>I am going shopping and I am getting my hair cut. You can go to the park or you can stay at home.</i></p> <p>A subordinating conjunction introduces a subordinate clause (<u>a clause that does not make sense on its own</u> – the children are not yet familiar with the terminology for this!). Subordinating conjunctions can appear in the middle, or at the start of a sentence. For example: <i>We couldn't go to the park because it was closed.</i> <i>If you're hungry, you can have a snack from the cupboard.</i></p> <p><u>Coordinating conjunctions:</u> and, or, but, for, nor, so, yet</p> <p><u>Subordinating conjunctions:</u> when, if, however, though, even, because, until, so (there are more!)</p> <p><i>See additional links below for useful websites.</i></p>	<p>Consider the following questions:</p> <ul style="list-style-type: none"> - Who are these people? What can you say about them? How do they know each other? - What do you think you know about him/her? How do you know this? - Does he/she live now or in the past? What tells you this? - Where does he/she live? What is it like to live there? What makes you think that? - Does it remind you of anything you've seen before in stories or real life? - What is he/she doing? Why? - How is he/she feeling? How can you tell? - What is their life like? What do they like to do? How do you know? - What would you like to find out? Does anything puzzle you? <ul style="list-style-type: none"> • Write a detailed character profile or description using the questions above as a basis. Don't forget to use conjunctions to link your ideas! Challenge: can you include <u>similes</u> in your writing? (e.g. <i>as hot as the blazing sun, sparkling like a diamond</i>) • Using technology and the resources provided by us, research information about life as a fisherman or woman. • How could you present the information that you have found? Create an information leaflet, job description/advert, facts poster, labelled diagram, poem or diary entry sharing your research. Use conjunctions to connect your ideas and extend your sentences.
<p>Maths</p>	<p>We are learning to</p>	<p>Please look at the <i>'Year 2 Maths Progression in calculation for</i></p>	<ul style="list-style-type: none"> • Log onto Times Tables Rockstars and practise your 2, 5

	<p>use arrays to solve multiplication problems</p> <p>We are learning to divide by sharing into equal groups</p>	<p><i>multiplication and division</i>' document.</p> <p>Saxon Maths website: <i>'how to' videos</i> https://saxonmaths.weebly.com/how-tovideos.html</p> <p>Watch 'Representing times tables' video</p> <p>What is multiplication? https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-what-is-multiplication/z68fbdm</p> <p>What is division? https://www.bbc.co.uk/bitesize/topics/zqbg87h/articles/z9jxhv4</p> <p>Saxon Maths website: <i>'how to' videos</i> https://saxonmaths.weebly.com/how-tovideos.html</p> <p>Watch 'Sharing and grouping' video</p> <p>The relationship between multiplication and division: https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-the-relationship-between-multiplication-and-division/zdqb47h</p>	<p>and 10 times tables! www.trockstars.com</p> <ul style="list-style-type: none"> • Complete the 'arrays' activity. Note that it has been split into 3 parts, with a challenge at the end. Children may choose to complete all of the parts at once, or do a little each day. • Complete the 3 division activities.
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<p>Project linked to foundation subject(s)</p>	<p>Project theme:</p> <p><i>Planning a beach event!</i></p> 	<p>Interactive clock: https://saxonmaths.weebly.com/ks1.htm Scroll down to 'Featured maths games' 'Telling the time' https://www.topmarks.co.uk/time/teaching-clock</p> <p>What is chronological order? https://www.bbc.co.uk/bitesize/topics/zk82hv/articles/zydsb82</p> <p>Some ideas for your 'Day at the Beach':</p> <ul style="list-style-type: none"> • A beach party! • Surfing festival • Beach wedding • 'Liquid Leisure' aqua-park day • Sand art exhibition  <p>...the choice is yours!</p>	<ul style="list-style-type: none"> • Imagine that you work for West Wittering Beach. You are in charge of planning all their exciting events! Use your knowledge of time to plan a fun filled Beach Day. • Create a timeline of what will happen at your 'Beach Day', writing and drawing what will happen at each time (ordered chronologically!) and how many hours the event will last altogether. Think about what you will do at key points in your day – will there be time set aside to go to the shops and kiosks? What time will the guests be able to eat? When will they arrive and leave? We can't wait to see what you come up with!
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Other useful websites, games, resources and videos:

Useful links for Fishing research:

<https://www.seriousfacts.com/fishing-facts/>

<https://www.bbc.co.uk/newsround/17241122>

<https://kids.kiddle.co/Fisherman>

<https://wiki.kidzsearch.com/wiki/Fishing>

If you have any questions regarding your child's learning, please send an email to:

learning.saxon@lumenlearningtrust.co.uk and either Miss Doherty or Mrs Hartshorn will look into your query and respond as soon as possible.