

Monday 18th May 2020

LO: to retrieve information from the text.

Steps to Success:

- ✓ Read instructions from the elves and the shoemaker pack
- ✓ Read the elves and the shoemaker
- ✓ Discuss the questions on page 6 with a family member
- ✓ Read the questions on pages 7 and 8
- ✓ Underline key words in the question
- ✓ Find the answer (underline if you have a printed version)
- ✓ Copy spellings accurately from the text

English

'The Elves and the Shoemaker'

Link to story and work:

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y2-Emma-Elves.pdf>

Pages of unit to complete: 1-8



Monday 18th May 2020

LO: to apply /j/ sound using graphemes 'ge' and 'dge' in spellings

Steps to Success:

- ✓ Read the spelling
- ✓ Say it out loud
- ✓ Cover the spelling
- ✓ Write it from memory
- ✓ Repeat 3 times
- ✓ Challenge yourself to choose the correct spelling for each sentence

Spelling

Look, Say, Cover, Write, Check

Challenge: choose the right spelling to add to the sentence

Resources on following slide



Look



Say



Cover



Write



Check

Word	1st try	2nd try	3rd try
badge			
edge			
bridge			
judge			
fudge			
change			
village			
huge			
large			
age			

I walked over the _____ into town.

The _____ was creamy and chewy.

The cliff _____ was dangerously high.

I had a rainbows _____.

I spent £2 at the shop and got £3 _____.

I live in a _____.

I had a _____ dog.

I was the _____ for the running race.

I had to _____ my clothes.

The tree was _____.

18.5.20

LO: to sort 2D shapes using their properties

Steps to Success:

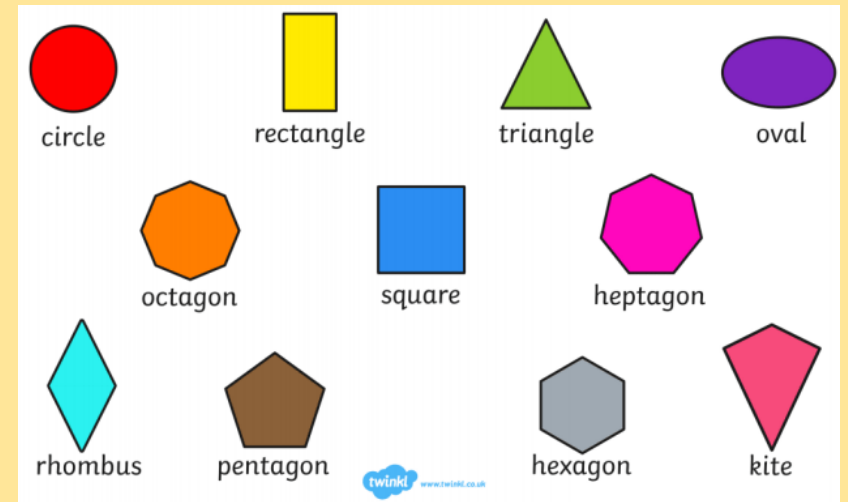
- ✓ Look at the 2D shapes on the slide
- ✓ Write the names of each shape
- ✓ Think about how you can sort them into different groups
- ✓ Think about the shapes sides and vertices
- ✓ Sort them into groups

Extension: how many different ways can you sort them

Maths

Shape – 2D

Resource on next slide



Sort 2D Shapes

Adult Guidance with Question Prompts



For this activity, children use a selection of the 2D shape cards. (Alternatively, flat plastic shapes can be used. If so, emphasise that these are representations of 2D shapes whereas 2D shapes are drawings of shapes which can't be held.)

What shapes have you got?

Can you name them?

How could you sort them?

Encourage children to think about the properties of shape they have learnt so far - number of sides, number of vertices and vertical lines of symmetry. Children may also sort by colour or size, as appropriate. They could sort their shapes into two groups using labels like 'squares' and 'not squares' or they could sort into several groups, for example 'triangles', 'squares' and 'circles'.

How many different ways can you sort the shapes?

Can you write labels for your friend's groups?

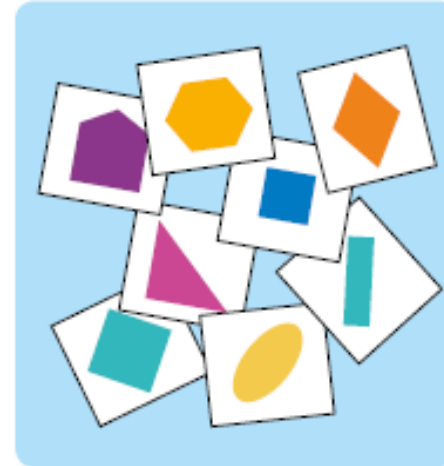
Some children may be able to use intersecting Venn diagrams and find shapes with two common properties.

Are there any shapes that could go in both groups?

Sort 2D Shapes



Sort your 2D shapes into groups.



Label your groups.

How many different ways can you find to sort your shapes?

2D Shapes

Square

Rectangle

Triangle

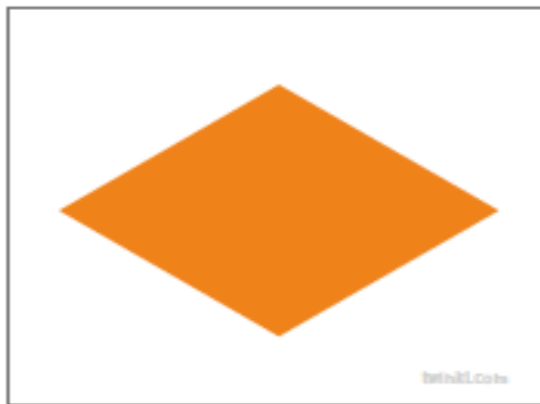
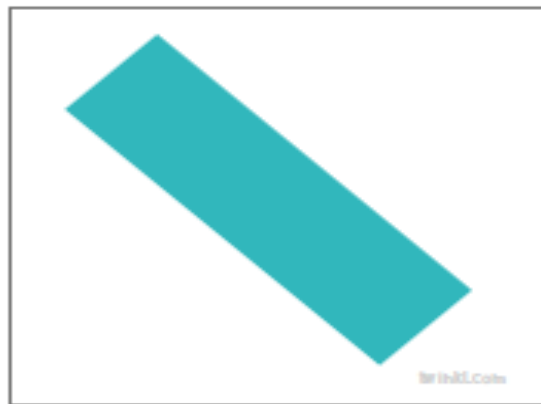
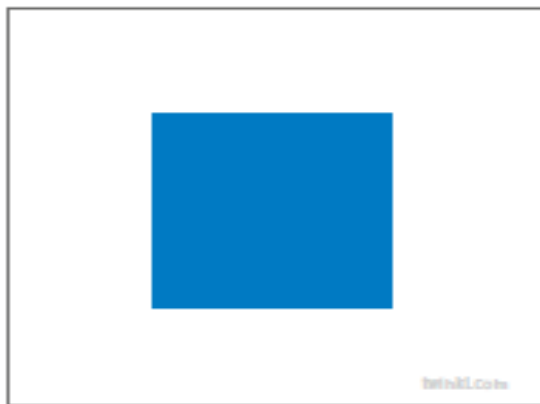
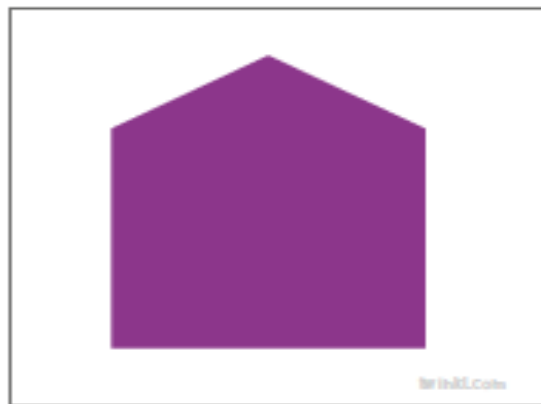
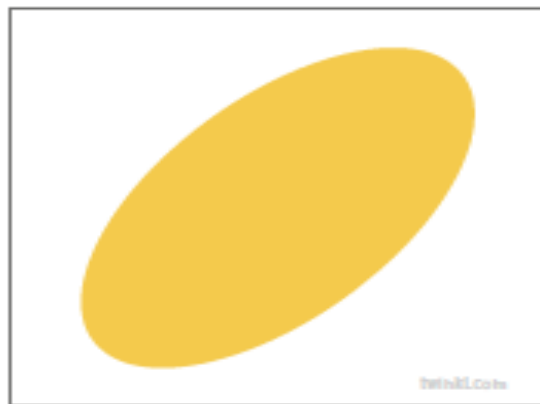
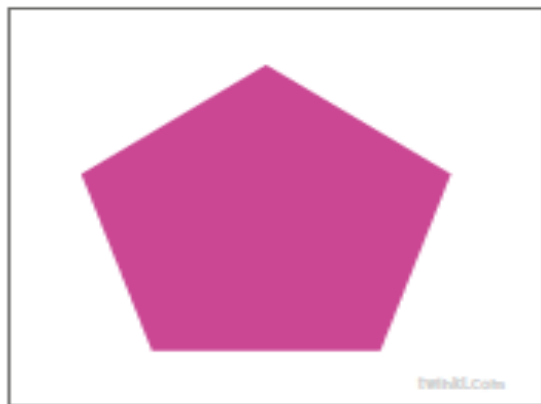
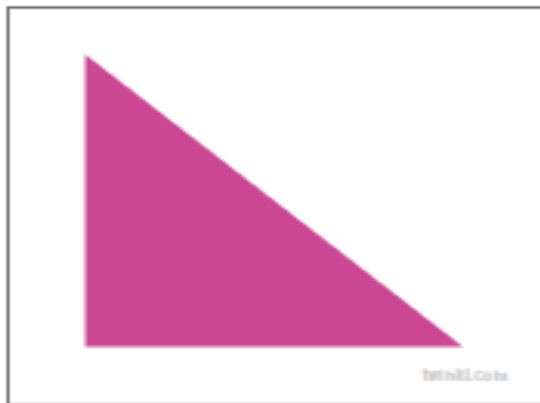
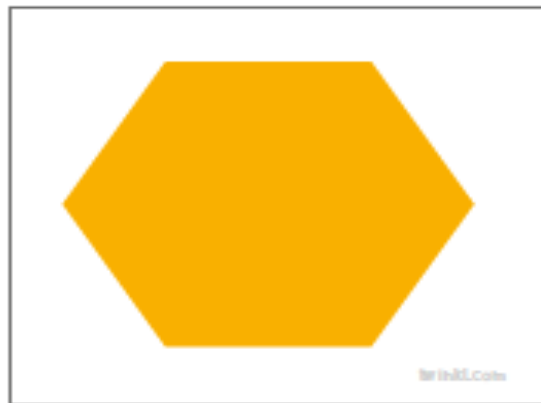
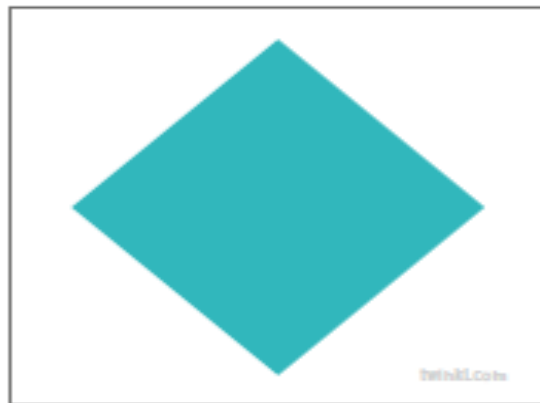
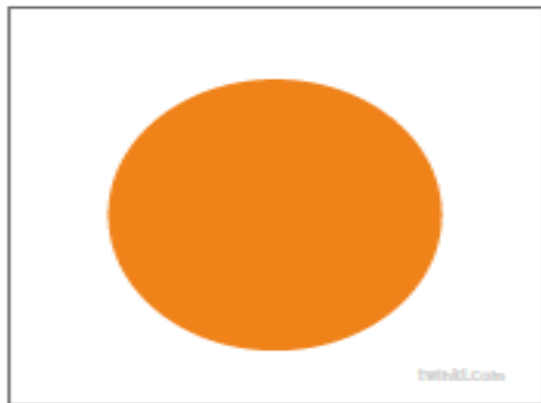
Pentagon

Circle

Rhombus

Oval

Hexagon



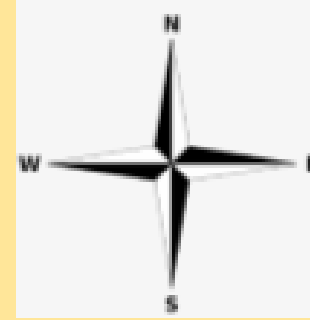
Monday 18th May 2020

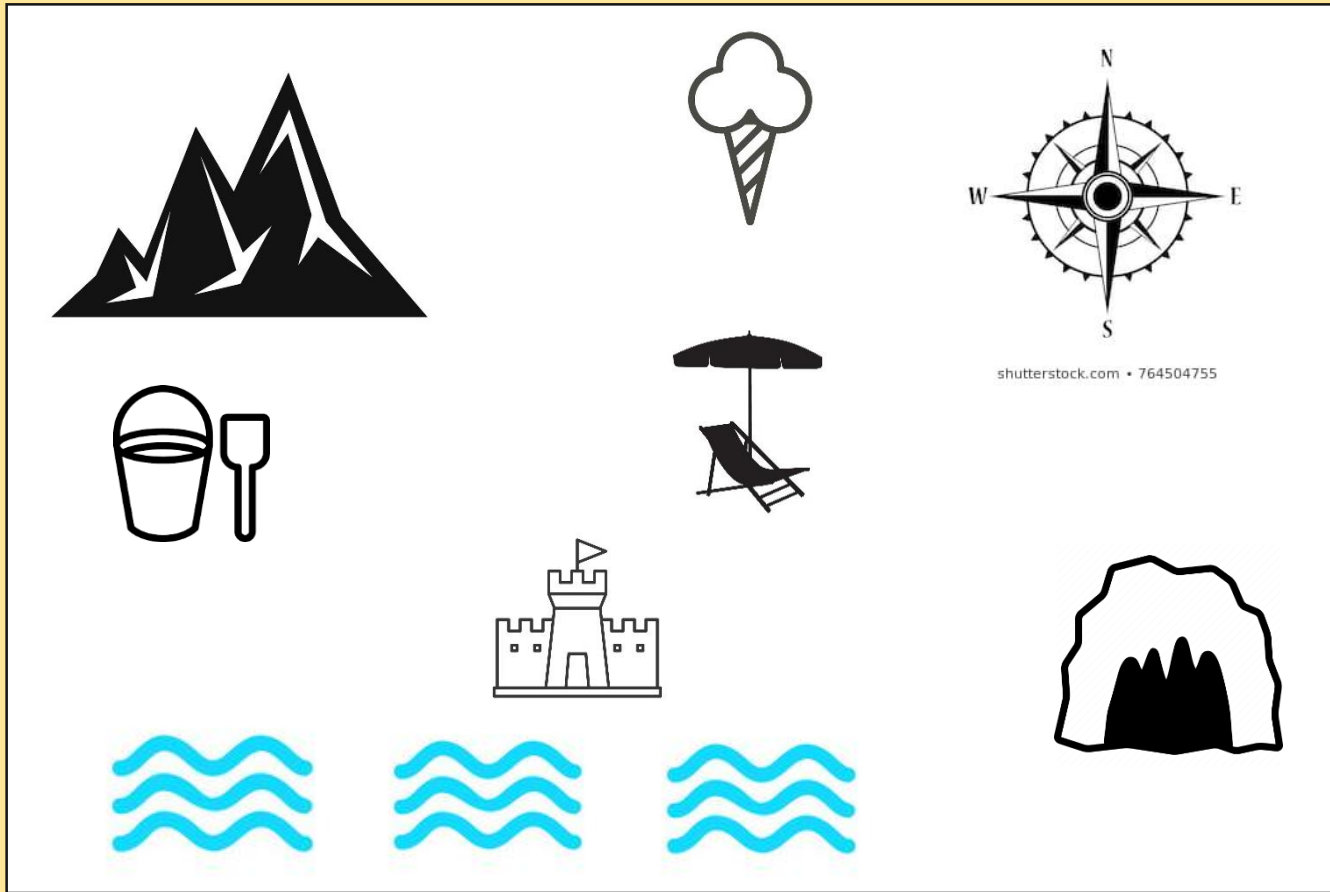
LO: to use compass directions to describe positions.

Creative
Compass directions
Example on next slide

Steps to Success:

- ✓ Draw a picture of a beach or island (you can make it up)
- ✓ Make a key for your picture
- ✓ Add colour to your picture
- ✓ Draw compass arrows in the corner of your picture
- ✓ Write descriptions of some positions using the words: North, South, East and West
e.g. The ice-cream parlour is east from the cliff edge





The sea is south from the cliffs.

The deck chairs are east from the beach shop.

The ice cream parlour is north from the deck chairs.

Beach key

Ice-cream parlour



Cliff



Beach shop



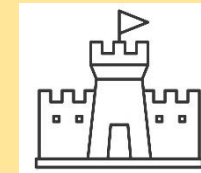
Deck chairs



Sea



Sand castles



Cave



Tuesday 19th May 2020

LO: to draw upon knowledge of vocabulary in order to understand the text

Steps to Success:

- ✓ Read instructions from page 9 (use the link above)
- ✓ Read each word and look at the different meanings
- ✓ Read back through the text to help you understand the vocabulary and match the word to its meaning
- ✓ Follow the instructions on page 10
- ✓ Look at the different word classes
- ✓ Look through the text and find words to put in each word class

English

'The Elves and the Shoe maker'

Link to story and work:

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y2-Emma-Elves.pdf>

Pages of unit to complete: 9 – 10



CHALLENGE - See next slide

Challenge

- Scan the text for the words below, come up with your own definition of what they mean.

Appeared

Wondered

Impressed

Enough

Crept

Miniature

Tuesday 19th May 2020

LO: to apply /j/ sound using graphemes 'g' and 'j' in spellings

Steps to Success:

- ✓ Read the spelling
- ✓ Say it out loud
- ✓ Cover the spelling
- ✓ Write it from memory
- ✓ Repeat 3 times
- ✓ Challenge yourself to choose the correct spelling for each sentence

Spelling

Look, Say, Cover, Write, Check

Challenge: choose the right spelling to add to the sentence

Resources on following slide



Word	1st try	2nd try	3rd try
gem			
giant			
magic			
giraffe			
energy			
jacket			
jar			
jog			
join			
adjust			

I _____ in the mornings.

I like to watch _____.

The _____ has a long neck.

I have lots of _____.

My _____ is really warm.

The jam _____ smashed.

I had to _____ my helmet straps.

I had to _____ the queue.

The _____ was huge.

I had a sparkling _____.

19.5.20

Maths

Shape - 3D

Resource on next slide

LO: to determine the amount of edges of 3D shapes

Steps to Success:

- ✓ Look at the 3D shapes
- ✓ Answers the questions on the next slide
- ✓ Write the names of the 3D shapes
- ✓ Count the edges of each 3D shape
- ✓ Read the descriptions the children have written and find the shape they are describing

Extension: write your own descriptions of 3D shapes

Count Edges on 3D Shapes

Adult Guidance with Question Prompts



Children know an edge is where two flat faces meet or where a flat face meets a curved surface. Children will need to keep track of which edges they have counted, perhaps by marking them with a whiteboard pen. Children will need a selection of 3D shapes to handle for this activity (not necessarily matching the ones pictured).

What is an edge?

Can an edge be curved?

Show me an example of a straight edge/curved edge.

How can you count the edges accurately?

How can we make sure we don't count the same one twice?

How many edges does this shape have?

What is the name of the shape?

Are there any shapes with no edges?

Why?

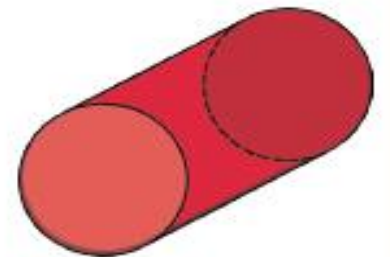
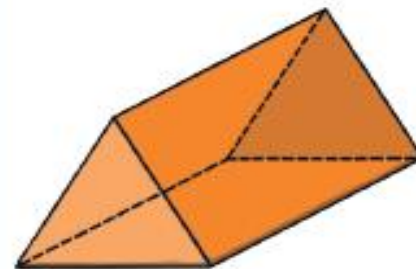
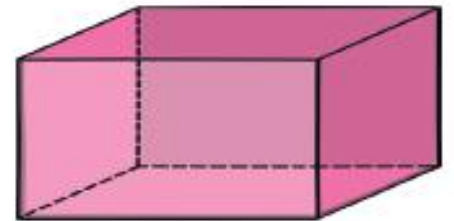
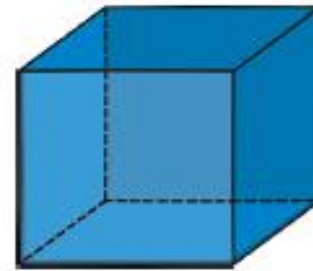
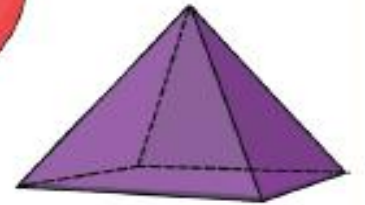
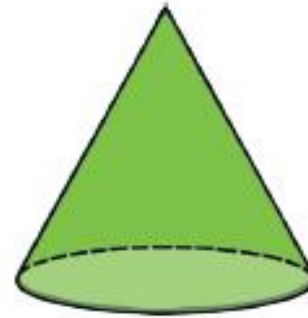
Shapes with one face will have no edges, true or false? Explain.

A cone has no edges, true or false? Explain.

Count Edges on 3D Shapes



Investigate 3D shapes. How many edges do they have?



Count Edges on 3D Shapes

Adult Guidance with Question Prompts



Children read clues about the edges of shapes and try to match them to the options. Some of the clues could describe more than one shape. It would be ideal to have these four shapes for children to look at and count during this activity.

Which shapes are the children describing?

Is there one with only one edge?

How would you describe the edge of that shape?

Is there a shape with 12 edges?

Is there another shape that could fit that clue?

Which shape has no edges?

Which shapes have only straight edges?

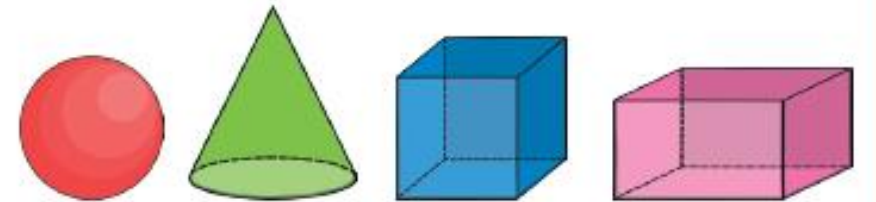
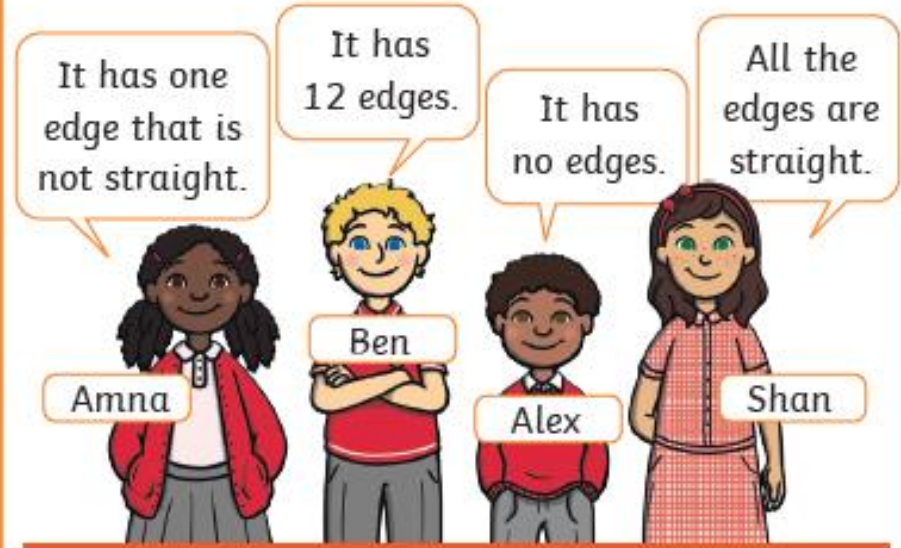
Is there another shape that could fit that clue?

Can you write your own clues for some other 3D shapes?

Count Edges on 3D Shapes



These four children are describing a chosen shape.



Match the children to the shape they are describing.

Is there more than one possible answer? Why?

Tuesday 19th May 2020

LO: to apply knowledge of physical and human features

Creative

Physical and human
features

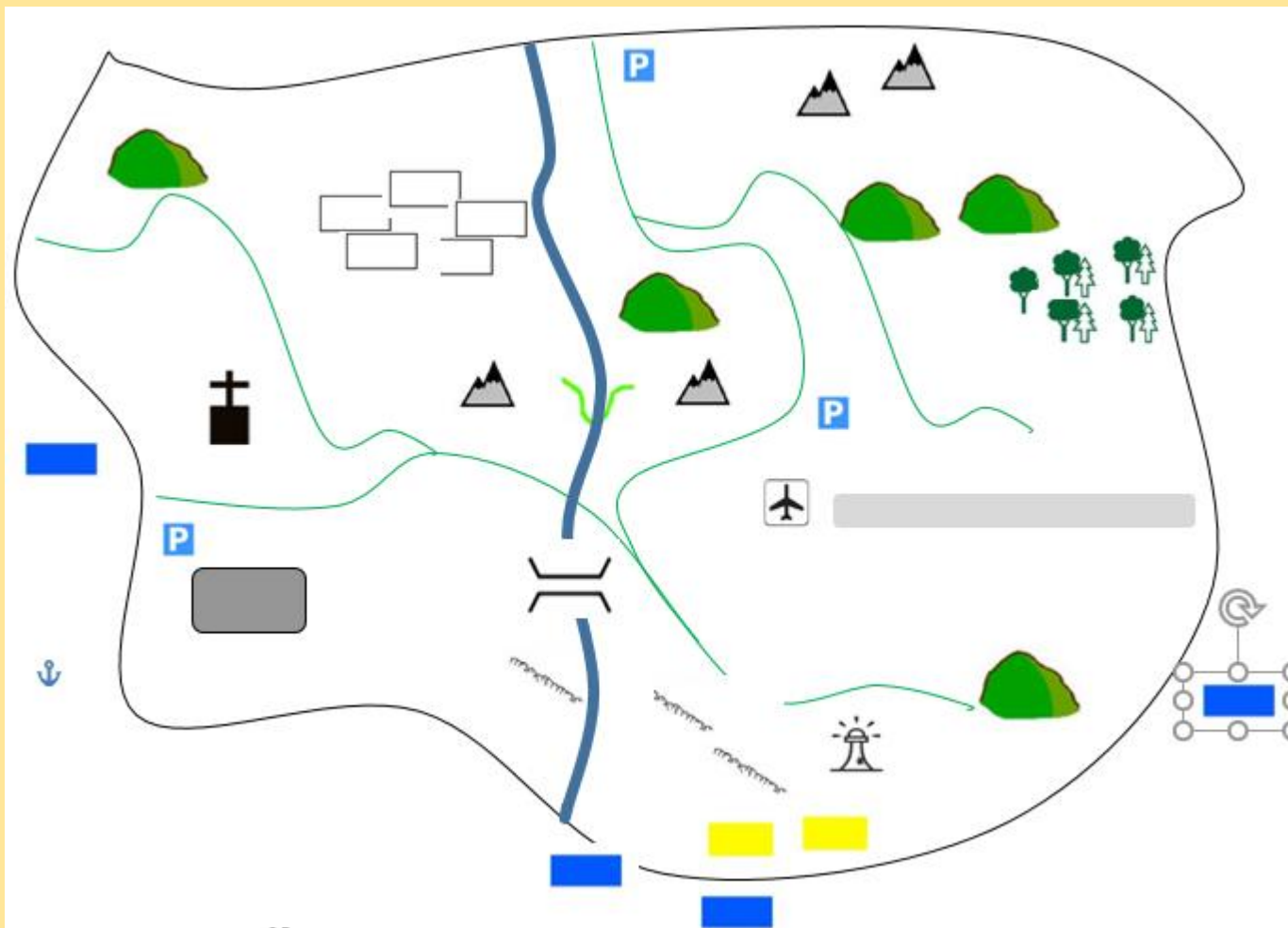
Example on next slide

Steps to Success:

- ✓ Look at the map
- ✓ Find out what all the features are by looking at the key
- ✓ Sort the features into human and physical
- ✓ Now draw your own map and key of the community
- ✓ Sort your key into two sides – human and physical features

Key

 Bridge	buildings	
 Lighthouse in Use	sea	
valley	ocean	
	airport	
beach	mountain	
	forest	
 Church with Tower	car park	
cliff	hill	
 river	road	



Human features

Physical features

Road

Mountains

Wednesday 20th May 2020

LO: to use adjectives to describe your drawing

Steps to Success:

- ✓ Read page 11
- ✓ Draw 3 sets of clothes for the elves
- ✓ Use exciting adjectives to describe each set of clothing (See example on the next slide)
- ✓ Next, look at page 12
- ✓ Read the letter written to the elves
- ✓ Write a letter back to Mr and Mrs Cobbler
- ✓ Tell them about the new clothes that you have made for yourselves
- ✓ Look at page 13 to help you set out the letter

English

'The Elves and the Shoe maker'

Link to story and work:

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y2-Emma-Elves.pdf>

Pages of unit to complete: 11-13

Hats



The beautiful, deep purple hat sits on the shelf.

The sleek, velvet material shines like the sun.

The smooth, black buckle curled around the bottom of the hat like a snake around a tree.

There is an expensive, shiny, gold buckle that sits in the middle of the of the buckle.

Can you imagine anything more beautiful?

Would you like a hat like this?

Wednesday 20th May 2020

LO: to apply /j/ sound using graphemes

'j', 'g', 'ge' and 'dge' in spellings

Steps to Success:

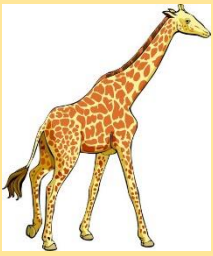
- ✓ Look at the pictures
- ✓ Decide which of the spellings are correct and write underneath the picture
- ✓ Next, think of other words that contain the /j/ sound – check their spelling using a dictionary
- ✓ Put the words into your own sentences
- ✓ Write each spelling from memory

Spelling

Choose the correct spelling for each picture

Challenge: Write your own sentences using the spellings

Resources on following slide



Jiraffe girafe giraffe



Jiant giant gyant



baje badge bage



Magic majic magik



Jem gem jemm



Enerjy energy energie



Bridge brije brige



Gar jar jare



Chanj chanje change

20.5.20

Maths

Shape - pattern

Resource on next slide

LO: to use mathematical vocabulary to determine patterns

Steps to Success:

- ✓ Look at the patterns the shapes have made
- ✓ Read the questions on the next slide
- ✓ Think about the pattern you can see
- ✓ Work out which shape would come next and the way the shape would be positioned
- ✓ Use mathematical vocabulary such as quarter, half, whole, clockwise and anticlockwise

Extension: Make some of your own patterns and write some questions to answer

Making Patterns With Shapes

Adult Guidance with Question Prompts



Children use colours, shapes, rotation and direction to continue and create patterns. They describe patterns using the vocabulary: predict, continue, sequence, shape, repeat, turn, rotate, position and direction.

Here, children decide if a description is true or false by investigating shapes and how they have been turned. They use the terms quarter, half and whole turns to complete sentences. Children then demonstrate their understanding by creating their own patterns using quarter, half and whole turns.

Look at the triangles. How have they been turned?

Does it matter which direction?

What can you tell me about the rectangles?

Is the description true? Can you explain why?

Is there another way you can describe them?

What would the next shapes look like? How do you know?

What can you tell me about the shapes in this pattern?

Can you use the words quarter, half or whole to describe the turns of each shape? Which direction have they turned? Can you think of another way to describe them?

Can you create and describe a pattern to show quarter, half and whole turns in different directions?

Making Patterns With Shapes



The triangles show half turns clockwise.

The rectangles show quarter turns clockwise.




Is this true?


What would the next 4 shapes look like?



Can you finish these sentences?

 The triangles show _____ turns _____.

 The rhombuses show _____ turns _____.

 The pentagons show _____ turns _____.

quarter half whole clockwise anticlockwise

Can you make a pattern that shows quarter, half and whole turns?

Are the shapes turning clockwise or anticlockwise?



Wednesday 20th May 2020

Creative
Our Heroes

LO: write about the importance of heroes in your community

Steps to Success:

- ✓ Choose a local hero that works in your community – it could be the postman, the bin man, a firefighter, a doctor etc.
- ✓ Write about why they are important
- ✓ Think about what they do and what would happen to your community if we didn't have them
- ✓ Use if, if, if, then sentences – if we didn't have firefighters, if there was no one to stop fires, if there wasn't anybody to help people get out of accidents, then many more people would die.
- ✓ 2A sentences – These brave, courageous people are needed in our community.
- ✓ Exclamation sentences – What amazing people they are!
- ✓ List sentences – Firefighters fight fires, rescue animals and cut people out of cars.
- ✓ Many questions sentence type – What would happen if we didn't have firefighters? Who would fight fires? Save animals? Fit fire alarms? Save lives? Attend accidents?
- ✓ Add pictures to your work

Thursday 21st May 2020

LO: to plan a story

Steps to Success:

- ✓ Read page 14
- ✓ Use the plan to help you
- ✓ Think about the start, middle and end of your story
- ✓ Read through the story on page 4 and 5
- ✓ Magpie any words or phrases you would like to use
- ✓ Look back on your adjectives you used to describe the elves clothes – could you use some of these in your story to describe the elves
- ✓ Include different sentence types – commands, questions, exclamations, address the audience, 2A and 3A sentences, lists, +ed sentences and BOBS.

English

'The Elves and the Shoe maker'

Link to story and work:

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y2-Emma-Elves.pdf>

Pages of unit to complete: 14

Thursday 21st May 2020

LO: to apply /j/ sound using graphemes 'ge' and 'dge' in spellings

Steps to Success:

- ✓ Read the words you are looking for
- ✓ Say it out loud
- ✓ Find the spelling in the word search
- ✓ Think of other words with the graphemes 'ge' and 'dge' in
- ✓ Create your own word search using these words

Spelling

/j/ sound

Resources on following slide

a g l e j v d q c
j b a d g e o d h
v i c g t h d u a
i p f e d c g x n
l h u o b f e k g
l n d c h a r g e
a b g f a e s a l
g r e b r i d g e
e w z m h u g e y

badge

edge

bridge

dodge

fudge

age

huge

change

charge

village

Challenge – can you think of other words containing the ‘ge’ and ‘dge’ grapheme. Make your own word search using the words you have thought of.

21.5.20

Maths
Shape - fractions
Resource on next slide

LO: to find fractions of shape

Steps to Success:

- ✓ Look at the shapes
- ✓ Find how many parts the shape has (this is the denominator – the bottom part of the fraction)
- ✓ Look at how many parts of the shape is shaded (this is the numerator – the top number of the fraction)
- ✓ Write the fraction that is shaded in each shape
- ✓ Read the questions on the following slides and answer them
- ✓ Challenge – Draw your own shapes and write the fraction that is shaded.

Children learn about non-unit fractions where the numerator is larger than one. Children write the non-unit fraction that is shaded in each shape. They should recognise that the numerator and denominator are the same when the whole shape is shaded.

How many equal parts does this shape have?

What will the denominator be?

How do you know?

What fraction of the shape is shaded?

What numerator will you write?

What does the two represent in two thirds?

What does the three represent in two thirds?

What does it show when all the parts of the shape are shaded?

How many thirds make a whole?

How many quarters make a whole?

How will you write the fraction?

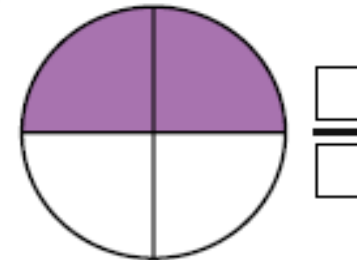
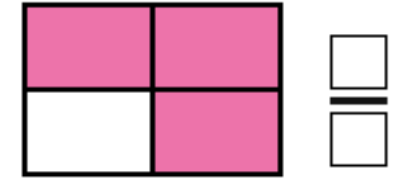
What do you notice about the numerator and denominator?

Why are they the same?

Non-Unit Fractions



For each shape, write the fraction that is shaded.



How do we write the fraction when the whole shape is shaded in?

Children look at various shapes to see if the shaded fraction is three quarters. They need to identify how many parts the whole has been split into, whether the parts are equal and if three parts have been shaded. They need to be able to explain why the shaded parts do or do not represent three quarters.

How many parts is this whole shape split into?

Are the parts equal?

Is the shape split into four equal parts?

How many of the parts are shaded?

Is the shaded part three quarters of the whole? Convince me!

Can you draw a shape that has three quarters shaded?

How do you know if the parts are equal?

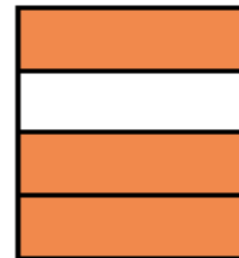
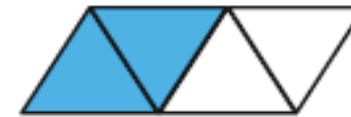
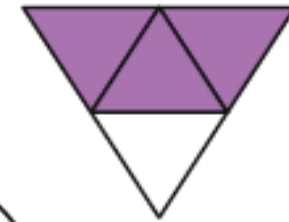
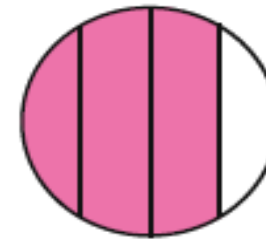
Challenge – draw your own shapes and write the fraction shaded you could even use 2 colours – 1/3 blue 2/3 red.

Non-Unit Fractions



The shaded parts of each shape represent $\frac{3}{4}$.

True or false?



Thursday 21st May 2020

LO: to use compass directions to describe positions.

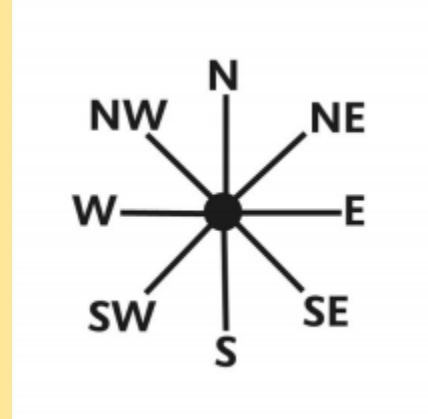
Creative





















Compass directions

Example on next slide

Steps to Success:

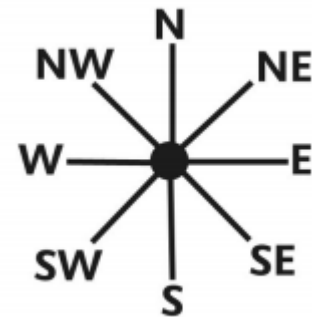
- ✓ Look at the sheet on the next slide
- ✓ Read the instructions
- ✓ Look at the new compass – this has NE – north east, SE - South east, SW – south west and NW – north west added to it.
- ✓ Follow the instructions and answer the questions
- ✓ Challenge – now draw your own and write some instructions and questions.



		bakery 		mosque 	
church 		park 		hospital 	
	taxi rank 		post box 		café 
fire station 		toy shop 		airport 	
	school 		vets 		pool 
fair 		police station 			beach 
bus stop 		dentist 	Start		supermarket 

Compass directions: the town

1. From the start , go NORTH 4 squares. Where are you now?
2. Go NORTH-EAST 1 square. Where are you now?
3. Go SOUTH 2 squares. Where are you now?
4. Go WEST 4 squares. Where are you now?
5. Go SOUTH-EAST 2 squares. Where are you now?
6. Start at the school. How do you get to the fair?
7. Direct someone from the fair to the hospital.
8. Write directions from somewhere on the map to another place.



Challenge -

Now draw your own and write some of your own questions.

Friday 22nd May 2020

LO: Write a story using your plan

Steps to Success:

- ✓ **Read your story plan**
- ✓ **Use this plan to help you write a story about the elves**
- ✓ **Include BOBS sentence – The elves wanted to help the young couple but they couldn't get into the shop with the dog prowling.**
- ✓ **2A/3A sentence- The smooth, velvet hat sat on top of the elves head.**
- ✓ **+ed sentence – Excited, the elves set off to work.**
- ✓ **Exclamation sentence – What a beautiful shop!**
- ✓ **Address the audience – What would you have done?**
- ✓ **Remember capital letters, spelling and neat handwriting**

English

'The Elves and the Shoe maker'

Link to story and work:

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y2-Emma-Elves.pdf>

Pages of unit to complete: 14

Friday 22nd May 2020

LO: to apply /j/ sound using graphemes 'j' and 'g' in spellings

Steps to Success:

- ✓ Read the words you are looking for
- ✓ Say it out loud
- ✓ Find the spelling in the word search
- ✓ Think of other words with the graphemes 'ge' and 'dge' in
- ✓ Create your own word search using these words

Spelling

/j/ sound

Resources on following slide

v x u a v j j o g
g i a n t o a m x
e y m a g i c r e
m s d l t n k h n
h a o e i w e t e
g a d j u s t w r
u j o z p q c y g
p a y h r k i f y
l r g i r a f f e

gem

giant

magic

giraffe

energy

jacket

jar

jog

join

adjust

Challenge – can you think of other words containing the ‘ge’ and ‘dge’ grapheme. Make your own word search using the words you have thought of.

22.5.20

Maths
Shape – symmetry
Resource on next slide

LO: to find lines of symmetry of shape

Steps to Success:

- ✓ **Look at the shapes on the next slide**
- ✓ **Read and answer the questions**
- ✓ **Check to see if all of the shapes have a line of symmetry**
- ✓ **Draw in the line of symmetry on the 3 shapes given**
- ✓ **Draw the other half of the two shapes**
- ✓ **Challenge – Now draw your own shapes and show the line of symmetry**

What does vertical mean?

What is a line of symmetry?

How do you know if this line of symmetry is in the right place?

Can you tell by looking?

How can a mirror help you?

Look at the orange oval. Is it a symmetrical shape or not?

Is the line of symmetry in the right place?

Can you show me where the line of symmetry should be?

Can you use your mirror to check if the shape is symmetrical?

Are these shapes symmetrical?

Prove it.

Can you draw a line of symmetry?

Use your mirror to show me where it will go?

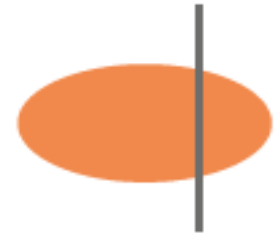
How can you draw your line of symmetry neatly?

Has your friend drawn it in the same place?

Lines of Symmetry



Tick the shapes with a correct line of symmetry.



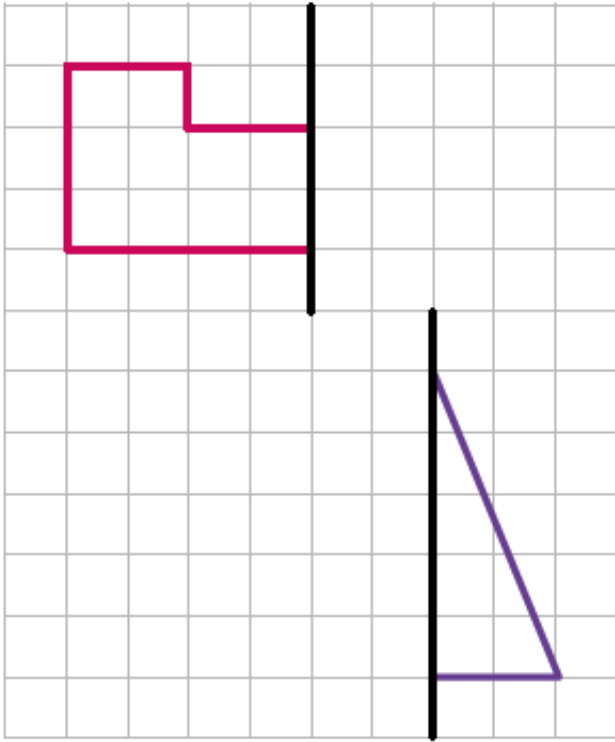
Draw a vertical line of symmetry on each of these shapes.



Lines of Symmetry



John has drawn 2 symmetrical shapes on a grid.

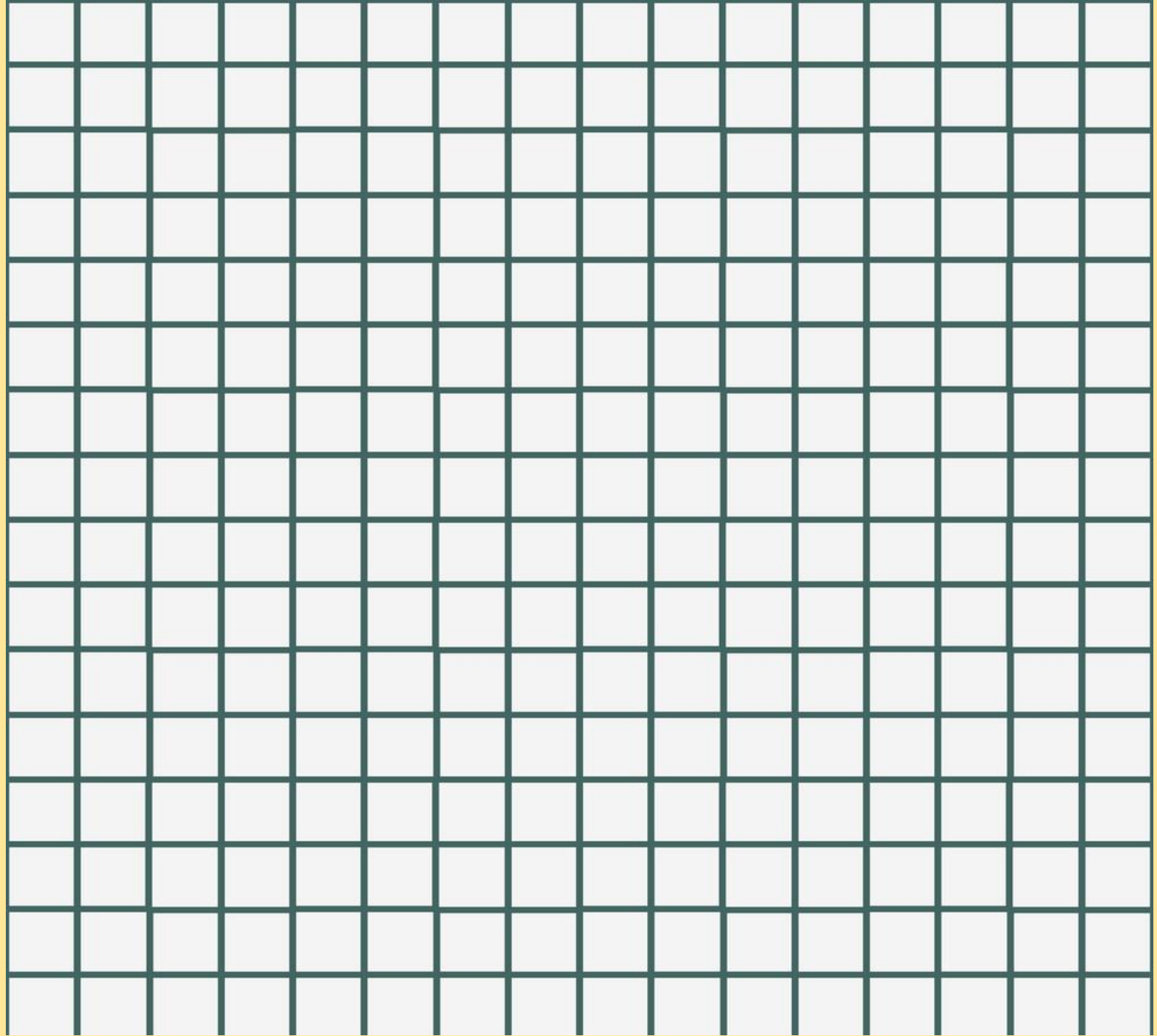


Draw the other half of each shape.

Explain how you know what the whole shape looks like.



Challenge – now draw your own shapes and show the line of symmetry.



Thursday 21st May 2020

LO: to understand different job roles in building a house

Creative
Job roles
Example on next slide

Steps to Success:

- ✓ **Watch the video** - <https://www.youtube.com/watch?v=C3il6S7TuCA>
- ✓ **Write a list of the different materials you need to build a house**
- ✓ **List the different types of machinery used to build a house**
- ✓ **Write about the different jobs that roles that are needed in building a house – think about who lays the bricks, who drives machinery, who fits lightbulbs, heating, water, who designs the house, who picks the furnishings etc**
- ✓ **Draw pictures alongside your writing**

Your information should be a lot more detailed than mine!

Building a house

Materials needed

Wood – for the roof

Bricks – for the outside walls

Glass – for the windows

Paint – to decorate the walls



Machinery needed

Bull dozer – to level the floor

Crane – to lift the heavy wooden beams

Cement mixer – to mix the cement



People needed

Plasterer – to plaster the inside walls

Gas engineer – to install the boiler for heating

