Daily reading – Why not take part in Reading Bingo!

22/6/20	Maths	English	Foundation
Mon	Summer Term White Rose Home learning - Summer Term - **Week 8 (w/c 15th June)** Lesson 1 - Count sides and vertices on 2D shapes https://whiterosemaths.com/homelearning/year-2/	Genre Focus: Setting description Lesson 3 (we are jumping straight to this lesson but you are welcome to complete 1 and 2 if you want to as well!) – identify features of a setting description https://classroom.thenational.academy/lessons/to-identify-the-features-of-a-setting-description If you would prefer to work offline, complete 'English Activity 1'.	Science: Our Environment Read through the information slides on energy sources. Can you identify the renewable energy resources on the resource sheet? Why not have a go at making solar or tidal energy by making a solar oven or water turbine!
Tue	Summer Term White Rose Home learning - Summer Term - **Week 8 (w/c 15th June)** Lesson 2 - Count faces, edges and verticies on 3D shapes	Genre Focus: Setting description Lesson 4 – identify and use commas in a list https://classroom.thenational.academy/lessons/to-identify-and-use-commas-in-a-list If you would prefer to work offline, complete 'English Activity 2'.	
Wed	Summer Term White Rose Home learning - Summer Term - **Week 8 (w/c 15th June)** Lesson 3 - Sorting 2D and 3D shapes	Genre Focus: Setting description Lesson 5 – Write a setting description https://classroom.thenational.academy/lessons/to-write-a-setting-description/activities/1 If you would prefer to work offline, complete 'English Activity 3'.	Art: Summer art skills Sunshine dot painting (see in resource pack)
Thu	Summer Term White Rose Home learning - Summer Term - **Week 8 (w/c 15th June)** Lesson 4 - Patterns with 2D and 3D shapes	Reading Comprehension: The Railway Carriage	
Fri	Family Challenge - Posted on Dojo or found on white rose website **Week 8** https://whiterosemaths.com/homelearning/year-2/	Grammar and Punctuation: Editing Resource	History: The Romans Make a Roman Menu! Read about the types of food the Romans used to eat. Then create a menu for a Roman Banquet!

Optional Extras:

Handwriting practise	Times table practise	Spellings practise: after, past, hour, half, minute, quarter, month, second,	Fresh air activity: Find 10 living things in your outside space. How could you sort these?	Musical challenge: Make up alternative lyrics to a song you already know. E.g. **Twinkle twinkle traffic light** **Standing on the corner bright** **When it's red it's no no no!** **When it's green it's go go GO!** **Twinkle twinkle traffic light** **Standing on the corner bright.**	How many of the following exercises can you complete in 60 seconds? Try each week to beat your score! Star jumps, Bunny hops, Lunges, Squats, Burpees, Press ups Challenge: Can you sustain this over 2 minutes?

PiXL Pick and Mix Activities: Reading Bingo

How many of these reading activities can you complete?

Read a postcard. Read a letter. How are they both similar and different? Can you write one of your own?	Listen to an audio book. (Children's books are currently free on Audible)	Read and follow a recipe. Was it easy or difficult? What helped or didn't help? How did the dish turn out?	Read a book or a poem by an author you have never read before. Would you like to read on? Why?	Read standing up. Read sitting down. Which is easiest? Why? When would either be appropriate?
Read for more than 20 minutes in one go.	Find your favourite three words in what you have read. Why are these your favourite? What do they mean? Can you use them in a sentence?	Read a book review. Would you want to read this book now? Why?	Choose a book or poem that you really love. Create your own read-aloud by recording yourself reading this.	Read a story. Tell it to someone else in your own words.
Choose a book that you think will be boring. Read it for 10 minutes. At the end of this time, rate the book out of 10 (1/10 = AWFUL! 10/10 = BEST BOOK EVER!) Read on for another 10 minutes. Has your rating changed? Why?	Read while no one is watching.	Would you recommend your current reading book to a friend? Explain why. Give it a score out of 5 stars and then say or write a review in two sentences.	Read outside.	Read the next page or chapter of your book. Read it in your head first. Read it a second time using a whisper voice. Read it a third time, this time aloud and with as much expression as you can manage!
Join in with an author read-along.	Find the five most challenging words in what you have read. Can you explain what they mean? Test your family!		Read a news article. Make up a headline to convey the key message.	Read a whole book.
Read to someone younger than you for 10 minutes. This could be in person or by phone.	Read by torchlight or while you are hiding.	Read two poems by the same author.	Read to someone older than you for 10 minutes. This could be in person or by phone.	Read independently for 10 minutes. Summarise what you have read. Can you reduce this to the ten most important words of your summary?
Read in a room you don't normally read in.	When you have finished reading, write three questions you have about what you have read so far. Review these questions when you have finished your book. Can you answer them now?	Read instructions for a game. Can you play the game? Did you have to return to the instructions?	Choose someone to recommend a reading book to. Who are they? Why are you recommending this book?	Choose two new books. Read only the first page of each book. Which book will you read in full? Why? Explain.

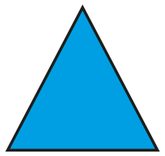
Count sides on 2D shapes

1 Complete the sentences to describe the shapes.

a)

A pentagon has ☐ sides.

b)

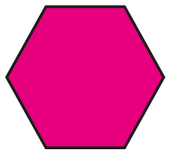


A triangle has ☐ sides.

c)

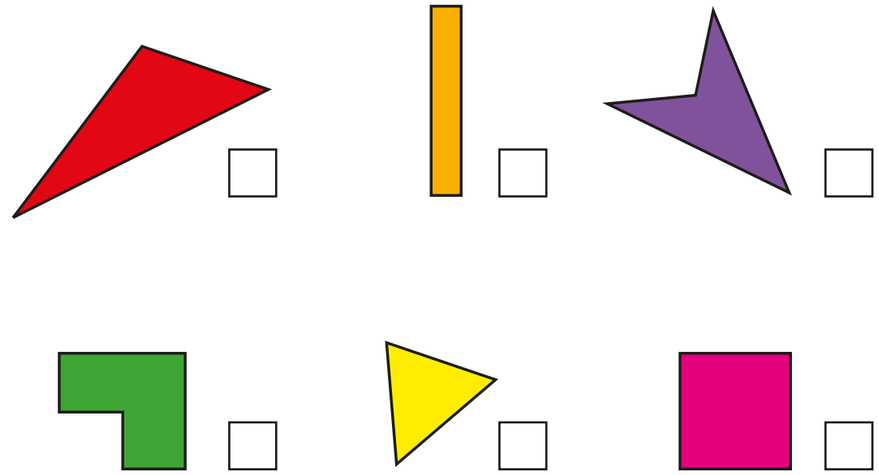
A _____ has ☐ sides.

d)



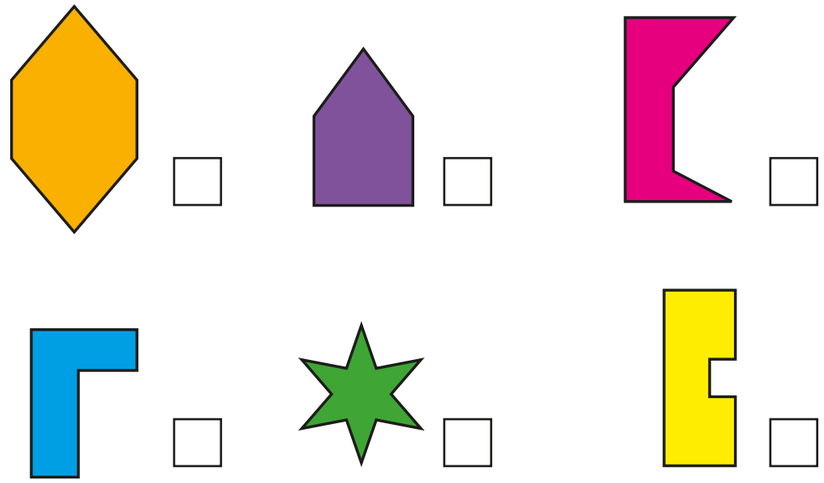
A _____ has ☐ sides.

2 Tick the 4-sided shapes.



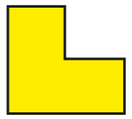
Did your partner tick the same shapes?

3 Tick the 6-sided shapes.



Compare answers with a partner.

4 Complete the table.

Name	Shape	Number of sides
		
		3
pentagon		
		6
square		
		8
		

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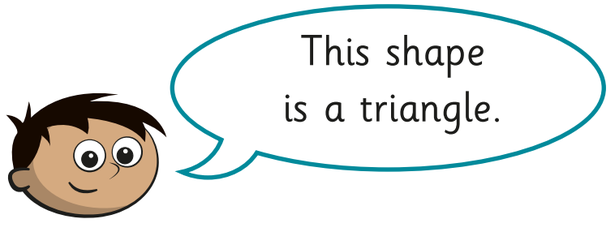
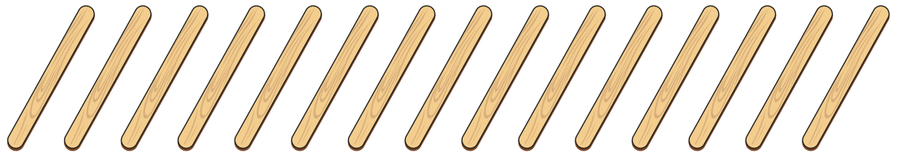


Is Amir correct? _____

How do you know?

6 Use 15 lolly sticks to make three shapes.



Draw your shapes.

Did your partner make the same shapes?

What happens if you use more or fewer lolly sticks?

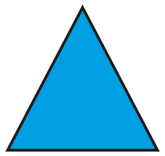
Count vertices on 2D shapes

1 Complete the sentences to describe the shapes.

a)

A pentagon has ☐ vertices.

b)

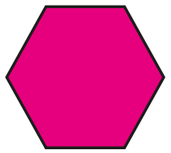


A triangle has ☐ vertices.

c)

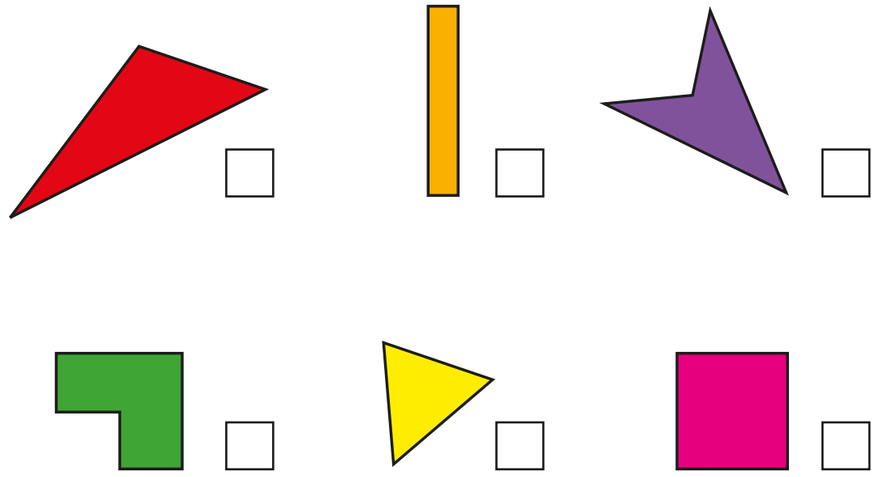
A _____ has ☐ vertices.

d)



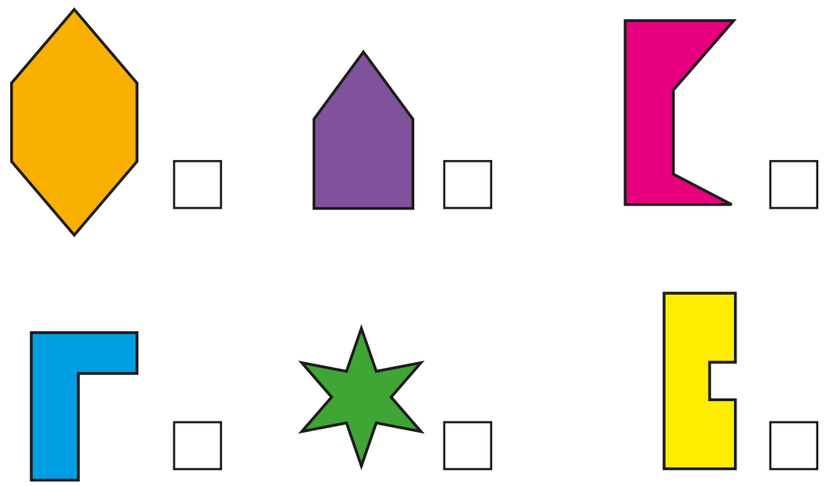
A _____ has ☐ vertices.

2 Tick the shapes with 4 vertices.



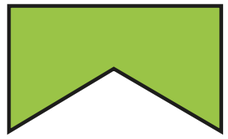
Compare answers with a partner.

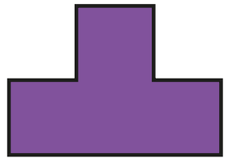
3 Tick the shapes with 6 vertices.



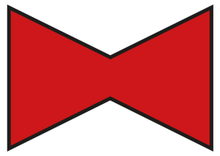
Talk to a partner about your answers.

4 How many vertices does each shape have?

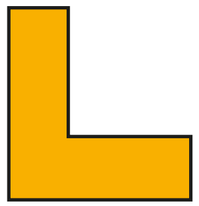
a) 

b) 

c) 

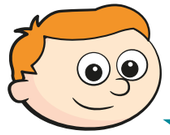
d) 

e) 

f) 

How did you count the vertices?

5



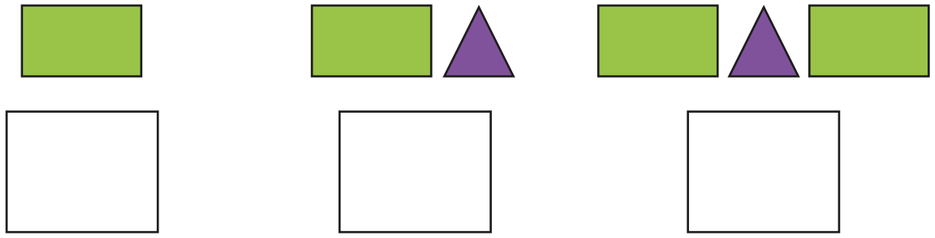
My shape has more vertices than a triangle, but fewer than a hexagon.

What shape could Ron have? _____

Compare answers with a partner.

6 Rosie is making a pattern out of shapes.

a) How many vertices are in each term of her pattern?



b) What do you notice?

c) How many vertices will the next term have?

d) Create your own pattern with shapes.

Count the number of vertices in each term.

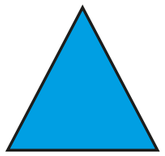
Count sides on 2D shapes

1 Complete the sentences to describe the shapes.

a)

A pentagon has [5] sides.

b)

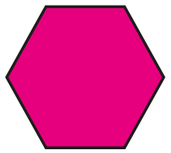


A triangle has [3] sides.

c)

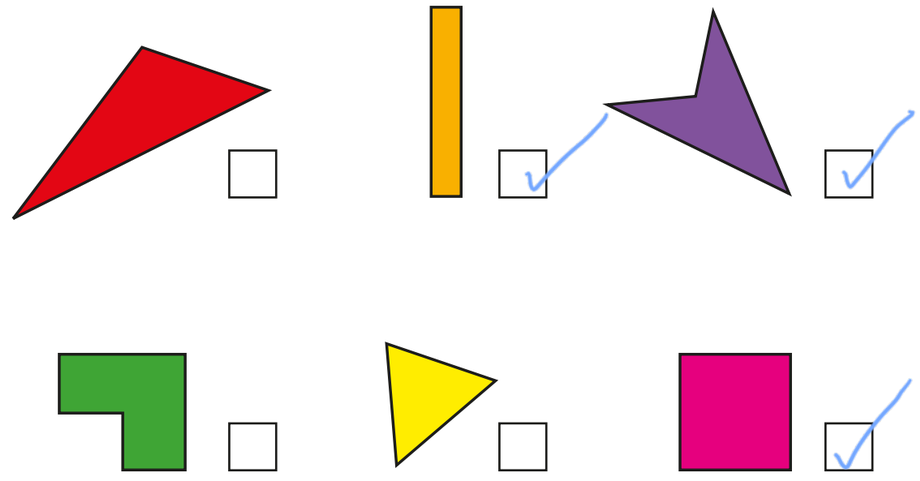
A square has [4] sides.

d)



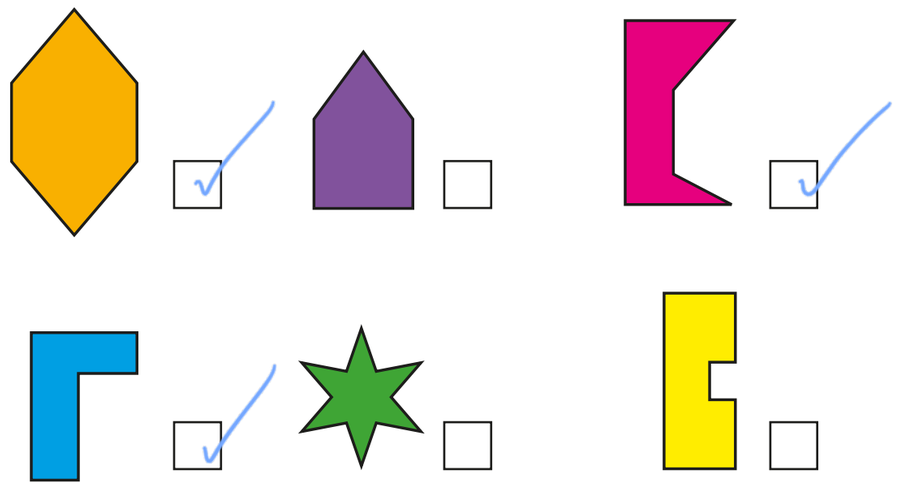
A hexagon has [6] sides.

2 Tick the 4-sided shapes.



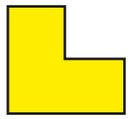
Did your partner tick the same shapes?

3 Tick the 6-sided shapes.



Compare answers with a partner.

4 Complete the table.

Name	Shape	Number of sides
rectangle		4
triangle		3
pentagon		5
hexagon		6
square		4
octagon		8
hexagon		6

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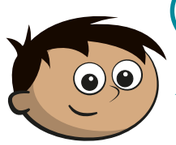
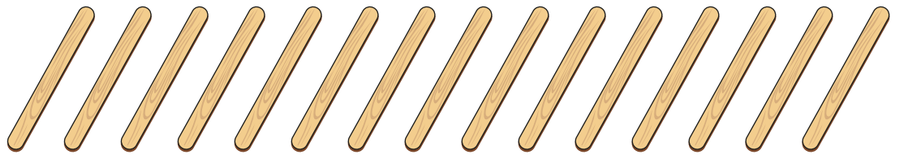


Is Amir correct? No

How do you know?

6 Use 15 lolly sticks to make three shapes.



Draw your shapes.

e.g.

Did your partner make the same shapes?

What happens if you use more or fewer lolly sticks?

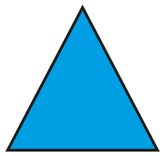
Count vertices on 2D shapes

1 Complete the sentences to describe the shapes.

a)

A pentagon has [5] vertices.

b)



A triangle has [3] vertices.

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A square has [4] vertices.

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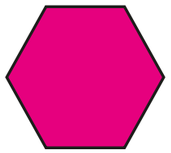
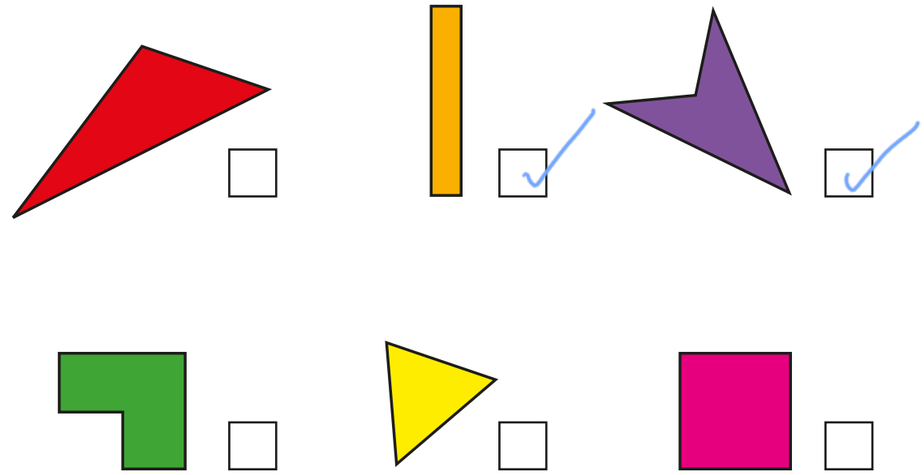


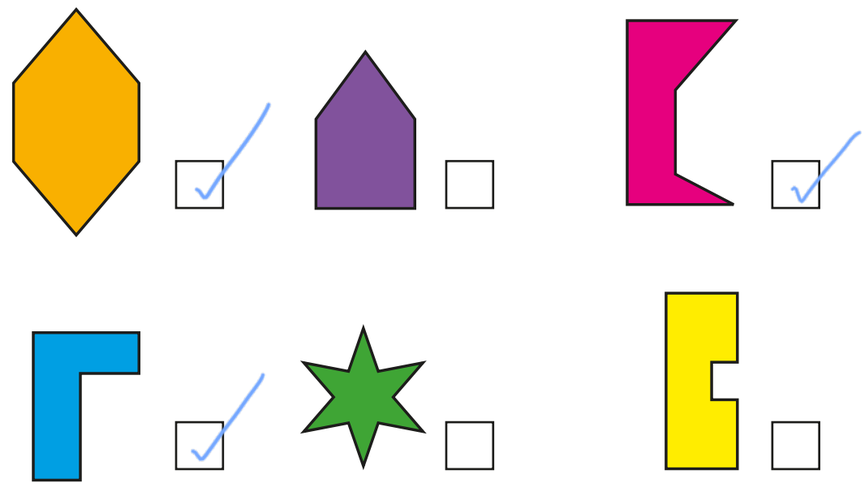
A hexagon has [6] vertices.

2 Tick the shapes with 4 vertices.



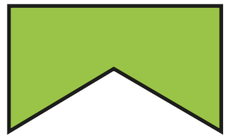
Compare answers with a partner.

3 Tick the shapes with 6 vertices.



Talk to a partner about your answers.

4 How many vertices does each shape have?

a) 

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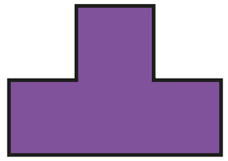
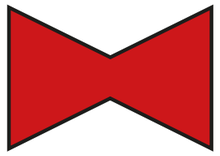
b) 

8

c) 

12

d) 

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e) 

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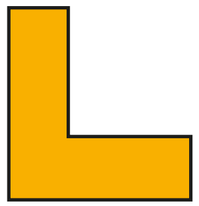
f) 

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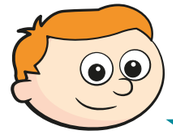
How did you count the vertices?

5



My shape has more vertices than a triangle, but fewer than a hexagon.

What shape could Ron have? e.g. square

Compare answers with a partner.

6 Rosie is making a pattern out of shapes.

a) How many vertices are in each term of her pattern?

4

7

11

b) What do you notice?

c) How many vertices will the next term have?

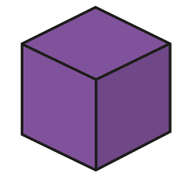
14

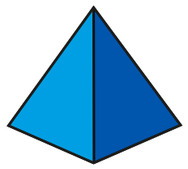
d) Create your own pattern with shapes.

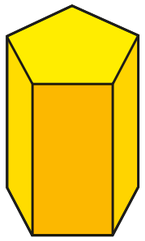
Count the number of vertices in each term.

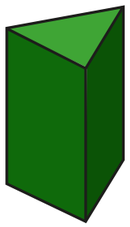
Count faces on 3D shapes

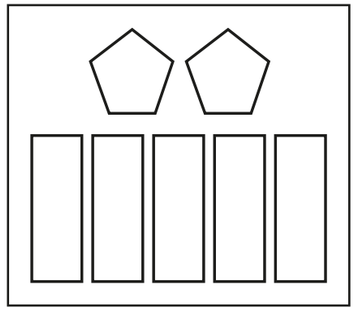
1 Match the shapes to the faces.

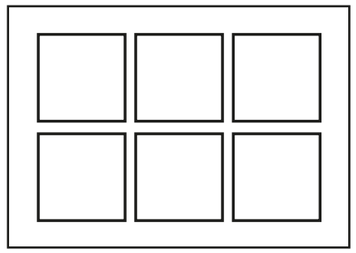


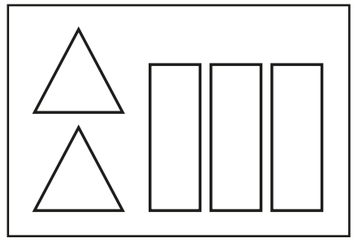


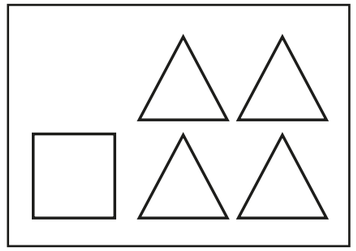




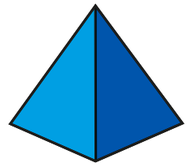
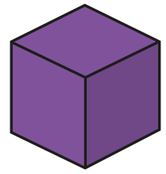
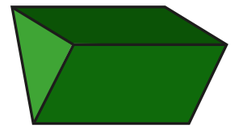








2 Complete the table.

Shape	Name	Number of faces
		
		
		
		

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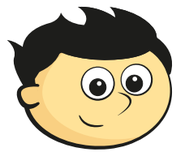
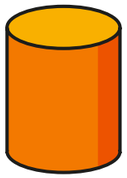


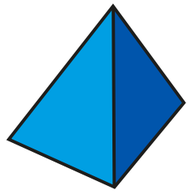
What shape is Jack describing? _____

4 Match the description to the shape.

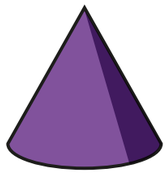
1 circular face and 1 curved surface



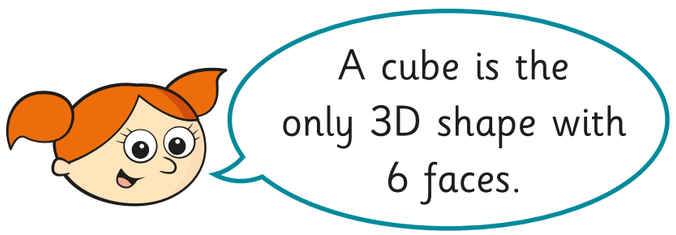
2 circular faces and 1 curved surface



4 triangular faces



5

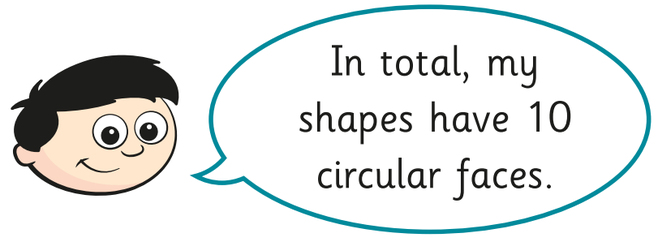


Alex has made a mistake.

Name another 3D shape that has 6 faces.

_____

6 Dexter has 5 of the same 3D shapes.



What shapes has Dexter got?

Dexter has got 5 _____

7 Dora wants to put a sticker on each face of some cubes.

She has 60 stickers.

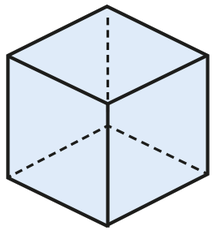
How many cubes can she cover in stickers?

Dora can cover ☐ cubes in stickers.

Count edges on 3D shapes

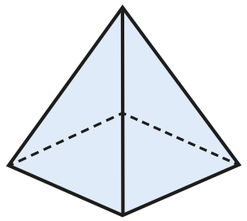
1 How many edges does each shape have?

a)



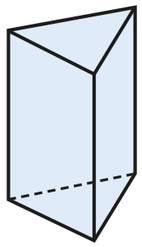
☐ edges

b)



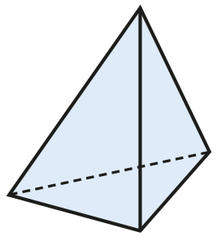
☐ edges

c)



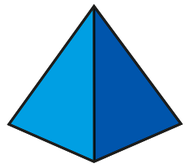
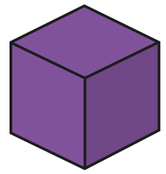
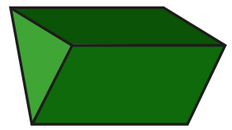
☐ edges

d)

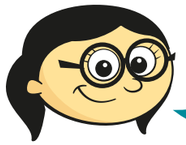


☐ edges

2 Complete the table.

Shape	Name	Number of edges	Number of faces
			
			
			
			

3

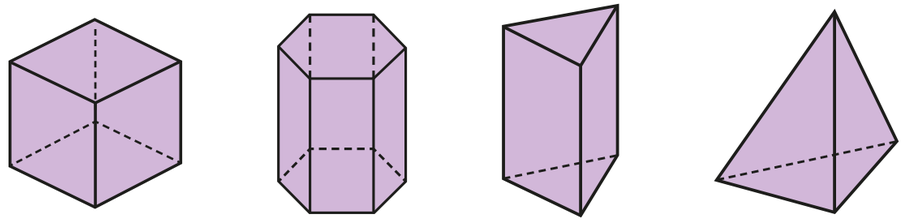


3D shapes always have more edges than faces.

Do you agree? _____

Why?

4 Use the clues to label the shape with the correct letter.



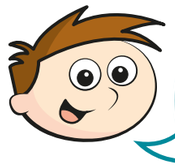
_____ _____ _____ _____

- Shape A has an odd number of edges.
- Shape B has the most edges.
- Shape C has the same number of edges as a cube has faces.
- The edges of shape D are all the same length.

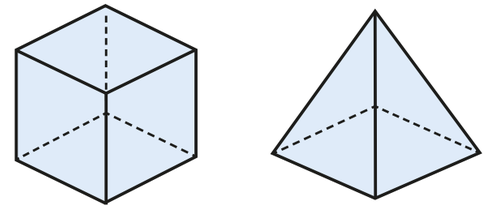
5 Write the name of two 3D shapes that have the same number of edges.

_____ and _____

6



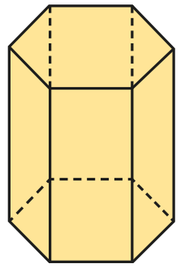
A cube has 6 faces and 12 edges, so a square-based pyramid must have 5 faces and 10 edges. The number of edges is always double the number of faces.



Do you agree with Teddy? _____

Why?

7 This hexagonal prism has 18 edges.



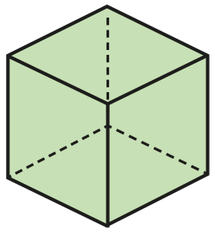
How many edges do you think a pentagonal prism has?

Why do you think this?

Count vertices on 3D shapes

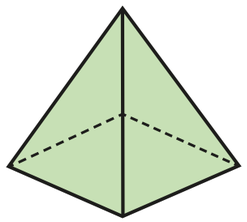
1 How many vertices does each shape have?

a)



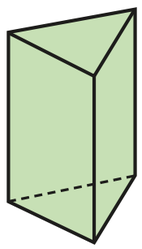
☐ vertices

b)



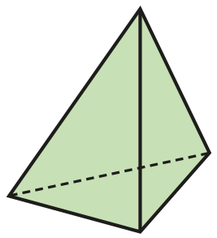
☐ vertices

c)



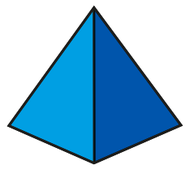
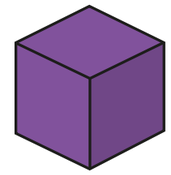
☐ vertices

d)



☐ vertices

2 Complete the table.

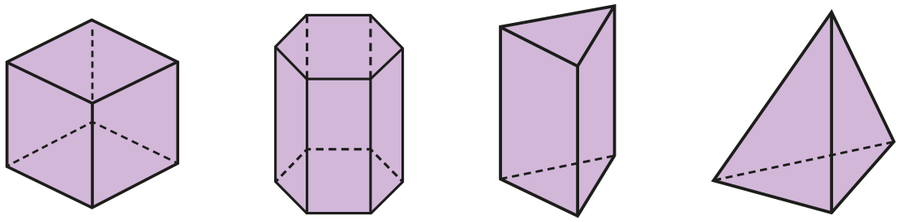
Shape	Name	Number of vertices
		
		
		
		

Write the name of a different 3D shape with no vertices.

_____

3 Write the shapes in order of the number of vertices.

Start with the shape that has the fewest vertices.



A B C D

fewest most

_____ _____ _____ _____

4 Complete the sentences.

more fewer

a) A cube has _____ vertices than a sphere.

b) A sphere has _____ vertices than a cone.

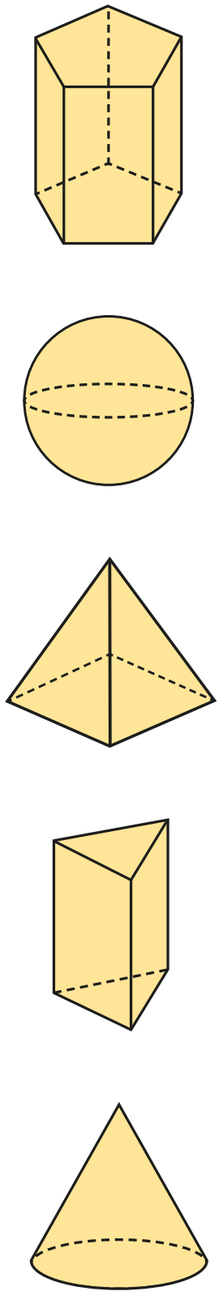
c) A triangular prism has _____ vertices than a cuboid.

5 Match each shape to the correct label.

< 5 vertices

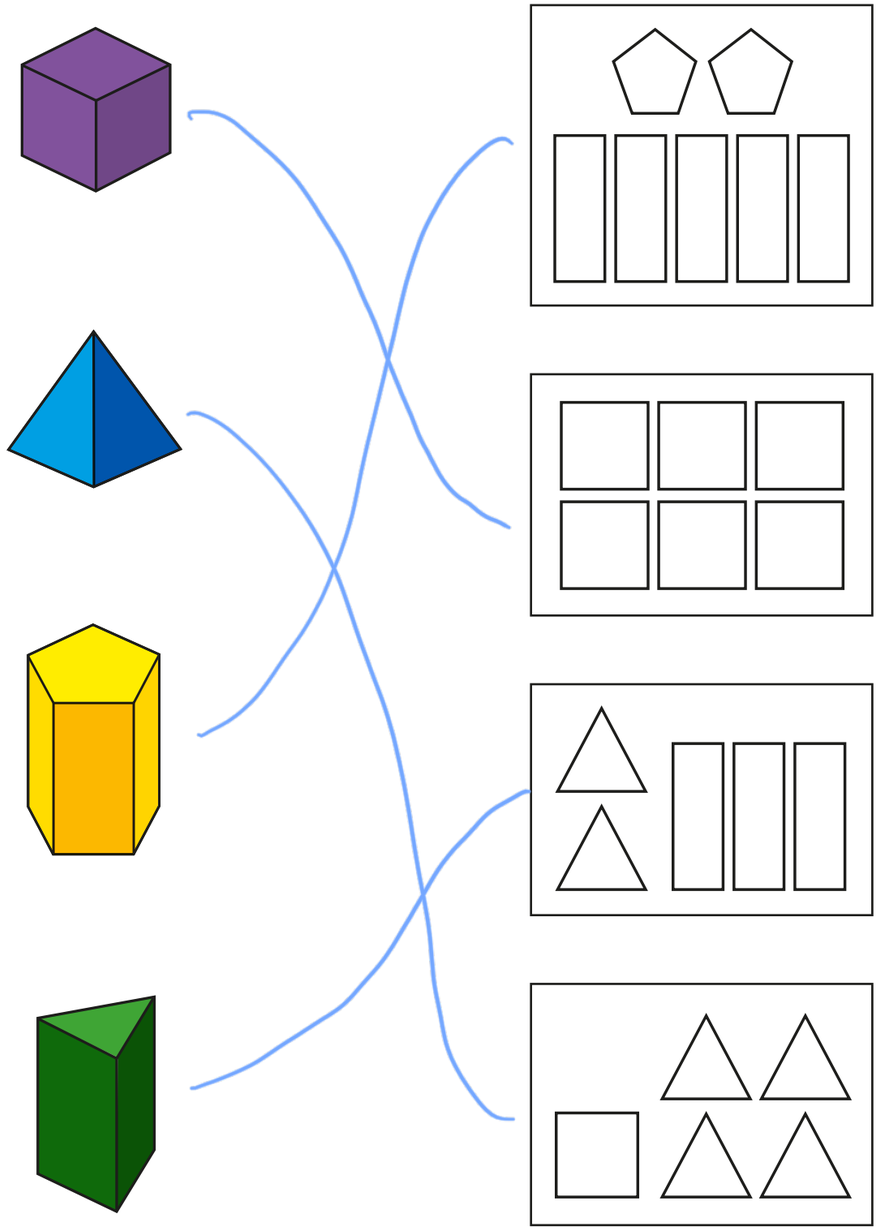
= 5 vertices

> 5 vertices

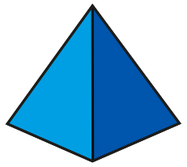
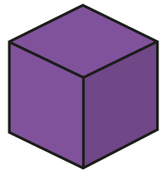
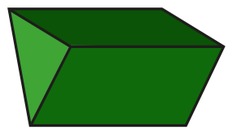


Count faces on 3D shapes

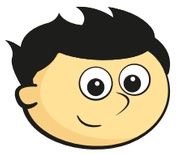
1 Match the shapes to the faces.



2 Complete the table.

Shape	Name	Number of faces
	cuboid	6
	pyramid	5
	cube	6
	triangular prism	5

3

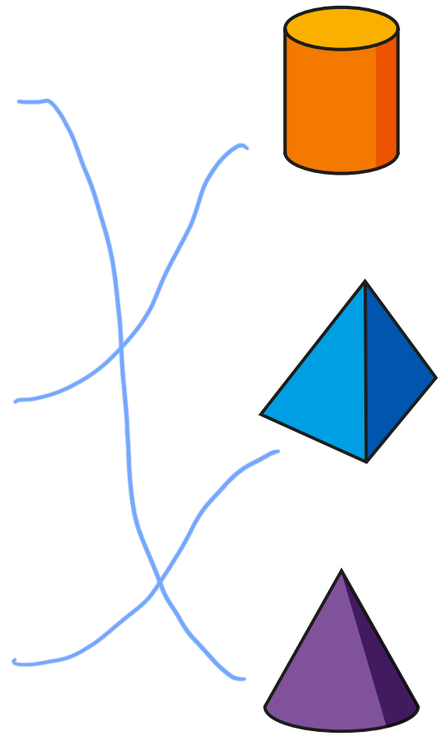


My shape has one curved surface.

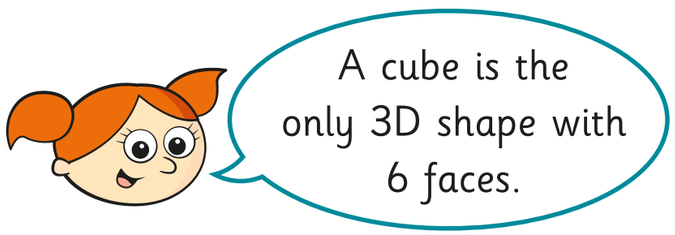
What shape is Jack describing? e.g. cylinder

4 Match the description to the shape.

1 circular face and 1 curved surface
2 circular faces and 1 curved surface
4 triangular faces



5

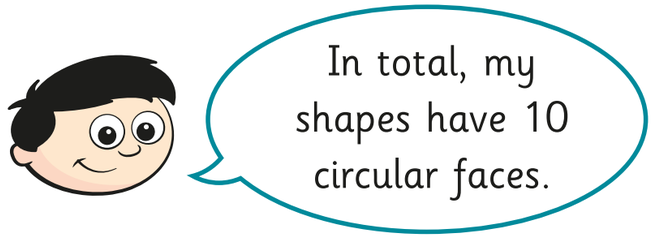


Alex has made a mistake.

Name another 3D shape that has 6 faces.

cuboid

6 Dexter has 5 of the same 3D shapes.



What shapes has Dexter got?

Dexter has got 5 cylinders

7 Dora wants to put a sticker on each face of some cubes.

She has 60 stickers.

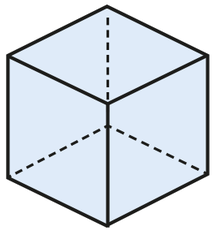
How many cubes can she cover in stickers?

Dora can cover 10 cubes in stickers.

Count edges on 3D shapes

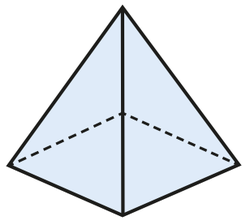
1 How many edges does each shape have?

a)



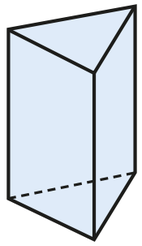
12 edges

b)



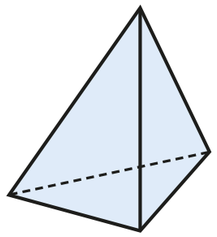
8 edges

c)



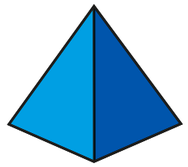
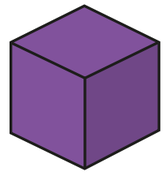
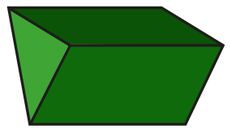
9 edges

d)

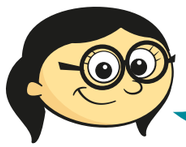


6 edges

2 Complete the table.

Shape	Name	Number of edges	Number of faces
	cuboid	12	6
	pyramid	8	4
	cube	12	6
	triangular prism	9	5

3

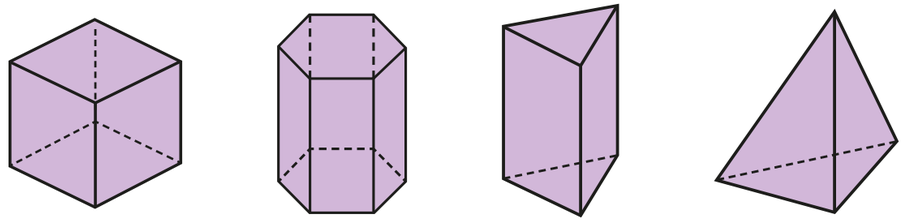


3D shapes always have more edges than faces.

Do you agree? NO

Why?

4 Use the clues to label the shape with the correct letter.



D _____ B _____ A _____ C _____

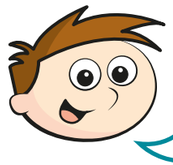
- Shape A has an odd number of edges.
- Shape B has the most edges.
- Shape C has the same number of edges as a cube has faces.
- The edges of shape D are all the same length.

5 Write the name of two 3D shapes that have the same number of edges.

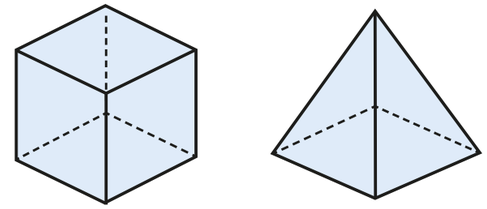
e.g

cube and cuboid

6



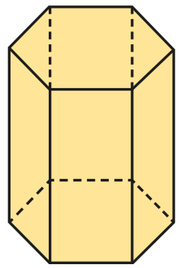
A cube has 6 faces and 12 edges, so a square-based pyramid must have 5 faces and 10 edges. The number of edges is always double the number of faces.



Do you agree with Teddy? No

Why?

7 This hexagonal prism has 18 edges.



How many edges do you think a pentagonal prism has?

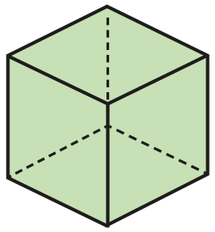
15

Why do you think this?

Count vertices on 3D shapes

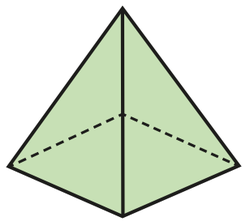
1 How many vertices does each shape have?

a)



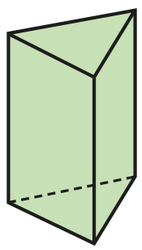
8 vertices

b)



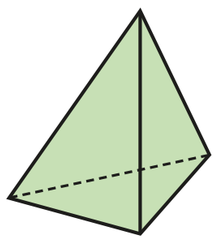
5 vertices

c)



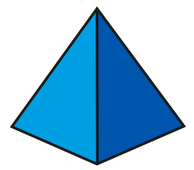
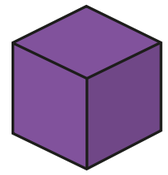
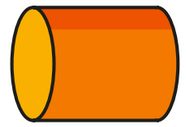
6 vertices

d)



4 vertices

2 Complete the table.

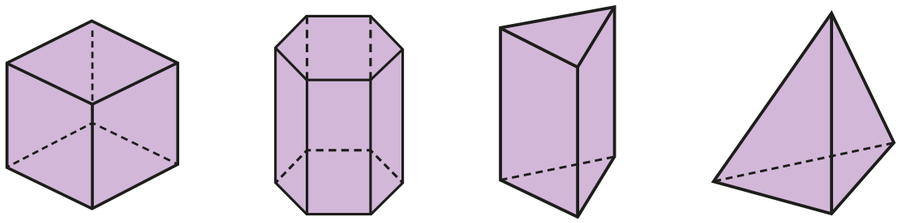
Shape	Name	Number of vertices
	cuboid	8
	pyramid	5
	cube	8
	cylinder	0

Write the name of a different 3D shape with no vertices.

sphere

3 Write the shapes in order of the number of vertices.

Start with the shape that has the fewest vertices.



A B C D

fewest most

D C A B

4 Complete the sentences.

more fewer

a) A cube has more vertices than a sphere.

b) A sphere has fewer vertices than a cone.

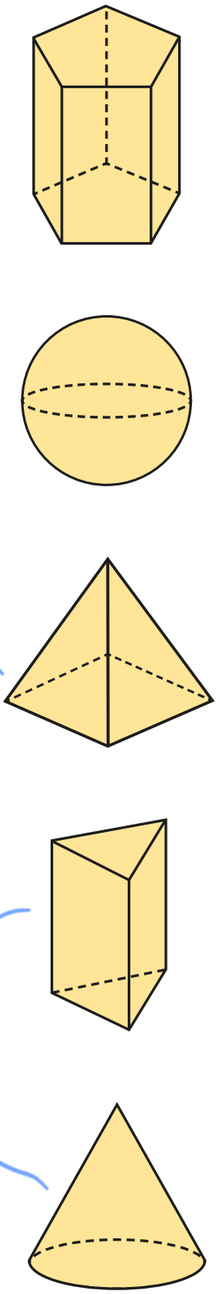
c) A triangular prism has fewer vertices than a cuboid.

5 Match each shape to the correct label.

< 5 vertices

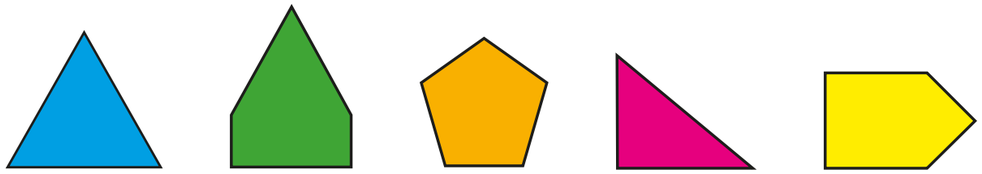
= 5 vertices

> 5 vertices



Sort 2D shapes

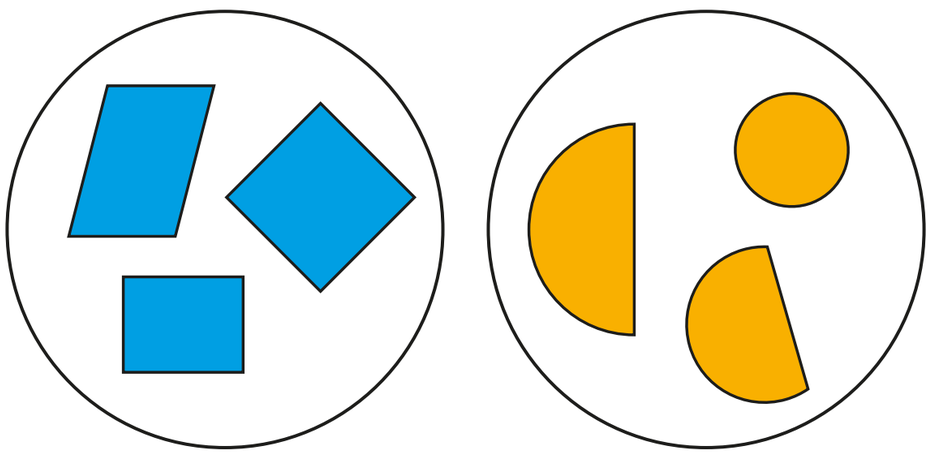
1 Draw lines to sort the shapes into groups.



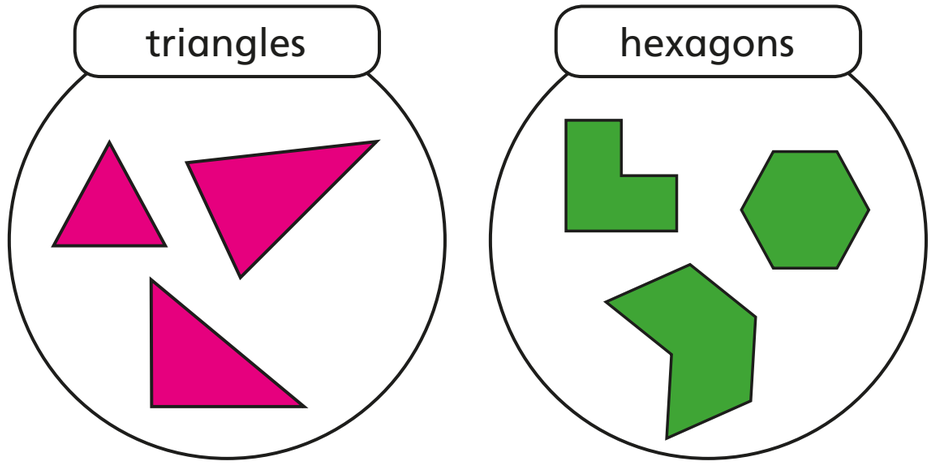
triangles

pentagons

2 How have the shapes been sorted?



3 Eva sorts some shapes.



a) Is Eva correct? _____

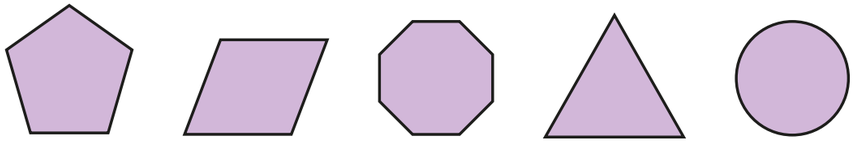
How do you know?

b) Draw a group of three different pentagons.

pentagons

4 **a)** Sort the shapes in order of the number of sides.

Start with the shape that has the fewest sides.



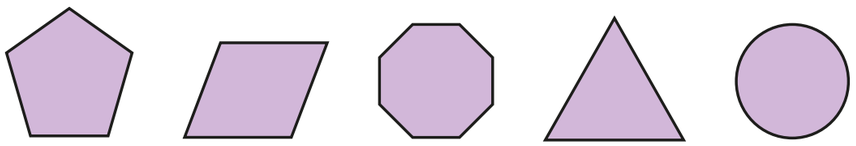
A B C D E

fewest most

_____ _____ _____ _____ _____

b) Sort the shapes in order of the number of vertices.

Start with the shape that has the fewest vertices.



A B C D E

fewest most

_____ _____ _____ _____ _____

c) What do you notice about your answers to part a) and part b)?

5 Draw three different shapes in each group.

shapes with 4 sides

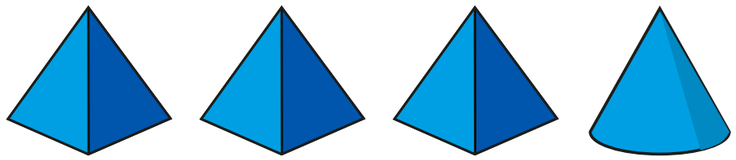
shapes with an odd number of vertices

shapes with an even number of sides

Sort 3D shapes

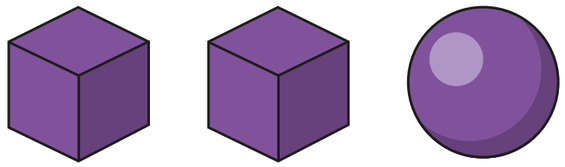
1 Circle the odd one out in each group and complete the sentences.

a)



The odd one out is a _____.

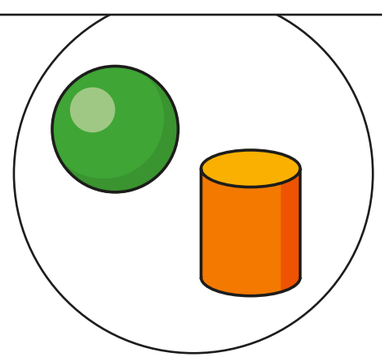
b)

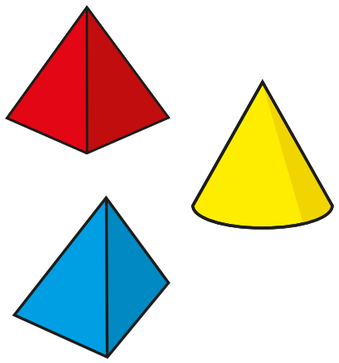


The odd one out is a _____.

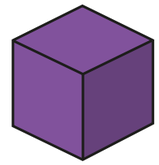
2 Tick the shape that could go in the group.

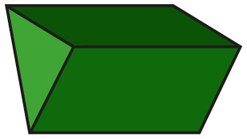
has a curved surface

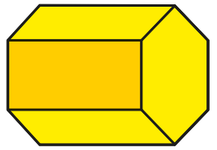




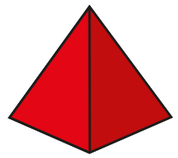
3 Tick the shape that could go in both groups.



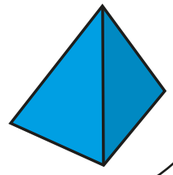




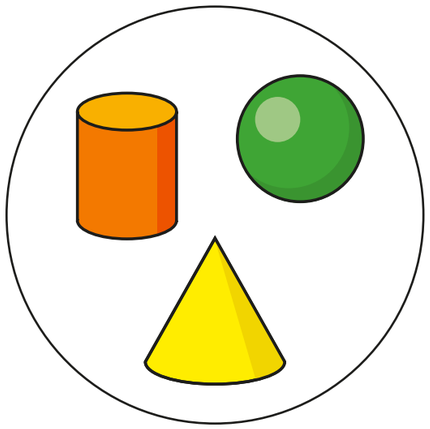
odd number of faces



even number of vertices



4 How have the shapes been grouped?



5 Write the name of a 3D shape that could go in each group.

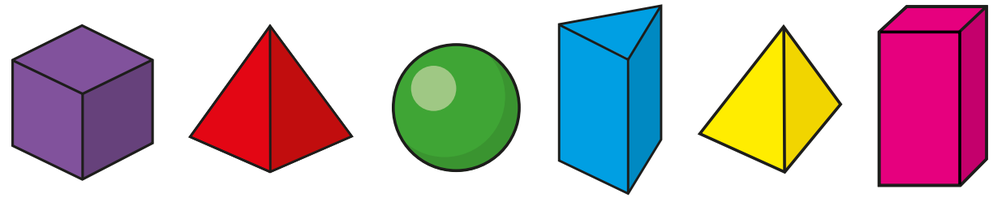
has 5 vertices

has 12 edges

has 1 curved surface

Can you think of any other shapes to go in each group?

6 **a)** Draw lines to sort the shapes into two groups.



Group A

Group B

b) Give each of your groups a label.

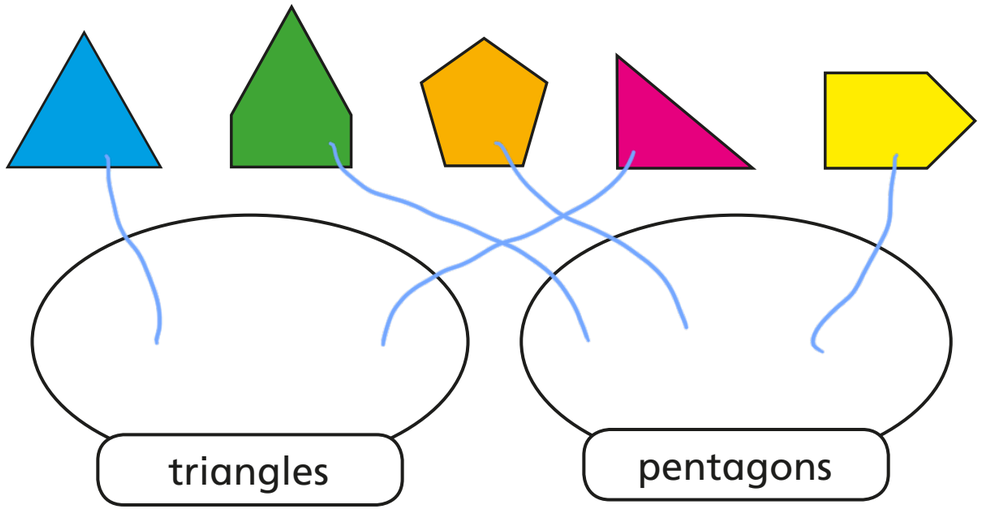
Group A: _____

Group B: _____

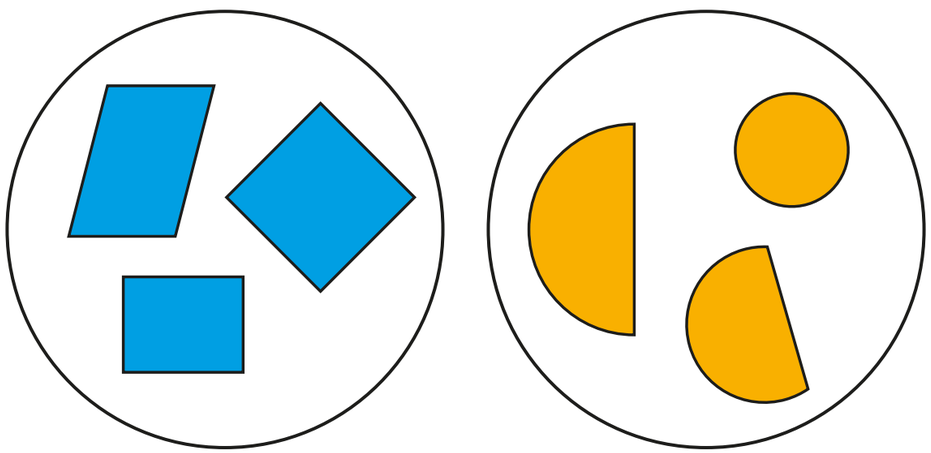
Compare answers with a partner.

Sort 2D shapes

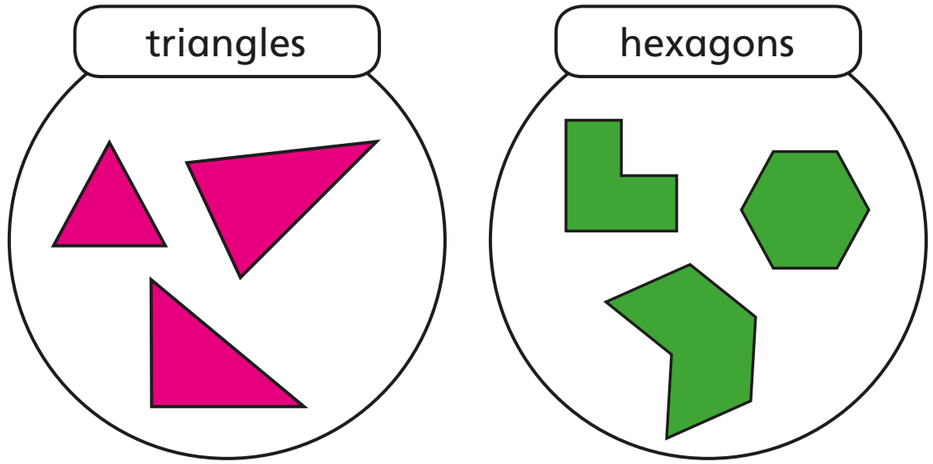
1 Draw lines to sort the shapes into groups.



2 How have the shapes been sorted?



3 Eva sorts some shapes.

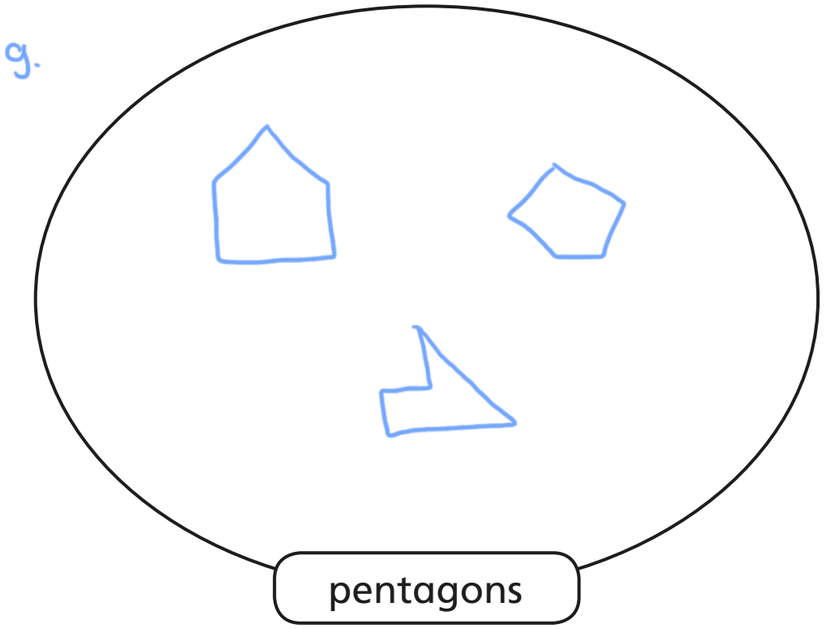


a) Is Eva correct? Yes

How do you know?

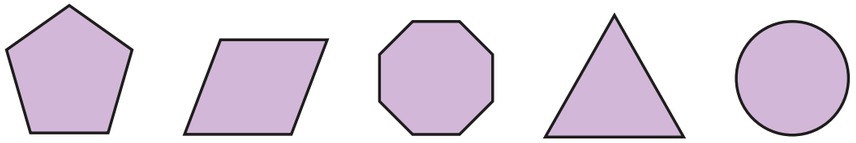
b) Draw a group of three different pentagons.

e.g.



4 **a)** Sort the shapes in order of the number of sides.

Start with the shape that has the fewest sides.



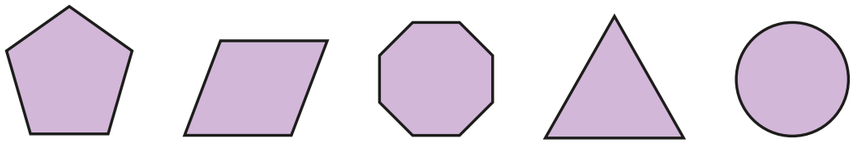
A B C D E

fewest most

E D B A C

b) Sort the shapes in order of the number of vertices.

Start with the shape that has the fewest vertices.



A B C D E

fewest most

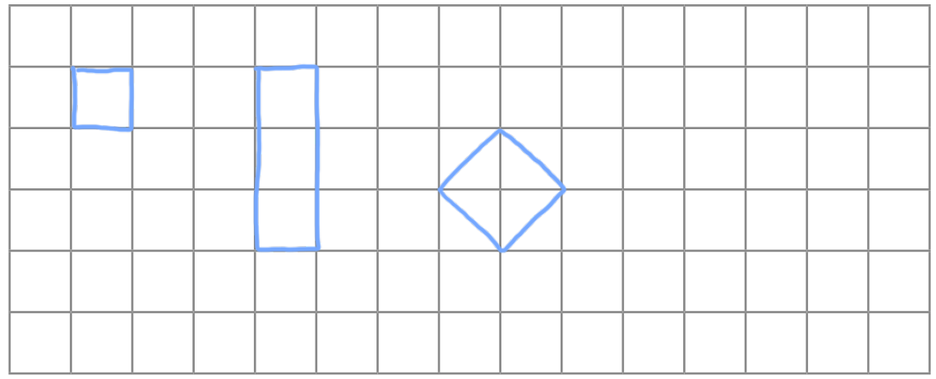
E D B A C

c) What do you notice about your answers to part a) and part b)?

5 Draw three different shapes in each group.

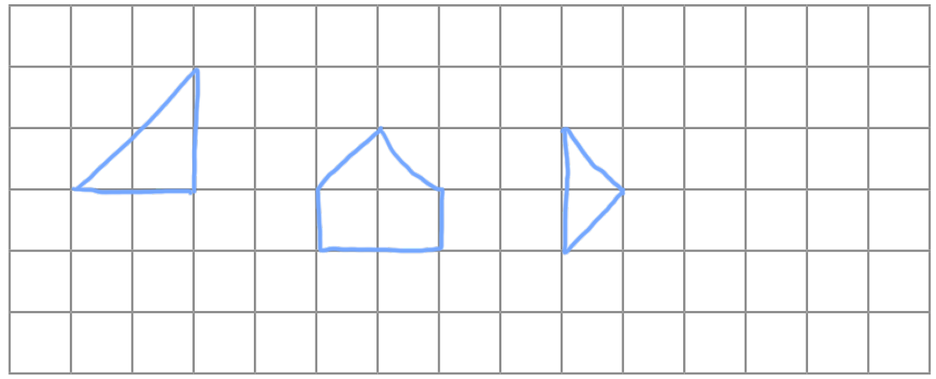
shapes with 4 sides

e.g.



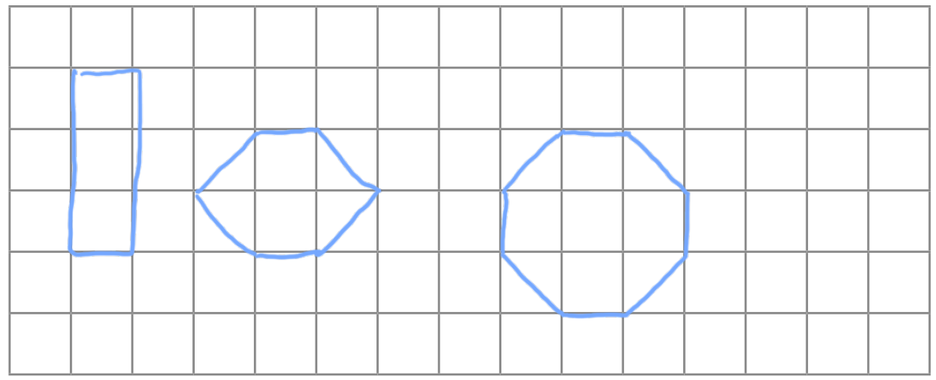
shapes with an odd number of vertices

e.g.



shapes with an even number of sides

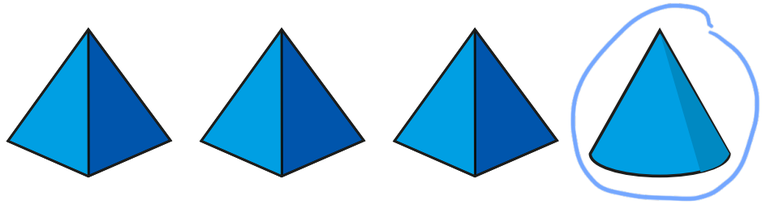
e.g.



Sort 3D shapes

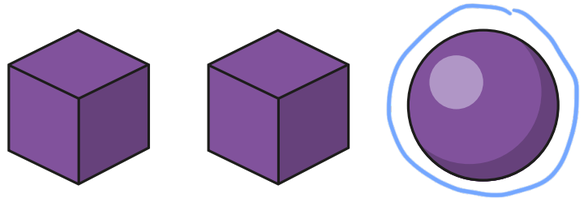
1 Circle the odd one out in each group and complete the sentences.

a)



The odd one out is a cone.

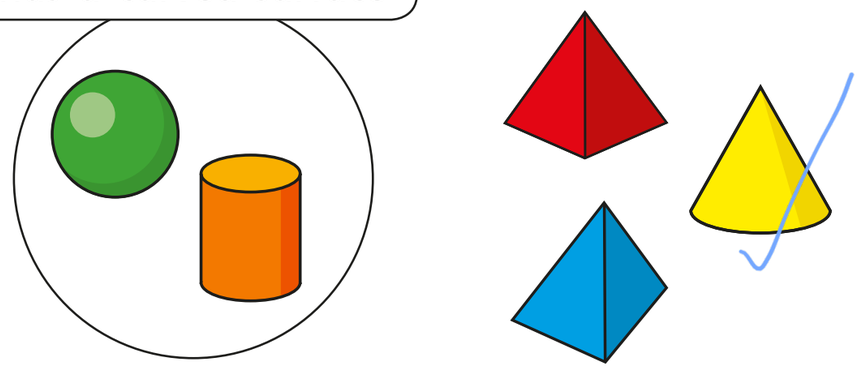
b)



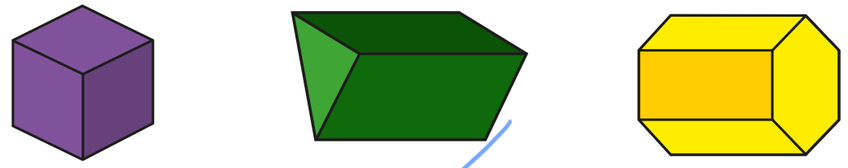
The odd one out is a sphere.

2 Tick the shape that could go in the group.

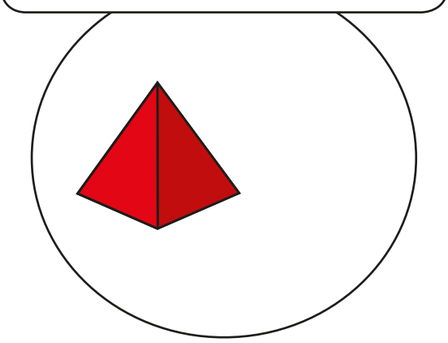
has a curved surface



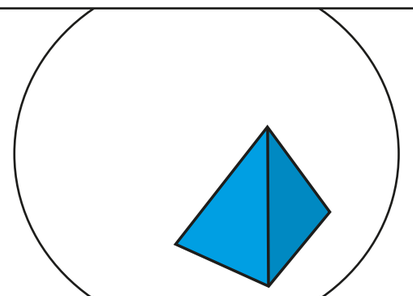
3 Tick the shape that could go in both groups.



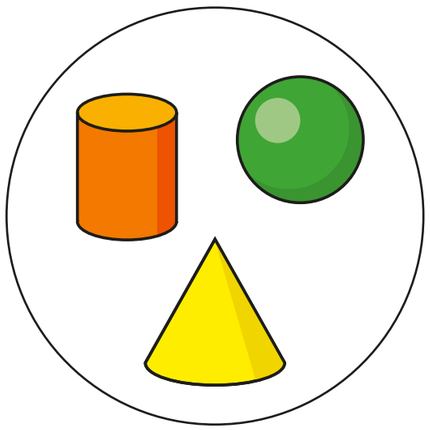
odd number of faces



even number of vertices



4 How have the shapes been grouped?



5 Write the name of a 3D shape that could go in each group.

e.g.

has 5 vertices

square-based pyramid.

has 12 edges

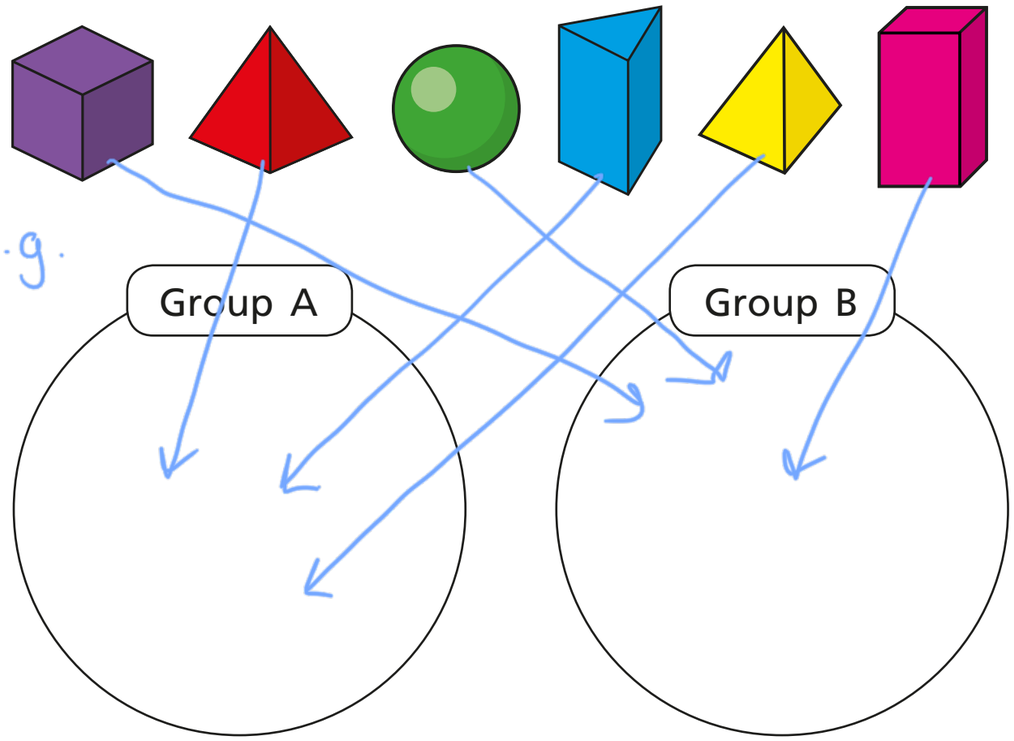
cuboid

has 1 curved surface

cylinder

Can you think of any other shapes to go in each group?

6 **a)** Draw lines to sort the shapes into two groups.



b) Give each of your groups a label.

Group A: Has at least one triangular face

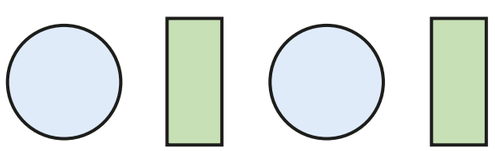
Group B: Has no triangular faces

Compare answers with a partner.

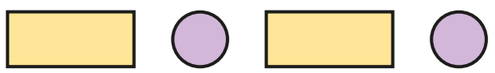
Make patterns with 2D shapes

1 Draw the next two shapes in each pattern.

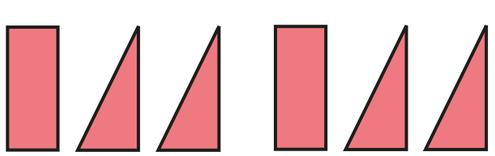
a)



b)

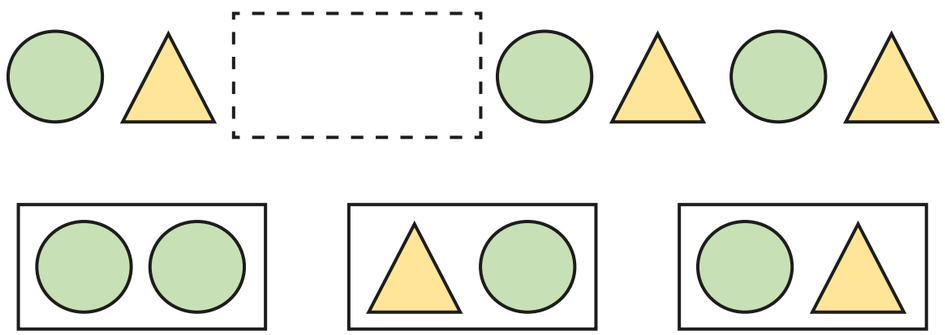


c)

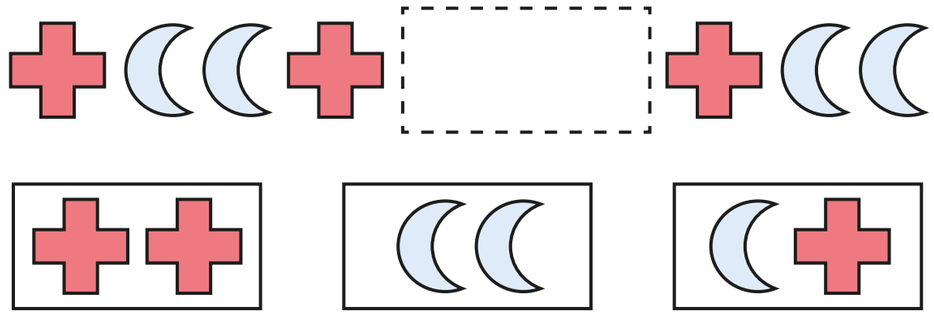


2 Tick the shapes that fit in each pattern.

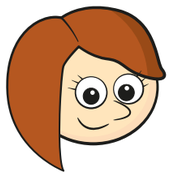
a)



b)



3



My pattern goes: circle, triangle, square, then it repeats.

a) Draw the first 9 shapes in Rosie's pattern.

b) What is the name of the 10th shape in the pattern?

c) What is the name of the shape to the right of the 5th shape?

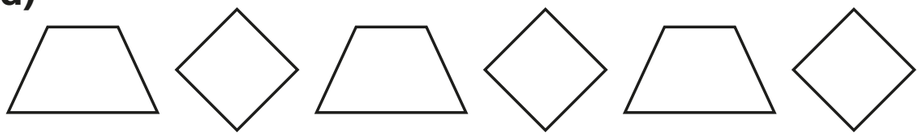
4 Mo makes a pattern using 4 rectangles, 4 triangles and 4 circles.

What could Mo's pattern be?

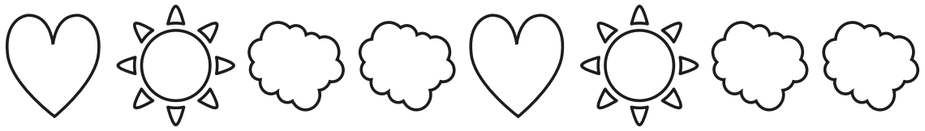
Draw two different possibilities.

5 Draw the 10th shape for each pattern.

a)



b)



6 Write your own repeating pattern of shapes.

For example: circle, rectangle, rectangle, circle, rectangle, rectangle ...

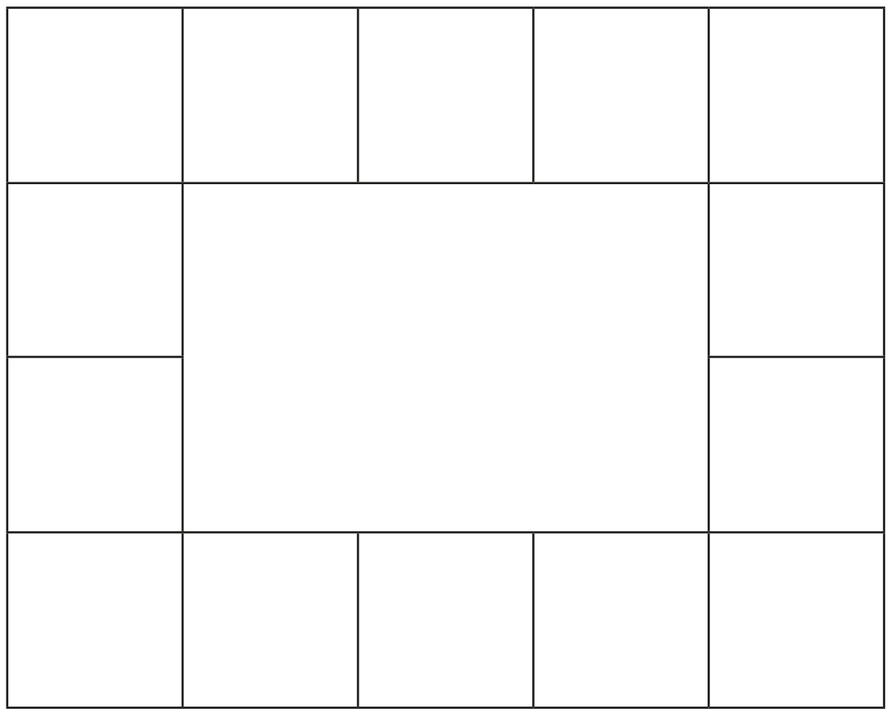
_____, _____, _____, _____,

_____, _____, _____, _____.

Swap with a partner and draw each other's patterns.

7 Draw a shape in each box to make a repeating pattern.

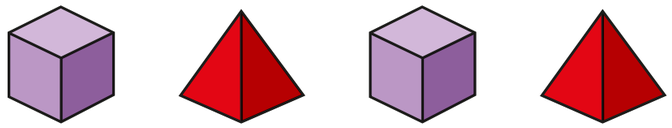
You may want to practise on a whiteboard.



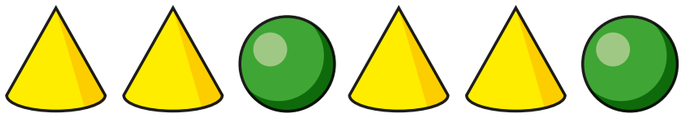
Make patterns with 3D shapes

1 Draw the next shape in each pattern.

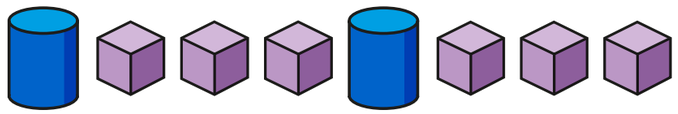
a)



b)

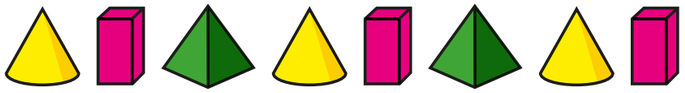


c)

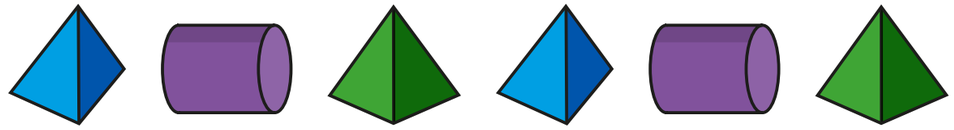


d)

e)



2 What is the name of the 3rd shape in the pattern?



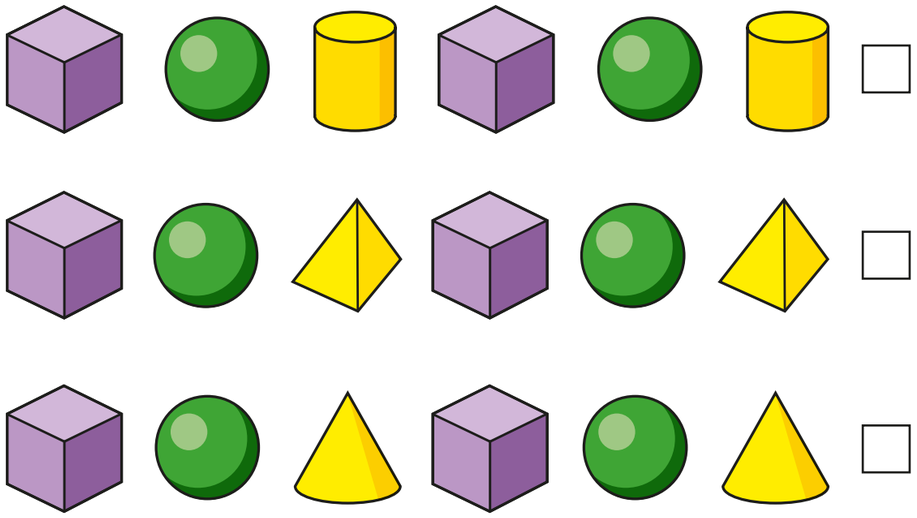
3 Here is a pattern made with 3D shapes.

a) Write the name of the 4th shape in the pattern.

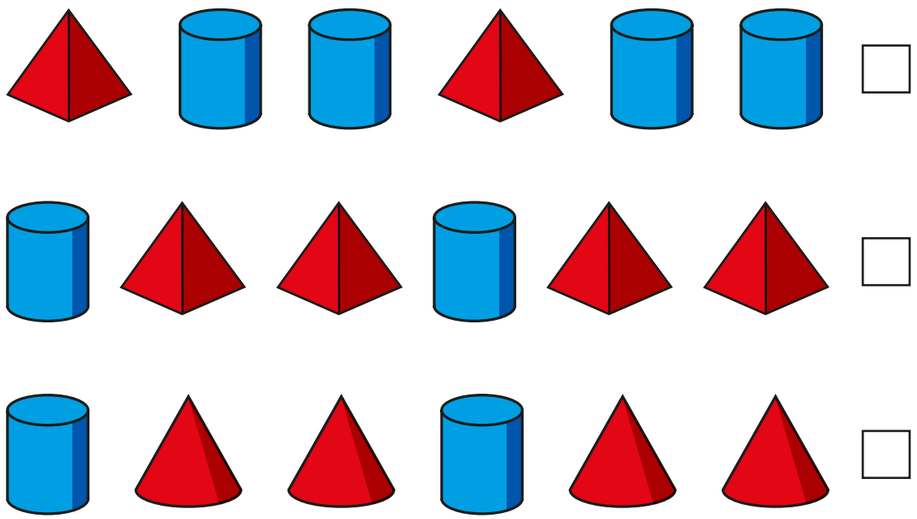
b) What would the 13th shape in the pattern be?

4 Tick the row that shows the pattern.

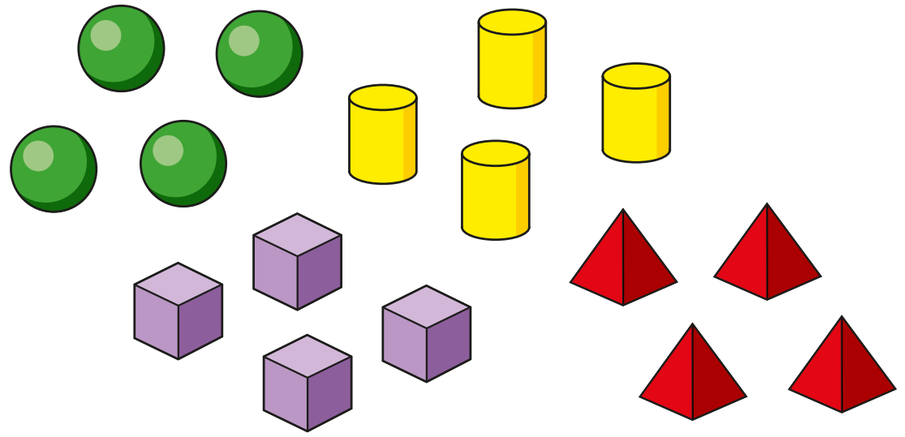
a) cube, sphere, cone, cube, sphere, cone



b) cylinder, pyramid, pyramid, cylinder, pyramid, pyramid



5 Eva is making a pattern using these shapes.



a) What pattern could Eva make?

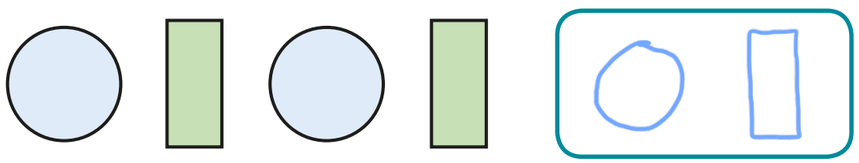
b) Can you arrange Eva's shapes to make a symmetrical pattern?

c) Compare answers with a partner.

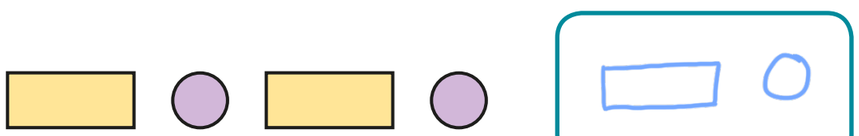
Make patterns with 2D shapes

1 Draw the next two shapes in each pattern.

a)



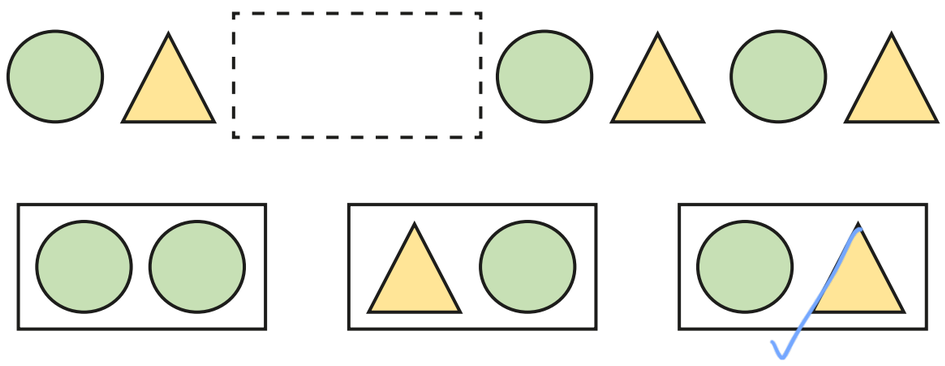
b)



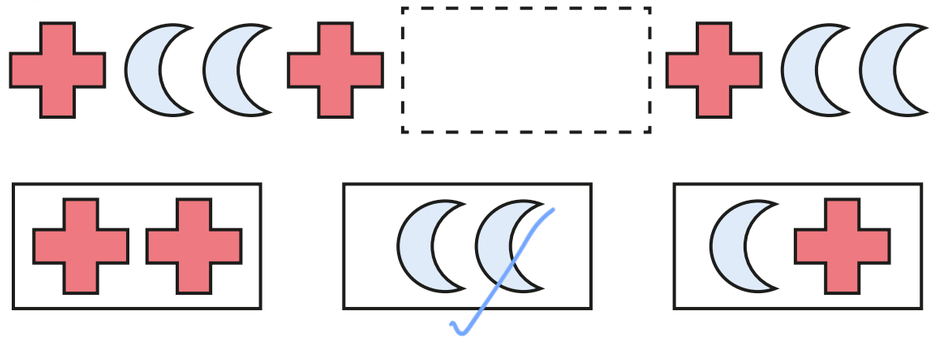
c)

2 Tick the shapes that fit in each pattern.

a)



b)



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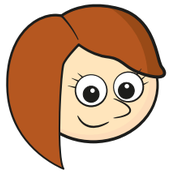
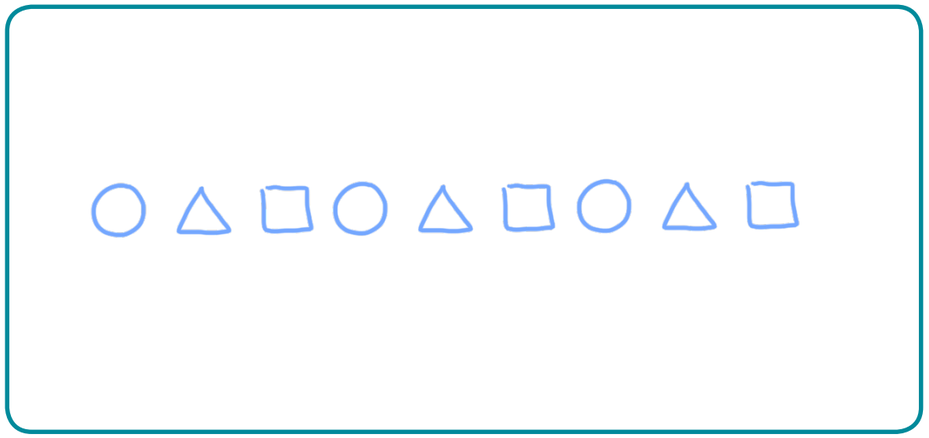


My pattern goes: circle, triangle, square, then it repeats.

a) Draw the first 9 shapes in Rosie's pattern.



b) What is the name of the 10th shape in the pattern?

circle

c) What is the name of the shape to the right of the 5th shape?

square

4 Mo makes a pattern using 4 rectangles, 4 triangles and 4 circles.

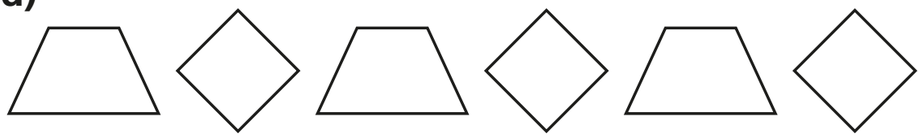
What could Mo's pattern be?

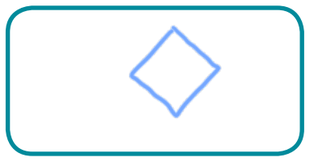
Draw two different possibilities.

e.g.

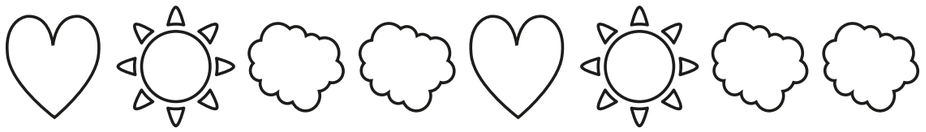
5 Draw the 10th shape for each pattern.

a)





b)



6 Write your own repeating pattern of shapes.

For example: circle, rectangle, rectangle, circle, rectangle, rectangle ...

Various answers.

_____, _____, _____, _____,

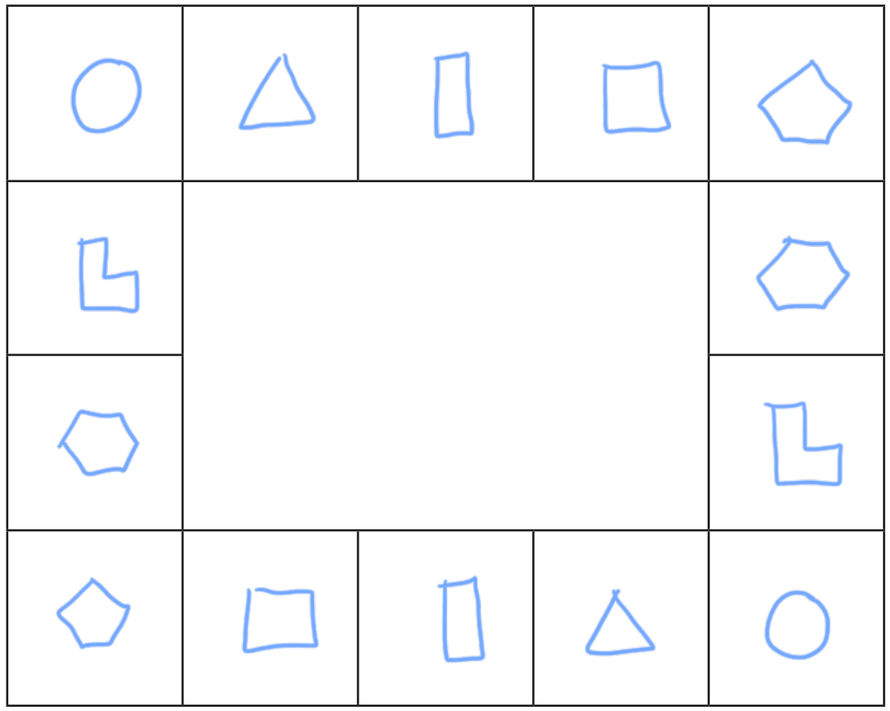
_____, _____, _____, _____.

Swap with a partner and draw each other's patterns.

7 Draw a shape in each box to make a repeating pattern.

You may want to practise on a whiteboard.

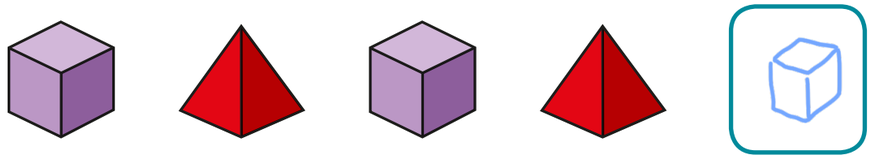
e.g.



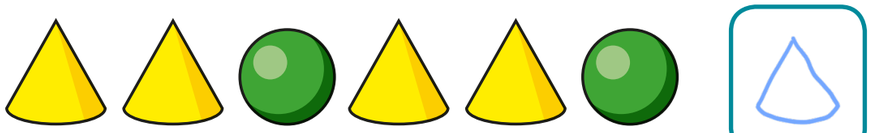
Make patterns with 3D shapes

1 Draw the next shape in each pattern.

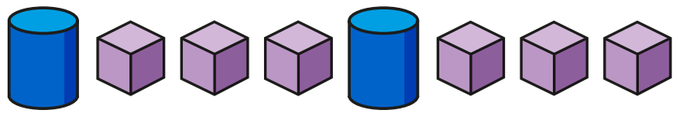
a)



b)

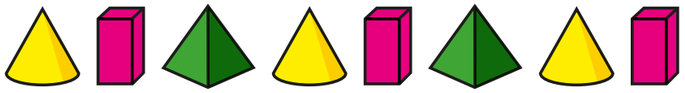


c)

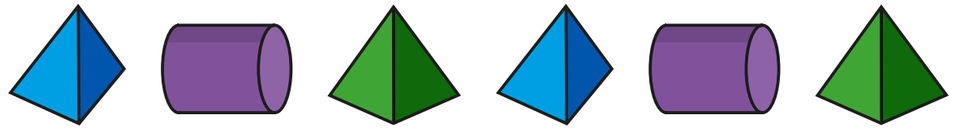


d)

e)



2 What is the name of the 3rd shape in the pattern?



pyramid

3 Here is a pattern made with 3D shapes.

a) Write the name of the 4th shape in the pattern.

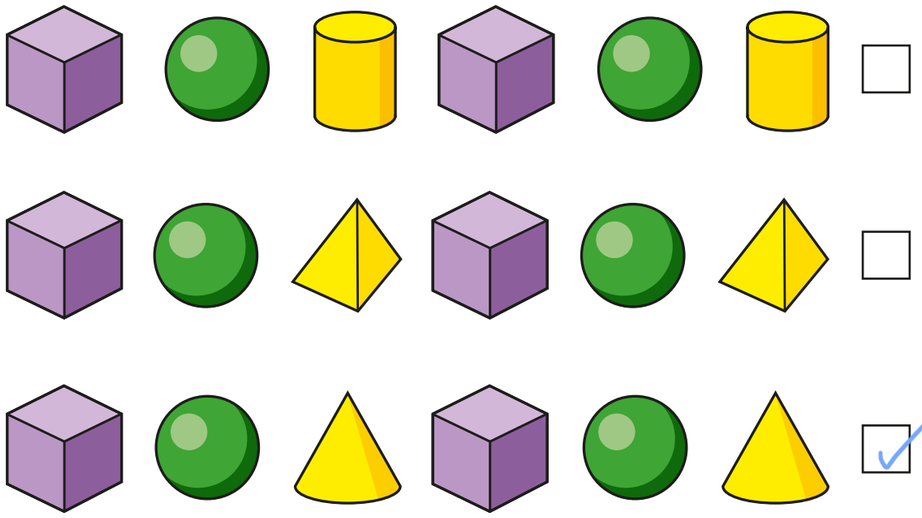
cuboid

b) What would the 13th shape in the pattern be?

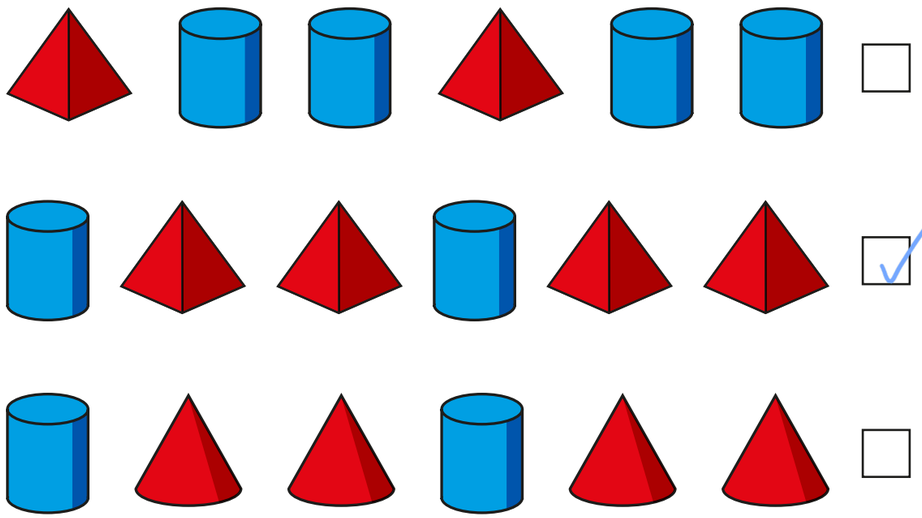
cone

4 Tick the row that shows the pattern.

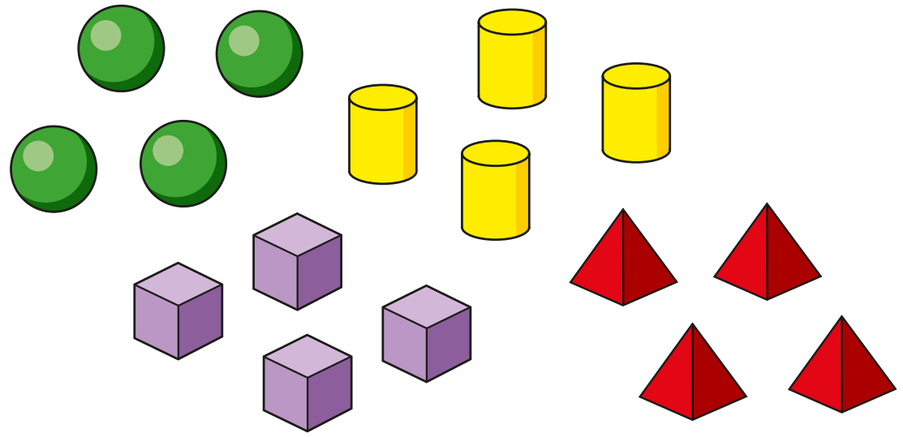
a) cube, sphere, cone, cube, sphere, cone



b) cylinder, pyramid, pyramid, cylinder, pyramid, pyramid



5 Eva is making a pattern using these shapes.



various answers.

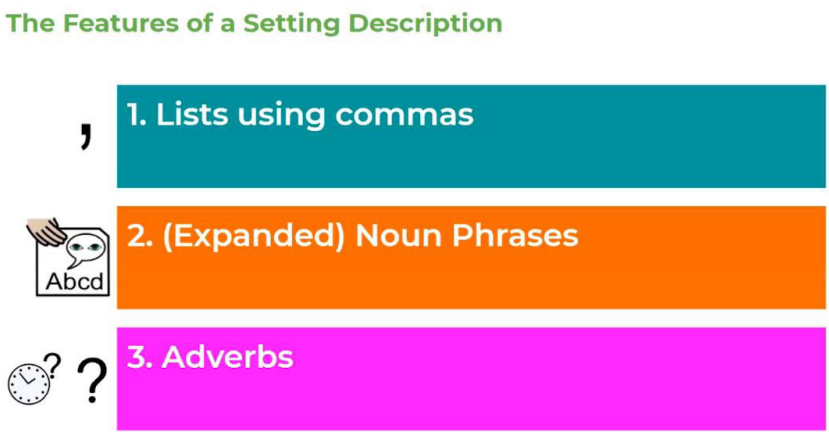
a) What pattern could Eva make?

b) Can you arrange Eva's shapes to make a symmetrical pattern?

c) Compare answers with a partner.

English Activity 1:

The features of a setting description that we are looking at this week are:



1. Lists using commas:

Commas are used to separate items in a list. They are also **used to separate adjectives that qualify the same noun** (long, sharp claws). For example:

Tom's favourite fruits are bananas, blueberries, strawberries and kiwis.

The dragon had long, sharp claws.

2. (Expanded) Noun Phrases:
   A noun phrase includes one noun as well as words that describe it, for example: the black dog. In year 2, children might be asked to look at noun phrases and turn them into expanded noun phrases, for example changing 'the black dog' to 'the big, furry black dog'.
3. Adverbs**: An adverb is a word which modifies a verb**, which means that it tells you **how**, **when**, **where** or **why** something is being done.
   Consider the following sentence:
   I called to my little sister.
   If you add an adverb, it gives you more information about the characters or the action in the sentence, for example:
   I called **angrily** to my little sister / I called **excitedly** to my little sister.
   Often, but not always, adverbs end in 'ly'. Exceptions include, fast, never, well, very, now, yesterday, here, there
   With an adult of older sibling see if you can identify the features we are looking for in the description below:

She stood calmly on the banks of the River Nile. She could see glistening water, leafy trees and birds sitting peacefully on the river's surface. She felt the heat of the warm, dry air as she walked slowly along the winding, sandy path. If she closed her eyes, she could hear birds tweeting, water rushing and the muffled noises of people talking. The reeds swayed gently in the cool breeze.

Let's correct ✓

She stood calmly on the banks of the River Nile. She could see glistening water, leafy trees and birds sitting peacefully on the river's surface. She felt the heat of the warm, dry air as she walked slowly along the winding, sandy path. If she closed her eyes, she could hear birds tweeting, water rushing and the muffled noises of people talking. The reeds swayed gently in the cool breeze.

- **Commas in Lists**

She stood calmly on the banks of the River Nile. She could see glistening water, leafy trees and birds sitting peacefully on the river's surface. She felt the heat of the warm, dry air as she walked slowly along the winding, sandy path. If she closed her eyes, she could hear birds tweeting, water rushing and the muffled noises of people talking. The reeds swayed gently in the cool breeze.

- **(Expanded) Noun Phrases**

She stood calmly on the banks of the River Nile. She could see glistening water, leafy trees and birds sitting peacefully on the river's surface. She felt the heat of the warm, dry air as she walked slowly along the winding, sandy path. If she closed her eyes, she could hear birds tweeting, water rushing and the muffled noises of people talking. The reeds swayed gently in the cool breeze.

- **Adverbs**

Now have a go on your own use a different colour to underline the features of a setting description in the passage bellow:

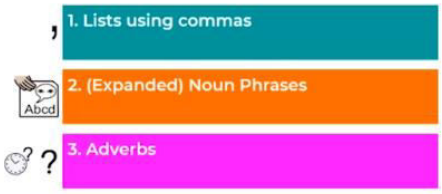
Identify

The Firework-Maker's workshop lay down a narrow, winding alley. The little girl could see people bustling about, busy shops and food stalls. The street vendors were shouting loudly and passers-by were chatting excitedly. The girl could smell fried prawns, aromatic spices and sugary tarts. The hot, humid air surrounded her.

Check:

Identify

The Firework-Maker's workshop lay down a narrow, winding alley. The little girl could see people bustling about, busy shops and food stalls. The street vendors were shouting loudly and passers-by were chatting excitedly. The girl could smell fried prawns, aromatic spices and sugary tarts. The hot, humid air surrounded her.



Images from InPrint

English Activity 2:

Commas in a list

When we write a list, we separate each item with a **comma** and we use **and** between the last two items.

She could see buildings, trees and roads.

1 — 2 — 3

comma to separate the first two items.

and to separate the last two items.

Commas in a list

When we write a list, we separate each item with a **comma** and we use **and** between the last two items.

He wore blue trousers, brown shoes and a tie.

1 — 2 — 3

comma to separate the first two items.

and to separate the last two items.

Identify

1. Circle the **commas** in the lists below
2. Underline each **and**

1. The man wore jeans, a shirt and some old trainers.

2. She ate a sandwich, some crisps and an apple.

3. She heard people talking, the wind blowing and birds tweeting.

Check:

Identify

1. Circle the **commas** in the lists below
2. Underline each **and**

1. The man wore jeans, a shirt and some old trainers.

2. She ate a sandwich, some crisps and an apple.

3. She heard people talking, the wind blowing and birds tweeting.

Practise

Add **commas** and **and** to the correct places in each of the following sentences.

1. Lila could see clouds trees a rushing river.

2. Lila could hear parrots screeching leaves rustling crocodiles snapping.

3. Lila could see sleepy snakes mighty tigers hardworking fisherman.

Check:

1. Lila could see clouds**,** trees **and** a rushing river.

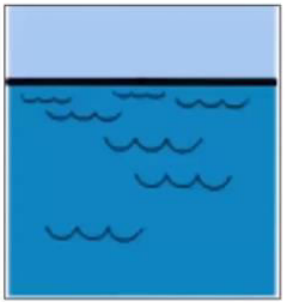
2. Lila could hear parrots screeching**,** leaves rustling **and** crocodiles snapping.

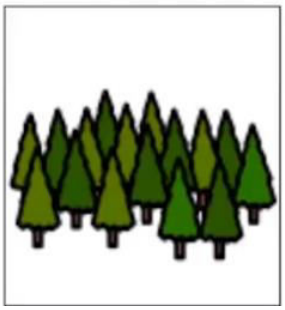
3. Lila could see sleepy snakes**,** mighty tigers **and** hardworking fisherman.

Practise

Write a list using a **comma** and **and** in the correct places.

Lila could see





English Activity 3

Read from the green arrow (with an adult or older sibling) to help you imagine the setting we will be describing. Discuss how the setting is described. Can you see any of the features of setting descriptions we have been looking at this week?

Mount Merapi

to come down. And what's this? *Gravel?* You want the White Elephant to walk on *gravel*? Fetch a carpet at once! A red one! Go on! Hurry!'

He clapped his hands, and the servants bowed and scampered away. In the background the new owner was tearing his hair. Chulak whispered to Lalchand once more:

'Don't worry! We'll get away tonight. All we need is a tarpaulin.'

'A tarpaulin? Whatever for?'

'No time to explain now. Just bring one to the gate tonight.'

And Lalchand had to make do with that. He went back to the workshop feeling heavy-hearted.

All this while, Lila had been making her way through the jungle towards the sacred volcano. Mount Merapi lay far to the north, and she had never seen it until, late that afternoon, she came to a bend in the jungle path, and found herself beside the river.

The size of the great mountain made her gasp. It was far away on the very edge of the world, but even so it reached halfway up the sky, with the bare sides rising in a perfect cone to the glowing crater at the top. From time to time the fire-spirits who lived there rumbled angrily underground and threw boiling rocks high into the air. A plume of eternal smoke drifted from the summit to join the clouds.

How can I ever get there? she wondered, and felt her heart quail. But she had chosen to make the journey, and she could hardly turn back when she'd barely begun. She shifted her bundle from one shoulder to the other and walked on.

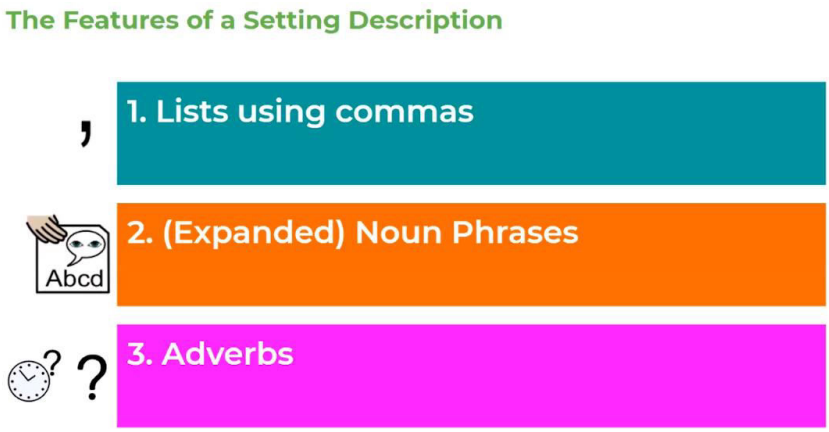
The jungle was a noisy place. Monkeys gibbered in the trees, and parrots screeched,

'From time to time the fire-spirits who lived there rumbled angrily underground and threw boiling rocks high into the air. A plume of eternal smoke drifted from the summit to join the clouds.' (Page 24)

Word Bank:

Describe Mount Meriapi (the volcano Lila sees). Describe Lila's experiences of the setting. What can she see? What can she hear? What might she smell? How might she feel?

Can you use any of these features in your writing today?



You could use these sentence starters to help you:

Lila looked up and saw….

Lila's nostrils filled with the smell of…

All around her she could hear….

Lila felt….

Reading extract and questions:
Year 2

From a Railway Carriage
by
Robert Louis Stevenson

Set A/B

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.

Here is a child who clambers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And there is the green for stringing the daisies!
Here is a cart run away in the road
Lumping along with man and load;
And here is a mill and there is a river;
Each a glimpse and gone for ever!

Questions for *From a Railway Carriage*
Set A

Identify key aspects

1. Name **one** thing from the poem that the train is faster than.

_____

2. Tick **two** things that the train goes past.

Tick two.

bridges	☐
the sea	☐
horses	☐
mountains	☐

3. Look carefully at the end of each line of the poem. **Find and copy** the words that rhyme with *plain, scrambles* and *road*.

plain, _____ scrambles, _____ road, _____

Vocabulary

4. Which word from the poem tells us that the horses and cattle are running?

_____

5. Which words tell us that the stations pass by very quickly?

Tick one.

painted	☐	in the wink of an eye	☐
whistle	☐	And ever again	☐

6. *Here is a cart run away in the road*
Lumping along with man and load;

Does the phrase 'lumping along' mean that the cart is moving quickly or slowly?

Tick one.

quickly	☐	slowly	☐

Inference

7. How can you tell the child in the poem is not with anyone?

_____

8. What kind of journey is the train on in the poem?

Tick one.

a short journey ☐ a long journey ☐

Explain why you think this.

_____

_____

Sequence

9. The train passes lots of things in the poem – here are just three of them. Write them in the order the train passes them.

a cart	a child	meadows
1.	2.	3.

Predict

10. What do you think might happen next in the poem?

_____

_____

_____

_____

Questions for *From a Railway Carriage*
Set B

Identify key aspects

1. Look carefully at the end of each line of the poem. **Find and copy** the words that rhyme with *eye, battle* and *witches*.

eye, _____ battle, _____ witches, _____

2. What is the child in the poem gathering?

_____

3. Write **one** thing the tramp does in the poem.

_____

Vocabulary:

4. Which word tells us something is only seen for a very short time?

Tick one.

glimpse	☐	charging	☐
gone	☐	clambers	☐

5. **Find and copy two** words that tell us how the child is moving.

1. _____ 2. _____

6. What does the word *gazes* mean?

Tick one.

cut your knee	☐
something coloured grey	☐
standing around	☐
stare at something	☐

Inference

And here is a mill and there is a river;
Each a glimpse and gone for ever!

7. Why are each ‘a glimpse and gone forever’?

_____

_____

8. How might the man driving the cart feel as the train rushes by? Explain your answer.

_____

_____

_____

Predict

9. What might happen if the train rushed past a school playground?

_____

_____

Sequence

10. Draw a line to show which sentence opener is from the beginning, middle and end of the poem.

beginning	Here is a child…
middle	And here is a mill…
end	Bridges and houses…

Answers for *From a Railway Carriage*

Set A:

Identify key aspects:

1. fairies or witches
2. bridges **and** horses
3. plain, rain; scrambles, brambles; road, load

Vocabulary:

4. charging
5. in the wink of an eye
6. slowly

Inference:

7. it says *'all by himself'*
8. a long journey – pupils' explanations should include references to all of the different things seen on the journey/that it is travelling very fast.
E.g. A long journey because the train goes past lots of things like bridges, hedges, ditches, meadows, hills, plains.

Sequence:

9. 1. meadows; 2. a child; 3. a cart

Predict:

10. Pupils should offer a prediction on the train's journey, for example coming into a station, reaching its destination, being stopped by a signal, or offer other plausible things the train may pass on its journey.

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Answers for *From a Railway Carriage*

Set B:

Identify key aspects:

1. eye, by; battle, cattle; witches, ditches
2. brambles
3. stands or gazes

Vocabulary:

4. glimpse
5. clambers and scrambles
6. stare at something

Inference:

7. Accept any answer that refers to the train going past them fast so they won't be seen again/the train not stopping/the train not returning to or going back to the river/mill. Also accept answers that refer to the people on the train not seeing the river and mill again.
8. Pupils should justify their answers. For example, the driver may be feeling sad because his cart is so slow and the train is so fast, or he may feel excited to see the train go by because he is working hard and he likes watching the train.

Predict:

9. Responses could include references to children running alongside the train, being scared by the noise or being very excited.

Sequence:

10. beginning – Bridges and houses…
middle – Here is a child…
end – And here is a mill…

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Year 2

Editing 3

Commissioned by The PiXL Club Ltd.
August 2019

Editing 3

There are 2 punctuation errors in the text below. Circle them and correct them.

Think:

- Have capital letters been used after a full stop and for a proper noun?
- Have full stops been used correctly?

every plant starts off as a seed or a bulb. A seed is small and hard. The seed then sprouts roots which help to anchor it into the soil. From this, a mature Plant begins to grow.

There are 4 spelling errors in the text below. Circle them and write the corrections below.

Think:

- Read through for any errors which are easy to make (for example, whith instead of with).
- Use your spelling rules (e.g. getting or geting; joyful or joyfull).

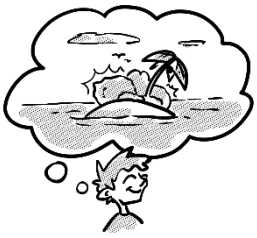
The enormous ocean is the perfect place for blue whales to live. Since they're as long as 3 buses put together, thay need lots of space to swim around. The water is two cold for peepal to live in but it never bothers the whales as they have a thick layer of blubber to keep them warm. To build up their blubber, they have to goble up millions of tiny fish called krill.

1. _____ **2.** _____

3. _____ **4.** _____

Dictionary work: there is 1 word in the box below that is spelled incorrectly. Use a dictionary to check the words and circle it. Write the correct spelling below.

creatures	habitate	desert



Word: _____

Definition (the meaning of the word): _____

_____

Answers: Editing 3

Every plants start off as a seed. A seed is small and hard. The seed then sprouts roots which help to anchor it into the soil. From this, a mature **p**lant begins to grow.

The enormous ocean is the perfect place for blue whales to live. Since they're as long as 3 buses put together, **they** need lots of space to swim around. The water is **too** cold for **people** to live in but it never bothers the whales as they have a thick layer of blubber to keep them warm. To build up their blubber, they have to **gobble** up millions of tiny fish called krill.

Spelling Corrections & Explanations:

1. they – common exception word: not recognising the grapheme 'ey' for the phoneme 'a'

2. too – homophone error: two 'o's because it's too much, more than one; *t**oo** c**oo**l for one*

3. people – common exception word: common phonetical error with a child hearing the graphemes as a vowel digraph phoneme *ee*; use a spelling voice *pe – o – p – le*

4. gobble – spelling rule error: the spelling of 'll' sound spelt at the end of the word. When you add *le*, the *l* is a loser – it won't help protect lonely vowels from the *e.* If the vowel is alone, it still needs two other consonants to protect it!

Dictionary work:

habitat (noun) - a place where an animal or a plant is found in the wild

Renewable Energy

What is renewable energy?

Renewable energy comes from natural resources that are naturally replenished, such as sunlight, wind and waves.

Non-Renewable Energy

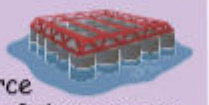
What is non-renewable energy?

Non-renewable energy comes from natural resources that are not naturally replenished, such as oil and coal.

Renewable & Non-renewable Energy

Renewable

Wave

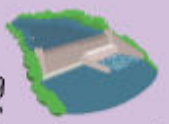


Waves are created by the wind blowing across the sea and by the gravitational force of the moon. Wave power uses the energy of the waves to turn turbines that make electricity.

Geothermal

Geothermal power uses the heat that comes from deep rocks under the surface of the Earth. The temperature of the Earth increases towards its centre. The hot water or steam that comes from deep within our planet can be used to make electricity.

Hydro-electric



Hydro-electricity is generated from running water. Dams are built across a lake or river in a valley to trap water. The water flows through tunnels and turns the turbines which make electricity.

Solar

The Sun releases an amazing amount of energy due to the nuclear fusion of hydrogen taking place within its core. Solar panels, called photovoltaic cells are used to convert the Sun's energy into electricity. The Sun can also be used to heat water passing through special solar collectors.

Wind

Wind is made when the Sun heats the Earth and the area above land gets hotter than the area above water. The hot air above land rises upwards leaving an area of low pressure. Cooler air moves into this area of low pressure making wind which we use to turn wind turbines and make electricity. Wind used to be used to turn windmills to grind wheat into flour.

Biomass

Biomass uses the energy from plants and waste materials to make electricity. For example, wood or animal droppings can be burnt to make steam that turns turbines to make electricity.

Tidal

Tidal energy comes from the movement of water in the sea by the tides. These tides happen twice a day. The flow of water that is created by the tides is used to turn generators that make electricity.

Non-renewable

Oil & Gas

Oil and gas are fossil fuels which were formed in the Carboniferous period millions of years ago when tiny sea creatures called diatoms died and sank to the bottom of the oceans. As more and more layers of sediment covered the sea creatures, they were crushed by the massive pressures and the carbon in their bodies eventually turned to oil and gas. We burn this oil and gas in power stations today.

Nuclear

Nuclear fuel is made from radioactive Uranium Ore which occurs naturally in the ground, particularly in Australia, Canada and America. It is also known as yellowcake for its distinctive bright yellow colour. The yellow Uranium Ore is purified to provide the shiny Uranium metal used in nuclear power plants.

Coal

Coal is a fossil fuel which was formed in the Carboniferous period millions of years ago, (before the dinosaurs!), when the earth was covered with oceans, swamps, trees and plants! When the trees and plants died they formed a layer of peat, which over time became buried by more and more layers of clay, sand and rock. Over millions of years, the pressure of these extra layers turned the peat into the coal we put on our fires and fuel our power stations with today.

Why Don't We Use Renewable Energy All the Time?

- Renewable energy, such as wind or sunshine, can't be stored to be used whenever we need it.
- If the wind doesn't blow, or if it isn't very sunny, then there may not be enough power for everyone.
- Non-renewable resources, such as oil or coal, can be stored and used when they are needed.
- Non-renewable energy is usually cheaper than renewable energy, which means not everyone can afford to use renewable energy.

The Problem With Energy

Non-Renewable Energy

Most of our energy is made from burning **fossil fuels,** like oil, coal and gas. These were made under the earth millions of years ago. We get them from mining or drilling deep underground.

When they are used up, there will never be any more. This means that they are **non-renewable.**

Some of our energy is made in **nuclear** power stations.

Nuclear power is made from the metal **uranium,** which is also **non-renewable.**

The Problem With Energy

Non-Renewable Energy

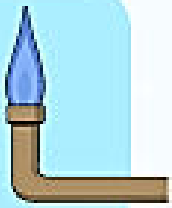
Uranium, coal, oil and gas are all running out!

Scientists think that, if we carry on using as much energy as we do now, that there might be....

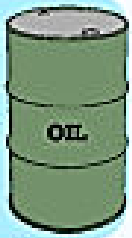
200 years worth of uranium left.

70 years worth of coal.

60 years worth of gas.



And only a 40 year supply of oil.



What do you think will happen when they run out?

The Problem With Energy

Climate Change

Here are some of the problems caused by climate change....

Solutions

What can we do to solve these problems? Do you have any ideas?

There are two main ways that people can help to solve these problems.

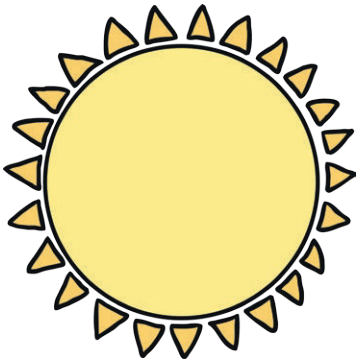
- Use renewable sources of power to make our energy.
- Cut down on the amount of energy we use.

Both of these things will help us to use less fossil fuels.

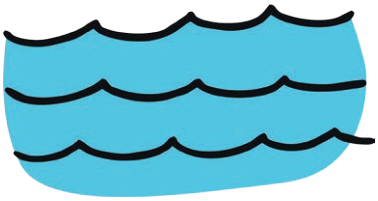
Renewable Energy

Circle the renewable energy sources.

sunlight

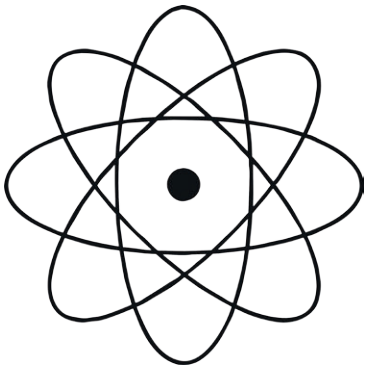


tides

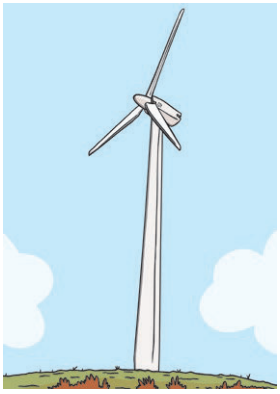


coal

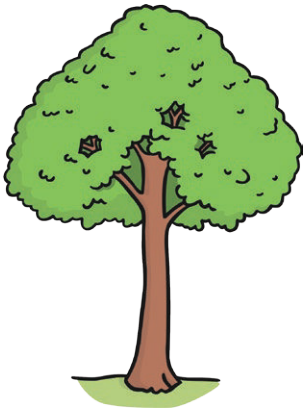
nuclear



wind



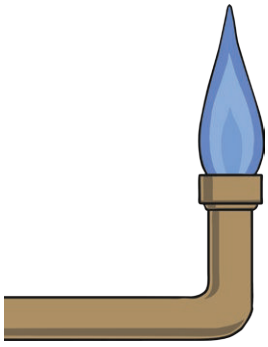
biomass



rain

oil

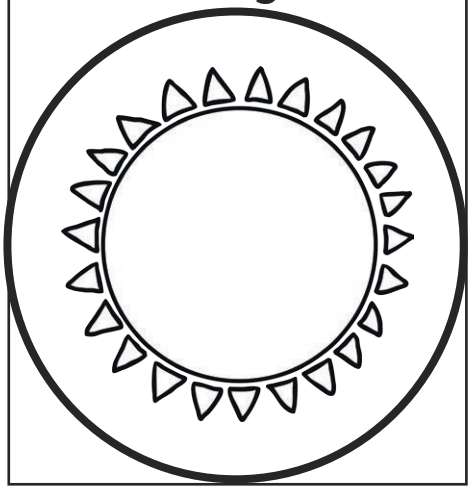
natural gas



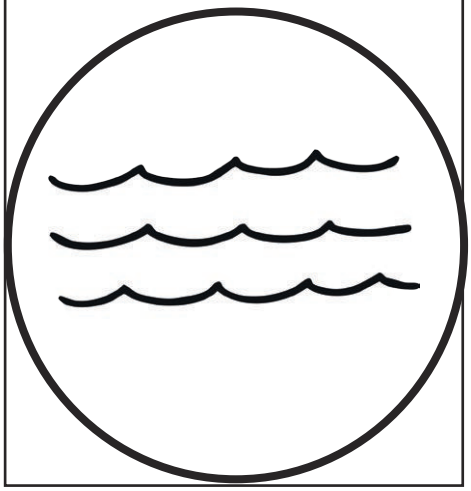
Renewable Energy Answers

Circle the renewable energy sources.

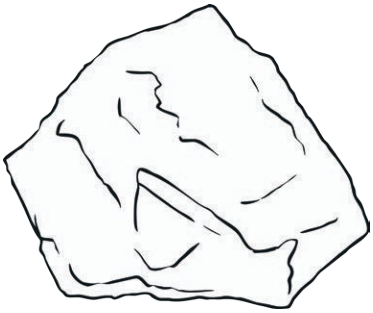
sunlight



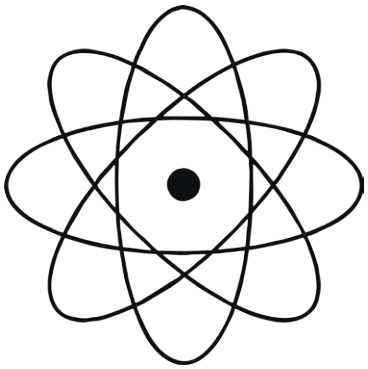
tides



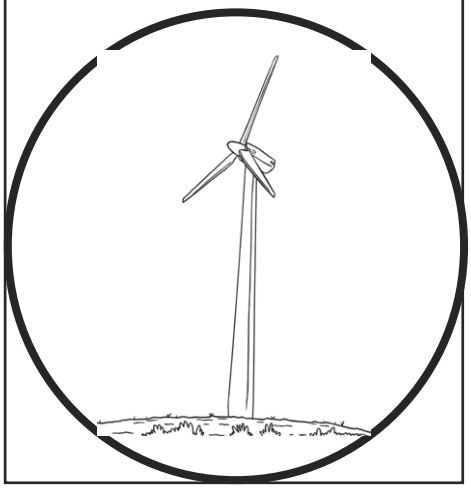
coal



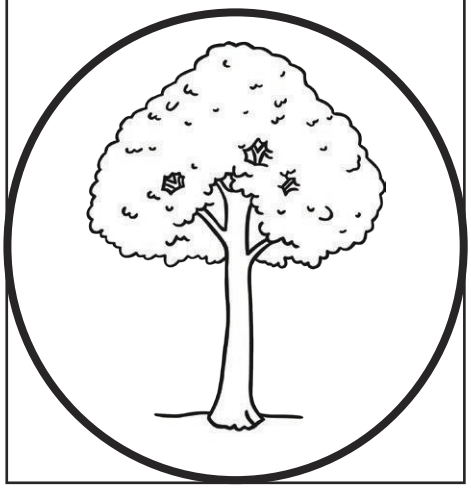
nuclear



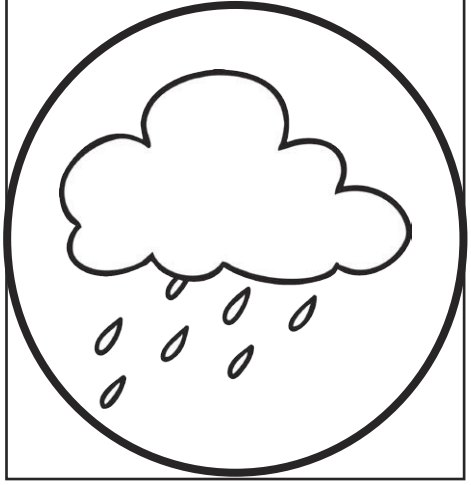
wind



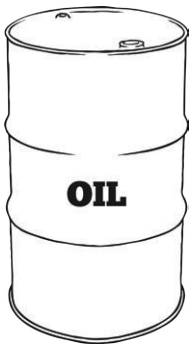
biomass



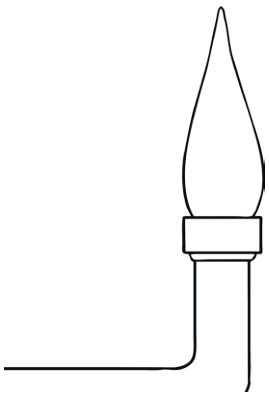
rain



oil



natural gas



How to Make a Solar Oven

You will need:

Pizza box

Plastic wrap

Black construction paper

Newspapers

Scissors

Tape

Glue

Aluminum foil

Wooden skewers

Supplies to make a snack using solar oven

Instructions

1. Have an adult carefully draw a square onto the top lid of the pizza box.
2. Ask the adult to cut three of the sides of the square, to create a flap.
3. Line the inside of the pizza box with black construction paper.
4. Crumple up pieces of newspaper, and place the pieces around the perimeter of the pizza box to better insulate the oven. Be sure to not cover the center of the box, where the food will be placed.
5. Lift up the flap that was cut into the pizza box and bend it back so it is open. Cover the inside of the flap with aluminum foil, so the sun can reflect off the foil and into the pizza box.
6. Inside the flap, tape plastic wrap to cover the hole. This will allow sunlight to enter the oven.
7. Carefully, use a skewer to prop open the aluminum-covered flap. It can be punctured through the flap and into the pizza box.
8. The solar oven is ready and can be used to prepare a delicious snack!

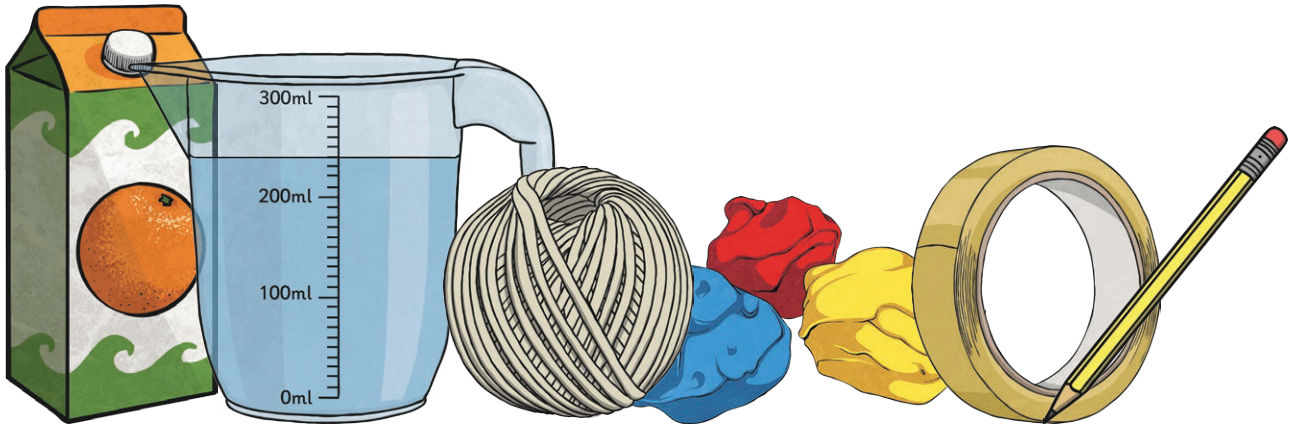
Make a Turbine

You will need:

- an empty juice carton
- a sharp pencil
- a ball of modelling clay
- masking tape
- jug of water
- string

Method

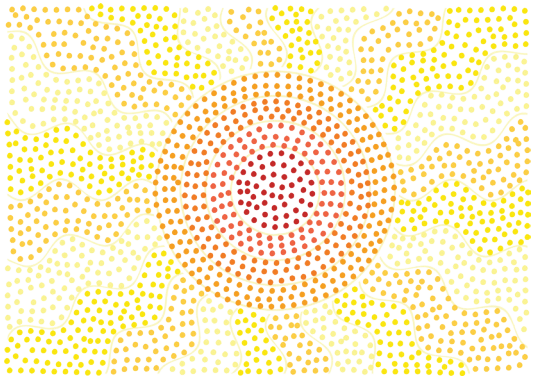
1. Place the ball of modelling clay under a corner of the carton.
2. Put the pencil inside the carton and push a hole into the corner, through to the modelling clay.
3. Repeat for the other three corners.
4. Place masking tape over the holes at the bottom.
5. Fasten the top together with tape and leave the pourer open.
6. Make a hole in the top of the carton along the ridge, then tie the string through so the carton can hang.
7. Hang the carton outside where the ground can get wet.
8. Pour water into the carton through the pourer.
9. Remove the tape from one corner. Observe and record what happens using the Turbine Recording Sheet.
10. Remove the tape from two opposite corners. Observe and record what happens.
11. Remove the tape from all four corners. Observe and record what happens.

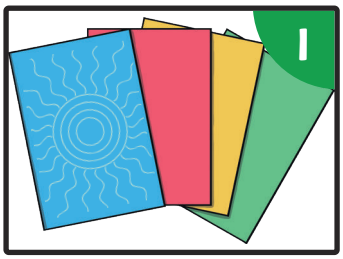


Sunshine Dot Painting

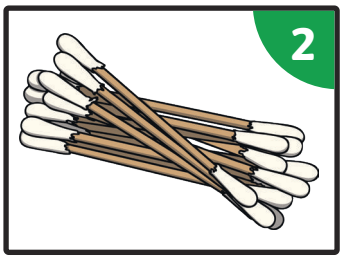
You will need:

- a sunshine template (this will need to be printed in very light greyscale)
- water pot
- yellow paint
- red paint
- orange paint
- white paint
- cotton buds

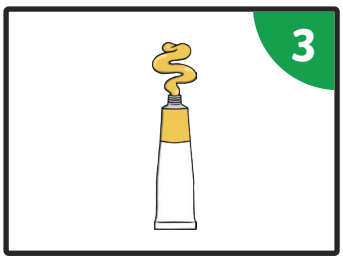




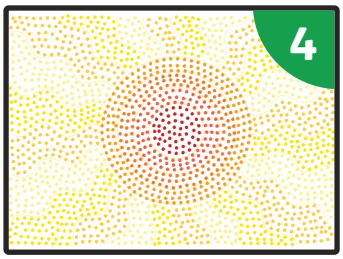
Take a sunshine template.



Carefully dip the tip of a cotton bud into one of the paint colours.



Fill one section of the template with this colour. Take care that the dots don't touch each other.



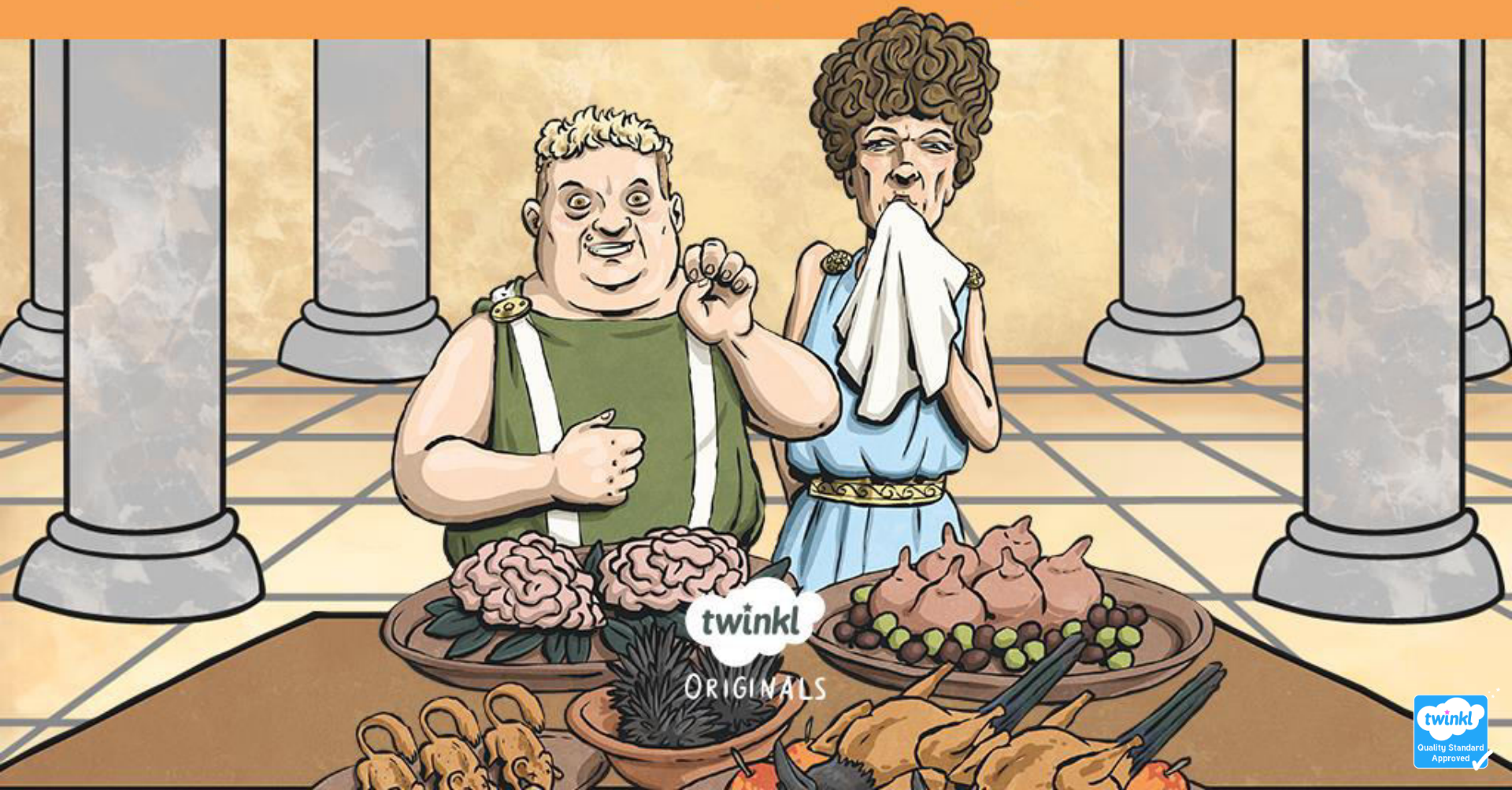
Work through the different sections of the template using the coloured paints to represent the sun.

Top Tip:

You could make the colour orange using red and yellow paint. Experiment with mixing white paint to see what happens to your other colours.

History Hackers: Roman Rescue

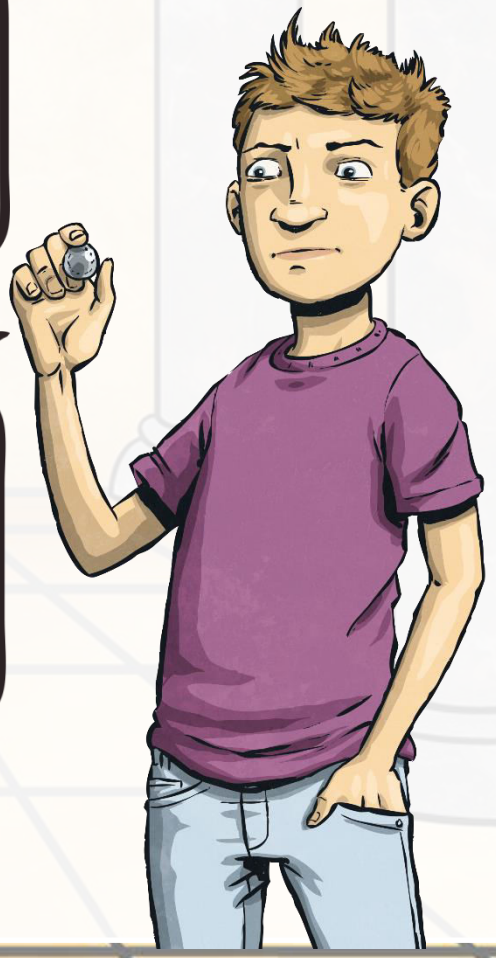
Build a Banquet Activity



Build a Banquet

We have just been assigned a new task from the Emperor, Septimius Severus. He wants us to create a menu for his next banquet.

Severus has given us strict instructions. Can you help us? The Romans had some very strange tastes in foods – take a look and see what menu you can come up with.



Sumptuous Starters

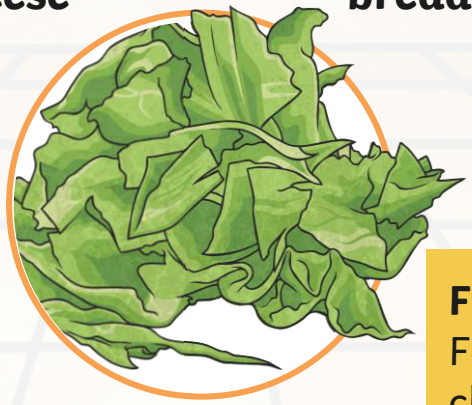
Design a starter using the following ingredients:

olives

cheese

bread

fruit



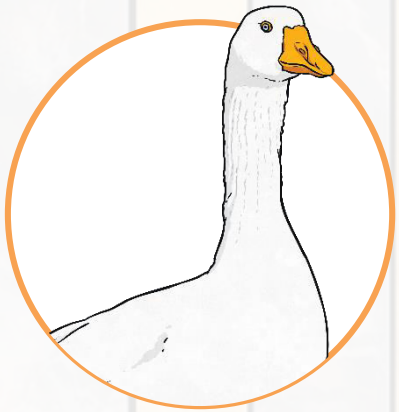
salad

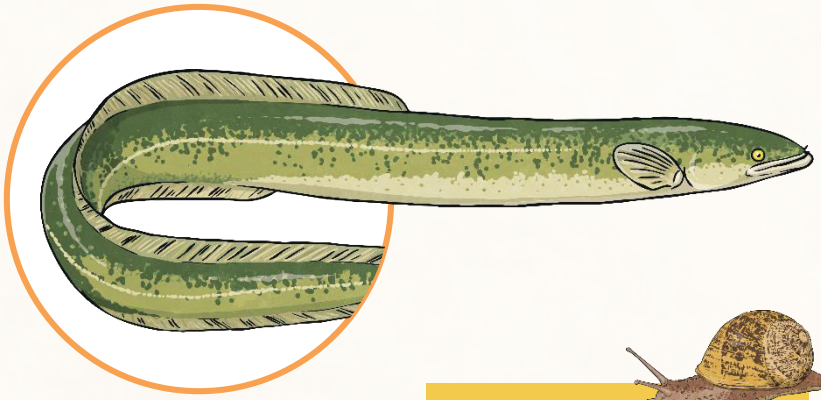
Fun Fact

Food was cut into bitesize chunks so that Romans could eat with their fingers.

Marvellous Mains

Create a main meal using the following ingredients:





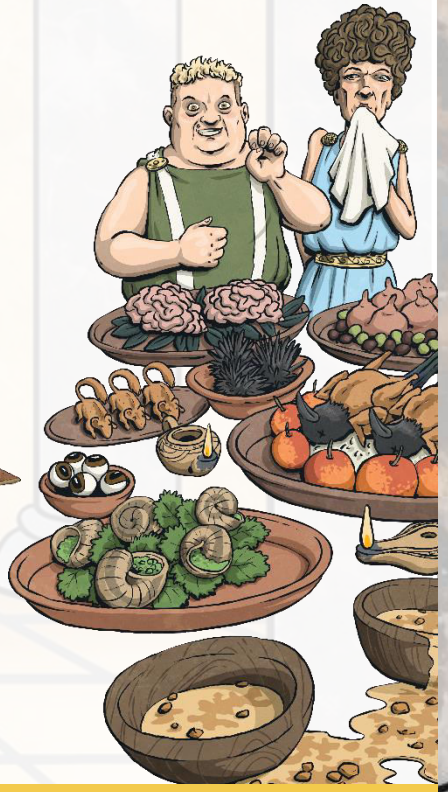
Stuffed meats

- goose
- duck
- boar
- goat
- lamb
- hare
- peacock
- pheasant

Fish

- eels
- oysters
- mackerel

Make your menu extra special by including delicacies like snails and dormice!



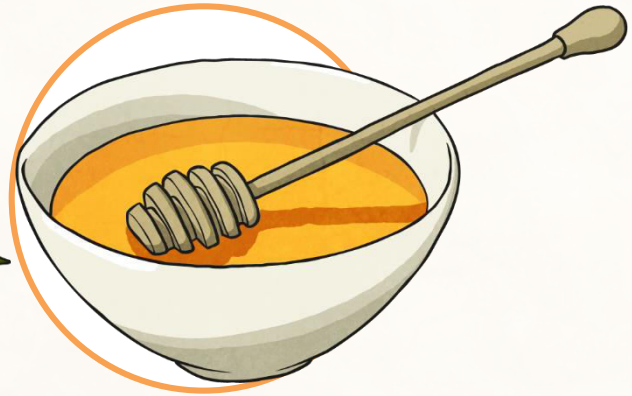
Fun Fact

Roman banquets would last for hours and lavish entertainment was provided between each of the courses.

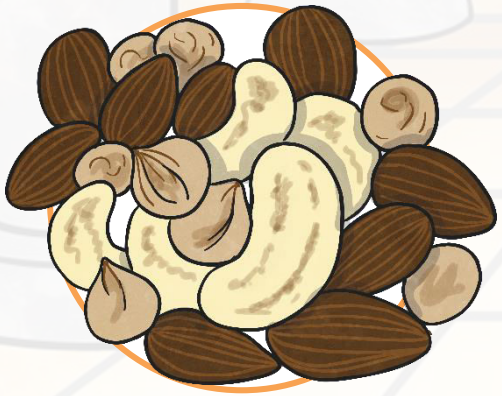
Delectable Desserts

Create a dessert using the following ingredients:

fruit



honey



nuts

pastries (e.g. tarts)

Fun Fact
Food was served to guests whilst they reclined on couches surrounding small tables.


twinkl
ORIGINALS

A Roman Meal

Starter

Main Course

Dessert