



W.C. 20th April

English

Monday

<https://www.bbc.co.uk/bitesize/articles/zhqsf4j>

Watch the videos and have a go at the activities. Some activities are 'Mild' some are 'Medium' and some are 'Spicy'. You choose which one you feel confident with. You may feel you want to do all three.

1. Favourite Books- from school or home (Mild)

Write the names of the people you live with or your wider family and ask them what their favourite childhood books were. Next to each name, try to write the titles of their favourite books.

Do the titles of each book give you some clues about what they might be like?

Now you have a list of some books you can read! And you can share your opinion with each person after you've read them.

2. Subordinating Conjunctions (Mild)

How to use words like 'because' 'if' and 'when' to join ideas together.

 Highlight the **two** subordinating conjunctions in the text.

The barge is shaking because the robot is splashing in the canal.

The robot stops splashing after the barge starts sinking.

3. The Magic Faraway Tree (Medium/Spicy)

What is this story about? - 'Reading Viper prediction'

You will need paper and a pen or pencil for this activity.

There is a story called 'The Magic Faraway Tree'. Take a few minutes to think about the name of the story and discuss what you think it might be about with your family or those around you.

Using the sentence stems below, write some simple sentences about what you think the story will be about. Use 'because', 'if' and 'when' in your sentences.

I think _____

I hope _____

I wonder _____

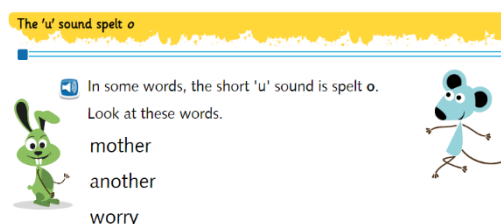
Remember to re-read what you write to check it makes sense.

Extra Challenge-

Read The Magic Faraway Tree or share with an adult

4. Spellings Week 1: Summer Term (Everyone)

1. other
2. brothers
3. nothing
4. Monday
5. wonder
6. shovel
7. another
8. shovel
9. undercover
10. worries



Practise daily and ask an adult to test you on Friday

Tuesday

<https://www.bbc.co.uk/bitesize/topics/zpbkqg/articles/z7b72sg>

Watch the videos and have a go at the activities.

1. Questions and Question Marks '?' (Mild)

Later in this lesson we are going to watch a clip about 'The Magic Faraway Tree'. In the story there are four children called Joe, Beth, Franny and Rick. They love going to the Magic Faraway Tree because they always have so much fun there.

Write a question for each of the four children asking them something about the tree. You can do this verbally or you can write it down.

- Use words like: what, did, does, have and where to start your questions.
- Don't forget your question marks.

2. Diary entry of an adventure in The Magic Faraway Tree (Spicy)

What can you remember about The Magic Faraway Tree? Imagine you have been on an adventure there and you want to write a diary entry about it.

You can watch the video again and make some notes about the things you want to include in your diary.

Your diary entry will need to include:

- a greeting like 'Dear Diary' or 'To Diary'
- a description of the tree (what it looked like, how it felt to be there)
- who you met (what were their names and what did they look like)
- what questions you asked whilst there (remember to include question marks)
- information about what you did and how you felt
- a closing like 'Got to go now' or 'time for me to go'

3. Draw characters from the book- use pictures from your imagination (Medium)

In the story 'The Magic Faraway Tree' we heard about characters such as: Dame Washalot, Silky the Fairy, Moonface and The Saucepan Man.

Using their names, draw what you think they would each look like.

Once you've drawn them, next to each character, write one question you wish you could ask them.

Extra Challenge- Exclamation Marks (Bitesizelink) -increase your punctuation knowledge

Wednesday

<https://www.bbc.co.uk/bitesize/topics/zpbbkqt/articles/zf6c47h>

Describing words- Adjectives

Adjectives describe a noun. Watch the video. Try the activities-you choose!

Activity 1: Use adjectives to describe a new land-let your imaginations run wild. (Everyone)

In the video, there are lots of different lands at the top of the tree. There was 'The Land of Toys', 'The Land of Topsy-Turvy' and 'The Land of Goodies'.

What do you think each of these lands were like?

Write a sentence for each land describing what each one is like (remember to use describing words).

Once you've written your sentence for each land, think about a new land that you would like to create - you can be really imaginative.

Choose a name for your land and try to write six sentences to describe what it looks like. Make sure you include describing words (adjectives) in all of your sentences.

Now if your creative juices are flowing complete Activity 2 and become a more confident author (Medium)

Now that you have created a new land, could you write a mini chapter about what happens in your land? You can even create a character who you meet there.

- First write the name of your land (that will be the title of your story).
- You can then write some sentences describing what it is like there (you could use your writing from activity 1, if you'd like).
- Introduce a new character who lives in the land and explain what they do there. Are they kind or mean?

Remember to write in full sentences with capital letters and full stops at the end of your sentences.

Activity 3 if you are really on fire try to be even more creative (Spicy)

How would you travel to the new land you've created?
Will you fly? climb? or maybe there will be multiple ways to travel there.

Either write down how you would travel there (remembering to include adjectives) or draw what the journey would look like (including notes next to your drawings to describe things).

Once you've done this, think about who you would invite to join you in your new land. Write an invitation to invite one of your friends or family members to come and explore the land. Remember to include:

- the name of the person you're inviting
- directions on how to get there
- what time they will need to get there for
- a bit of detail about the land, but not too much! You want them to see it for themselves.

Thursday

<https://www.bbc.co.uk/bitesize/topics/zpbbkqt/articles/zbv72sg>

Writing instructions and using commas

When you write instructions you have to be bossy (not at all like Mrs McGuire or Miss O'Connor!!!). Remember our list of instructions about how Red Riding Hood should get to her Grandmother's house? Use this sticky

knowledge to help you today. Watch the videos and complete the activities- We expect at least two. If you are feeling spicy try all three!

Activity 1 Make a list (Mild)

If you could grow any fruit or vegetables in the world, what would you grow? Make a list of fruit and vegetables that you would grow and explain why you have chosen them. For example:

"I would grow apples, oranges and pears because my family really like fruit salads."

Try to write three sentences like this one. You could always say them out loud before you write them down, if it helps.

Activity 2 Write instructions (Medium/Spicy)

Do you know how to look after plants? You might want to have another look at the video in activity 1 to remind you.

Write a set of instructions about how to look after a plant.



You will need to:

- write a mini introduction title to grab the attention of the reader. This could be a question like: 'Do you sometimes struggle with caring for plants? Read on to find out more.'
- write clear instructions on how to look after plants
- organise your instructions using numbers and time words (first, next, then, last)

Remember to use 'bossy verbs' in your sentences.

An example of your first instruction could be:

1. First put your plant in a place where it is light.

Activity 3. Be creative and use adjectives and commas! (Mild/Medium)

Draw five fruits or vegetables and then draw a face on each of them. Once you've done this you can add some clothes and accessories on them too. Once you've finished, pick a name for each of them. Some example names could be: Colin the Carrot or Sammy the Strawberry.

Once you have your five characters, write a sentence for each of them introducing who they are and listing the interesting features on them. Remember to use commas in your lists.

Extra Challenge: play the Bitesize game- Karate Cat

Reading- Use reading vipers 'infer' to really understand what you are reading and 'predict' to think about what will happen in a story

Watch the videos and try the activities. We expect you to all complete Activity 1. Try the others if you are feeling confident. Save time for spelling test though... (10 out of 10 maybe today!!)

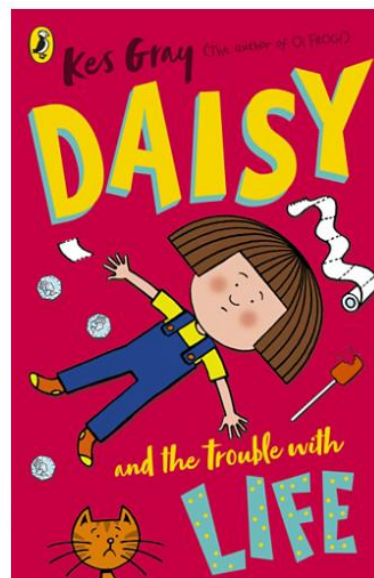
Activity 1. Read a piece of text and answer questions (Everyone)

I don't know why it's called "grounded" anyway. If you ask me, if someone says you're grounded, then it should mean you have to stay on the ground. No hopping and jumping, flying or parachuting. That's what grounded should mean: staying on the ground. Whether it's inside ground or out- side ground, it shouldn't make any difference. As long as you're on the ground you should be OK. Both my trainers were on the ground in the hallway this morning when Gabby called for me. Gabby is my secret sister. We're in a secret club – in fact it's so secret, only me and her are in it. Every Saturday we take it in turns to be club leader and think of things to do. Last week it was my turn to choose, so we dug a mud trap in my back garden. Then we magicked Tiptoes, the cat from next door, into a lion and tried to get him to fall into our trap. But he wouldn't. He just stayed on Mrs Pike's wall and refused to come down. That's the trouble with cats. They only ever want to do cat things, not lion things.

In the end we had to bang him down with a spade. Gabby

hit the wall with the spade handle and I kicked the wall with my trainers. Tiptoes jumped down then all right. He jumped down off the wall on the very first bang. Only not into my garden, into Mrs Pike's. He never comes into our garden any more. In fact I didn't see him on the wall for five days after that. Gabby says he must have seen us making the mud trap, and it would have been better if we'd magicked him into a hippopotamus. Hippopotamuses love mud.

Gabby's definitely right, so that's what we were going to try today. A better spell and a bigger trap. Except we can't now, because I'm not allowed out to play. Thanks to Mum.



Daisy is dreaming of the day grounded and can have her best friend Gabby in their secret club. What has Daisy done? Puffin.

Excuse me a minute. I need to go somewhere again!

See if you can answer these questions

1. Look at the beginning of the extract. What does Daisy think being grounded means?
2. Where were Daisy's trainers?
3. According to the text, who is Gabby?
4. What did they dig last Saturday?
5. What is the cat called?
6. Did the cat do what Daisy wanted it to?
7. Which animal does Gabby think they should have magicked the cat into?
8. What two things are Gabby and Daisy going to try next?

Activity 2 Rewrite the passage using phrases (group of words) (Medium/Spicy)

Can you summarise what happened in the extract above by creating some phrases?

A phrase is a group of words that go together. For example, 'secret sister Gabby'.

Read through the extract again (in activity 1) and see how many you can come up with.

Here are some to get you started:

- not allowed to jump
- secret sister Gabby

Activity 3 Reading viper 'predict' (Medium/Spicy)

Read this other extract from 'Daisy and the Trouble with Life' then do the activity below it.

My mum says if I keep frowning and the wind changes, my face will stay that way. Well, she should have thought of that before she grounded me. It's totally her fault I can't go out to play with Gabby and it's totally her fault I'm having to frown so much.

I mean, just think. If it had been windy this morning when I opened the front door, my face might have turned into the worst frowning face in the world. For ever!

And who would have been to blame?

It wouldn't have been me.

It wouldn't have been Gabby.

It would have been Mum! It would have been totally all Mum's fault. And our front door's.

Where do you think Daisy is actually going?

Use the start of the sentences below and see if you can come up with some ideas of where she might be going. Remember, she is grounded.

- **She might be** _____
- **She could be** _____
- **Maybe she is** _____
- **What if she is** _____

Activity 4 Spelling Test. (Everyone)

Good Luck-try your best

Well done Year 2 You have completed Summer Term Week 1 English- HOORAY!!!!!!!