

Dear Parents and Children,

Here is your new weekly home learning timetable. We hope you are now back into the routine and have been enjoying your learning after the break.

Take a look at the creative afternoon activities we have suggested - we are really looking forward to seeing what you share with us on Seesaw. Now we can share special posts with the whole class. Your learning could be shared with all of your classmates! We hope this inspires you to be creative and helps you feel connected with your friends.

| 20-24 th April | Morning | | | | Afternoon |
|------------------------------|---|---|--|--|--|
| | Maths | Reading | Spag | Writing | Other challenges |
| Suggested Timings | At least 30 minutes Maths no problem (multiplication) | At least 30 minutes (Oceans) | At least 15 minutes Spelling book A: unit 5 – adding the suffix -ly Spelling book B: unit 5 – The ee sound spelt ey | At least 30 minutes (Story telling) This week we are reading all about the ocean. We have read also read some stories about animals that live in the ocean. Can you write a story that is based in the ocean? Remember your story must have a clear beginning middle and end. | <p>Theme of the week: App and instructions</p> <ol style="list-style-type: none"> Take a quiz on oddizzi: https://www.oddizzi.com/schools/login/ user name: Springfield Year 2 password: Springfield1 Log on to the spelling zone: https://spellingframe.co.uk/spelling-rule/92/15-Adding%E2%80%93ing%E2%80%93ed%E2%80%93er%E2%80%93est-and%E2%80%93y-to-words Choose a book and record yourself reading. Upload to seesaw for me to enjoy. Log onto curriculum visions (username:springfieldcommunity/0001 password: jungle). Log onto seesaw, click on activities and make a prediction about the story I have uploaded. Log onto seesaw and watch the video of me reading you the story, ‘The Robot and the Bluebird. Make an ocean in an egg carton: https://theimaginationtree.com/egg-carton-ocean-craft/ Why not paint a bubble wrap seascape: https://theimaginationtree.com/bubblewrap-print-seascape/ Look up a poem about the ocean and recite it. Listen, learn and boogie to the song, ‘Under the sea’: https://www.youtube.com/watch?v=nQV7DKBqGdk <p>Enjoy a book you have chosen for 30 minutes and write me a review on the book.</p> |
| Monday | Worksheet 1 (page 75-78) | Oceans and the Pacific Ocean (pages 2-5) | Spelling zone Book 2A: page 20 Book 2B: page 16 | Plan ➤ What animal is your main character? List some things to describe your character. ➤ What ocean is your story set in? List words to describe it. ➤ What is the main thing that happens in your story? Is there a problem? A twist? Does something happen? Is your character trying to do something? Or, get somewhere? ➤ What happens in the beginning? Write a brief sentence. ➤ What happens in the middle? Write a brief sentence. ➤ What happens in the end? Write a brief sentence. | |
| Tuesday | Worksheet 2 (page 79-82) | The Atlantic Ocean (Pages 6-7) | Dots and dashes Book 2A: page 21 Book 2B: page 17 | Write your opening paragraph / beginning of story Here you want to set the scene. Use your plan to help you. You will need to describe where the story is set and really describe your character well. Do not rush. The more detail the more you will grip the reader. Remember to take time with handwriting and reread each sentence back. | |
| Wednesday | Worksheet 3 (page 83-84) | The Indian Ocean (pages 8-9) | Word changers Book 2A: page 21 Book 2B: page 17 | Write the middle of the story Use your plan to help you. Here you want to explain what is happening, how your character is feeling, describe the environment. | |
| Thursday | Worksheet 4 (page 85-88) | The Southern Ocean (pages 10-11) | Make a sentence Using 5 of the words in word changers. Write these in your writing book. | Write the ending of your story Use your plan to help you. What happens at the end of the story? Does your character achieve what they what to achieve? | |
| Friday | Worksheet 5 (page 89-90) | The Arctic Ocean and the Ocean quiz (pages 12-15) | Spelling test (softly, slowly, weakly, loudly, quietly, chimneys, monkeys, turkeys, valleys, jockeys) | Edit and publish Now it is time to reread your story back to yourself. Does it make sense. Have you added enough detail? Check your spelling. Have you tried to use different sentence starters and also different linking words. What about capital letters, full stops, commas and explanation marks? Once you have finished please share with me on seesaw. | |

