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## <u>Year 2</u> <u>Week 5 (week beginning 29<sup>th</sup> June)</u>

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

## The Bear Who Stared By Duncan Beedie THE BEAR WHO STARED

https://www.youtube.com/watch?v=m48rBDjo\_1Y

## **Book of the Week**

- 1. Why did the Bear stare?
- 2. Why did the animals respond negatively to the Bear?
- 3. Do you think the Bear understood that the animals thought he was being rude?
- 4. How do you think the animals felt as the Bear stared at them?
- 5. How would you respond to the Bear's stare?
- 6. How do you think Bear felt when he was taught to say "Hello"?

	Learning Focus	Links to useful websites, resources and videos to support with the learning focus	Tasks to complete
Phonics/ Spelling	We are learning to spell common exception words		<ul> <li>Have a go at completing the tricky words wordsearch. Can you use our common exception words list to create your own wordsearch for a member of your family to complete?</li> <li>For children who would like an extra challenge, or to have a sneaky peak at some Year 3 learning, take a look at the Year 3 common exception word list in the attached resources.</li> <li>Can you un-jumble the common exception words that have been muddled up?</li> </ul>

















Reading	We are learning to read for understanding	Storytime Online (age 5-7): <a href="https://www.booksfortopics.com/storytime-online-5-7">https://www.booksfortopics.com/storytime-online-5-7</a> 'Dear Teacher' story: <a href="https://www.youtube.com/watch?v=cV">https://www.youtube.com/watch?v=cV</a> <a href="https://www.31t5g">Wvwu31t5g</a>	<ul> <li>Watch and listen to the story 'Dear Teacher' by Amy Husband. We think it will make you smile!</li> <li>Choose one of the stories from 'Storytime Online' (attached as a resource but also available as a link, to the left) to watch, listen to, and enjoy. Reflect on the story by writing a short review of it, or discussing it with a family member. What did you enjoy about it? What wasn't so good? Can you imagine an alternative ending for the story?</li> <li>Use the Book review template if you would like.</li> </ul>
Writing	We are learning to write for a range of purposes	Video by <a href="https://youtu.be/6KCaNd5CX8w">https://youtu.be/6KCaNd5CX8w</a> Video by <a href="https://youtu.be/rLLacBCM-5Y">Mrs Ctverackova for 2V:</a> <a href="https://youtu.be/rLLacBCM-5Y">https://youtu.be/rLLacBCM-5Y</a> One Page Profile template attached to the resources list	<ul> <li>This year, we believe you are grown-up enough to begin to complete your own One Page Profiles independently! Read the headings carefully and discuss your ideas with an adult at home and, in your best handwriting, fill in the boxes.</li> <li>Write a list of facts about yourself, to introduce yourself to your new teacher. There is just one twist – one of the facts must be made up! I wonder if your new teacher will be able to guess which fact is a trick? Make sure that you email it into school for her to read and guess! (This could also be written as a letter if you have any questions to ask your teacher about Year 3).</li> </ul>
Maths	We are learning to	Video by Miss Glaves for 2G: https://youtu.be/mT0kn6JwntY  Video by Mrs Ctverackova for 2V: https://youtu.be/EsUXHcRFt7w  Data organization and tallying (an introduction): https://www.bbc.co.uk/bitesize/clips/z7r 9jxs  What is a tally chart? (A guide for adults)	<ul> <li>Have a go at the 'Minions in a Muddle' tally activity. Count the different minions carefully and record the information into the tally chart.</li> <li>Use the information from the tally chart to complete the bar chart.</li> <li>Play the 'Roll the Dice' game (attached in resources) with an adult or sibling. Record the number of tallies you roll. If you don't have a dice at home, we have included a simple template so that you are able to make one.</li> <li>Play the 'tally chart' interactive game to deepen your</li> </ul>

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		https://www.twinkl.co.uk/teaching-	understanding of reading and
		wiki/tally-chart	interpreting tally charts.
		Data handling and interpretation (collecting data and recording into a bar graph):	
		https://www.bbc.co.uk/bitesize/clips/zkf 34wx	
		Tally chart game: <a href="https://www.softschools.com/math/data">https://www.softschools.com/math/data</a> <a href="mailto:analysis/tally_chart/">analysis/tally_chart/</a>	
Project linked to foundation subject(s)	Project theme: Transitioning to Year 3	See the attached resources for superhero self portrait ideas.	1. All of your teachers this year (Mrs Vale, Miss Glaves, Mrs C, Mrs Hill, Mrs George, Mrs Croxford, Mrs Edwards and Mrs
subject(s)	You're off to Great places!		Sohail!) believe that you have been total superheroes, both at school and at home during this
	Today is your day! Your mountain is waiting, so Get on your way!		unusual time. For that reason, we would like you to create a 'Superhero Portrait' for your
	- Dr Seuss -		new Year 3 teacher. Draw a picture of yourself as a
			Superhero. What powers do you have that make you special and unique? What will you wear? Do
			you have any special equipment or vehicles? Write a short
			paragraph to go alongside your
			portrait to explain a bit more about your superhero choices.
			"If I was a superhero, I would be"
			Please send your portrait via email,
			or post it into the school letterbox,
			for your new teacher to see.
			2. In Year 3, your uniform will
			change slightly and you will
			wear a shirt and tie! We would
			like to set you the challenge of
			learning to do up your tie before September. This will really help
			you to speed up getting ready in
			the mornings and after P.E!
			When you have mastered it, send
			a video to show us. We can't
			wait to see you looking so smart
			and grown up!

Other useful websites, games, resources and videos:					

If you have any questions regarding your child's learning, please send an email to: <a href="mailto:learning.saxon@lumenlearningtrust.co.uk">learning.saxon@lumenlearningtrust.co.uk</a> and either Miss Doherty or Mrs Hartshorn will look into your query and respond as soon as possible.