

WB 18.5.2020 .

Welcome to the last week of home learning for this half term.

Until we get more details years 2 and 3 will continue to learn at home and the planning and resources will continue to be on the website.

Please know that we miss you all greatly and think of you all daily - especially as we are currently writing your end of year reports!

We hope that you are enjoying the online learning but appreciate it is easier for some than others. Please make sure you take advantage of the numerous websites suggested by us over the last few weeks if you require more learning materials.

Make sure you log onto the school blog and post your work and videos as we very much look forward to seeing what you have been up to.

With lots of love as always

Mrs Evans and Mrs Moore

## 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 30 and 37 of your Year 2 Reading CGP Book - Frost and Snow

**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

This week we are continuing our Literacy unit using the story book - Tidy by Emily Gravett.

We will be completing a series of lessons which will culminate in a letter to Pete.

#### Lesson 1:

Imagine if you were the other animals in the forest.

What would you say to convince Pete to stop destroying the forest?

Complete the animal sheet below. I've completed the first one for you.

Now read the example letter I have written. Talk to an adult about the powerful parts of the letter and highlight them. If you were Pete would you stop what you were doing?

#### Lesson 2:

Watch and complete the subordinating conjunction activity.

Subordinate conjunctions are used to add more information to your sentences.

Can you make up your own sentences using **because**, **if**, **when**, **although**.

### Lesson 3:

You can either write your letter as though you are the forest manager or as one of the forest animals.

Decide who you are going to be and complete the planning sheet.

### Lesson 4:

Write your letter to Pete. Make sure you include the layout of a letter and use some of the phrases you identified in my example letter. You could include some questions to Pete in your letter as a challenge.

### Lesson 5:

Proof read, edit and improve your letter - with an adult if possible.

## Which answer?

The scales balance.



One blue block weighs the same as one green block.

One blue block is lighter than one green block.

One blue block is heavier than one green block.

Explain why.

## Explain

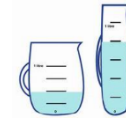
These scales balance.



A red block weighs the same as  yellow blocks.

## Year 2

This week we would like you to focus on measurement. We will look at capacity first and then time.



1.

### Make a Measuring Device for Capacity

#### You will need:

- ☺ A glass or transparent plastic bottle
- ☺ A strip of paper and Sellotape
- ☺ A felt-tip pen
- ☺ Rice, sand or small pieces of pasta or macaroni
- ☺ An egg cup or small cup from a doll's tea-set or a ladle
- ☺ Other containers, e.g. some different mugs

#### What to do:

- Attach the strip of paper from the bottom to the top of the glass.
- Tip 1 egg cup of rice into the glass.
- Make a mark on the paper to show 1 cup (or ladle).
- Tip in a second cup and then write 2 on the strip.
- Repeat until no more whole cups of rice will fit.
- Empty the rice out. You've made a measuring device!
- We can use this to find out how much other containers can hold. We are measuring their **capacity**.
- Show a mug. *How many cupfuls of rice do you think this might hold?* Less than 5? Between 5 and 10? More than 10?
- Take suggestions and write down your guesses.
- Fill the mug. Then use your measuring glass to count.
- Repeat to measure the capacity of other containers.  
Do we improve at estimating?  
Who is the best at estimating?!



2. Today have a go at the Cat's Tea party and the cone/box investigation.
3. Now choose between Pouring potions or the Mystery Potion challenge.

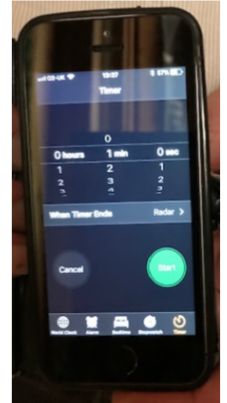
4.

## Seconds count

*This activity is designed to help your child to gain a sense of how long a minute is.*

*When we say, 'wait a minute'  
we often don't actually mean  
a minute!  
It's often longer...*

- Show your child the stopwatch on a mobile phone.
- Start it and point out which digits are showing seconds.
- Stop it after it reaches a minute and point out that there are 60 seconds in a minute.
- Reset and start again.
- Together say '1 second, 2 seconds, 3 seconds' and so on until 21, then just say '22, 23,' etc. until 60.
- Start the timer again, but turn the phone over as you count for 60 seconds. Turn back over as soon as you stop counting. How close were you?!
- Ask your child to silently count 15 seconds while you time them. They shout 'stop' when they've finished.  
How close was their estimate?
- Repeat; this time counting 30 seconds. They can also time you!
- How many letters of the alphabet do you think you could write in 30 seconds? Ask your child to write as many letters as they can in alphabetical order while you time them. Try other activities like jumping or hopping.



5. Now try *Is it possible?* and *Minute measuring* which can be found on the website.

<https://www.twinkl.co.uk/offer> using the free access code PARENTSTWINKLHELPS

# Explain

## **Order the amount of time you have spent:**

Brushing your teeth in the last two weeks

Eating yesterday

Exercising in the last 3 days

### **Year 3:**

This week we would like you to focus on time. getting your child to work out time intervals.

1. Play Loop the Loop (resources are on the website).
2. Ask your child to find an analogue clock that they can use to show different times or alternatively ask your child to make their own with minutes marked in. There is a template on the website if they find that easier. Now work through the powerpoint in resources Y3 time intervals. As the powerpoint mentions, your child will need to add on minutes just like they would any usual addition problem, however when the minutes reaches 60 they will need to recognise that they are moving into a new hour e.g. 9:05 and 5 minutes is 9:10, 10:55 and 10 minutes is not 10:65 but 11:05. This might be quite a hard concept to grasp at first so your child might need plenty of practical practice making times on their clock and then moving the longer hand by counting on the minutes.

Begin to calculate time intervals in hours and minutes.

Mr. Clockman's day	Time	5 minutes late...
Wake up	7:16am	
Breakfast	8:30am	
Got on bus	9:40am	
Get to work	10:12am	
Lunch break	12:55pm	
Leave work	5:25pm	

Mr. Clockman is always **5 minutes late!**  
Rewrite the timetable to show each of the times **5 minutes later.**

Now ask your child to try answering these:

Count on in 5 minute intervals from 11:30.

Write the times you say until you reach 12:15.

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Write the time half an hour after...

- a) Tea-time 4:35pm
  - b) Bed-time 8:05
  - c) Midnight
  - d) Breakfast time 7:40
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A bell rings every 15 minutes.

If the first one is at ten past 12, will it ring at...

- 1 pm?
- Ten past 2?
- Five to 3?

3. Next ask your child to complete either the mild or hot practice sheets on the website (Y3 time intervals).
4. Ask your child to have a go at the second set of practice sheets, again they have a choice from mild or hot (Y3 digital time intervals). This time they will be working out time intervals and writing the times on both analogue and digital clocks. 
5. If your child is finding this all quite tricky ask them to play Match the Times, if they want a challenge ask them to try the investigation.