



Year 2 Willaston Weekly Distance Learning Week 5



Reading

Use oxfordowl.co.uk to access new Guided Reading books. This week try to focus on non-fiction books. The screen shots on the second page include a list of possible questions that you could ask your child during the read and some suggested follow up activities that you could set your child so they could work independently.

Maths focus

This week, we are concentrating on being able to add and subtract money in different ways and understand that the word 'total' means addition and 'difference' means subtraction. Use the keynotes on the school's website as a guide to the activities and to help you know how we teach numeracy in Year 2. If the children were in the classroom, we would be using coins and pretend notes. If you have a copper jar or pretend money then use these to help. If you don't, then maybe your child could make their own paper coins and notes.

Phonic focus

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ

Continue to use this link to access set 2 and 3 RWI sounds and spelling lessons. You could then give your child a sentence that they have to write that contain lots of words with the sound you have been learning. Then ask them to come up with their own. The RWI story time sessions with Nick are also great to watch. To reinforce phonics try this following site. Phonics play is used by schools but now you can log in for free <https://new.phonicsplay.co.uk/>

VE Day (Topic/Literacy)

Friday 8th May marks the 75th VE Day celebrations. I have attached a powerpoint that explains to your child what it is. Culture Vannin has lots of information available on their website but I recommend that you supervise what your child is accessing. Here is a link to the VE Toolkit for all the different ideas mentioned below. https://www.culturevannin.im/resource_629051.html.

I would like your child to plan your own socially distancing VE Day party. You could celebrate with neighbours, where everyone is in their own front drive or garden or with family via Zoom. Look at p.8 and design and send an invitation for your own VE Day celebrations. It could be posted, or you could write an email or e card. Don't forget to include: Who is invited, where it is taking place, when it is happening and what you have to wear or any songs or dances you have to learn.

Look at p.12, 13 and 14, which contain war time recipes. Plan a VE Day meal/party food. You will need to research what you need and write your own set of instructions on how to make them. On the school's webpage, I have downloaded instructions on how to make cucumber sandwiches and lemonade. Once you have made them, write a set of instructions, thinking about all the language features we have found in the last few weeks. You could also link this in with the numeracy and work out how much money, you would need to buy all the ingredients.

On p.15 and p.16, there are lots of ideas for designing your own bunting and on p.19 I want you to follow the instructions and design a VE Day medal. If you are feeling very active then maybe you can learn the Swing Dance on p.11 or make up your own version. As always, I would love to see what you are getting up so send pictures of your celebrations or your work via the school office - Keep Safe.

How to support your year 2 child

It was really lovely to speak with lots of the children and yourselves last week by phone. (If you haven't had a phone call, then I will catch up with you this week) I found that there were similar issues that lots of us parents are experiencing so I hope I can address some of your concerns now:

-You do not need to print off any of the resources, if you do not want to or are unable to do so. You are able to download them from the school's website, under Year 2 and you can work from the screen. Answers can be recorded on paper or just discussed. This sheet always provides practical activities and links to online educational sites or YouTube channels, where no printer is needed.

-We are all finding it is hard to juggle our work commitments and support our children with learning at home. Therefore, I would recommend doing little bits often and remember the day does not have to follow the pattern of the school day. If you can support your child when you have finished your work or during the weekend, then this is great. I would prioritise reading and phonics work, if you need to make a choice. Every week I mention Oxford Owls, as it is the place to find new Guided Reading books for your child. These eBooks are the same as what your child would be reading in school and the children are used to using this site.

-If children are becoming upset with their learning, then I would recommend to put it away and then revisit it at a later time, when everyone has calmed down.

-Learning in Year 2 is still very practical so we don't really use worksheets or text book in school - please don't feel you need to at home. Activities like baking, water play, drawing, cutting out, play-dough, writing letters and words in sand or shaving foam or with chalk on the floor, construction with Lego and junk modelling, role play, puppets etc are tasks that I would use with the children in the classroom and does count as learning. Maybe this week you could try out some of these activities, which may buy you some much needed time so you can work from home.

-As always, if you require any support or ideas then you can contact me via WillastonEnquiries@sch.im, where I will reply as soon as possible. Thank you to all the children who have sent me designs for the dragon trap. I am going to work my way through them and let you know how I get on.

Finally, you are all doing a great job and we understand it can be difficult.

FOLLOW-UP

- ★ Design a different front cover for your book
- ★ Write about how a non-fiction book is set out
- ★ Make a fact-file about a topic from your book
- ★ Re-write a section of the book as a comic
- ★ Make a poster to advertise your book, using eye-catching layout and presentation
- ★ Write a short story with as many of the following; flashback, italics, font change, !, ?, "....."
- ★ Make a connectives bank and group them with sub-headings
- ★ Make an information page about ... including effective presentational features
- ★ Invent new headings for paragraphs in your book
- ★ Choose a non-fiction book. Devise questions to help someone understand / use its features
- ★ Compose a poem that signifies change
- ★ Turn information into a flow chart or set of instructions

QUESTIONS (NON-FICTION)

- ★ What do you notice about the layout of this book?
- ★ Where could you find out about... in this book? Where in the book would you find...? Is there another way? What's the quickest way?
- ★ Why do you think this part is in bold text?
- ★ How many levels of headings and subheadings does this book have? Are they statements or do they ask questions?
- ★ Which engage the reader more effectively?
- ★ How do headings help you when you scan the text? What do the headings describe?
- ★ What's the difference between the index and the contents?
- ★ Does the layout of this book make it easier / harder to read?
- ★ If you want to find out about... how could you do it?
- ★ What's the best place to look for information about...?
- ★ If you can't find information in the contents, where else might you look?
- ★ If there isn't an entry in the index, what might you do to find out about...?
- ★ How could I use the search engine to find out about...?
- ★ Do you like the way the text is set out? Why / why not?
- ★ Why are the sites found organised in this order? Why are 'hot links' useful?