

WB 22.6.2020 .

Welcome to week 11 of our online home learning journey.

I hope you enjoyed last week's book and have had the chance to write up your ideas. Please make sure you put them on the blog or email them to me as I would love to see them.

It was lovely to see some of you at the class Zoom on Monday. I look forward to seeing your smiley faces and hearing about what you have been up to next week. Please Email me at c.evans@buriton.hants.sch.uk if you would like to be included for next week and I will add you to the list. You don't have to put your sound or video on if you just want to watch - we won't be offended.

Miss Moore will no longer have any input into the Sapphires home learning so again if you have any questions please email me (Mrs Evans).

I am trying to ensure the homelearning is accessible for children both at home and back at school so please, as always, do what you are able to do and supplement your learning with the websites we have signposted in previous weeks.

I hope you enjoyed last week's activities and have fun completing this week's.

Miss Moore and Mrs Pinhorn send their love.

Have a good week.

With love

Mrs Evans xx

Lovely Literacy

Reading

Year 2 - Make sure you read every day for about 20 mins. This can be anything that interests you or a book you've already read.

Complete pages 22-23 of your Year 2 Reading CGP Book - Poems.

Year 3 - Read every day for about 20 minutes. Talk about what you have read and why people in the text behave the way they do.

If you want to do more use Twinkl to find reading activities for year 3.

Writing Year 2 and 3

It occurred to me that the work I set for English last week might have taken longer than 5 sessions! So, this week I have planned a shorter unit which will give you a chance to finish last week's work first.

This week we are going to complete a poetry unit using the poem - 'The Magic Box' by Kit Wright.

You can print a full version in resources or use the version below:

Lesson 1:

Read aloud and enjoy the poem:

Try reading with different expression and explore any unknown vocabulary together. Watch Kit Wright performing his poem to children at:

<https://www.bbc.co.uk/bitesize/clips/zkpmhyc>



The Magic Box

I will put in the box

the swish of a silk sari on a summer night,
fire from the nostrils of a Chinese dragon,
the tip of a tongue touching a tooth.



I will put in the box

a snowman with a rumbling belly
a sip of the bluest water from Lake Lucerene,
a leaping spark from an electric fish.



I will put into the box

three violet wishes spoken in Gujarati,
the last joke of an ancient uncle,
and the first smile of a baby.



I will put into the box

a fifth season and a black sun,
a cowboy on a broomstick
and a witch on a white horse.



My box is fashioned from ice and gold and steel,
with stars on the lid and secrets in the corners.
Its hinges are the toe joints of dinosaurs.

I shall surf in my box
on the great high-rolling breakers of the wild Atlantic,
then wash ashore on a yellow beach
the colour of the sun.

by Kit Wright



Print the Blank version of the poem and draw pictures to go with the key vocabulary, just like the pictures in the version above. This will help you to know if your child understands the vocabulary in the poem.

Lesson 2:

Read the poem again. Highlight or underline the words and phrases which make you think there is something **magical** about this box.. For example, 'violet wishes' or 'a fifth season.'

Transfer these words and phrases into the vocabulary sheet provided.

Lesson 3:

Create your own magical box. Either make and/or decorate an actual box or decorate the picture of the box provided.

Collect items or pictures to put in your box.



Collect magical and unusual phrases for your different images/items.

- The cuddle of a teddy bear
- A never ending lollipop
- The whisper of a waterfall crashing over the rocks.

Write each phrase on a strip of paper

Lesson 4:

Arrange your strips of paper to create your own Magic Box poem - like below.

I will put in my box

A gigantic never-ending lollipop

The loving cuddle of my favourite teddy bear

The whisper of a waterfall as it crashes over the rocks

Read your poem aloud.

Rearrange the strips and read the poem again.

Which way did you prefer to perform the poem?

Write your poem up and decorate it.

Practise your poem and perform it.

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Terrific Topic

GARDENER'S WORLD

This Half Term we will be learning about Gardens and Parks in our community and the Wider World.

Our focus this week is - **Magical Gardens**

This will be our last week looking at gardens so please complete any activities from the last few weeks if you haven't had the chance already.

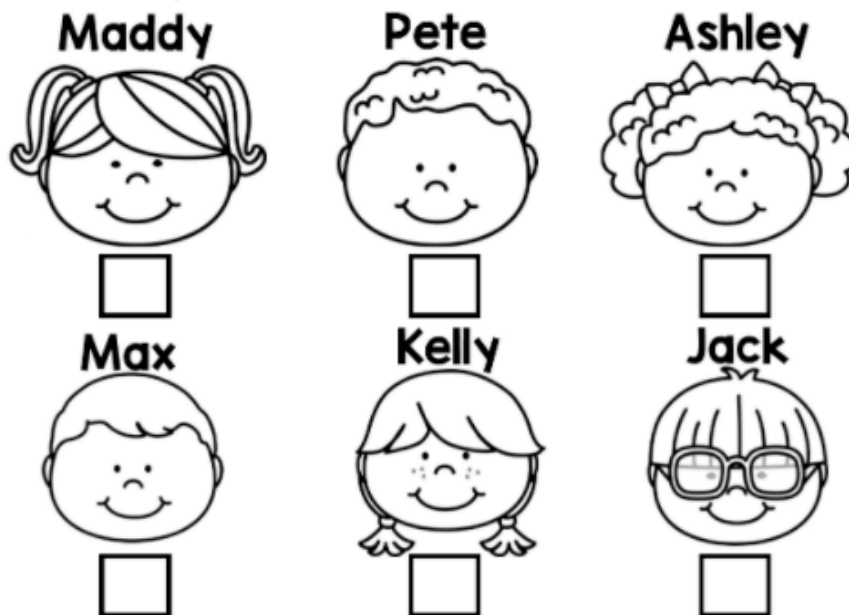
- Watch the scene from Charlie and the Chocolate Factory when they arrive in the chocolate room. Willy Wonka's garden is made of candy.
 - What would your magical garden look like?
 - What would it be made of?
 - What magical items would it include?
 - Would it be a secret garden?
 - Who would use your garden?
- Design / make your own magical garden.
- Design your own magical flower. What would it smell like? What would it be called?
- Watch the food chain powerpoint and complete food chain activities.
- Research a habitat and create your own foodchain.
- Research a garden from another country.

Marvellous Maths

Brain boost: Year 2 and Year 3

Directions: Read the descriptions of the kids to find out their ages.
Write the kids' ages below.

- *Kelly is 3 years older than Pete.
- *Jack is the same age as Ashley.
- *Max is 2 years older than Kelly.
- *Pete is 9 years old.
- *Ashley is 3 years younger than Max, and 2 years older than Maddy.



Year 2 and Year 3

This week our focus is money. Rather than providing lessons for separate year groups I have planned 5 sessions for all children. These lessons get progressively more difficult and the objectives of these sessions are:

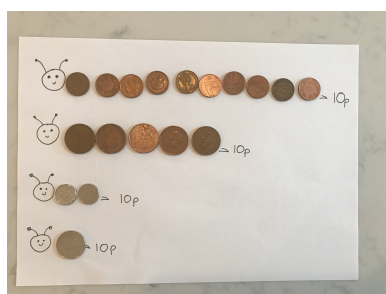
- Recognising money.
- Using coins to make amounts
- Finding total prices
- Using counting up to find change
- Finding a difference between two amounts.

You can either work through all five sessions to revise/ consolidate and learn or choose the first session you feel would be of most value to your child and work from there.

1. Recognising Money.



- Gather some coins and notes from around the house and talk about their amounts.
- Put them in order from smallest to largest and discuss how they relate to each other.
- Talk about the coins of different colours and how they change colour as they become worth more.
- Create some 'coin caterpillars' using different coins. Make sure children recognise the same amounts can be made using different coins. Like below.



2. Using coins to make amounts.

- Start by revising coins using the reminder below.



- Can you use different coins to make £1.00? You could create coin caterpillars to help you.
- Can you use the coins to make the amounts on the slide?

Use coins to make amounts to at least £1.

At the fruit shop

14p 69p 74p 99p 59p 22p 55p £1

How much are these?

How could we pay for the strawberries?

It can be helpful to think of the largest coin that can be used first.

- Complete sheets 1 and/or 2.
- Complete Investigation sheet.

3. Finding total prices.

- Choose two items from the sheet below. Make the amounts with coins and add the coins to make a total.

Add two amounts of money totalling less than £1.

How much would it cost in total to pay for these **two** items ?

Here's one way to make these amounts.

What is the total? **38p** ?

The image shows a stationery price sheet with various items and their prices. Two items are circled in yellow: a pencil for 17p and a rubber for 21p. Below the sheet, a plus sign is shown between two groups of coins. The first group consists of a 10p coin, a 2p coin, and a 1p coin. The second group consists of a 10p coin and a 2p coin. A speech bubble asks for the total cost of these two items, and a thought bubble shows the answer as 38p.

- Choose different items to buy and find the amounts.

Add two amounts of money totalling less than £1.

How much would it cost in total to pay for these **two** items ?

Here's one way to make these amounts.

What is the total? **41p** ?

The image shows the same stationery price sheet as above. Two items are circled in yellow: a pencil for 24p and a pencil for 17p. Below the sheet, a plus sign is shown between two groups of coins. The first group consists of a 10p coin, a 2p coin, and another 2p coin. The second group consists of a 10p coin, a 2p coin, and a 1p coin. A speech bubble asks for the total cost of these two items, and a thought bubble shows the answer as 41p.

- Now we are going to use the coins and a number line to find change.
- Look at the slide below - What coins could you use to make 41p? What change would you get from 50p?

Find change.

What coins could you use to pay 41p?

I'm going to pay using a 50p coin.

I've given the shopkeeper too much money... how much change will I get?

How much must we count up to get to 50p?

This is your change!

9p

41p

- Use the coin number lines to complete sheets 3 and/or 4.
- Complete the challenge game

4. Using counting up to calculate change.

Today we are going to use counting up to calculate change. Using a number line we will jump using an imaginary frog to count up. Watch the powerpoint for session 4.

- Use the slides below and talk through the problems.

Use counting up (Frog) to calculate change from £5.

You've given the shopkeeper **£5**.
The Teddy costs **£4.67**.
How can the shopkeeper work out the change?

We can **count up** on a number line!

Draw a line and mark **£4.67** on the left and **£5** on the right.

Jump **3p** to the next 10p.

... and then **30p** to £5.

Add the jumps
 $30p + 3p = 33p$

33p change!

Use counting up (Frog) to calculate change from £10.

Teddy bear
£4.67

£10 Bank of Hamilton Five Pounds

Now someone is buying the Teddy bear but only has a £10 note!

We can draw a **bar model** to show the problem...

£10	
£4.67	?

Now let's use a **number line** to find the change...

Use counting up (Frog) to calculate change from £10.

Draw a line and mark **£4.67** on the left and **£10** on the right.

Jump **3p** to the next 10p.

... and then **30p** to £5.

... and then **£5** to £10.

Add the jumps
 $£5 + 30p + 3p = £5.33$

£5.33p change!

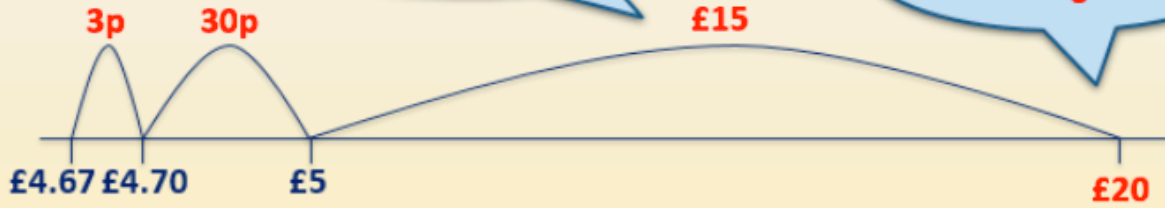
Use counting up (Frog) to calculate change from £20.



What if you paid with a £20 note instead? What would be the same? Different?

The last jump would be £15.

£20 would go on the right.



£15.33p change!

➤ Complete sheets 5 and/or 6.

5. Finding a difference between two amounts.

- Use counting frog to find the change.

Use Frog to find the difference between two amounts of money.

A computer game costs £18.
So far Katie has saved up £7.55.
How much more does she need to save to be able to buy the game?

We can **count up** on a line to help Katie!

Draw a line and mark **£7.55 on the left and £18 on the right.**

Jump **5p** to the next 10p

... and then **40p** to £8.

... and then **£10** to £18.

£7.55 £7.60 £8 £18

5p 40p £10

Add the jumps $£10 + 40p + 5p = ?$

Katie needs to save £10.45 more.

Use Frog to find the difference between two amounts of money.

Another game costs £14.
So far Jack has saved up £8.43.
How much more does he need to save to be able to buy the game?

Draw a line and find out how much more Jack needs to save.

Jump **7p** to the next 10p

... and then **50p** to £9.

... and then **£5** to £14.

£8.43 £8.50 £9 £14

7p 50p £5

Draw a line and mark **£8.43 on the left and £14 on the right.**

Add the jumps $£5 + 50p + 7p = ?$

Jack needs to save £5.57 more.

- Complete sheets 7 and/or 8.