



## St Joseph's Catholic Primary School Home Learning Pack

### Class Sycamore Year 2 Weeks of: 29.6.20 and 6.7.20

In this home learning pack is 6 Maths, 6 English and 6 other subject activities to be completed over the next two weeks. Please only do what you feel you can; we understand that many of you are juggling home learning with work commitments and supporting others. There are some references to resources but they do not need to be printed and can be viewed online and the work can be completed or copied onto paper. Please continue to share your fun and learning with us at [admin@stjo.uk](mailto:admin@stjo.uk).

As a result of so much work being done using internet sources, internet safety resources can be accessed via:

<https://www.projectevolve.co.uk/> Please opt to access the toolkit and then you are able to select age-appropriate resources by school year group. All children accessing internet resources should also be encouraged to learn about internet safety. Please can children also be reminded that, where internet sites are being accessed it should be done so with the supervision of a grown up.

For additional learning challenges beyond this school pack, please access activities on the school website and recommended sites:

<https://www.thenational.academy/online-classroom/subjects/#subjects> and bbc bitesize: <https://www.bbc.co.uk/bitesize/dailylessons>.

Happy Home Learning!

St Joseph's Primary School



English		Activities	Resources
1	Can I apply my knowledge of different conjunctions in my writing?	<p><b>Warm up recap:</b> Watch: <a href="https://www.youtube.com/watch?time_continue=91&amp;v=w6jWiE7CvSk&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=91&amp;v=w6jWiE7CvSk&amp;feature=emb_logo</a></p> <ul style="list-style-type: none"> <li>- <b>Coordinating conjunctions</b> (common examples: for, and, nor, but, or, yet, so) link two parts together of equal importance. e.g. It was raining <u>but</u> the children had forgotten their umbrellas. In this example, both parts work as sentences in their own right (It was raining. The children had forgotten their umbrellas.) The thing to remember is that both parts are of equal importance. Here is another example: I am going to the shop to buy bread <u>and</u> milk. Both the bread and the milk are of equal importance for the shopping trip.</li> <li>- <b>Subordinating conjunctions</b> (common examples: if, since, as, when, although, while, after, before, until, because) link additional information within sentences. This additional information needs the main or more important part of the sentence to work. It is often when one part would not make sense without the other e.g. I can play <u>after</u> completing my work. 'I can play' works as a sentence. 'Completing my work' does not make sense alone. (Please note: sometimes subordinating conjunctions link two sentences that make sense in their own right but where one part directly impacts the other e.g. The children waited inside <u>because</u> it was raining. The children waiting inside is dependent on the fact that it is raining. It is tricky and you will keep practising this throughout your school learning- don't worry). The main thing is that you are able to spot and use different conjunctions in writing.</li> </ul> <p>In the main activity task description below I have coloured and underlined some words. Why? The colours show the conjunction type but how do I know which ones are coordinating and which ones are subordinating conjunctions? Can you tell your grown up any sentences within the sentences that you can spot to help you?</p> <p><b>Main Activity task description:</b> Take on the English Session One Pack. Please take care to use your conjunctions <b>when</b> you are writing. Your writing is effective <b>if</b> you are able to choose conjunctions <b>that</b> give more information <b>because</b> it will allow you to support your point/opinions <b>and</b> give more detail. Try to write interesting sentences <b>but</b> allow your reader breathing pauses by using the correct punctuation. You can choose to compare all three stories <b>or</b> you can choose to compare two of your favourites. In your comparisons of the stories try to use a combination of subordinating and coordinating conjunctions to explain your opinions. The conjunctions you should use are: <b>when, if, that, because, or, and, but</b>. Try to use each of these at least once.</p> <p><b>Activity links:</b> You'll remember watching the stories from last week about our character called Willy. These were: Willy the wimp <a href="https://www.youtube.com/watch?v=DY9z6BH682Y&amp;t=5s">https://www.youtube.com/watch?v=DY9z6BH682Y&amp;t=5s</a> and Willy the champ <a href="https://www.youtube.com/watch?v=QhI8duqNzas">https://www.youtube.com/watch?v=QhI8duqNzas</a>. This week our story is called Willy the dreamer ( <a href="https://www.youtube.com/watch?v=C_U2TNtAUVk">https://www.youtube.com/watch?v=C_U2TNtAUVk</a> ).</p>	<p>Paper</p> <p>Pencil</p> <p>English Session One</p> <p>Internet</p>

2

Can I create succinct sentences by using the suffix -ful?

Good writers use a mixture of long and short sentences to make their writing interesting and for effect. If writing becomes too wordy it can be boring. If too many short sentences without description are used it can also be boring. How can we then make sure our writing is interesting, without making it too long? The trick is to use a balance of long and short sentences, but to always make careful decisions about what you use (keep in the point you want to make; the parts that develops a point/story, and the information that helps the reader to picture what is being described).

Instead of extending the sentences today, your challenge is to create shorter sentences that make the necessary point, using -ful. On a separate piece of paper, rewrite the sentence given, using -ful- keep the important parts and change what isn't necessary.

Sentence	Using -ful
The place was filled with a sense of <u>peace</u> , where they could relax.	The place was <u>peaceful</u> and relaxing for them.
With his work, the boy had to take lots of <u>care</u> .	
From a distance, she could see that the rainbow had <u>many</u> colours.	
The boy, who was full of <u>fear</u> , tiptoed past the sleeping creature.	
Her ankle caused her <u>pain</u> as she hobbled to Dr Johnson's office.	
The volcano's <u>power</u> was felt for miles around when it erupted.	

Read your sentences back to yourself- do they make sense and have you used the suffix -ful?

Paper  
Pencil

3	Can I choose the right suffix: -less or -ness and can I extend my sentences with conjunctions?	<p>Write -ness and -less onto card.</p> <p>Write each word out and try adding <u>less/ness</u> onto the end.</p> <p>fit    end    kind    flavour    harm    heart    shy    motion</p> <p>price    shame    sleep    sly    cool    dark    weight    dry</p> <p>When you have decided what works sort the root words out into words that work with the suffix -ness and words that work with the suffix -less. Check with a dictionary/with a grown up if you are unsure of any. Say a sentence for each word (using the -ness/-less suffix where possible) and write it down when you are happy with it, leaving a space underneath.</p> <p>When you have written your sentences, extend them to provide more information using the conjunctions: <b>when, if, that, because, or, and, but</b>. Try to use each conjunction at least once.</p>	<p>Paper</p> <p>Pencil</p>
4	Can I change the tense something is written in?	<p>Please change the tense of each sentence. I have underlined parts of the sentences to help you to spot what needs changing- don't worry about why some words are in blue just yet. Remember am/is-was am/are-were today-yesterday now-then and ed-s/es endings.</p> <p>Past to present (change each example, as if it is happening now):</p> <p>I <u>wanted</u> to go to the park <u>last</u> week.</p> <p>He <u>watched</u> the boy then he <u>wandered</u> away.</p> <p>The chef <u>squashed</u> the dough with his hands when he <u>made</u> the bread.</p> <p>Two brothers <u>squabbled</u> and <u>quarrelled</u> over the ball <u>yesterday</u>.</p> <p>He <u>wormed</u> his way through the tunnel that <u>was</u> pitch black during <u>wars</u>.</p> <p>She <u>turned</u> her face <u>towards</u> the sun and <u>thought</u> about what a wonderful <u>world</u> she <u>lived</u> in.</p> <p>Present to past (change each example, as if it has already happened)</p> <p>The weather <u>is</u> <u>warm</u> <u>today</u> <u>isn't</u> it?</p> <p>Rotten eggs <u>are</u> the <u>worst</u> thing that I <u>can</u> smell.</p> <p>It <u>is</u> not the <u>quantity</u> but the <u>quality</u> of your <u>work</u> that <u>is</u> important.</p> <p>The <u>squad</u> <u>are</u> <u>hiring</u> <u>quadbikes</u> <u>now</u>.</p> <p>Lots of nurses <u>patrol</u> the <u>wards</u> and <u>care</u> for people.</p> <p>We <u>use</u> the <u>word</u> <u>worth</u> when we <u>talk</u> about how important something <u>is</u>.</p> <p>Ask your grown up to check your sentences are changed and stay in one tense and that your spellings (of the blue words) are correct for the tense you are writing in- not all needed changing. For any of the blue w/qu words you were unsure of, use look-cover-write-check to practise and learn.</p>	<p>Pencil</p> <p>Paper</p>

5	Can I write in the past tense?	<p>Watch the story of The Big Splash: <a href="https://www.bbc.co.uk/iplayer/episode/b0467qhm/cbeebies-bedtime-stories-434-rosamund-pike-the-big-splash">https://www.bbc.co.uk/iplayer/episode/b0467qhm/cbeebies-bedtime-stories-434-rosamund-pike-the-big-splash</a> This story is mostly written in the past tense. Make a list of as many of the verbs (doing/being/having words) that you hear as you can. Then sort them into past and present tense. Top tip: listen out for the -ed suffix.</p> <p>Your job is to write a past tense story about a magical trip to the seaside. You can use some of the past tense verbs you collected from 'The Big Splash' story or think of some of your own. Remember that there are some irregular past tense verbs like sat, stood, sang, ate and flew which do not end with -ed. Imagine that you took a trip to the coast with your family...</p> <p>1) Introduce where you went, what you did, who you did it with and how you felt. When you think about your activities think carefully about where you use 'were' and 'was'.</p> <p>2) Then imagine you had to stop what you were doing because you noticed something magical (it could be something you heard or saw). Describe what it did/what you did.</p> <p>3) End your story with how you returned home and what made the trip important. Try to use your conjunctions (<b>when, if, that, because, or, and, but</b>), prepositions and adjectives with commas that you have practised.</p> <p>EXT- harder challenge- try to give a moral to the story that teaches the importance of one of our Gospel Values.</p>	Internet  Pencil  Paper
6	Can I write in the present tense?	<p>*Links to Topic- Session 5*</p> <p>Watch this section taken from the 'Stickman' story by Julia Donaldson which is written mostly in present tense <a href="https://www.youtube.com/watch?v=FYNtFjFmoK4">https://www.youtube.com/watch?v=FYNtFjFmoK4</a> For those of you who know the story, we are going to change the Stickman story and create our own. See if you can continue our own version of the story by writing about a stickman's journey (as if it is happening right now) all the way to the sea. You could talk about the flow of the river, where it meanders (weaves side to side), where the current speeds up or slows down and how this feels. What you see on your journey as you see it (animals, cities/towns/villages, hills/valleys/mountains/volcanoes- whatever you like). You could talk about bashing into rocks or washing up on the river banks only to end up back in the river again. Just remember- keep it in the present tense like you are describing the journey to the sea as it is actually happening from Stickman's point of view. Try to use your conjunctions (<b>when, if, that, because, or, and, but</b>), prepositions and adjectives with commas.</p>	Internet  Pencil  Paper

Maths		Activities	Resources
1	Can I tell the time to the quarter hour?	<p>Maths spelling vocabulary warm up practise (using look cover write check):</p> <p style="text-align: center;"><b>quarter      half      o'clock      hour      minute      second.</b></p> <p>Write a sentence for the ones you find tricky.</p> <p>Recap: remember your learning on halves and quarters...We can use this to help us with time too. We can turn the minute hand on a clock from 12 half way round to the 6 to show <u>half</u> past. We can turn the minute hand on a clock from the 12 to 3 to show <u>quarter</u> past or turn it three quarters of the way round to show <u>quarter</u> to. You try.</p> <p>Watch the Maths session one powerpoint then have a go at the activities on the maths session one PDF.</p> <p>Please notice when the minute hand (the longer one) is pointing at a quarter past, half past and quarter to...work out the time and tell your grown up throughout today and the next few weeks. The more you practise the better you will get.</p>	<p>Maths session one powerpoint</p> <p>Maths session one PDF</p> <p>Something with an analogue clock face (watch or clock)</p>
2 & 3	Can I tell the time to five minutes?	<p>Maths vocabulary spelling questions (warm up): Solve the question puzzles then check your answers and spellings. For any spellings you are unsure of use look, cover, write, check to practise.</p> <p>Recap: remember your five times table... we can use this to help us with time too! Practise counting in fives to sixty.</p> <p>Over these two sessions work your way through the activities in the maths session two and session three documents.</p> <p>Please continue to keep your grown up updated on what you think the time is but this time try using your counting in 5s knowledge when you work out how many minutes past/to.</p>	<p>Maths vocabulary spelling questions.</p> <p>Maths session two PDF</p> <p>Maths session three PDF</p>

4	Can I understand when a calculation is commutative?	<p>Maths spelling of vocabulary warm up recap practise (ask your grown up to check which ones you know and then use look, cover, write, check to practise any you are unsure of):</p> <p style="text-align: center;"><b>eighteen    eighty    one    twelve    ten    four    eleven    two    eight    nine</b></p> <p>Main activity- Commutative calculations. When we use the word commutative to describe a calculation, it simply means that the order that you do the calculation doesn't make a difference. For instance <math>4 + 5</math> could be calculated by doing <math>5 + 4</math>. (When adding, especially big numbers it is sensible to start with the largest number so it is important you know that addition is commutative which is why you are able to do this). Can you think of some of your own examples and test them using objects? Do you get the same answer?</p> <p>Now you are going to investigate whether subtraction is commutative. Below I have written the calculation then reversed it for you. Use objects to help you. Do you get the same answer- does it work?</p> <p><math>12 - 8 =</math>                      <math>8 - 12 =</math>  <math>23 - 7 =</math>                      <math>7 - 23 =</math>  <math>9 - 2 =</math>                        <math>2 - 9 =</math></p> <p>If I had thirteen sweets could I give my friend fifteen of them? If I had fifteen sweets could I give my friend thirteen of them?</p> <p>We know addition is commutative. Using your investigation answer the following question: is subtraction commutative and how do you know?</p> <p>EXT- using your times table facts for 2s, 3s, 5s and 10s investigate if multiplication is commutative or not and if division is commutative or not.</p>	Pencil and paper
5	Can I choose the number sentence that answers the problem and	<p>Maths spelling of vocabulary warm up recap practise (ask your grown up to check which ones you know and then use look, cover, write, check to practise any you are unsure of):</p> <p style="text-align: center;"><b>thirteen    three    thirty    seven    fifteen    fifty    five    six    hundred    thousand</b></p>	Concept Cartoon



	check my answer using inverse?	<p>Main activity: For this task you will need to use your knowledge and your addition and subtraction strategies you have been practising over the last few weeks. Shared practise: Look at the concept cartoon- discuss with your grown up who is right/wrong and why they are right/wrong. Task: Work your way through the calculation matching sheet. It has a numberline on it to help you apply the strategies you know. Work your way through the sheet talking to your grown up about which calculation you think is right for each. Work out the answers on a separate sheet of paper using your chosen calculation. Then test it using the inverse to see how many you got right.</p> <p>Inverse example: <math>3 + 4 = 7</math>... the inverse is <math>7 - 4 = 3</math> / <math>4 + 3 = 7</math>... the inverse is <math>7 - 3 = 4</math> (you are doing the opposite when you use inverse) because addition and subtraction are opposites.</p> <p>EXT- Can you come up with some of your own to test your grown up?</p>	<p>Calculation matching sheet</p> <p>Paper</p> <p>Pencil</p>
6	Can I fix common errors using my knowledge of commutativity and inverse?	<p>Maths spelling vocabulary application and ordering warm up. Write the numbers as digits <u>and</u> as words on individual pieces of paper/cards. Here is an example for 11 / eleven:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><b>75      51      515      718      212      111</b></p> <p><b>1010    684    33    330    313    98</b></p> </div> <div style="border: 1px solid black; padding: 10px; text-align: center; width: 60px;"> <p>11</p> <p>eleven</p> </div> </div> <p>Check with a grown up, correct any spelling errors and practise using look-cover-write-check if you made a mistake. Then put the numbers in order of size (smallest to largest/largest to smallest).</p> <p>Main activity: Mr Alien visited earth and he did not know about commutative law and was only just beginning to make sense of addition and subtraction. He tried to write some calculations to go with word problems but he got himself into a bit of a muddle! Look at each problem on your sheet and explain to your grown up what is wrong with each calculation. Write what each calculation should be on a piece of paper and use the inverse to check your answer.</p>	<p>Mr Alien's worksheet</p> <p>Small pieces of paper/card /post-its.</p> <p>Paper &amp; Pencil</p>



## Reading Daily

Please enjoy a bedtime story together each night.

Think about:

- new word meanings and how you have worked out its meaning
- what clues the author is giving you about how characters feel
- what clues the author is giving you about what will happen
- what the author uses in their writing that you could use in your own writing
- any questions you have about what you are reading
- any similarities and differences to anything else you have read, watched (performances/films) or experienced yourself.

Here are your two lists of the weekly spellings (drop the e and add ly recap; 'al' word endings). It is a good idea to find out the root words, particularly with Set A this week (-le endings). You could quiz them each week, like we do in class if you would like to. Please also remember to recap any words that you forget/find tricky from your 'Year Two Common Exception Words'. There is a document on the website titled 'CEWs' to help identification of what words these are.

Set A (root ending 'le': lose the 'e' add '-ly')	
1. cuddly	5. humbly
2. fiddly	6. prickly
3. gently	7. simply
4. giggly	8. idly

Set B (practise of 'al')	
Please note: when choosing between 'el', 'le' and 'al', the 'al' spelling is more likely as a suffix (e.g. comical arrival global also see 7. And 8.)	
1. metal	5. hospital
2. pedal	6. capital
3. animal	7. medical
4. petal	8. magical

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Varied activities of Science, Music, Topic (History, Geography, Art) and R.E			
		Activities	Resources
1	Can I think about how the Holy Spirit gifts can be seen today and how it provides unity? (R.E- PSHE link)	<p>During Pentecost the Apostles were sent the gift of the Holy Spirit. It was not a gift that they could pick up and unwrap, it was a developing of: Right judgement, Courage, Knowledge, Understanding, Wisdom, Reverence, Wonder and Awe in God's Presence. Reflect on why each gift matters to you. For example: Reverence can be seen when we include others, show appreciation and remember our manners.</p> <p>These gifts encourage us to make good choices for all, and we can do this together because the Holy Spirit unites all of us. United by faith, we are joined together in our beliefs. This unity can be extended. For example the belief that we treat other people as we wish to be treated is widely agreed with. The Apostles were supported to create unity when they were visited by the Holy spirit because they were able to be understood by many. By receiving these gifts we can spread the good news. Talk with your grown up:</p> <ul style="list-style-type: none"> <li>- How does the Holy spirit help unite us in our church?</li> <li>- How do you spread the good news?</li> <li>- How do we use the gifts of the Holy Spirit in the world today?</li> </ul> <p>If you would like, you can finish with a prayer.</p> <p>In current news The Black Lives Matter campaign is being promoted. For those of you that are not sure about what Black Lives Matter is about, it is the simple message that <u>all</u> lives matter in an equal way and that we all should be united in this. Here is a link to a story you might like to share about a little girl who is proud to be herself: <a href="https://www.youtube.com/watch?v=hRFI-N4kYZk">https://www.youtube.com/watch?v=hRFI-N4kYZk</a></p> <p>What can you do to help others feel proud of who they are? Think about the gifts of the holy spirit when you are discussing your explanation.</p>	Internet for the story.
2	Can I answer questions about the Sikh Gurdwara?	<p>It is important to learn about other religions so we develop our knowledge and understanding of others and there are around 25 million Sikhs- that is a lot of people! Watch these two clips and talk about the answers to the following questions with a grown up:</p> <p>1) <a href="https://www.bbc.co.uk/bitesize/clips/zkr87ty">https://www.bbc.co.uk/bitesize/clips/zkr87ty</a></p>	Internet

		<p>2) <a href="https://www.bbc.co.uk/bitesize/clips/zd4wmp3">https://www.bbc.co.uk/bitesize/clips/zd4wmp3</a></p> <ul style="list-style-type: none"> <li>- What is a Gurdwara and why do Sikhs go there?</li> <li>- Why do people remove their shoes at the Gurdwara?</li> <li>- Why do they sit on the floor in the Gurdwara?</li> <li>- In what way does the Guru Granth Sahib (the religious spiritual guide for Sikhs) help Sikhs choose baby names?</li> <li>- Sikhism is based on the spiritual teachings of Guru Nanak who taught the importance of living an 'active, creative and practical life [of] truthfulness, fidelity, self-control and purity [and that the ideal person seeks] union with God, knows His Will and carries out that Will. Guru Nanak set up the first Langar. Langar exists today because Sikhs agree with what Guru Nanak believed and so it can still be found at the Gurdwara. Why did Guru Nanak create the first Langar and why do people help with Langar today?</li> <li>- Seva (selfless service) is something all Sikhs try to do. Why do they do this and what sorts of tasks might they do?</li> <li>- Do you notice any similarities between what you notice from these videos on Sikhism with our Gospel Values?</li> </ul>	
3 & 4	Can I develop my scientific skills? (Science)	As we are beginning to see more people outside of our households, it is positive to share our learning with them. Please find a choice of various science activities in the Science Activities for One PDF on the website. From this document there is a range of activities for you to select, based on the resources that you have at home, to have a go at. Everything is designed so that you can take on these activities independently or working alongside another (at a safe distance). We are doing lots of these activities in school.	Science Activities for One PDF (ages 5-9)  Various
5	Can I notice the difference between the features where	<p>Watch this video on the journey of a water droplet. *links to English session 6*</p> <p><a href="https://www.youtube.com/watch?v=rZioFGprxc">https://www.youtube.com/watch?v=rZioFGprxc</a> Concentrate on the different features you can see throughout the river's journey. As you watch the video, explain to your grown up how the place where the</p>	Internet  Optional: Model

	the river meets the sea (mouth) and where it starts (source)? (Geography & optional D&T)	<p>river finishes at the coast differs from the place where the river started in the clip. Try to use key vocabulary like vegetation (what grows there) soil, boggy, wet, rocks, hills, valleys, cliffs, sand, coast, beach, sea/ocean in your explanation.</p> <p>Optional: If you would like to, you could create a model to show the water's journey in this film. This lesson will also help you to picture your Stickman's journey in English.</p>	making materials.
6	Can I compare places? (Geography and Science) With (ICT or ART)	<p>Continue your 'Geography Places Non-fiction project' (Session 6 will be dedicated to this for the remaining home learning packs- you don't need to do it all in one go- take your time and use your best handwriting): Create a non-fiction book <u>or</u> a powerpoint on different places. You should have a front page and a contents page and aim to use non-fiction text features listed below*.</p> <p>Each page <u>or</u> slide thereafter should feature:</p> <ol style="list-style-type: none"> <li>1) a place (e.g. forest/wood, hill, mountain, ocean, river, valley, city, town, village, factory, farm, house/office/shop, port/harbour, specific places you might know of that are very different from here, like Antarctica, the Sahara desert or the Amazon rainforest)</li> <li>2) an explanation of the place. (Think about what the weather is like, seasonal differences, vegetation, people/animal life, what the ground is made of: soil, sand, rocks, ice etc.)</li> </ol> <p>You could: *use photographs/drawn pictures/diagrams, add in labels, captions, page headings (subheadings if you write lots).</p> <p><b>You must: have a page that focusses on the coast.</b> Please take great care with your explanation of a coast using what you know from the features you have noticed over the past few days. <b>Focus on your cover, contents and coast page this week.</b></p> <p>You can keep us updated with your progress on your project by emailing us at <a href="mailto:admin@stjo.uk">admin@stjo.uk</a> or, if you want it to be a surprise, you can wait until you finish your Geography Places Non-fiction project before sending it (or photographs of it) to us at <a href="mailto:admin@stjo.uk">admin@stjo.uk</a>.</p>	<p>Paper/Thin Card Pencil Colouring Pencils</p> <p>or</p> <p>Device with powerpoint</p>