**Year 2 Planning W*/*b 22nd June**

Thank you for sharing the work you have done so far! It’s been lovely to see all the wonderful things you have been doing at home. A big well done from all of us!  
  
Reminder of our emails:   
- Pearl: [abest9jre@nsix.org.uk](mailto:abest9jre@nsix.org.uk)   
- Moonstone: [nbragger5nrg@nsix.org.uk](mailto:nbragger5nrg@nsix.org.uk)  
- Amethyst: [sspears2nrt@nsix.org.uk](mailto:sspears2nrt@nsix.org.uk)

[rhoffbauer53rz@nsix.org.uk](mailto:rhoffbauer53rz@nsix.org.uk)   
  
Please feel free to email us if you have any questions about this week’s learning, or if you’d like to share your child’s creations/work with us. You can also do this via the facebook group.

During the week, the Year 2 teachers will each be hosting a Google Meet story for their classes. The link for each class’ meeting will be sent to you in an email by your child’s class teacher.

Please join us if you can!

**Phonics**

Learning objectives:

* to add the suffixes -ing, -ed, -er, -est, -y (revision).
* to read and spell words ending in -tion.

Activities:

* Revise suffixes. Play Violet’s Vowel Suffixes on spellingplay:

<https://www.spellingplay.co.uk/y2_member/violets_vowel_suffixes.html>

There are demos if you need to revise the rule, and different games to play. If the link doesn't work, go to spellingplay.co.uk - planning and resources - spelling planning units - more suffixes - interactive resources. As an extra challenge, try writing a sentence with each word in.

* Show your child the letters ‘tion’ and tell them how they are pronounced (‘shun’). Write these words for your child to read: lotion, potion, station, creation, question, direction. You may want to draw a line under the letters ‘tion’ in each word, to remind your child that these make one phoneme (sound).
* Write these sentences for your child to read:

Egg Box Dragon was a fantastic creation.

He went in the right direction to find the missing objects.

If you ever meet a dragon, show caution.

The queen asked the dragon some questions.

* Play Word Endings: -tion in Espresso:

<https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item745350/grade1/module735174/index.html>

username: student23524

password:NR67HL

Then write each word from the game in a sentence.

* Try writing some longer words by splitting them into syllables: operation, invention, direction, position, pollution, addition. Eg op-er-a-tion, in-ven-tion.
* Ask your child to write these sentences:

*Egg Box Dragon was a fantastic creation.*

*He went in the right direction to find the missing objects.*

*If you ever meet a dragon, show caution.*

*The queen asked the dragon some questions.*

Remind them to break down longer words into syllables.

* If you need some extra challenges, there are some games on Spellzone to have a go at:

<https://www.spellzone.com/word_lists/games-127.htm>

* **If you want to do any extra phonics practice, or if your child is struggling with the ideas we have suggested above, there are lots of Phase 5 games on phonicsplay.co.uk that they can play to revise other phonics learning they have done.**

**Reading**

Please keep up your daily reading practice; 15 minutes is a good amount of time! Don't forget to look at the links for all the Oxford Owls books on the home learning page on the website. You can also now access the Collins Big Cat books. <https://connect.collins.co.uk/school/portal.aspx>

Click on the teacher portal and enter

Username: [parents@harpercollins.co.uk](mailto:parents@harpercollins.co.uk)

Password: Parents20!

You can then access the appropriate book band for your child.

Please watch the 6th chapter of The Boy Who Grew Dragons.

<https://www.youtube.com/watch?v=Tw6zI-f8eP8>

**What does ‘titchy’ tell you about the dragon’s size?**

**What does Flicker eat in Tomas’s bedroom?**

**What does it mean when it says that Tomas’s socks were ‘singed to smithereens’?**

**What does ‘combustible’ mean?**

**Inquiry**

We do not need the next part of the story for this week’s

learning, but feel free to continue watching the story from last

week to recap the part with the magpie’s nest!

Think about the magpie in the story. Have you heard of

magpies before? What do you know about magpies? Have you

heard stories about magpies stealing things? Does this seem

likely?

Think about what you would like to find out about magpies.

Make a list of questions that you would like to find the answers

to. These questions might help you to make up your mind

about whether magpies really steal things.

We are going to write a fact file to tell others about magpies.

You may want to find a range of information texts both printed

and online that will provide you with information about

magpies.

These websites might be useful:

<https://www.softschools.com/facts/animals/magpie_facts/2659/><https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/bird-a-z/magpie/>

<https://birdwatchireland.ie/birds/magpie/>

<https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/bird-a-z/magpie/life-cycle/>

<https://www.wildlifetrusts.org/wildlife-explorer/birds/crows-and-shrikes/magpie>

On strips of paper, collect some information of what you have found out from your research. Discuss how to organise the information so that the facts are categorised to help the reader. Can you sort your strips of paper so that they are grouped under headings? Your headings could include a magpie’s *diet*, *appearance*, *habitat* etc.

Once you have grouped your information into paragraphs, have a think about how you want to present your fact file.

Here are some suggestions:  
- A large poster  
- A fact file using Microsoft Word or another program on the computer  
- Record yourself reading your facts  
- Create a documentary using Movie Maker or another program  
-Write the fact file like the ones on the websites above, or like one you may have seen in a non-fiction book.  
  
Illustrating your fact file and including labels and captions can make it easier to read. For example, you could draw a magpie and label it or you could draw what it eats/its habitat. You could find some photographs or diagrams to put into your documentary too.   
  
When you have finished making your fact file, go back to the questions that you wrote down at the start of the week. Were the things you thought about magpies true? Have you found out any new information since? Did you manage to find an answer to all of your questions?  
  
If you enjoyed learning about magpies in this way, then you could do something similar for your own project or home learning activity.

**Maths**

https*://*whiterosemaths.com/homelearning/year-2*/*

Go to the White Rose Maths home learning page where you will find the videos for the daily lessons for Year 2 - Summer Term Week 9. You will now find the worksheets on our Week 9 Resources document which contains everything we have mentioned in this document.

We have put a ‘Can you still?’ in our resources pack for this week. Have a go at this using the maths methods sheet we sent home in the pack before the Easter holidays. We have put 3 different levels in, so please choose the level that is most appropriate for your child.

If your child enjoys playing games online to practise their maths, they can visit: <https://www.topmarks.co.uk/maths-games/hit-the-button>

where they can play games to practise key skills such as times tables and number bonds.