



## Dear Parents/Carers

We hope you are all well. This week in English children will focus on writing a letter to their new class teacher about themselves. In maths they will focus on measures and fractions, there are some fun practical tasks for science and DT/Art will focus on making 3D birds. There are no spellings this week but a focus on grammar (adverbs and conjunctions). We are asking all parents of children going to St Michael at Bowes to please e-mail a photo of your child holding up some of their learning. Your child's new teacher would like to display this in their new classroom for September. Please note next week will be the last week of home learning.

[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)

Thank You Year 2 Team

**White Rose home learning resources are no longer free to access from home. Parents can purchase an annual subscription at a cost of £19.99. The school has recently purchased a school subscription, however this does not allow the school to give home access. If you do require specific worksheets then e-mail your child's class teacher who can download and e-mail them to you.**

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

Please Note: Twinkl resources may no longer be free.

**Espresso** <https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-espresso>

Username: student1403 password: tottenhall01

See the last page for weekly activities on purple mash.



5-a-day Fitness is passionate about getting school children and young people active throughout the school day, and beyond.

Click on the link to do the activities.

<https://player.5-a-day.tv/>

You will receive a text with the login details.

Please do not share the login details with anyone else.



## Year 2 Core Task Weekly Overview- WB: 6.7.20

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. Keep track of what you have completed.

Differentiation Codes

B-Beginning- Easier Tasks

WT-Working Towards- Some level of challenge.

S- Secure-Challenging Tasks

### Core Task 1

### Core Task 2

### Core Task 3

**English**  
**Remember to read every day.**

<https://connect.collins.co.uk/school/TOTTENHAI1/Student/>

Create a mind map (on a sheet of plain paper) of important information about yourself that you would like to tell your new teacher.



Plan your letter to your new teacher. Remember to include: sentence openers; key vocabulary; and adjectives/expanded noun phrases.

Using your plan, write a letter to your new teacher. Remember to use your neatest handwriting.

Grammar

**Adverbs**

&

**Conjunctions**

**Maths**

Fractions of shapes and numbers.



Measures- mass, temperature and Capacity.



White Rose Maths



If you would like the home learning worksheets for the week please e-mail your child's class teacher.

**Foundation Subjects**

**Science –Practical tasks**

Grow a Rainbow -  
<https://www.twinkl.co.uk/resource/how-to-grow-a-rainbow-experiment-science-activity-t-sc-2549961>

Fruity Sweets Colour Mixing -  
<https://www.twinkl.co.uk/resource/t-t-2547911-ks1-skittle-colour-mixing-science-experiment>

How to make an egg float -  
<https://www.twinkl.co.uk/resource/t-t-11549-egg-science-experiments-at-home>

**Design Technology/Art-Paper birds**

This half term a lot of our learning in English has been based on birds and the book 'The Lost Words'. This week you will make a bird.

There are several ways to do this and you can choose the best one for you depending on what resources you already have at home.

Paper Plate Dove <https://www.activityvillage.co.uk/paper-plate-dove>



Enkl Origami Bird <https://www.twinkl.co.uk/resource/t-enk-008-enkl-origami-bird-printable>

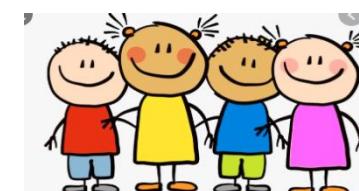
**ENGLISH CORE TASK 1** Create a mind map (on a sheet of plain paper) of important information about yourself that you would like to tell your new teacher.

You might want to include:

- ❖ Your name and surname
- ❖ Who you live with
- ❖ Who your friends are at school
- ❖ Your favourite subject/s at school
- ❖ Favourite book
- ❖ Your talents and hobbies
- ❖ Your achievements
- ❖ Any other languages you speak fluently
- ❖ What you have most enjoyed in Year 2 (think about all the lessons, assemblies, visits e.g. to the Cutty Sark, the mosque/gurdwara/ synagogue; dressing up days, science week, swimming lessons etc.)
- ❖ Your goals (what you want to get better at)
- ❖ What you are most looking forward to doing/learning in Year 3
- ❖ Any other information you think is important



Example



**Example** I can plan to write a letter

**Greeting and opening sentence**

Dear Miss Williams,

My name is... I will be in your class next year.

**Personal information - e.g. your, birthday, family**

I am 7 years old my birthday is...

I live with my loving family... in a cosy... adorable baby brother

**Interests and hobbies**

Riding my bike and reading.

One of my favourite authors is Laurence Anholt because...

**The present: your friends at school, favourite subjects, what you most enjoyed in year 2 and why.**

My hobbies... riding my new bike and reading.

One of my favourite authors is Laurence Anholt because...

In Year 2, I have enjoyed: writing longer stories and my writing has improved so much this year. I love Art... Two of my best friends are...

**The future: What are you looking forward to in Year 3?**

**Your goals?**

I am looking forward to Year 3 because... I hope to improve my mental maths skills so that...

**Closing sentence and your name**

I can't wait to meet you... excited

From Katie

I can plan to write a letter

**Greeting and opening sentence**

**Personal information - e.g. your, birthday, family**

**Interests and hobbies**

**The present: your friends at school, favourite subjects, what you most enjoyed in year 2 and why.**

**The Future: What are you looking forward to in Year 3 and your goals?**

**Closing sentence and your name**

**English core task 3. Using your plan, write a letter to your new teacher. Remember to use your neatest handwriting. Example**

Dear Miss Williams,

My name is Katie Green and I am in Panda Class at Tottenham Infant School. I am very happy to learn that I will be in your class next year so I thought I would write to introduce myself to you.

I live with loving family in a cosy flat in Palmers Green. My parents are Jackie and Hassan. My mum works as a nurse and my dad looks after my adorable baby brother, Alfie who is only two years old. I also have an older sister, Elizabeth who is nine years old and is in Year 4 at St Michaels at Bowes.

I have many hobbies and interest including drawing, gardening and playing football. However, my two favourite things to do are reading and riding my new bike. I enjoy reading all kinds of books but at the moment I am enjoying reading the 'Silly Stories' series of books by Laurence Anholt. We studied his amazing book about Frida Kahlo in Year 2.

At school this year, I have especially enjoyed Writing and Art lessons. My writing has improved so much! I can now write more interesting stories and I am very proud of my handwriting because I can now join all of my letters correctly. I also love Art as I like being creative. I have many friends at school including Amina and Alfie who are always kind to me.

In Year 3, I am looking forward to learning many new and exciting things. One of my goals for next year is to improve my mental maths skills so that I will be able to work out maths problems more quickly and easily.

I am really thrilled to have you as my new teacher and can't wait to explore my new school and classroom.

From Katie

Tottenham Infant School

Tottenham Road

London N13 6HX

Date: \_\_\_\_\_

## Adverbs

watch the video

<https://www.youtube.com/watch?v=94aFcx6oliY>

An **adverb** is a word that modifies (describes) a verb (he sings loudly), an adjective (very tall), another **adverb** (ended too quickly), or even a whole sentence (Fortunately, I had brought an umbrella). **Adverbs** often end in -ly, but some (such as fast) look exactly the same as their adjective counterparts.

## Conjunctions

watch the video

<https://www.youtube.com/watch?v=QeO-C8r5V0E>

Conjunctions are words that connect or link phrases, sentences, clauses, or words together. You can think of this words as words that join phrases or different parts of a sentence together. Common conjunctions include the following: -and. -but.



# Identifying Adverbs

I know what adverbs are used for.



**Adverb Word Bank**

cheerfully	sadly	shyly	happily	gently	angrily	hungrily
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1. Answer each question with an adverb. Use the **Adverb Word Bank** to help you.

- a) How did your brother play? He played *happily*.
- b) How did your mum say goodbye? Mum said it \_\_\_\_\_.
- c) How did the dog bark? The dog barked \_\_\_\_\_.
- d) How did the kite fly in the breeze? The kite flew \_\_\_\_\_.
- e) How did your dad tell you off? My dad told me off \_\_\_\_\_.

The first one has been done for you.

2. Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
- b) She frowned angrily.
- c) He walked to school quickly.
- d) Carefully, she looked for her coat.
- e) Thankfully, it would be his turn soon.



# Co-ordinating Conjunctions

I can use a co-ordinating conjunction in my writing to join clauses.

I can choose the best conjunction for my sentence.



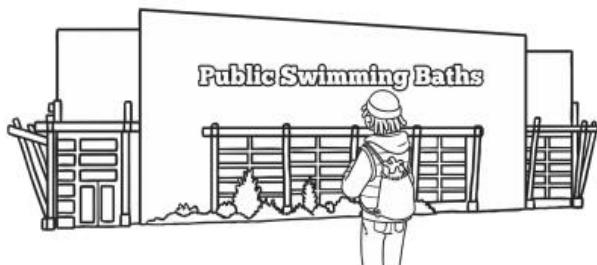
1. Look at the sentences below. The co-ordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.

**and**

**but**

**or**

- a. I wanted to go swimming but the swimming pool was closed.
- b. I fell over    I bumped my head.
- c. Would you like to go to the park    would you rather play on your bike?
- d. I wanted to go to the beach    mum said we couldn't go.
- e. I like to watch football    I can't play it.
- f. I took my dog for a walk across the field    we both got muddy.



## Grammar Man

Choose the correct conjunction for the sentence

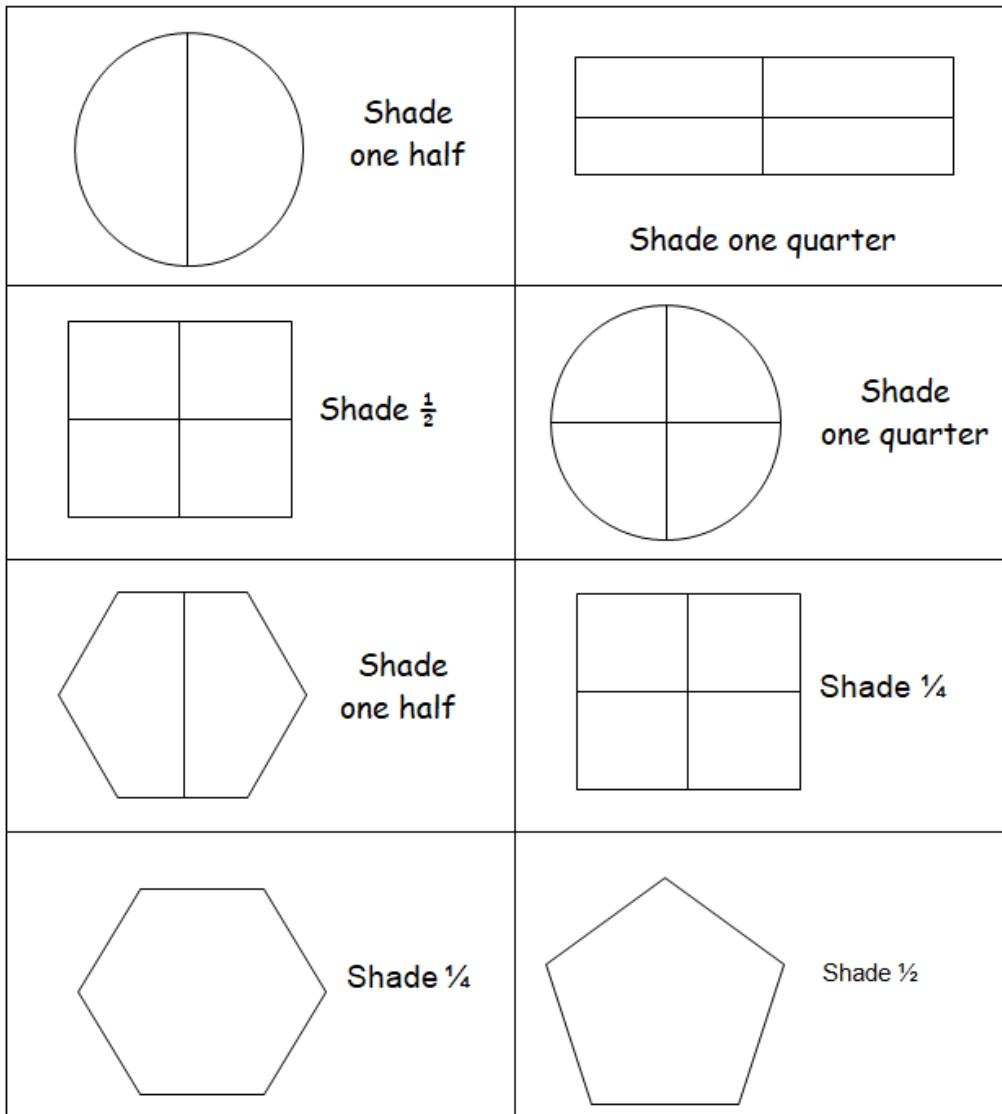


Grammar Man needs your help! He needs to choose the correct conjunction for each sentence below so that they make sense. Please read each sentence carefully and then circle the correct conjunction to help Grammar Man.

You can choose from the following conjunctions: '**when**', '**if**', '**that**' or '**because**'.

1. Susie would get a gold medal **when / if / that / because** she could win the race.
2. The dog was digging a big hole **when / if / that / because** he wanted to bury his bone.
3. I promised my dad **when / if / that / because** I would tidy my room.
4. We have to line up **when / if / that / because** playtime is over.
5. Ben promised to eat all his food **when / if / that / because** his mum made pasta.
6. You can watch television **when / if / that / because** you have done your homework.
7. Jim told the teacher **when / if / that / because** he was going to be late tomorrow.
8. Sarah had a drink **when / if / that / because** she was very thirsty.

## MATHS CORE TASK 1- Fractions



Match the fractions to the correct notation.

$$\frac{1}{2}$$

$$\frac{1}{4}$$

$$\frac{1}{3}$$

one quarter

one third

one half

What fraction is shaded in each picture?

  
—  
—  
—

Find half of the counters by sharing

B



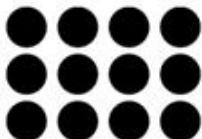
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$$\text{Half of } 10 = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} = \text{Half of } 8$$

Use the pictures to help you find halves of these amounts



$$\text{Half of } 12 = \boxed{\phantom{00}}$$



$$\frac{1}{2} \text{ of } 20 = \boxed{\phantom{00}}$$

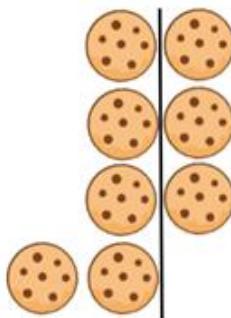


$$\boxed{\phantom{00}} = \frac{1}{2} \text{ of } 6$$

Tim says half of the cookies is 5.

He says he's right because he has split the cookies in two groups.

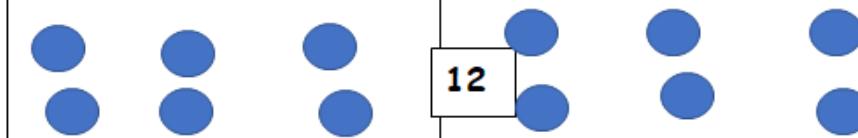
Tell Tim why he is wrong.



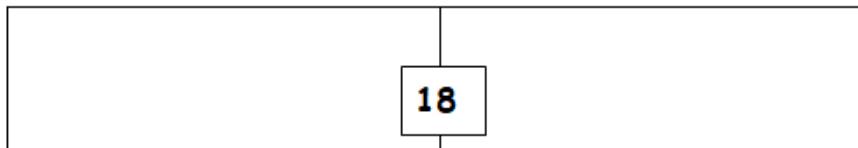
Find half of the following numbers

Example

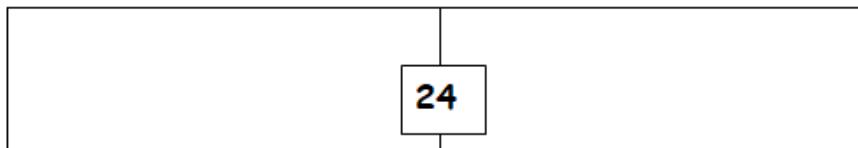
WT



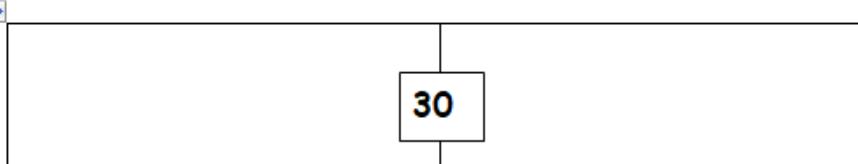
$$\frac{1}{2} \text{ of } 12 = 6$$



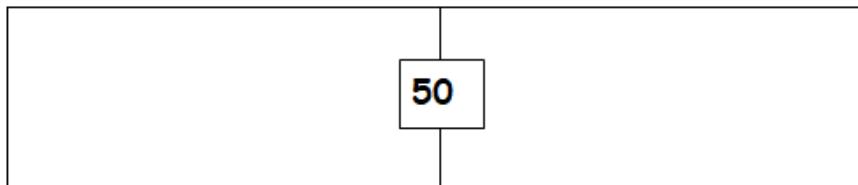
$$\frac{1}{2} \text{ of } 18 =$$



$$\frac{1}{2} \text{ of } 24 =$$



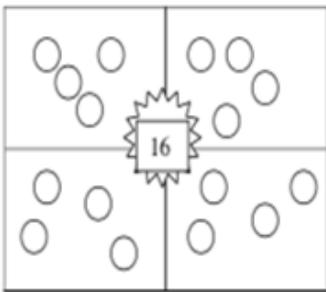
$$\frac{1}{2} \text{ of } 30 =$$



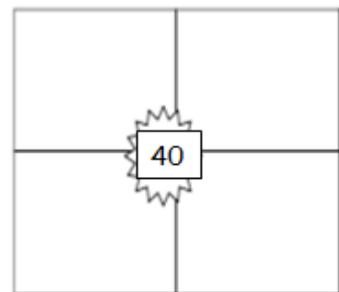
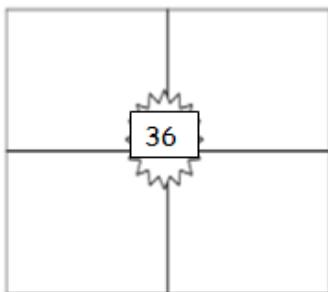
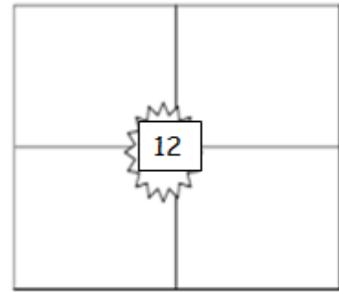
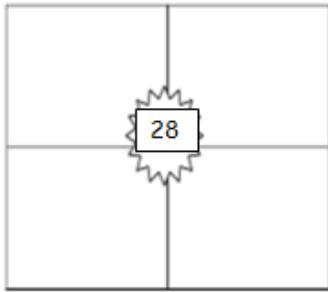
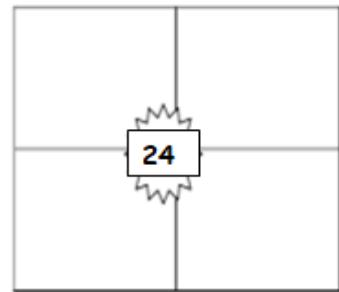
$$\frac{1}{2} \text{ of } 50 =$$

Find a quarter of the following numbers.

5



$\frac{1}{4}$  of 16 is 4



Find the fractions of these numbers:

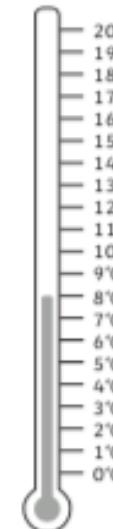
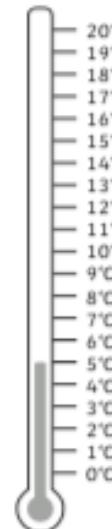
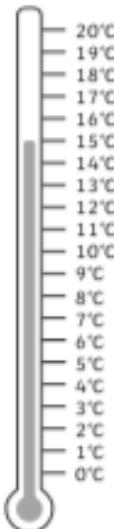
Number	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{3}{4}$	$\frac{1}{3}$
12				
20				
24				
30				
36				
40				
60				

Complete your working out on a separate piece of paper

Note for parents/ carers not all these whole numbers can be shared equally by 3 and 4.

## MATHS CORE TASK 2-Measures

Write the temperature shown on each thermometer.



B

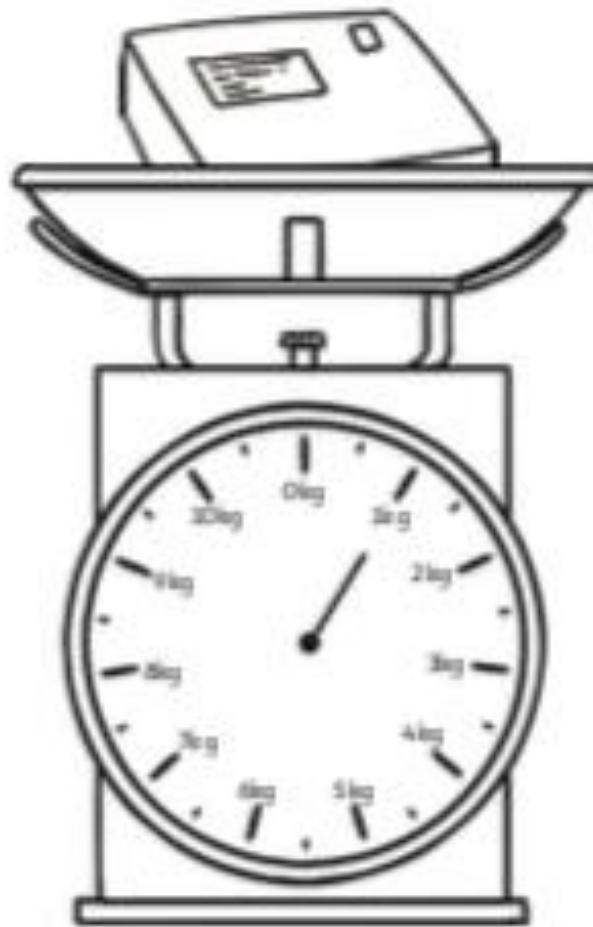
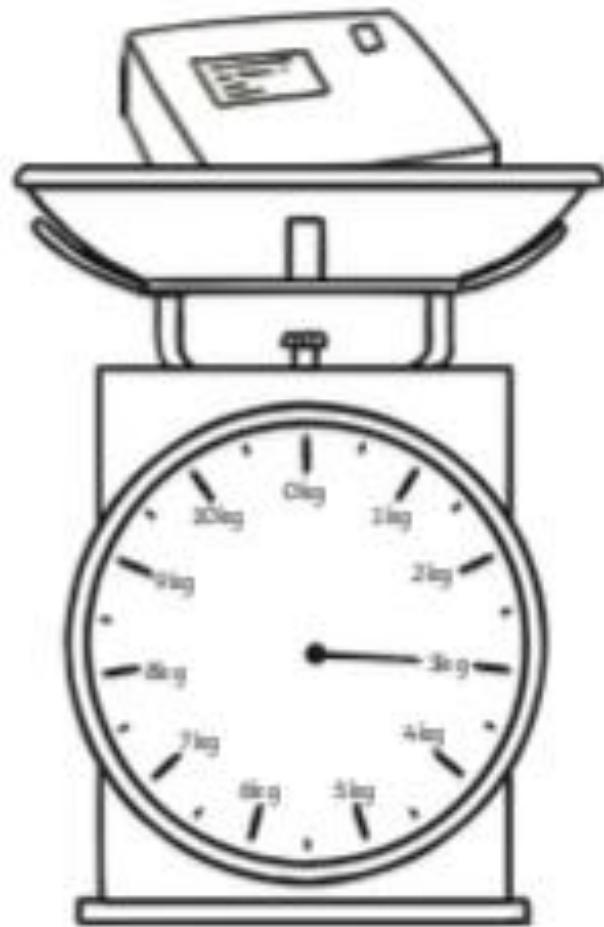
Write how much liquid is in each jug.

15ml  
14ml  
13ml  
12ml  
11ml  
10ml  
9ml  
8ml  
7ml  
6ml  
5ml  
4ml  
3ml  
2ml  
1ml  
0ml

15ml  
14ml  
13ml  
12ml  
11ml  
10ml  
9ml  
8ml  
7ml  
6ml  
5ml  
4ml  
3ml  
2ml  
1ml  
0ml

Write how much each parcel weighs.

B



How much do the bananas weigh?

The bananas weigh  grams.



Complete the sentences and circle the heaviest object.

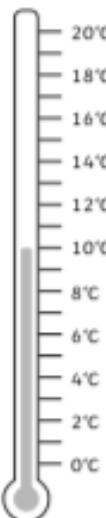
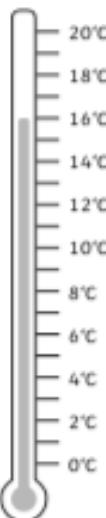


An apple weighs  g

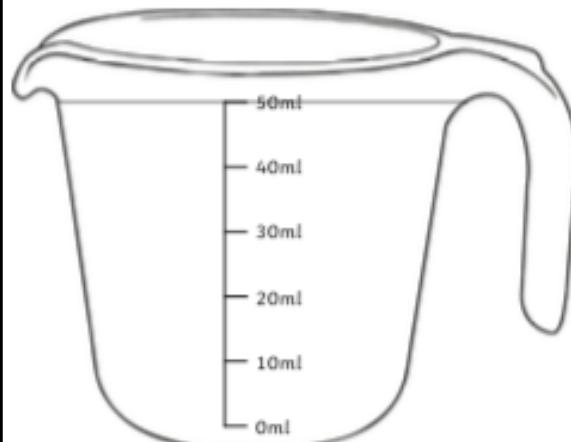


A pineapple weighs  g

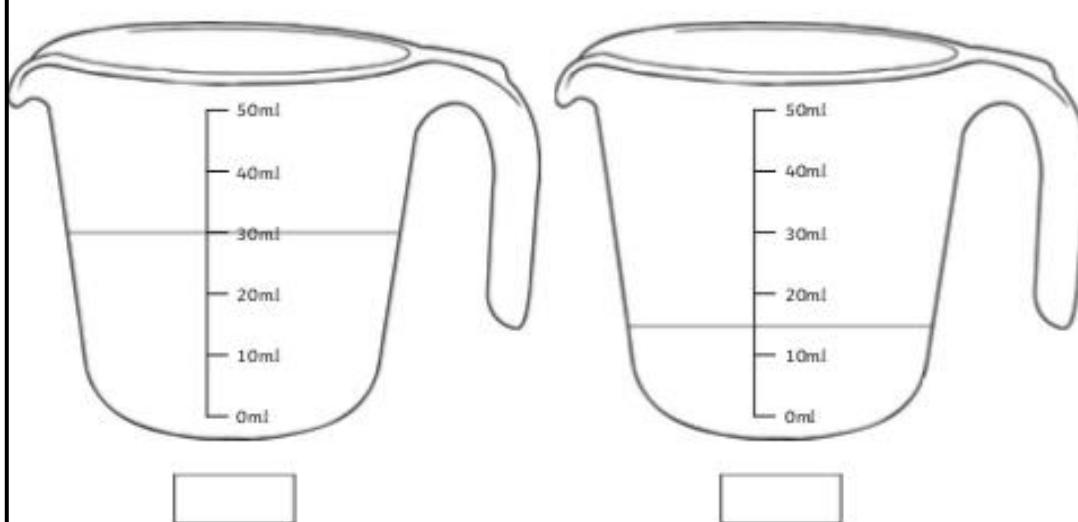
Write the temperature shown on each thermometer.



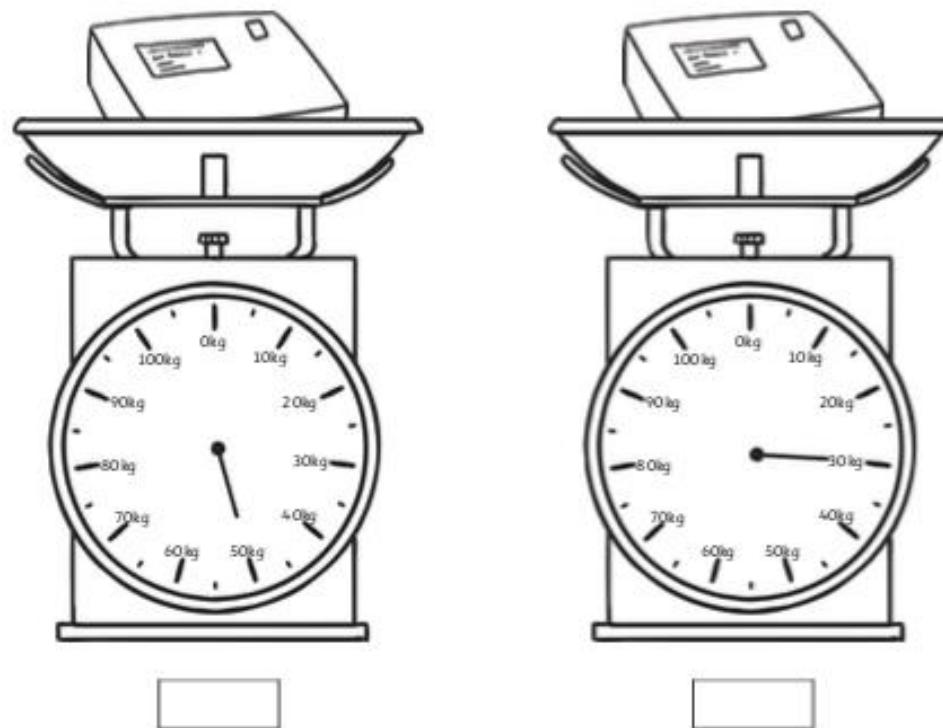
Write how much liquid is in each jug.



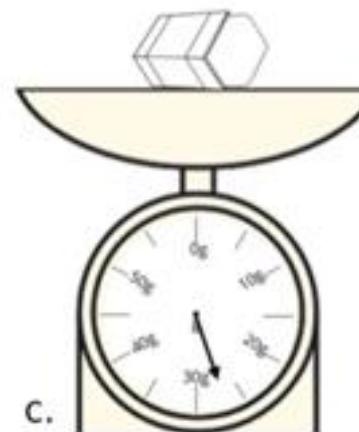
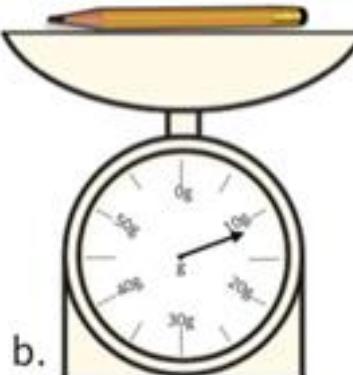
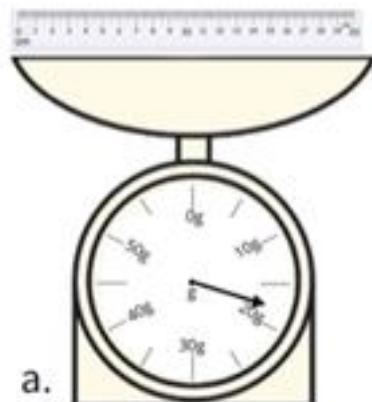
WT



Write how much each parcel weighs.



Order the items from heaviest to lightest.



heaviest


lightest

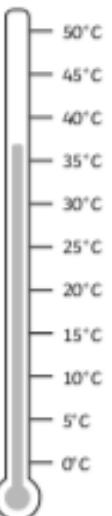
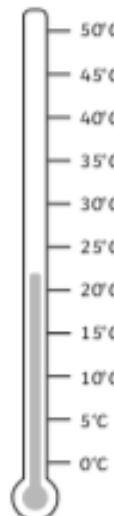
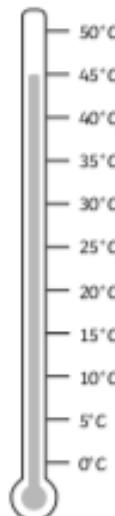
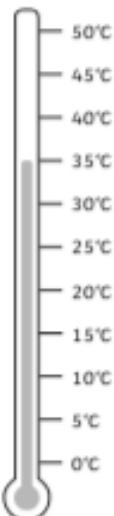
Lila says the cupcake weighs 21g.



Is Lila right?

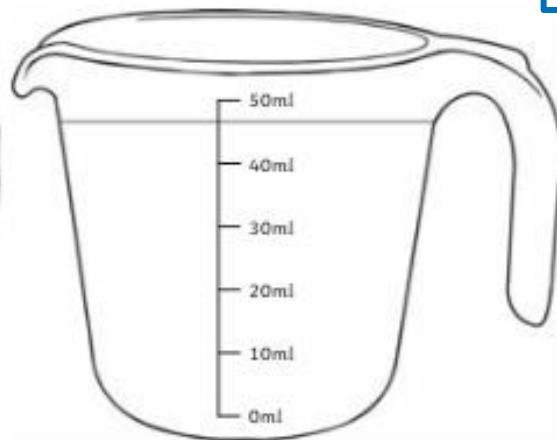
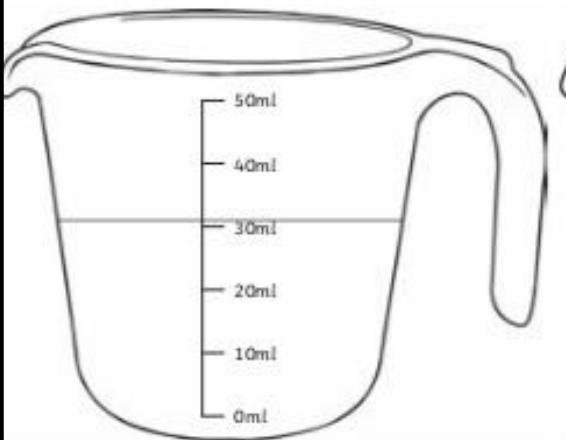
Explain your answer.

Write the temperature shown on each thermometer.

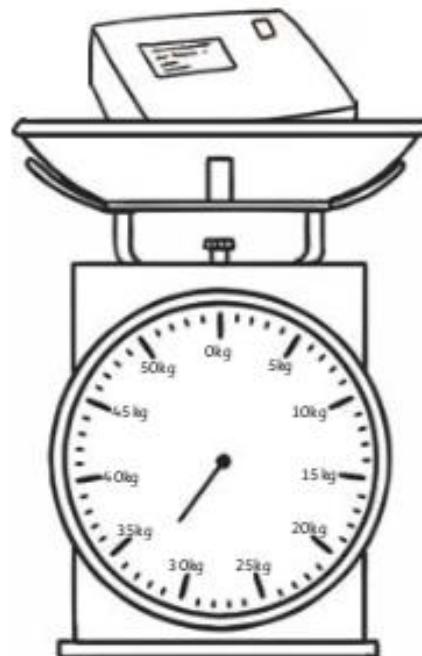
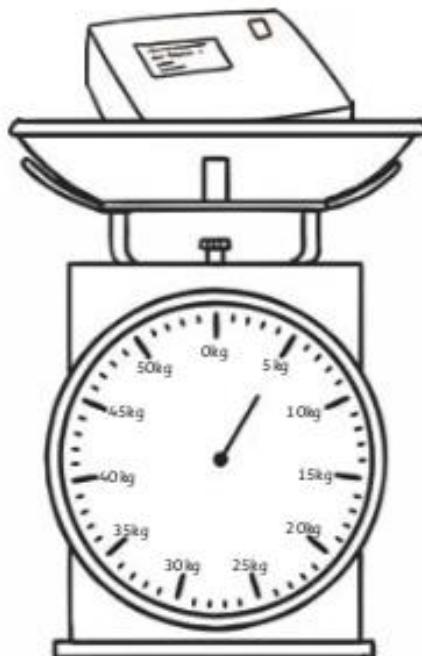


Write how much liquid is in each jug.





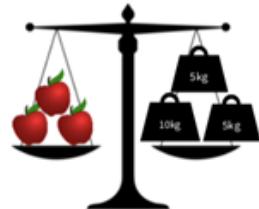
Write how much each parcel weighs.



\* Circle the weights to balance the scales.



How much do the objects weigh?



The apples weigh  kg.



The bananas weigh  kg.

Use < > or = to compare the children's weights.



Marie  Samuel



Chance says he weighs 22g.

Why is this wrong?

## SCIENCE CORE TASK: Practical Science

Grow a Rainbow - <https://www.twinkl.co.uk/resource/how-to-grow-a-rainbow-experiment-science-activity-t-sc-2549961>

For step-by-step instructions, watch this video <https://www.youtube.com/watch?v=8iZCNnYewmk>

# How to Grow a Rainbow Science Experiment

Did you know that you can grow your own rainbow?

You will need a scientific process called the **capillary action**. This action happens when a liquid moves up through a hollow tube or into a spongy, solid material. It happens when three forces work together: **cohesion, adhesion and surface tension**.

Water molecules like to stick to each other - this is called **cohesion**. They also like to stick to solids in a process called **adhesion**.

In this experiment, you are going to use kitchen roll. The fibres in kitchen roll have lots of little holes. Water is **absorbed** through the kitchen roll because when the first water molecule **adheres** to it and begins to move upward, it pulls the next water molecule up with it, like a chain.



### Words To Learn:

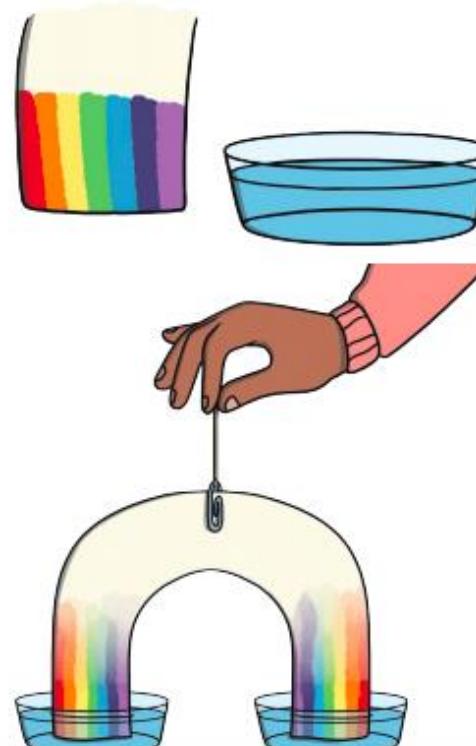
- capillary action
- adhesion
- cohesion
- absorbed

### You will need:

- Kitchen roll/paper towel
- Felt-tip pens
- Two small bowls of water
- Paperclip
- Thread

### What To Do:

1. Cut the kitchen roll into the shape of a rainbow.
2. At each end, use the felt-tip pens to colour a rainbow about 2cm up from the bottom. Remember the order of the colours: red, orange, yellow, green, blue, indigo, violet.
3. Attach the paperclip to the top of the rainbow and tie a piece of thread to it. This will allow you to hold your rainbow.
4. Add water to the two bowls.
5. Hold the rainbow with both ends slightly submerged into each bowl of water and watch your rainbow grow.



Fruity Sweets Colour Mixing - <https://www.twinkl.co.uk/resource/t-t-2547911-ks1-skittle-colour-mixing-science-experiment>

Watch <https://www.youtube.com/watch?v=4FHbbc8v1Cs> for how to arrange the colours and add the water.

Key question: Why do you think the colours start to mix together when the water is added? What is happening to the shell?

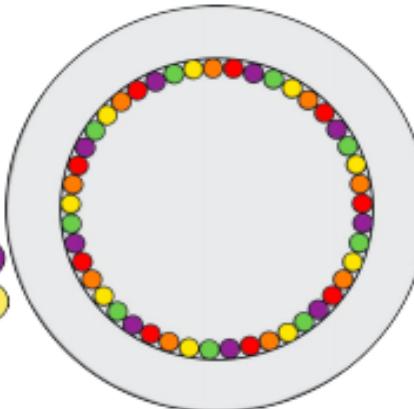
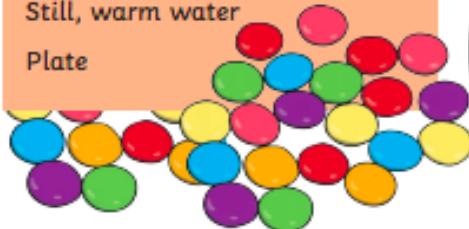
## Fruity Sweets Colour Mixing

### You will need:

Fruity, rainbow-coloured sweets

Still, warm water

Plate

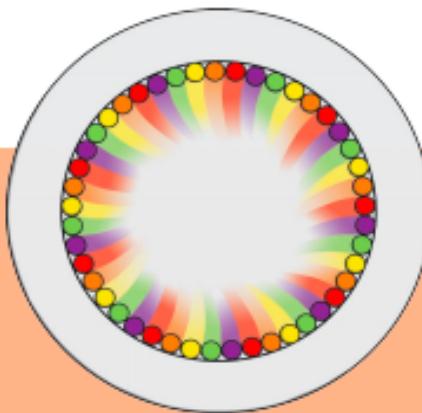


### Instructions

1. First, place the coloured sweets around the edge of the plate in a circle shape.
2. Then, get some warm, still water in a jug. Ask an adult for help.
3. Next, pour the warm water into the middle of the circle until it reaches the sweets.
4. Watch what happens.
5. Why do you think this happens?

### The Science Bit

The shells of coloured sweets are made from sugar. When sugar is put in warm water, it dissolves. As the colours meet, they mix, creating different colours.

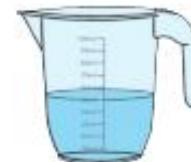


# How to Make an Egg Float

## Materials



Water



Glass or Jug



Salt



Eggs

## Instructions

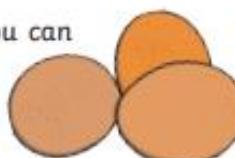
- 1 Fill the bowl or glass about 2/3 full with tap water.
- 2 Drop the egg carefully into the bowl and observe it sinking to the bottom.
- 3 Remove the egg and add about 5 tablespoons of salt, test to see if your egg floats.
- 4 Add more salt if the egg still sinks.



## The Science Bit

Objects sink in water when they are more dense than the water, by adding salt we make the water more dense, once the water is denser than the egg it floats.

You could also try other objects and see what else you can make float!



## **Art/Design Technology- Paper birds**

This half term a lot of our learning in English has been based on birds and the book 'The Lost Words'. This week you will make a bird.

There are several ways to do this and you can choose the best one for you depending on what resources you already have at home.

Paper Plate Dove <https://www.activityvillage.co.uk/paper-plate-dove>



### **You will need:**

- 1 large paper plate
- 2 small paper plates
- Yellow paper
- Sticky eyes
- String

### **Instructions:**

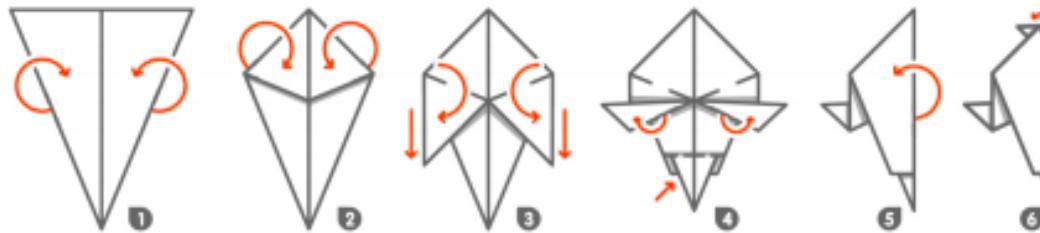
- Fold the large paper plate in half.
- Make a hole through the centre, and thread through some string. Secure with a knot. This is the body of your dove.
- Cut one of the small paper plates in half. Glue one half to each side of the body to form the wings, varying the angle a little to give the bird dimension.
  - To make a tail, cut a segment from the second paper plate and glue inside the folded body.
    - Glue on a beak cut from yellow paper and the sticky eyes.

**Art/Design Technology - Enkl Origami Bird** <https://www.twinkl.co.uk/resource/t-enk-008-enkl-origami-bird-printable>



Enkl Origami Bird Final Product

- 1) Carefully cut out the design along the solid black outline.
- 2) Fold down along the dotted lines marked "A" and "B" as shown in diagram 1.
- 3) Fold down along the dotted lines marked "C" and "D" as shown in diagram 2.
- 4) Pull out the section you just folded so that lines E and F are folded upwards as shown in diagram 3.
- 5) Fold up the dotted lines marked "G" and "H", using the lines K and L fold the extended section inwards as shown in diagram 4.
- 6) Fold the bird in half using the line marked "M" as shown in diagram 5.
- 7) Fold the birds beak inwards using the lines marked "N" as shown in diagram 6.



## COMPUTING



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.

The screenshot shows the Purple Mash homepage with a navigation bar at the top. Below the bar, there are several activity categories represented by icons: Tools, Games, Mini Mash, Serial Mash, English, Mathematics, Science, Computing, Art, and Topics. On the right side, there is a 'Featured' section with a purple header. It contains three cards: 'Weekly Activities' (for ages 5-7, 7-9, and 9-11), 'Design your thank you painting!', and 'Staying Healthy'. The 'Weekly Activities' card is currently selected. At the bottom of the page, there is a banner for 'National Pet Month'.





# PE at Home - ROUNDERS

#stayhomestayactive  
@PEatHome1

## EXPLORE

Having good agility and being able to run with good balance is important in rounders as you run around the bases.



### Bright ideas:

Find a big enough space to set up four bases as shown in the PE Challenge. You can use cones, toys or jumpers!

- Practise running around the bases as quickly and efficiently as possible.
- Once you have got used to running around the bases, practise running to each base and touch it with your foot as you get to it. Work your way around the pitch.
- Get a family member to call out the number of a base. Start in the batting box in the middle and when they shout a number, run to that base as quickly as possible.
- Once you have learnt where everything is, can you run from the bowling box to the batting box then to the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> bases?



@KESPB  
@awhitehousePE  
@SarahLayPE

Where can I find out more about rounders?  
<http://www.birminghamrounders.co.uk/>  
<https://www.munitionsengland.co.uk/>  
<https://www.thisisitlan.co.uk/activities/rounders/>

## #stayhomestayactive

@PEatHome1

## PRACTICE

You will need a ball or you can use rolled up socks or screwed up paper for this next activity.

Put the ball on the floor. Practise picking it up quickly so that you have a secure grasp on the ball.



Put the ball on the floor again. Practise running in and picking it up quickly, so that you have it under control ready to throw.

Ask a family member to help you or roll the ball yourself if you need to. Practise running towards the rolling ball, pick it up swiftly and keep good control ready to throw in to the bases or the bowler.



## DEVELOP

Fielding in rounders and being able to throw accurately at the bases is a very important part of the game.

You are going to develop a 'turn and throw' game to improve your accuracy. Use the bases you set up in the explore phase.



Start with the ball on the floor. Get a family member to stand at a base and roll the ball in to space. Practise picking the ball up quickly, turning and throwing the ball back to them at the base.'

Get them to move to different bases and roll the ball in to different spaces for you to throw back as accurately as possible..

Devise a simple scoring system.

What could you do to improve the accuracy of your throw?

## Physical Education Challenge!



The picture above shows a rounders pitch. Can you copy the shape on to a large piece of paper using coloured pens and a ruler?

Now can you label each part of the pitch with; - Batter - Bowler - 1<sup>st</sup> Base - 2<sup>nd</sup> Base - 3<sup>rd</sup> Base - 4<sup>th</sup> Base?

You many need a bit of help from an adult.



Make sure you have enough room to safely complete the tasks

## Mathematics Challenge! Subtraction patterns

$$\begin{array}{r} \text{6} - \text{3} \\ \hline \end{array}$$

$$\begin{array}{r} \text{16} - \text{3} \\ \hline \end{array}$$

$$\begin{array}{r} \text{26} - \text{3} \\ \hline \end{array}$$

## Parent's Tip!

Encourage your child to be as accurate as possible when picking up the ball and throwing it to you. It is better for them to take a little longer and be accurate than to rush.

If they are not yet confident, an underarm throw is fine, for further throws you might start to develop an overarm throw.

**KS1**