

	Monday	Tuesday	Wednesday	Thursday	Friday
At least 15 – 20 mins	<p>https://www.phonicsplay.co.uk</p> <p>Revise your phase 5 sounds.</p> <ul style="list-style-type: none"> • Recap some of last week's focus words: action, motion, description, station, section, adoption, portion, fiction. • This week we will revisit the suffixes -ful and -less -ly • Words can be changed by adding the suffixes -ful and -less. For example, care can become careful or careless. Adjectives with -ful mean 'full of'; -less means 'without'. • Decide which suffix can be added to each of the following adjectives. Some words can be changed using both suffixes but some don't. You will need to read the words out loud to make sure they make sense. power, grace, care, wonder, breath, respect 	<ul style="list-style-type: none"> • https://www.phonicsplay.co.uk/ Revise your phase 5 sounds. • Read the following words: graceful, wonderful, powerful, breathless, careless • Complete the activity for Day 2. 	<ul style="list-style-type: none"> • Today we will look at the suffix -ly • Adverbs are used to describe a verb. They can be made by adding the suffix -ly to an adjective. • Turn these adjectives that we learnt at the start of the week into adverbs by adding -ly... • Careful - carefully graceful - wonderful – powerful - breathless - careless - 	<ul style="list-style-type: none"> • Sometimes we have to follow a rule when adding -ly. When words have more than one syllable and end in -y, we need to replace the -y with an i before we add the -ly. e.g: luck – luckily • Look at the pictures and root words on Day 4 activity sheet. Can you select the correct root word for each picture and add -ly to complete the sentences? Remember that, if the root word ends in -y, you will need to replace this with an 'i'. 	<ul style="list-style-type: none"> • Read the following words: happily, careless, badly, wonderful, luckily • Day 5 activity: Make up a 10-sided dice using the template below, or use your own. Roll the dice. Write or say a sentence containing the word that corresponds to the number that you throw.
Reading	1:1 Daily reading to an adult.	1:1 Daily reading to an adult.	1:1 Daily reading to an adult.	1:1 Daily reading to an adult.	1:1 Daily reading to an adult.
Comprehension	Pick one card each day with a chosen reading book.	Pick one card each day with a chosen reading book.	Pick one card each day with a chosen reading book.	Pick one card each day with a chosen reading book.	Pick one card each day with a chosen reading book.

Year 2 Home Learning Timetable

Week Beginning 22nd June 2020

Writing	<p>Read the story "Handa's Hen". You can choose to enjoy listening to the Youtube story or read it yourself from the power point uploaded to class dojo.</p> <p>In the story, many different animals are referred to but there are some insects that aren't mentioned but seen in the illustrations. Can you spot them and describe what they are?</p> <p>Go on a bug hunt in your garden and see if you can find any similar insects.</p>	<p>Read the story "Handa's Hen" again.</p> <p>You can choose to enjoy listening to the Youtube story or read it yourself from the power point uploaded to Class Dojo.</p> <p>Throughout the story Akeyo describes each animal. Write down all the animals she sees in the correct order and use your own adjectives to describe them. E.g: four colourful lizards. How would you describe the spoonbills?</p> <p>Be sure to use the word for each number as this will be good revision for your spellings.</p>	<p>Use the pictures from Day 2 resources to retell the story of Handa's Hen in the correct order. Decide on the order of the story and write a short sentence next to each picture to explain what is happening.</p>	<p>At the start of our topic we learnt about the things hens need to be happy. Think about the story from the point of view of Mondi the hen. She went on an amazing adventure.</p> <p>What did she see? Who did she meet? Was she scared? How did she find food? Did she meet all the animals that Handa and Akeyo met?</p> <p>You could use the resource sheet for day 3 to help you with this.</p>	<p>We are going to re-write the story of Handa's Hen from Mondi's view. Use yesterday's work to help you plan your story.</p> <p>Draw a story map of Mondi's adventure. Think carefully about the order of events.</p> <p>Ideas:</p> <ul style="list-style-type: none"> • Where does she begin her day? (at home on the farm) • Build up to the problem. (She decides to go on an adventure./she needs to find a place to lay her eggs— what she doesn't on the way) • Problem (She gets lost./ She needs a safe place to lay her eggs.) • Ending (Handa finds her and takes her home.)
Maths (30 – 40 mins)	<p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Summer Term - Week 8 (w/c 15th June)</p> <p>Lesson 1 - Count sides and vertices on 2D shapes</p>	<p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Summer Term - Week 8 (w/c 15th June)</p> <p>Lesson 2 - Count faces, edges and vertices on 3D shapes</p> <p>https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zgqpk2p</p>	<p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Summer Term - Week 8 (w/c 15th June)</p> <p>Lesson 3 - Sorting 2D and 3D shapes</p>	<p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Summer Term - Week 8 (w/c 15th June)</p> <p>Lesson 4 - Patterns with 2D and 3D shapes</p>	<p>https://whiterosemaths.com/homelearning/year-1/</p> <p>Day 5</p> <p>Solve the riddles then write your own for 2D shapes.</p>
Times Tables 15 min	Play TTRS, Hit the Button or another online or offline times tables game.	Play TTRS, Hit the Button or another online or offline times tables game.	Play TTRS, Hit the Button or another online or offline times tables game.	Play TTRS, Hit the Button or another online or offline times tables game.	Play TTRS, Hit the Button or another online or offline times tables game.