**Year 2 Planning W*/*b 15th 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
- Moonstone: nbragger5nrg@nsix.org.uk
- Amethyst: sspears2nrt@nsix.org.uk

 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!

Sunday 21st June is Father's Day. Why not make a card for your dad or write him a letter to say thank you for being such a great dad!

**Phonics**

Learning objectives:

* to add the suffixes -ment, -ly, -ful, -ness, -less (revision).
* to add the suffix -y to adjectives.

Activities:

* Revise suffixes. Play Connie’s Consonant Suffixes on spellingplay:

<https://www.spellingplay.co.uk/y2_member/connies_consonant_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. In the printables section for More Suffixes, right at the bottom there is a sheet called Word Cards for Adding -ful and -less, that your child could try.

* Watch the demonstration on Violet’s Vowel suffixes for adding y to words with a short vowel. There are 2 different demos. The demos are ‘-er, -est, -y’, but within that, you can pick the words for -y. Make the link that is the same rule as for adding other suffixes - if the word ends with a short vowel before one consonant, you have to double the consonant before adding the suffix. Play Double or Do Nothing -er, -est, -y.
* Ask your child to write these sentences: It was sunny on Tuesday. The children were very chatty at school.
* Watch the demonstration on Violet’s Vowel suffixes for adding y to words with a long vowel. There are 2 different demos: split digraphs and not split digraphs. The demos are ‘-er, -est, -y’, but within that, you can pick the words for -y. Make the link that is the same rule as for adding other suffixes - if the word ends with an ‘e’, you drop the ‘e’ before adding the suffix. Play Drop or Do Nothing -er, -est, -y.
* Write the words: laze, shine, slime, smoke, sparkle. Ask your child to drop the ‘e’ and add the suffix -y, and to read the new words. Ask your child to choose some of the adjectives and write their own sentences containing them.
* Recap the rules for adding -y: do nothing (wind/windy), drop the e (stone/stony), or double the final consonant if it follows a short vowel (flop/floppy). Write these words for your child and ask them to follow the correct rule to add the -y: grease, dirt, run, skin, bone, crisp.
* Look at the crossword and wordsearch for adding y. Follow the rules to add y to each adjective and then solve the puzzles.
* **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

Password: Parents20!

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

Please watch the fifth chapter of The Boy Who Grew Dragons.

<https://www.youtube.com/watch?v=iDYGEJUm2Ss>

Here are the questions for chapters 4 and 5:

What is the meaning of gargantuan?

Where do you think Tomtom has gone?

Why isn’t Chipstick feeling cool about the dragon?

What makes the dragon seem cute?

What was the first lesson Chipstick learned about dragons?

Can you draw the dragon from the description written by the author?

**Inquiry**

Watch the video of Miss Best reading the next part of the story. She is just going to read on from last week, so if you want to recap the earlier parts of the story, please go back to the videos from weeks 6 and 7.

Listen to the story up to ‘They hoped Egg Box Dragon hadn’t made a mistake…’

Do you agree with the guards that Egg Box Dragon “must be crazy” Do you think that he’s right and the diamond has “flown out of the room.”? What might the other characters be thinking about Egg Box dragon’s solution? Is it possible that this could have happened?

What do you think the solution to the mystery is? Talk about your ideas - are there any clues in the story?

Listen to the end of this week’s video of the story (up to “...the diamond in a magpie’s nest.”)

Were you expecting this to happen? If you were, and you already spotted the magpie, how did it feel to already have the answer to the mystery? Do you think that’s how Egg Box Dragon feels?

Look carefully at the illustration of the magpie’s nest (see resources). What else can you see in the nest? Discuss how a magpie is often depicted in stories, films and plays as a bird which is attracted to shiny, precious items and will steal those items. What else could be in the magpie’s nest? Create a list of things which could be in the nest - have a look around your house and find possible items that the bird might be attracted to. (Possible items - foil, sweet wrappers, jewellery, sequins, anything made from polished metal…) Collect some of the things together as if you were the magpie!

Collect some words to describe what your treasures look like - use adjectives to describe their appearance e.g. golden, shiny, sparkly and verbs to describe what the object is doing e.g. sparkling/ dancing/ glistening.

Use a strip of paper for each treasure and write a short phrase to put those words together. You could also use phrases to describe where the object is from or where it is now e.g. A shiny scrunched wrapper from an old chocolate box glistening in the sunshine/ A tiny golden bell from last year’s Christmas tree/ The favourite marble I’ve been searching for all summer/ My sister’s sequin hair clip, shaped like a butterfly.

Arrange your paper strips with your phrases into a sequence you are happy with, to make a poem. You might want to change little bits or add in extra describing words to improve it as you go. Think about a line you could use to start your poem (e.g. The magpie’s nest is full of treasures:) Think about if you want to split your poem into verses.

Once you are happy with your poem, practise reading it aloud. Perform your poem to an audience and video it if you like - we’d love to hear them! You could write it out on the attached paper in your neatest handwriting if you want to.

**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 8. You will now find the worksheets on our Week 8 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.