



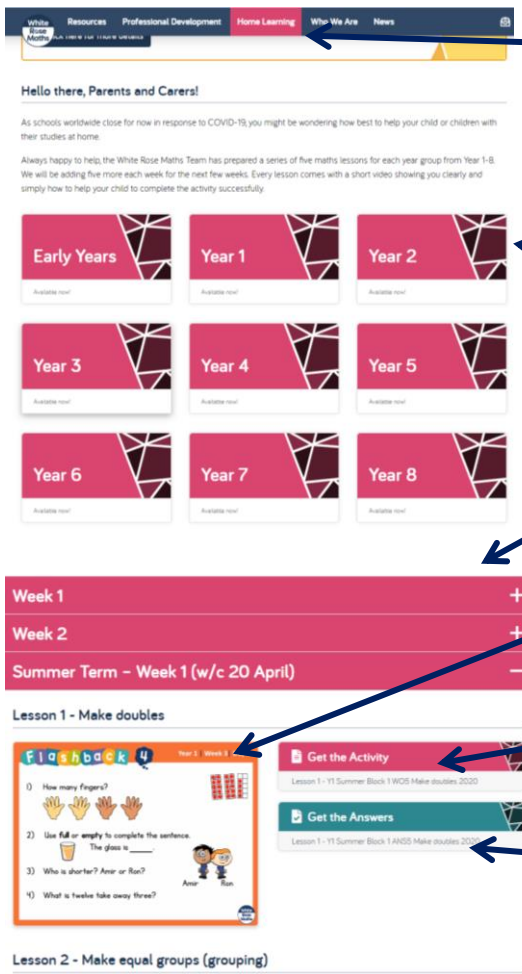
## Dear Parents/Carers

Thank you for your continued support with helping your children learn at home. Please remember to e-mail your child's class teacher if you need any support and don't forget to e-mail photographs of some of the work. Also it would be lovely if children could keep a portfolio of their learning to show to their teacher when we return to school.

[Panda@tottenham.enfield.sch.uk](mailto:Panda@tottenham.enfield.sch.uk)

[Bear@tottenham.enfield.sch.uk](mailto:Bear@tottenham.enfield.sch.uk)

[Koala@tottenham.enfield.sch.uk](mailto:Koala@tottenham.enfield.sch.uk)



1. Click on the home learning tab.

2. Select the year group.

3. Select the week.

4. Watch the video.

5. Complete the task.

6. Check the answers.

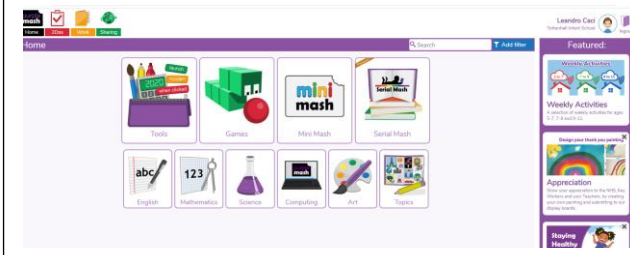
White Rose maths is an online free resource for you to use. There are daily maths activities available for your children to complete at home. Please use the following link and follow the instructions.

<https://whiterosemaths.com/homelearning/>

**Reminder:** Twinkl resources are free.

<https://www.twinkl.co.uk/offer> Code: UKTWINKLEHELPS

See the last page for weekly activities on purple mash.





# Year 2 Core Task Weekly Overview- WB: 4.05.20

Differentiation Codes

B-Beginning- Easier Tasks

WT-Working Towards- Some level of challenge.

S- Secure-Challenging Tasks

Please support your child with completing the following core tasks every week. Where appropriate tasks will be differentiated.

If you do not have a printer an alterantive method of how to recording will be given.


Core Task 1	Core Task 2	Core Task 3
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**English**

**Remember to read every day.**

<https://connect.collins.co.uk/school/TOTTENHA1/Student/>

Read the text 'Katie in London'.  
 Make predictions on what has been read so far.  
 Read the first 3 pages and then complete the predictor task.



Write different sentence types.

<https://www.twinkl.co.uk/resource/t-l-1102-types-of-sentences-powerpoint>

Have a look through the PowerPoint on twinkl and then write different types of sentences.

**statement- question- command- exclamation**

Spellings- Practise every day and then test on Friday.

Common exception words  
**because pretty father**

Key Words  
**keep, last, even, before**

Phonics Alternative spellings for igh  
 (ie/i\_e/y)  
**light bright pie cried like ride bite sky spy rely**

Polysyllabic words  
**dragon morning granddad narrator**

**Maths**

Time including quarter past, quarter to and five minute intervals.


<https://www.youtube.com/watch?v=Pht7dTIMOVA>

<https://www.youtube.com/watch?v=nc0qt0av8Xg>

Complete the differentiated tasks.

Choose and use appropriate standard units of measure and reading scales.

Use the links to play the games.



Complete daily lessons on white Rose Maths.


<https://whiterosemaths.com/homelearning/>



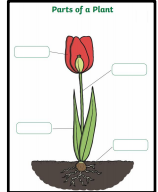
**Foundation Subjects**

**History-** Write a newspaper article to report on the Great Fire of London.

<https://www.twinkl.co.uk/resource/t-t-7007-the-great-fire-of-london-information-powerpoint>



**Science-**Draw and label the different parts of a plant.



**PSHE:** Importance of mental wellbeing.

Feelings and who can help us.

Discuss different feelings and who can help us.

Create a feelings poster.



London seemed very big to Katie. Big trains, big buildings and big crowds. She held on to Grandma with one hand and her little brother, Jack, with the other. They all got on to a big red bus and set off to see the sights.

1



When they got off at Trafalgar Square, Grandma was tired.

"I'll just have a little rest," she yawned. "You two stay by that lion, then I'll know where you are."

2

Katie climbed onto the big bronze lion and pulled Jack up after her. As the sun came out, the lion seemed to turn from grey to gold. "Do you mind?" said a very deep voice. It was the lion! "Who said you could clamber all over me?"



"We're very sorry," said Katie.  
"Grandma said to stay with you."  
"Then I suppose you must," sighed the lion. "Now, what shall we do?"  
"We wanted to see the sights, but Grandma fell asleep," said Katie.  
"Could you take us?"  
"Oh yes, please do!" said Jack.

3

Read the first 3 pages of the book and then complete the predictor task.

Use the predictor speaking frames to help you begin your sentences.

# Predicting Speaking Frame

I predict that ... is going to ... because...

I think that... will... because...

Could it be that ... is going to...



I bet the ... is going to...

I wonder if ...

I think we will find out that ...

The next part will be

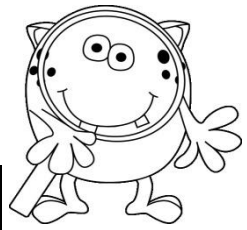
I predict that ... I think this because...

I imagine that ... might... because...

**Predictor**

**Share what you think might happen next.**

**Draw and write about your prediction in the boxes. Start with one of the prediction speaking frames.**



I predict that

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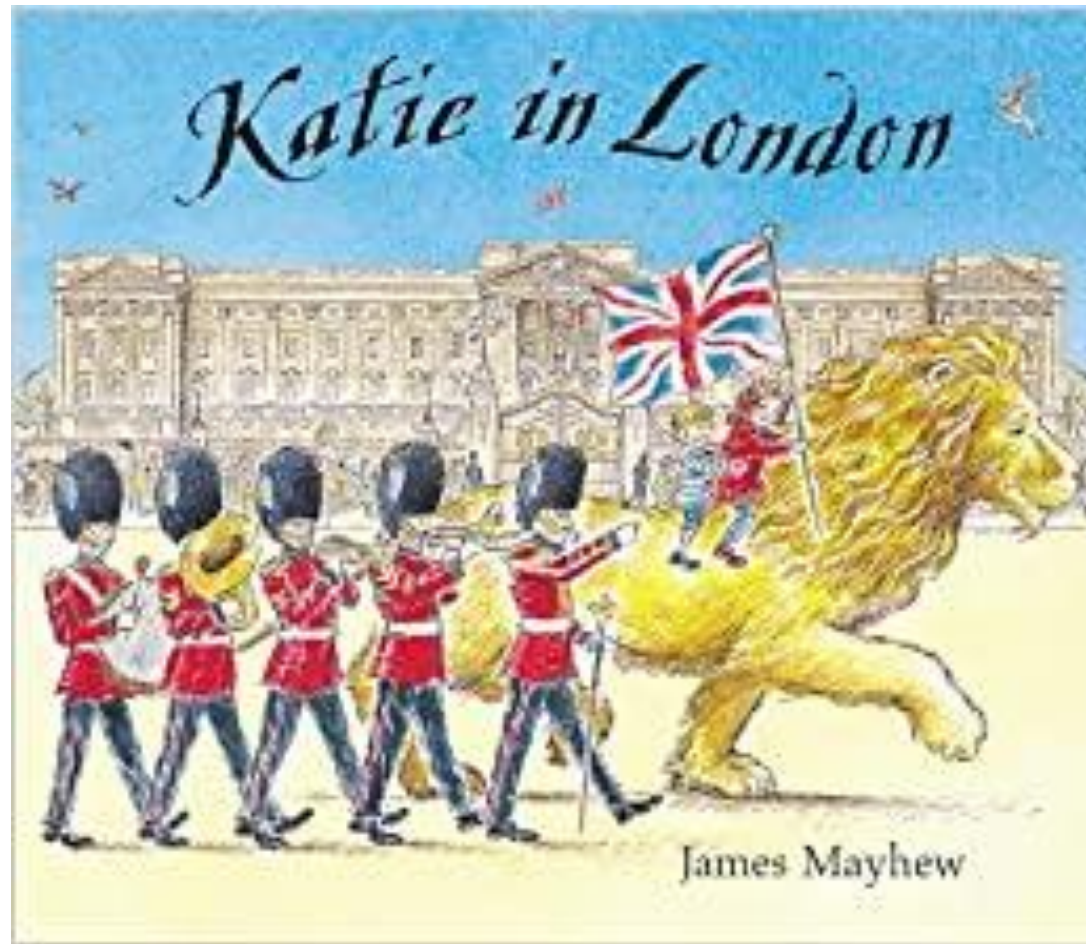
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Listen to the rest of the story on You Tube.

<https://www.youtube.com/watch?v=ImrNxC9bb4>



1

## Statements

Statements are sentences which tell you a fact, opinion or idea.

*Example:*  
A rainbow has 7 colours.  
They are beautiful to look at.



2

## Questions

Questions are sentences that ask you something.  
They usually end with a question mark.

*Example:*  
What did you have for dinner?



3

## Commands

They are often urgent or angry, can be very short and contain an imperative verb. Commands Imperative verbs are also known as 'bossy verbs'- they tell people what to do.

*Example:*  
Help me! Stop it.



4

## Exclamations

An exclamation is used when someone is surprised.  
It always starts with 'How' or 'What' and contains a noun and a verb.

*Example:*  
What big feet you have!



Write 2 different types of sentences for each picture. statement- question- command-exclamation



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## English Core Task 3- Spellings- Phonics- Grammar (suffix **ing**)

Practise your spellings every day and then test on Friday. Did you get them all right?

Remember to practise your spellings everyday- **Read- Hide- Write- Check**

### Common exception words

**because pretty father**

### Key Words

**keep, last, even, before**

### Phonics- Alternative spellings for igh

**light bright pie cried like ride bite sky spy rely**

### Polysyllabic Words

**dragon morning granddad narrator**

**Polysyllabic Words-** Polysyllabic words are words which have two or more syllables, for example: children/melting.

## Add 'ing'

Look at these words. Which column do they belong in?

spend smile amaze sit chat make do walk hop run  
drive raise fit slim pull hate tip stare  
care go meet clap slip bet come write enjoy

Just add <u>ing</u>	Take away e	Double the last letter

Adding – ing- look through the PowerPoint in twinkl and then complete the task.

<https://www.twinkl.co.uk/resource/nz-l-52475-adding-ing-powerpoint>

**Maths Core Task 1- Telling the Time-** Watch the videos and then complete the tasks. If you have a clock at home try and make the different times.

<https://www.youtube.com/watch?v=Pht7dTIM0VA>

<https://www.youtube.com/watch?v=nc0qt0av8Xg>

## Tell the Time: Writing the Time D

Write the time shown on each clock.



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock

## Tell the Time: Writing the Time D

Write the time shown on each clock.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Telling the Time

WT

Write down the time each clock is showing on the line underneath.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



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\_\_\_\_\_

# Tell the Time: Writing the Time

S

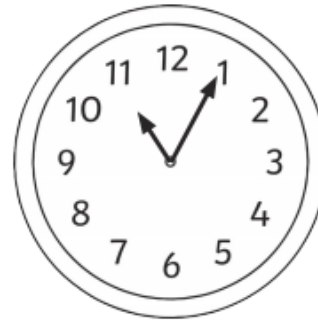
Underneath each clock, write the time shown.



\_\_\_\_\_ minutes past \_\_\_\_\_



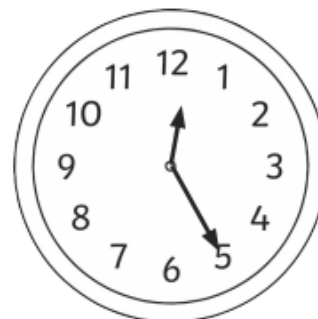
\_\_\_\_\_ minutes past \_\_\_\_\_



\_\_\_\_\_ minutes past \_\_\_\_\_



\_\_\_\_\_ minutes past \_\_\_\_\_

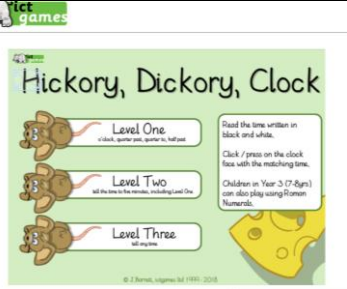
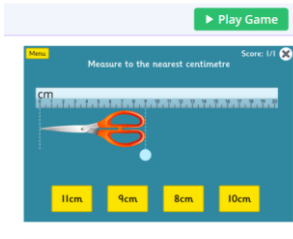


\_\_\_\_\_ minutes past \_\_\_\_\_



\_\_\_\_\_ minutes past \_\_\_\_\_

**Maths Core Task 2** Choose and use appropriate standard units of measure and reading scales.

<p><b>Time</b></p>	<p><a href="https://www.ictgames.com/mobilePage/hickoryDickory/">https://www.ictgames.com/mobilePage/hickoryDickory/</a></p>	
<p><b>Weigh/Mass</b></p>	<p><a href="https://www.ictgames.com/mobilePage/mostlyPostie/index.html">https://www.ictgames.com/mobilePage/mostlyPostie/index.html</a></p>	
<p><b>Capacity</b></p>	<p><a href="https://www.ictgames.com/mobilePage/capacity/index.html">https://www.ictgames.com/mobilePage/capacity/index.html</a></p>	
<p><b>Length</b></p>	<p><a href="https://www.topmarks.co.uk/maths-games/measuring-in-cm">https://www.topmarks.co.uk/maths-games/measuring-in-cm</a></p>	
<p><b>Reading Scales</b></p>	<p><a href="https://www.transum.org/Maths/Activity/Reading_Scales/Default.asp?Level=1">https://www.transum.org/Maths/Activity/Reading_Scales/Default.asp?Level=1</a></p>	

<https://www.twinkl.co.uk/resource/t-n-4327-reading-and-comparing-scales>

Play the games to learn about different units of measure and reading scales.

**History Core Task** - Write a newspaper article to report on the Great Fire of London.


**Newspaper Report Texts Checklist**




Headline	
Past tense	
First word in capital letters	
Introduction (what, who, when and where?)	
Contains facts	
Contains quotes	
Capital letters and full stops	

Examples of newspaper reports on the Great Fire of London.

Well known report. Your report includes a good timeline of events.

Something serious has happened in the city of London and it has destroyed lots of houses and buildings. Mr Farjnor the baker forgot to turn the fire off last night. A spark turned out of a oven and burn the houses down. Mr Farjon quickly jumped out of bed with shock and tried to take the stairs but it was burnt down so they climed on the roof to escaped. The residents of London said the people had to put buckets of water but it was useless. So they decided to blow up or pull down the houses and buildings. The alarming fire could be seen from a long distance so all the people panicked and the city was useless and hopeless many people did nothing but stayed in their houses



till the raging fire had stop. 11 yorckonally six people died.


The king declare that they should now make houses out of stone or brick not wood.

It took four days for the fire to stop and people hope it will never happen again.

have used <sup>examples</sup> ~~examples~~ of the Great Fire of London. (E) (VF)

## RAGING FIRE OUT OF CONTROL!

An alarming fire has spread rapidly across the City of London. Early on Tuesday morning a fire started in a wooden bakery in pudding Lane because Mr Farjner forgot to turn off the burning brookly oven. Mr Farjner left quickly but unfortunately there helpful maid died. The raging fire spread quickly and the people in London are shocked and grieved. Some people didn't tried to escape but some didn't make it. People tried to put out the fierce fire with bucket's of water in the fire now the but it didn't work. The residents tried to be rebuilt so to control the fire by pulling them down.



The terrifying fire could be seen from a long long way and the smoke made the sky dark and gloomy. The helpless people tried to escape on boat's but some people couldn't go on them because they didn't have enough money so they became homeless. Sadly 6 people died in the fire now the building's have to be rebuilt so London will come back to normal.

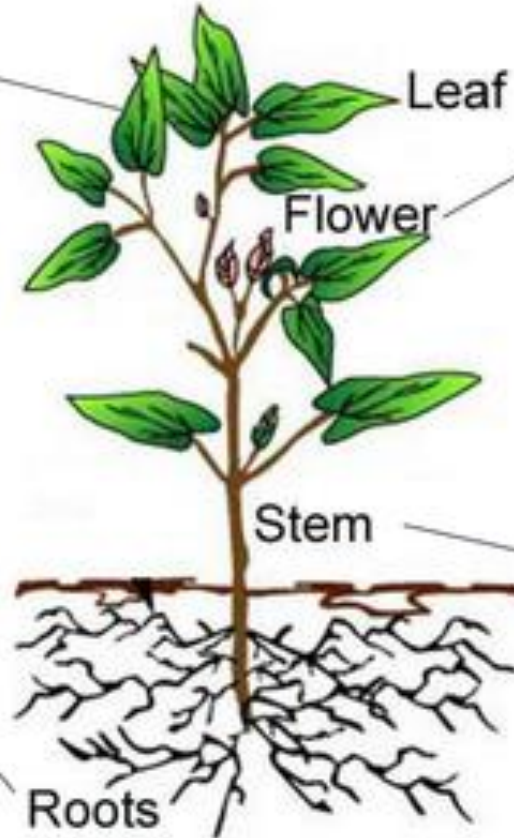
## Parts of a Plant

• The site of food production for the plant using:

- Sunlight
- Carbon dioxide
- Chlorophyll

• Anchor the plant to the ground.

• Absorb water and nutrients from the soil



Leaf

Flower

Stem

Roots

• Coloured and scented to attract insects

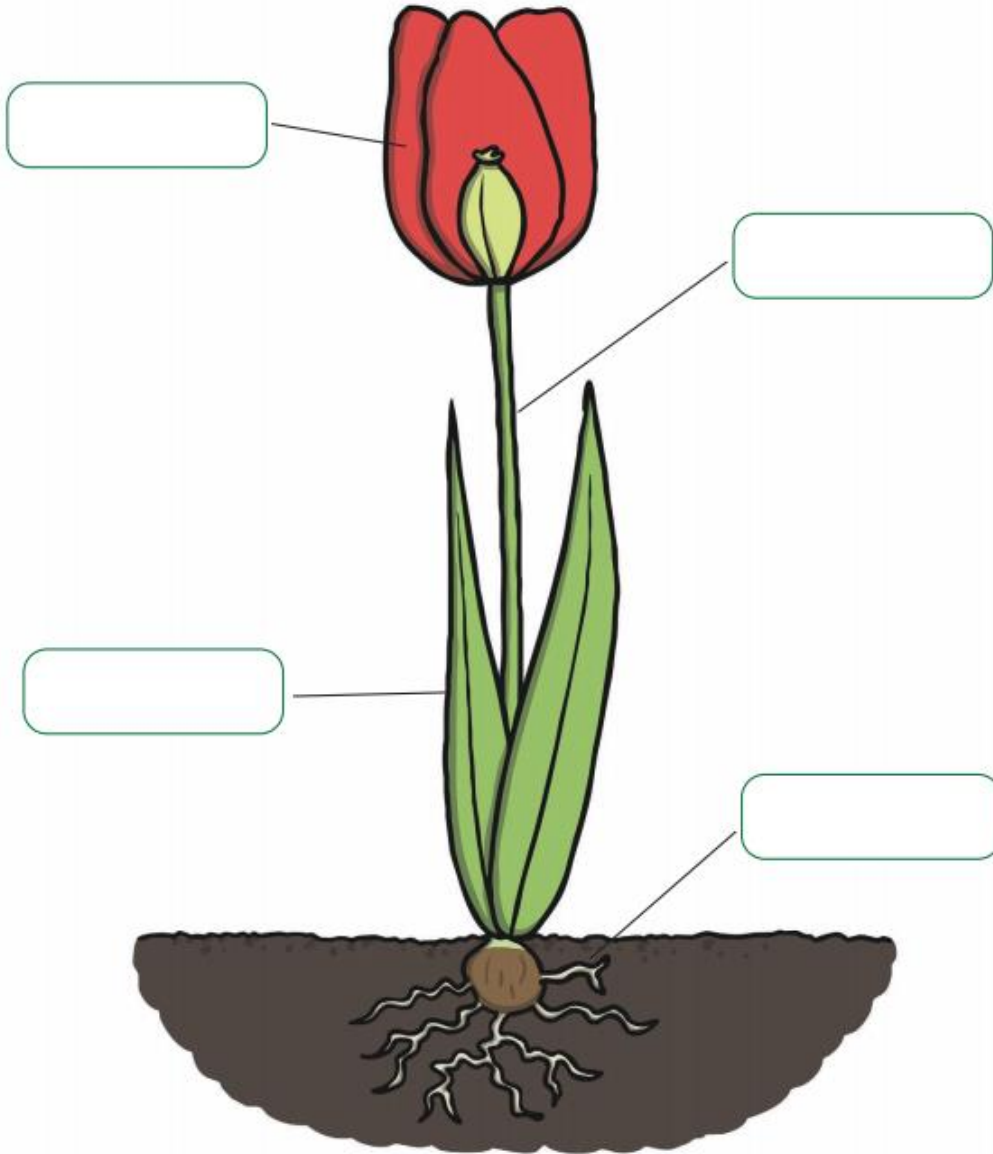
• Contain the reproductive parts of the plant

• Supports the plant

• Carries food water and nutrients to the rest of the plant



# Parts of a Plant



## ROOTS STEM LEAVES FLOWER

The \_\_\_\_\_ of a plant produce seeds which form new plants.

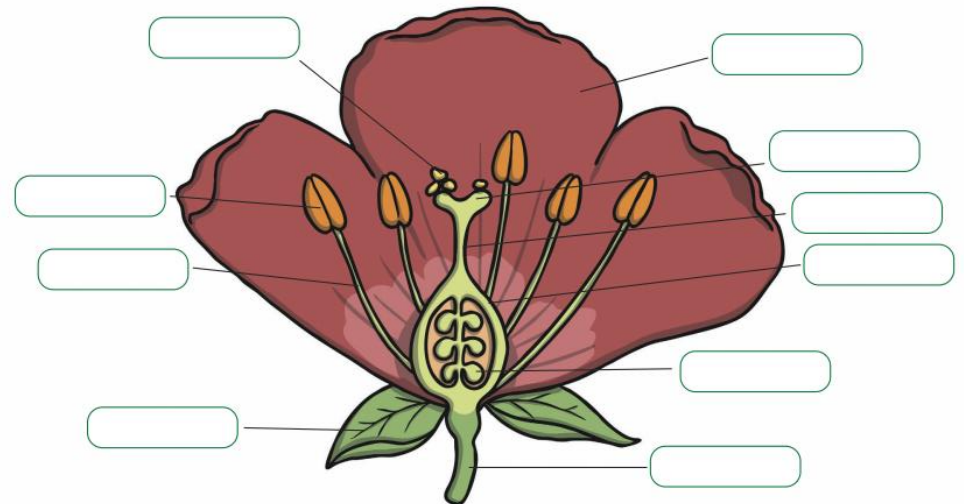
The \_\_\_\_\_ make the food for the plant. They take the water and mineral salts and use them together with sunlight and carbon-dioxide to make food. This is called Photosynthesis.

The \_\_\_\_\_ is like a straw. It moves water around the plant. It raises the leaves and flowers of the plant off the ground.

The \_\_\_\_\_ take in water and minerals from the soil. They anchor the plant into the ground.

## Challenge

### Parts of a Flower



**PSHE Core Task- Importance of mental wellbeing. Feelings and who can help us.**

<https://www.twinkl.co.uk/resource/t-p-260-eyfs-world-mental-health-week-all-about-our-feelings-powerpoint>








### Feelings

How many different words can you think of that describe your feelings?


**Have a go!** Tell your partner as many feeling words as you can think of.

Look at these feelings words:

				
happy	sad	lonely	scared	cross

### Feelings


Look at this child. How do you think she is feeling?



happy

### Feelings

Look at this child. How do you think she is feeling?



scared

### Feelings


Look at this person. How do you think she is feeling?



angry

### How Can We Show Our Feelings?

**Have a go!** Without saying any words, show your partner a feeling. Can they guess which feeling you are showing?

				
happy	sad	lonely	scared	cross

# Feeling Good and Bad

Some feelings make us feel good. Some feelings make us feel bad. Can you sort these feelings into the right place?

happy sad excited lonely scared cross

Feeling Good	Feeling Bad

# Who Can Help Us?

If we have feelings that make us feel bad, who can help us?



Always tell someone if you have feelings that make you feel bad.

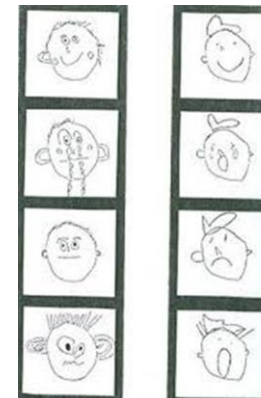
Look carefully at the last 2 slides and talk to an adult about feeling good and bad.

Also talk about who can help you if you have feelings that made you feel bad.

# FEELINGS



Make your own feelings poster to show the different ways of feeling.



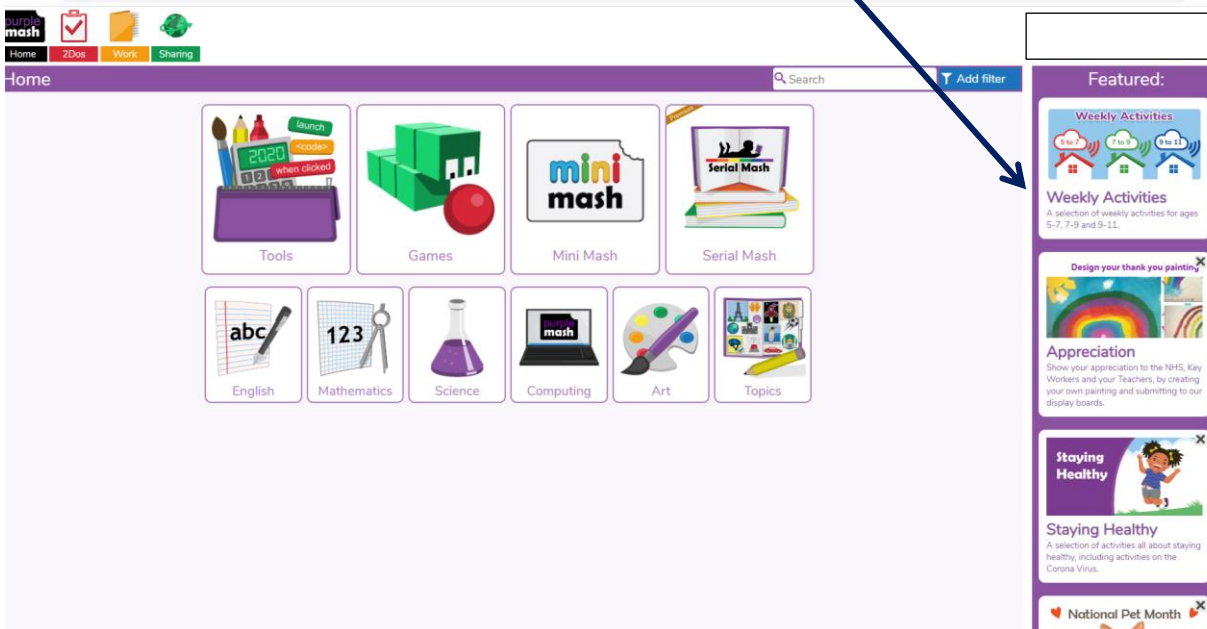


Purple Mash now have weekly activities for you to complete.

Log in to your account.

Go to 'Home' and click on 'Weekly Activities' in the Featured Section.

Then click on the correct age band.



**BE SMART ONLINE**

**S SAFE** Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.

**M MEET** Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**A ACCEPTING** Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.

**R RELIABLE** You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.

**T TELL** Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – 0800 11 11 or [www.childline.org.uk](http://www.childline.org.uk)

**BE SMART WITH A HEART**  
Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.

[WWW.CHILDNET.COM](http://WWW.CHILDNET.COM)