

Year 2 English Home Learning | Summer Term Week 9



Week commencing 6.07.20



English

Parents These activities are designed to develop your child's reading and spelling skills. We have included additional English resources in this week's home learning section, as a supplementary resource to support writing, if required.

There is also another fabulous resource for English (and many other subjects) for year 2 on the following link: <https://classroom.thenational.academy/subjects-by-year/year-2/>

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

Watch the daily videos and have a go at the activities. Some activities you can just talk about with an adult and some you will need a pencil and paper.



Some activities are 'Mild'



some are 'Medium'



and some are 'Spicy/Hot'



You choose which one you feel confident with. You may feel you want to do all three!!

Remember just try your best! If you make a mistake that is a good thing as you are learning.

Remember, these activities are to work from, not on. There is no expectation to complete all of the work or to print worksheets off.

If you are forgetting some of your letter sounds, these videos will really help

<https://www.wandleenglishhub.org.uk/lettersandsounds>

Monday

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

Weekly Spellings

Adding new endings to one-syllable words with short vowel sounds



Look at these words.



plan

sad

sun

These words end with a short vowel and then a single consonant. If a word ends like this, you must double the consonant before you add -ing, -ed, -er, -est or -y.

plan + ing → planning

Look at the root word with the ending. Practise spelling the whole word (highlighted)

1. skip + ing → skipping
2. fat + est → fattest
3. sun + y → sunny
4. run + er → runner
5. stop + ed → stopped
6. sad + est → saddest
7. jog + ing → jogging
8. bog + y → boggy
9. shop + er → shopper
10. mop + ed → mopped



Practise daily and ask an adult to test you on Friday

Activity 1 Vocabulary



I would like you to learn about some exciting new vocabulary linked to this week's theme 'History'. Here are three new words and your challenge is to:

1. Research the word and understand its meaning.
2. Use the word in a sentence when talking to someone in your household.
3. Write a sentence using the word.
4. Draw a picture to accompany the new word that has been learnt.



	Meaning	Sentence	Picture
History			

timeline			
past			



Extra challenge- Do the same for these

1. historian 2. key events 3. museum

DON'T FORGET TO PRACTISE THIS WEEKS SPELLINGS

Tuesday

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

Describing words- adjectives

Sticky knowledge- Remind yourselves of what a noun and an adjective are.

Noun

A person, place,
object or animal:
garage, Henry,
leopard, sofa.

Adjective

A word that
describes a noun:
monstrous, vivid,
delightful, familiar.

In writing we use **expanded noun phrases** to make it even more interesting for the reader

Expanded Noun Phrase

A phrase that gives more detail and description about a noun.

Watch the video about Dave the Troll

<https://www.twinkl.co.uk/go/resource/t-l-53062-spag-tastic-meet-dave-what-is-an-expanded-noun-phrase-video-english>



Activity 1 Expanded noun phrases



Expanded Noun Phrase Jigsaws

Use your amazing writing skills to create expanded noun phrases using nouns and adjectives. Read the noun in each phrase and then add your own adjective choices (separated by a comma). The first one is done for you as an example.

1. a brave , strong hero
2. the _____ , _____ ocean
3. some _____ , _____ cheese

4. two _____ elephants

5. a _____ bush

Now take the five expanded noun phrases that you have created and use them in sentences, e.g. A brave, strong hero defeated the beastly dragon.

Extra challenge



6. the _____ statue

7. many _____ flowers

8. lots of _____ rain

Now take these expanded noun phrases that you have created and use them in sentences.

DON'T FORGET TO PRACTISE THIS WEEKS SPELLINGS

Wednesday

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

Problem solving quiz



Use your spelling and grammar knowledge to solve the problems.

The Mystery of the Missing Medal

The day of the big running race has finally arrived! All the runners have been training hard for months and now at last it's time for the race to begin. All the runners want to win the grand prize, a shiny gold medal.

But, just before the race was due to begin, the race organisers went to get the medals ready and discovered... someone had stolen the gold medal!

As Detective Chief Inspectors on the case, it is **your** job to find out which runner has stolen the gold medal. You have taken down the names and details of all the runners in the race. There are also five important clues to be discovered.

To crack the case, you will need to solve each clue and check the information with the list of names. Will you be able to find out who stole the gold medal before the race is finished?

Good luck!



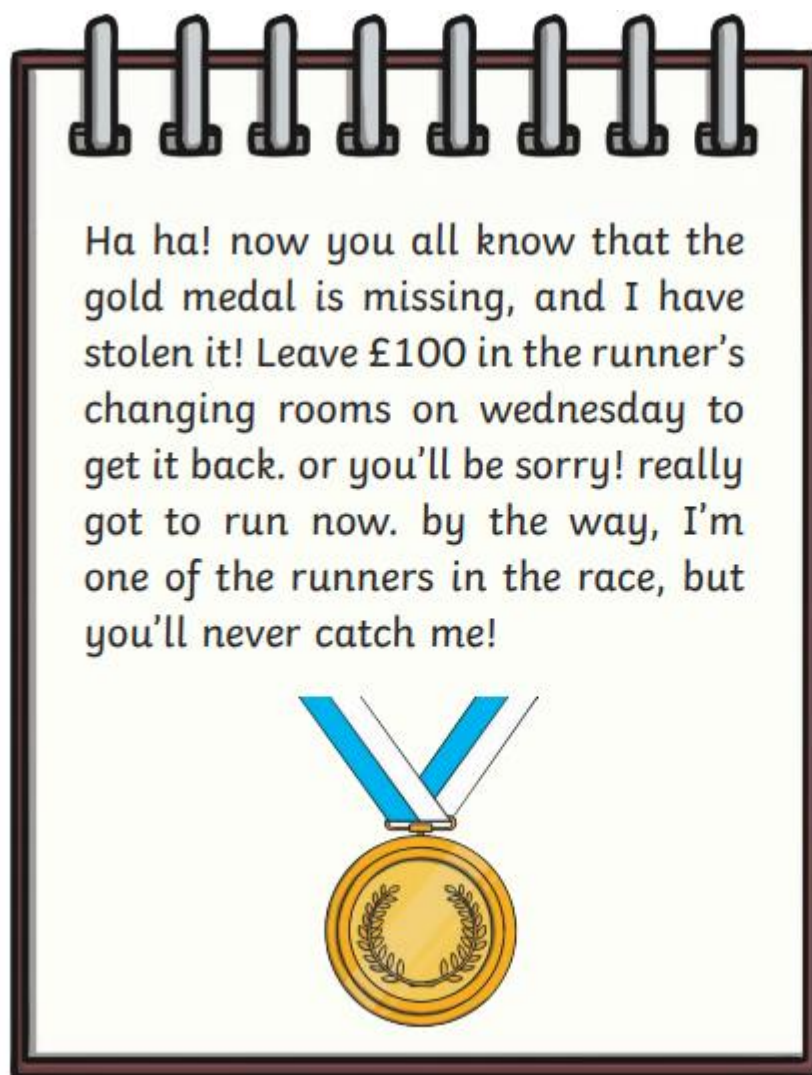
Race Runners

First Name	Surname	Shoe Size	Hair Colour	Eye Colour
Fred	Smith	8	brown	blue
Mariam	Hamza	7	black	brown
Angel	Roberts	6	black	grey
Nicolas	Besson	11	blonde	brown
May	Eadie	4	brown	blue
Destiny	Robinson	6	black	grey
Ibrahim	Zia	6	brown	green

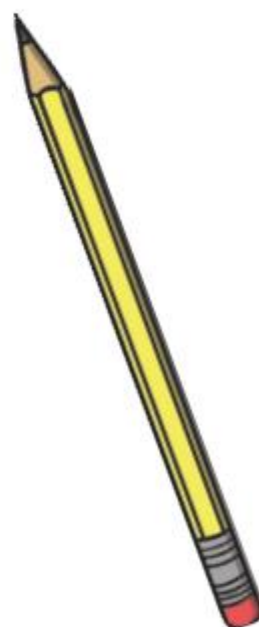
Chen	Yu	8	brown	blue
Nadeem	Dar	7	black	brown
Chloe	York	5	brown	blue
Keith	Bexley	10	ginger	green
Keiko	Yamanda	8	black	brown
Luke	Wild	8	brown	blue
Jo	Wright	7	black	grey
Josh	Tooley	12	brown	green
Finn	Daniels	10	blonde	blue
Stella	Edward	6	ginger	blue
Alfie	Green	8	brown	blue
Aisha	Patel	6	brown	blue
Claire	White	8	brown	blue

Clue 1 Capitalise the Clue!

At the scene of the crime, a note has been found. It has been written by the runner who stole the medal! The thief must have been in such a rush they forgot to use some capital letters. Can you underline the letters that should be capitals (at the beginning of sentences and for names of people, places, and days of the week)? Write out the capitals that should be in the note. Rearrange the letters to spell the colour of the thief's hair.



Ha ha! now you all know that the gold medal is missing, and I have stolen it! Leave £100 in the runner's changing rooms on wednesday to get it back. or you'll be sorry! really got to run now. by the way, I'm one of the runners in the race, but you'll never catch me!



The letters I have changed to capitals are:

The medal was stolen by someone with _____ hair.

Clue 2 A Lucky Card Clue

A 'Good Luck' card has been found at the scene of the crime. The runner must have dropped it as they were stealing the medal! On the card is a poem. The poem is missing punctuation! Can you write the sentences in the correct place in the table, with the correct punctuation added? The sentence form that has been used the **most** will tell you the thief's eye colour.

Are all the runners ready
Excitement fills the air

Get on your marks and get set
I hope it will be fair

You all are fast and fighting fit
Who will be the star

Go out there and win the race
What a great runner you are

**Question
Sentence (?)**
(Green Eyes)

**Command
Sentence (.)**
(Grey Eyes)

**Statement
Sentence (.)**
(Blue Eyes)

**Exclamation
Sentence (!)**
(Brown Eyes)

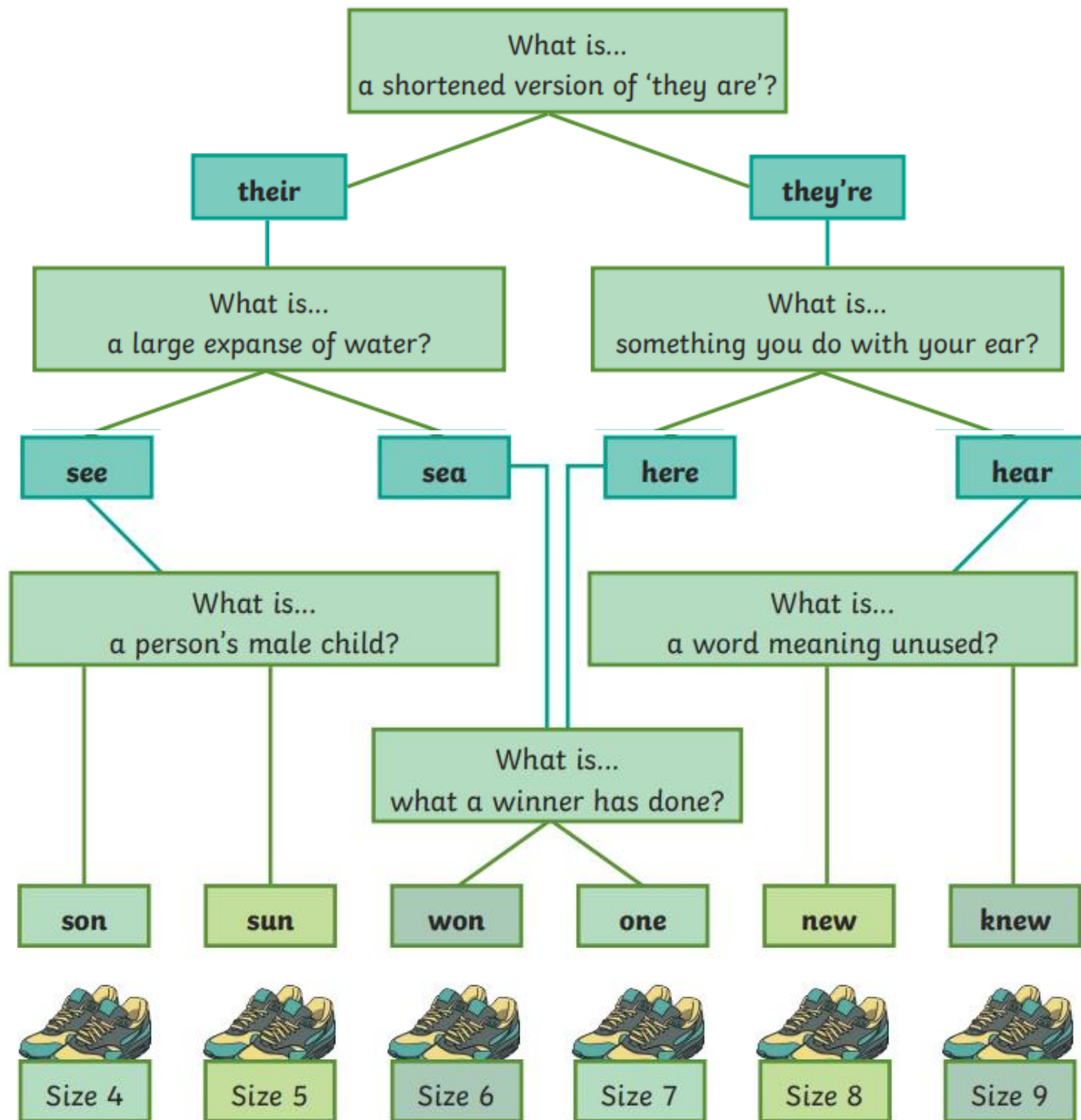
The sentence that has been used the most is a _____ sentence.

The medal was stolen by someone with _____ eyes.



Clue 3 A Running Shoe Trail

Footprints have been discovered at the scene of the crime! Follow the footprints, answering the homophone questions, to lead to the shoe size of the runner who stole the medal. A homophone is a name for words that sound the same but have two different spellings and meanings.



The medal was stolen by someone with size _____ shoes.

Clue 4 Common Exception Cups

You go to look for clues in the trophy room. Each trophy has a picture of a common exception word on it. Can you spell the words on the cups correctly? The letters in the boxes spell out a clue about the medal thief's surname!



The medal thief's surname is a _____.

Clue 5 Fast-er and Fast-est Runners

The race is nearly over so hopefully you have nearly caught the thief! For your final clue, look at where the runners are in the race and then complete the words in the sentences, using the suffix -er or -est. Fill in the table to reveal a final clue about the medal thief's first name.



Stella



Aisha



Keith



Destiny

Suffix	Number of times used
-er (first name begins with C)	
-est (first name begins with A)	

Stella is the fast___ runner.
Aisha is fast___ than Keith.
Destiny is the slow___ runner.
Keith is fast___ than Destiny.
Destiny is slow___ than Aisha and Keith.
Stella is fast___ than Aisha.

The suffix that has been used the most is _____.

The medal thief's first name begins with _____.

Thursday

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

Edward Lear wrote limericks. They are funny and sometimes full of nonsense- we like a bit of nonsense in year 2 don't we!



This was a favourite limerick of Mrs McGuire's when she was a child (many years ago!!).

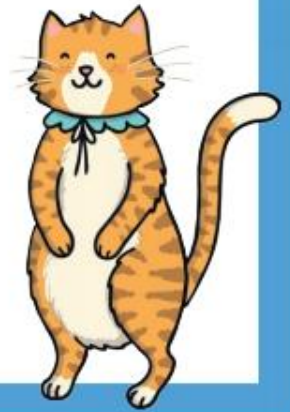
Read it a few times and answer the questions.

The Owl and the Pussy-Cat

by Edward Lear

The Owl and the Pussy-cat went to sea
In a beautiful pea-green boat,
They took some honey, and plenty of money,
Wrapped up in a five-pound note.
The Owl looked up to the stars above,
And sang to a small guitar,
"O lovely Pussy! O Pussy, my love,
What a beautiful Pussy you are,
You are,
You are!
What a beautiful Pussy you are!"

Pussy said to the Owl, "You elegant fowl!
How charmingly sweet you sing!
O let us be married! Too long we have tarried:
But what shall we do for a ring?"
They sailed away, for a year and a day,
To the land where the Bong-Tree grows
And there in a wood a Piggy-wig stood
With a ring at the end of his nose,
His nose,
His nose,
With a ring at the end of his nose.



"Dear Pig, are you willing to sell for one shilling
Your ring?" Said the Piggy, "I will."
So they took it away, and were married next day
By the Turkey who lives on the hill.
They dined on mince, and slices of quince,
Which they ate with a runcible spoon;
And hand in hand, on the edge of the sand,
They danced by the light of the moon,
The moon,
The moon,
They danced by the light of the moon.

Activity 1- easiest questions



Questions

1. Who is the poem about? Tick two.

- ☐ an owl
- ☐ a pussycat
- ☐ a tortoise
- ☐ a squirrel

2. This is a rhyming poem. Which of these words make a rhyming pair?
Tick one.

- ☐ money and note
- ☐ boat and note
- ☐ guitar and love

3. What did the Owl and the Pussy-cat take with them? Tick one.

- ☐ a picnic
- ☐ a blanket
- ☐ some honey and plenty of money

4. Which adjective did the Owl use to describe the Pussy-cat? Tick one.

- ☐ funny
- ☐ strong
- ☐ beautiful

5. Which words are repeated three times in the poem? Tick one.

- ☐ O Pussy my love
- ☐ You are
- ☐ Sang to a small guitar

Activity 2 more challenging questions



Questions

1. What did the Owl and the Pussy-cat travel in? Tick one.

- ☐ a beautiful pea-green boat
- ☐ a lovely sea-blue bus
- ☐ a pretty rose-red car

2. How long did the Owl and the Pussy-cat sail for? Tick one.

- ☐ a day
- ☐ a week
- ☐ a year and a day

3. Draw a line to match the rhyming words. One has been done for you.

above	sing
nose	love
ring	grows



4. In the poem, the guitar is described as 'small'. Tick one word which means the same as 'small'.

- ☐ big
- ☐ little
- ☐ wide

5. Write in the missing words to complete the sentence.

There in a wood a _____ stood.

Bong-Tree

Piggy-wig

Pussy-cat



Questions

1. How many verses are there in the poem? Tick one.

- ☐ two
☐ three
☐ four

2. Which two adjectives are used to describe the boat in the second line of the poem?

3. Each verse of the poem has some repeated words. Where do they appear in the verse? Tick one.

- ☐ at the beginning
☐ at the end
☐ in the middle

4. The Owl and the Pussy-cat did three things in the last verse of the poem. What were they?

5. At what time of day is the poem set? How do you know?

6. The animals in the poem can talk. Do you think it would be good if animals could talk? Explain your answer.

Friday

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

Reading Comprehension- History

Read the information and answer the questions

Activity 1- easiest reading



Florence Nightingale

Florence was born 12th May 1820, in Florence, Italy.

Florence The Nurse

Florence wanted to help people, so she became a nurse. A war started and Florence went to look after the soldiers who had been hurt. Other nurses went with her. Hospitals were not very nice places in those days.



- Not enough medicine
- Poor food
- Not enough beds

There weren't any toilets so the hospital was very dirty and smelly. Florence wanted to make things better and the other nurses helped her.

What Did They Do?



Clean



Washed their hands



Got better food

This helped to save lives. Florence spent the rest of her life trying to make hospitals better places for everybody.

Did You Know?

Florence was called 'The Lady with the Lamp' because when it was dark, she carried a lantern with her around the hospital.



Questions

1. Where was Florence born? Tick one.

☐

England

☐

Italy

☐

France

☐

Germany

2. Draw a line to complete each sentence.

Florence wanted to

Florence became

Florence was called

'The Lady with the Lamp'

help people.

a nurse.

3. Before Florence and her nurses helped to make things better, the food was...

☐

tasty

☐

poor

☐

good

☐

very hot

4. How did Florence and the nurses make things better? Tick three.

- ☐ They gave the men flowers.
- ☐ They cleaned the hospital.
- ☐ They washed their hands.
- ☐ They served better food.

5. Complete the sentence.

Florence carried a _____ around with her at night.

Activity 2- more challenging reading

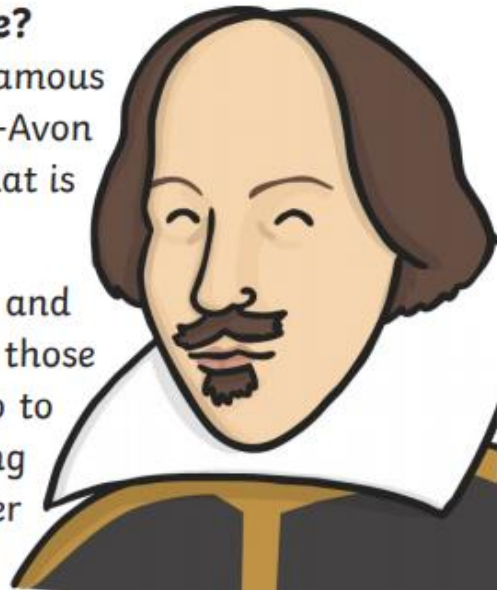


William Shakespeare

Who Was William Shakespeare?

William Shakespeare was a famous playwright born in Stratford-upon-Avon in England, on 23rd April, 1564. That is nearly 500 years ago!

He had five brothers and sisters and went to school at the age of 7. In those days, only boys were allowed to go to school. Children had to write using a type of pen made from a feather (called a quill). They had to dip it in ink to write with it.



Personal Life

William married a woman named Anne Hathaway when he was 18 years old. They had a daughter called Susannah and later had twins called Hamnet and Judith.

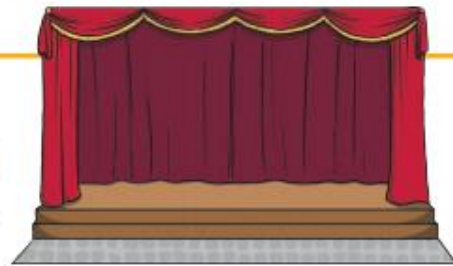
William left Stratford when he was 21 years old and moved to London. His family stayed in Stratford.

Interesting Facts

- William Shakespeare became a playwright.
- He wrote 38 plays.
- One of his most famous plays, 'Romeo and Juliet', has even been rewritten as a cartoon film called 'Gnomeo and Juliet'!
- William Shakespeare made up many new words we still use today.
- William Shakespeare died on his birthday in 1616, aged 52 years old.

Did You Know?

A playwright would write stories (called plays) which could be acted out on a stage in a theatre. People paid to go and watch the plays.



New Words

William Shakespeare made up many new words, which we still use today. Here are a few of them:



blushing



bedroom



green-eyed



gloomy



hobnob
a friendly, informal chat



hurried

Questions

1. What does the word 'playwright' mean?

2. What was the name of William's wife? Tick one.

Susannah

Anne

Judith

3. How old was William Shakespeare when he moved to London?

4. Which was one of his most famous plays? Tick one.

Gnomeo and Juliet

Romeo and Juliet

Beauty and the Beast

5. Name 3 words William Shakespeare made up that we still use today.

6. Why do you think people still enjoy William Shakespeare's plays almost 500 years later?

Activity 3- most challenging reading



The History of Winnie-the-Pooh

Who is Winnie-the-Pooh?

Winnie-the-Pooh is a well-loved teddy bear that was created by Alan Alexander Milne – or A. A. Milne as he is known.

A. A. Milne wrote stories about Winnie-the-Pooh and his friends for his son, Christopher Robin, after he heard Christopher use voices for his toys while playing with them. A. A. Milne named the boy in the book Christopher Robin too!



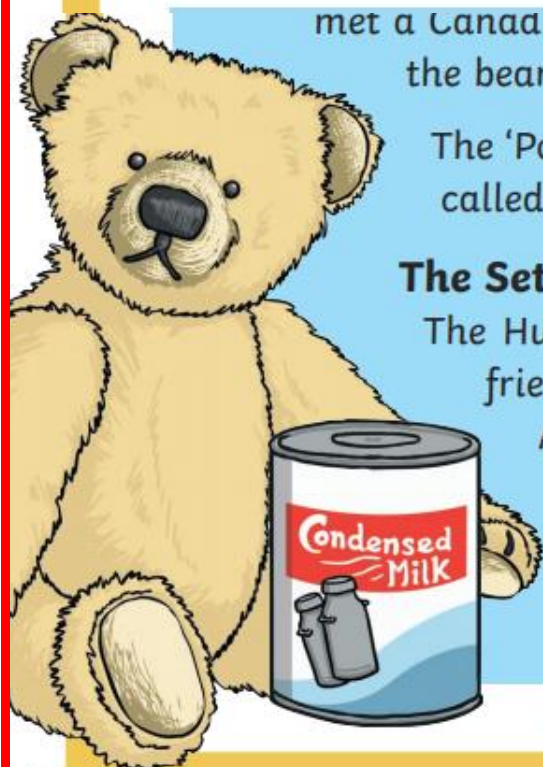
met a Canadian black bear called Winnie, he named the bear in his story Winnie too.

The 'Pooh' part of the name came from a swan called Pooh that Milne had met on holiday!

The Setting

The Hundred Acre Wood, where Pooh and his friends live, is from a real place called Ashdown Forest in Sussex.

Christopher Milne remembers going for walks in the forest and he and his father would count the pine trees.



The History of Winnie-the-Pooh



The Other Animals

The other animals in the Hundred Acre Wood were also toys that Christopher Milne owned. These were Tigger, Piglet, Eeyore, Kanga and Roo. A. A. Milne also wrote about Rabbit and Owl, but these were

from his imagination and not toys that his son had.

The toys which the stories are based on, are now in the New York City Museum in New York, USA. (pictured above).



A. A. Milne wrote Winnie-the-Pooh in 1926, The House at Pooh Corner in 1928 and also two very famous poetry books called Now We Are Six and When We Were Very Young during the 1920s.

A Bear of Very Little Brain

Winnie-the-Pooh, or Pooh Bear as he is usually called, doesn't think he is very clever. In fact, he calls himself a 'Bear of Very Little Brain'.

However, he thinks very hard and he somehow manages to sort out problems without really trying because he has a lot of common sense.

The History of Winnie-the-Pooh

The Character

Winnie-the-Pooh is a friendly and kind character. He helps others and encourages friends, who don't have much confidence like Piglet, to do things they might not think they can do.

He visits Eeyore and takes him a birthday present, even though Eeyore is quite miserable and not very grateful. Pooh lets Rabbit take the lead, even though he knows he isn't always

right and he listens to Owl talk about everything he knows and doesn't get bored.

Pooh enjoys his snacks and can often be found at one of his friends' houses around that time for a jar of honey or some condensed milk.

He is dependable and loyal, and he thinks up very good poems or 'hums' as he calls them.



His 90th Anniversary

There were two special celebrations in 2016. First, it was 90 years since the stories about Winnie-the-Pooh were written, and second, it was The Queen's 90th birthday!

In celebration, a new Winnie-the-Pooh book was written called 'Winnie-the-Pooh and the Royal Birthday' where Pooh meets the Queen at Buckingham Palace!



The History of Winnie-the-Pooh **Questions**

Please answer the questions in full sentences.

1. Who wrote the stories about Winnie-the-Pooh?

2. What happened that made him want to write them?

3. How did he choose the name of the boy in the stories?

4. How did Winnie-the-Pooh get his name?

5. Where did the author get the idea of where to set his story?

6. What word does the author use that means AA Milne made up the characters of Owl and Rabbit?

7. What does Winnie-the-Pooh think about himself?

8. Name two thing that proves Winnie-the-Pooh is a good friend.

9. What does Pooh enjoy doing?

10. Why was the book 'Winnie-the-Pooh and the Royal Birthday' written?

Activity 3 Spelling test



Ask an adult to test you. Good Luck-try your best!

Another valuable English resource is Oak Academy! Follow the link below...

<https://classroom.thenational.academy/subjects-by-year/year-2/subjects/english>

Don't forget there are more Y2 story times to watch! Follow the link below....

https://www.youtube.com/playlist?list=PLBI_XHJy9+KLWvZ9aDBkE80qeVe2byu4H

As well as this, please remember to access:

- Oxford Owl Reading Buddies - children have their own login for this
- Study ladder <https://www.studyladder.co.uk/>

New tasks have been set - please email the year group email if you need the password.

Well done Year 2! You have completed Summer Term Home English Week 10- HOORAY!!!!!!

I think you deserve 70 Saints Tallies for trying your best

