

1

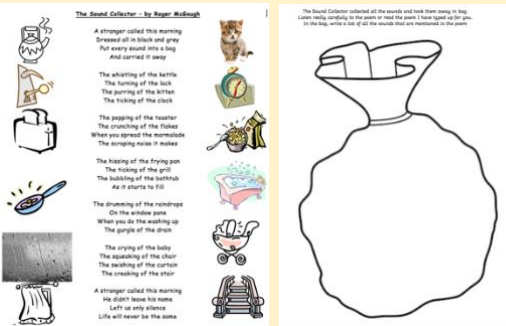
Poetry

This week I want to share with you one of my favourite poems
***The Sound Collector* by Roger McGough.**
 If you click on the link below, you will hear the poet reading it aloud.

<https://www.youtube.com/watch?v=c1LOkgnxJlo>

Listen to the poem more than once and see if you can write a list of all the **sounds** mentioned in the poem.

(Sounds rather than objects e.g. the sound ticking not the object clock.)



If you listen to this next clip, Roger McGough talks a bit about writing poetry.
<https://www.youtube.com/watch?v=byZz nvMT2vw>

2

Poetry

Today, I would like you to sit in silence for 1 minute. You could stay inside or go outside. Ask your parent to time your 1 minute.

During your 1 minute silence you need to listen very carefully. What can you hear, and what sound is it making?

I would like you to 'collect' all the sounds you heard into a list.

Could you then write the sound in the list also what was making that sound (you could illustrate these too).

What can you hear, and what sound is it making?
 Collect all the sounds and what was making the sound into a list.

Sound	Object

3

Writing our Poem

Listen again to Roger McGough reading ***The Sound Collector***.

<https://www.youtube.com/watch?v=c1LOkgnxJlo>

Think about the pattern of the poem, are there rhyming words?

Are some lines different or all they all the same?

Today I would like you to write your own verse for a class 'Sound Collector' poem. I will collect everyone's verses and put together a whole class poem to share.

Using the words you wrote down during your 1-minute silence, could you now write them into sentences using the following pattern

The _____ of the _____ .

Write down lots of ideas and then choose your favourite lines to create your verse. Please email your verse to me in any format

I really look forward to reading them.

4

Write a recount

I know you have all been spending lots of time outside and going for lots of walks. I would like you to **write a recount about one of your walks.**

You may want to plan your recount first to make sure you don't forget anything.

- Think about what you saw and what you heard.
- Don't forget interesting vocabulary and descriptions.
- You could also illustrate it so I can see pictures of what you are describing



A

Science - Living Things and Their Habitats

Nutrition

Can you remember the 7 life processes? **MRS GREN**



We are looking at the **nutrition** of animals and humans today.
Nutrition is when we eat food to give us energy.

Different animals have different diets.

Animals who just eat plants are called? herbivores

Animals who just eat other animals (meat) are called? carnivores

Animals who eat plants and other animals are called? omnivores

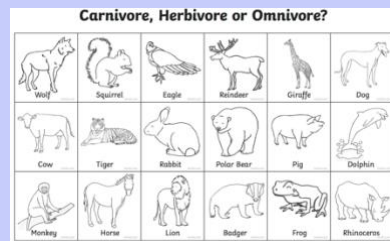
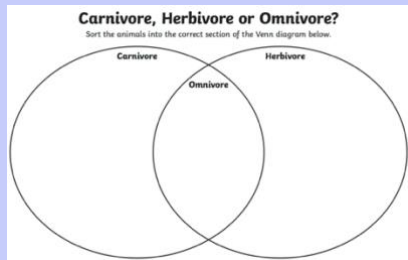
You could try this game on Espresso to see if you can sort the animals into the correct category of herbivore, carnivore and omnivore.

https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item1158483/grade1/module1149557/index.html?source=search-all-KS1-all-all&source-keywords=herbivore%20carnivore

Watch this Espresso fact file for more information about animals and their diets.

https://central.espresso.co.uk/espresso/primary_uk/subject/module/factfile/item1156093/grade1/module1149557/index.html?source=search-all-KS1-all-all&source-keywords=herbivore%20carnivore#sub-heading-2

Have a go at sorting these animals into the correct category. You could cut and stick the animals pictures or create your own venn diagram and draw and label your own animal pictures.



B

Science - Living Things and Their Habitats

Food Chains

We now understand a little bit more about what different animals eat.

We also know that animals need to live in the right habitat so they can find the right food to eat.

Today we are looking at **Food Chains**. Watch the BBC bitesize videos below to learn a little bit about food chains.

<https://www.bbc.co.uk/bitesize/clips/z8hxp4>

<https://www.bbc.co.uk/bitesize/topics/zk7h34j/articles/z4jpnrd>

Talk to your parent about Food chains. Can you think of any food chains that you might see around you? Think about some of the mini-beasts we looked at last week. If you have any pets, think about where they are on the food chain.

The attached sheets have a couple of things I would like you to think about. Then see if you can draw your own food chains either on the sheet, or create your own.

Food Chains

In a food chain, the arrows mean 'is eaten by'.

Grass is eaten by the rabbit.
The rabbit is eaten by the fox.

Help!

I have drawn two food chains but I think I've done it wrong!
Can you spot my mistakes?

You could use these pictures to help you draw your food chains.

Science 2

★ Draw your food chains in the boxes. Draw a picture of the living thing and then label it.

A

Music

I have created a music lesson for you all on **Charanga**. This is an online music teaching resource which we subscribe to at school, and you have all seen in class before.

Click on the link below, or search for Charanga. You will need your own individual login details which I will email to you all today.

https://www.devonmusicinteractive.org.uk/workspace/my_lessons

I hope you have fun, I will be adding lessons to this site each week.

The theme for this block of music lessons is **Friendship** so I hope you enjoy thinking about all your friends while you join in.

Let me know what you think.

B

Friendship

The music sessions we will be doing on **Charanga** over the next few weeks are all about friendship.

I would like you to draw and label the perfect friend.... Now obviously all our friends are perfect, and I don't want you to draw a picture of just one person, I want you to draw a picture and then label it with all the things that make a great friend.

I have put 2 examples here. As you can see, you could also choose to draw and animal to label.

I know your pictures will be far better than mine, I can't wait to see them.



Class 2: Spellings

Summer Term Week 5: 11 May 2020

Below are the spelling lists you will find as your EdShed assignments this week.

Spelling Shed Assignments: <https://play.edshed.com>

As well as practicing spellings on EdShed, you could try some of these activities to help learn your spellings.

Science Words

habitat
survive
live
adapt
living
animal
world
plant
life
food

Common Exception Words

whole
any
many
clothes
busy
people
water
again
half
money

Strategies for Learning Spellings

Parents: In year 2, the types of spellings and spelling patterns that children are expected to know continues to increase. As well as further 'common exception words' (words that don't follow the usual rules but are used regularly), there is a whole series of spelling patterns and rules for children to learn. Teachers often find that getting children to learn spellings is one thing, but then getting them to use them in their everyday writing is another. All the more reason why children should practise their spellings in different ways and then be given the chance to use them in their writing. In addition, when a new spelling rule has been taught, children need to learn how to apply that rule to all words, not just a list they have been given to learn at home. If you wish to boost your child's spelling ability even further, encourage them to read, as exposure to lots of words will lead to a better understanding of spelling.

Here are some ideas for different ways to learn your spellings at home. Try one or two different ones each week and see which ones work best for you.

Keep Copying

Write your words out three times each. Use different colours if you want to.

spelling
spelling
spelling

Make the Headlines

Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.



Build a Pyramid

Make a pyramid using the letters in your words.

W
wo
wor
word
words

Create with Colour

Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.

spelling
spelling

Capital Idea

Write your words three times, each in capital letters.

SPELLING
SPELLING
SPELLING

Learn Your ABC

Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.

my
words
spelling
spelling
words
my

Take a Test

Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.

1. my
2. spelling
3. words

Picture This

Include each of your words in a funny picture that makes you think of the word.



Build a Sentence

Write each of your words in a sentence. See if you can build your sentences into a story.

One day a huge spelling monster came to my town and ate all the words!

The Sound Collector - by Roger McGough



A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried it away



The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock



The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes



The hissing of the frying pan
The ticking of the grill
The bubbling of the bathtub
As it starts to fill



The drumming of the raindrops
On the window pane
When you do the washing up
The gurgle of the drain



The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair

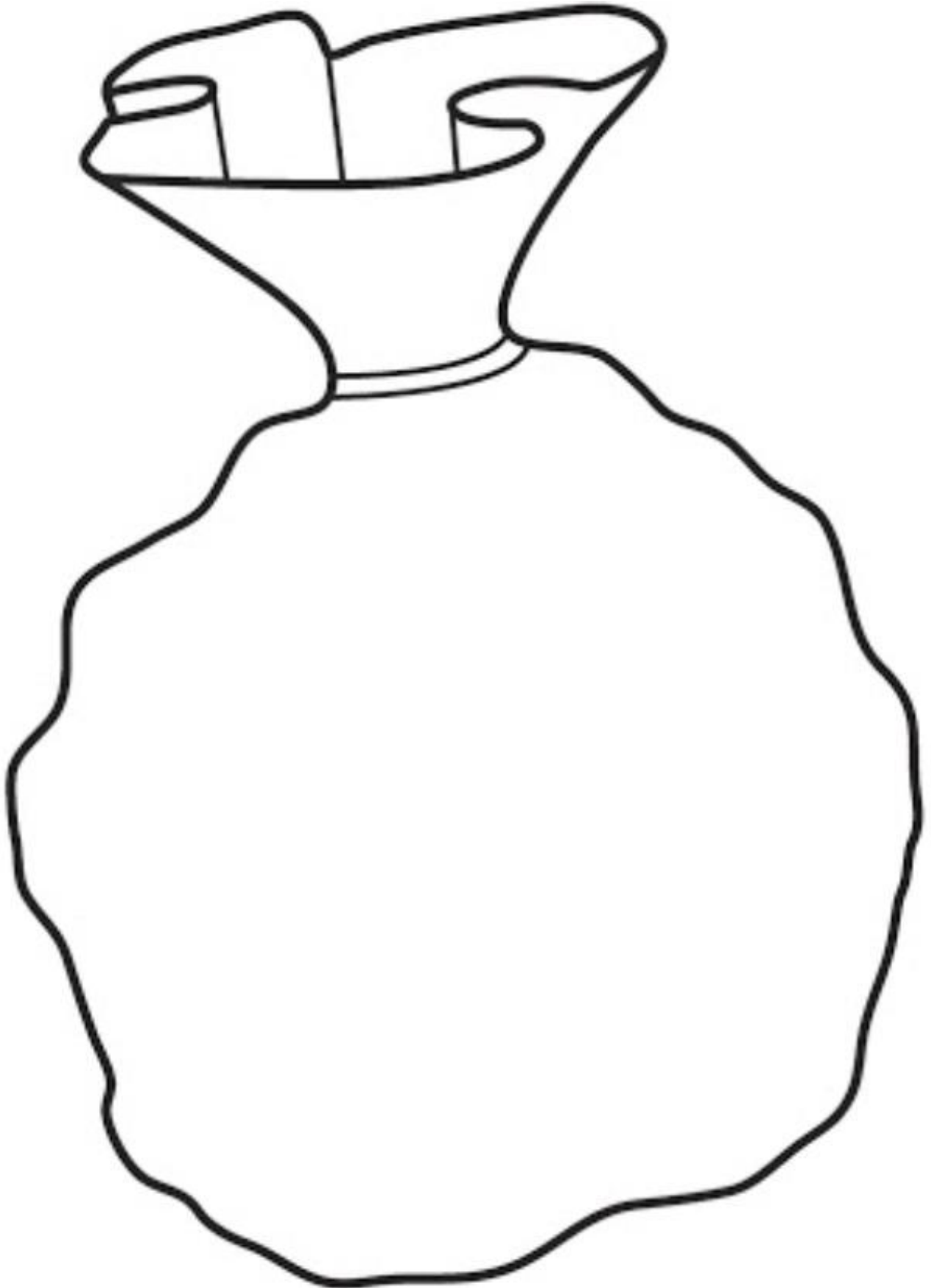


A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same



English 1

The Sound Collector collected all the sounds and took them away in bag.
Listen really carefully to the poem or read the poem I have typed up for you.
In the bag, write a list of all the **sounds** (not objects) that are mentioned in the poem



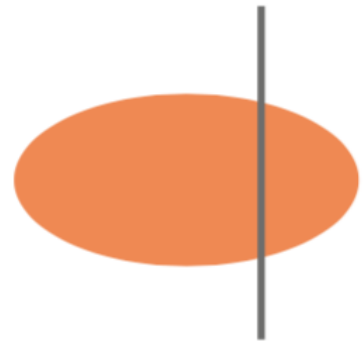
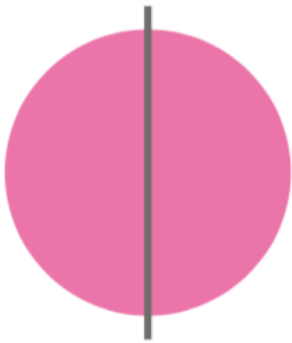
What can you hear, and what sound is it making?
Collect all the sounds and what was making the sound into a list.

Sound	Object

Lines of Symmetry



Tick the shapes with a correct line of symmetry.



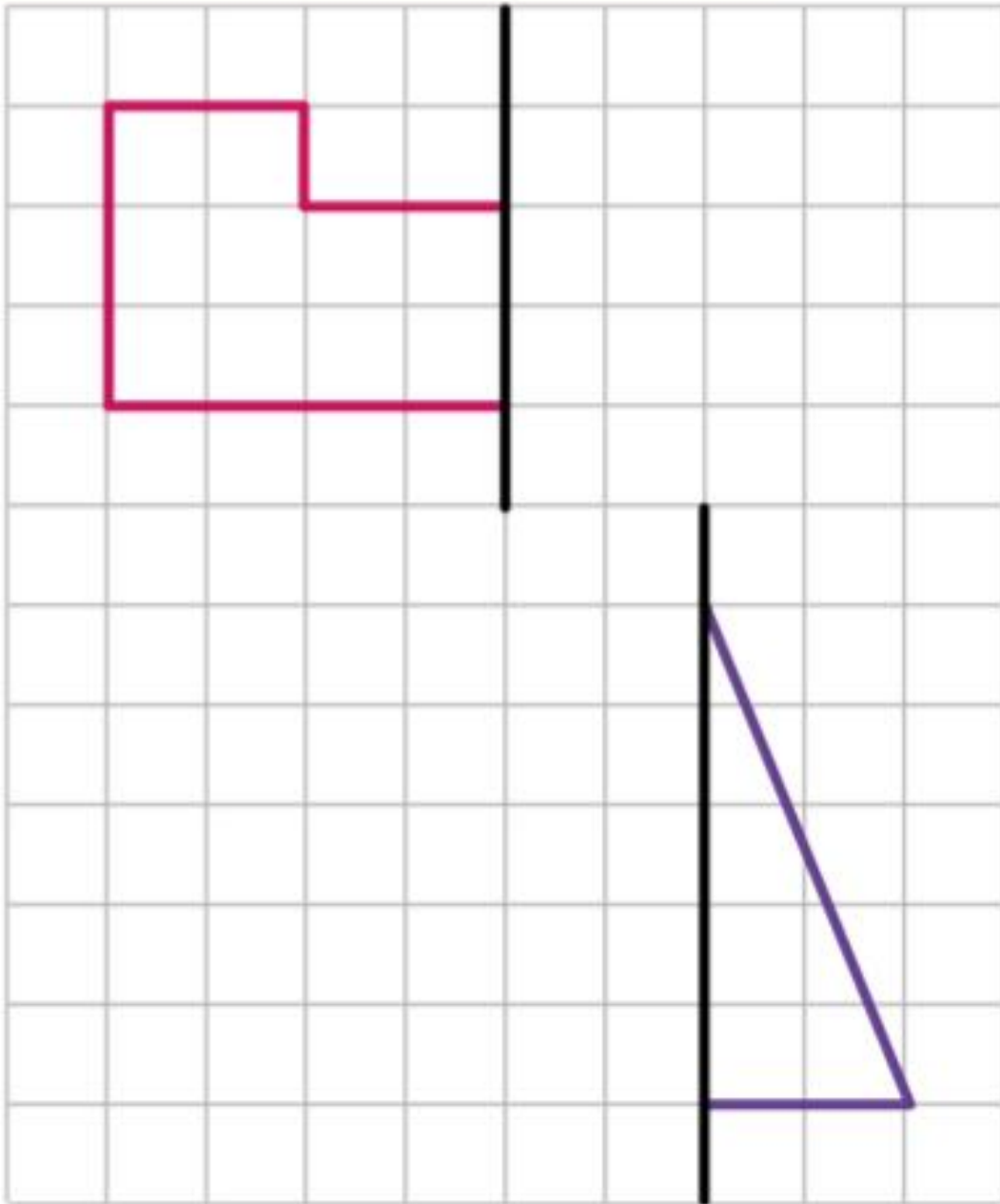
Draw a vertical line of symmetry on each of these shapes.



Lines of Symmetry



John has drawn 2 symmetrical shapes on a grid.



Draw the other half of each shape.

Explain how you know what the whole shape looks like.

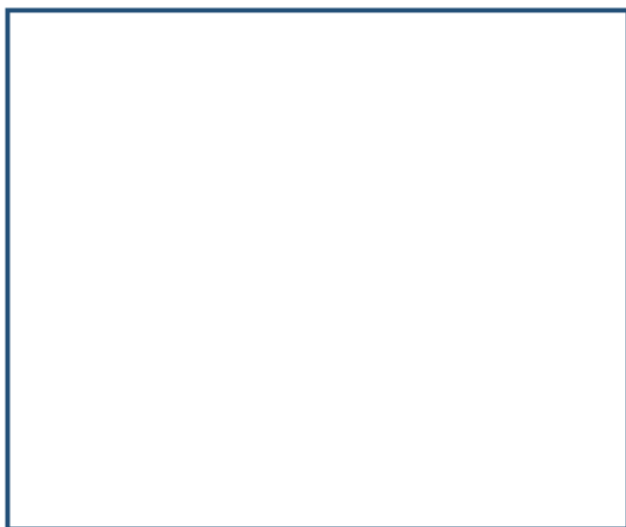


Name: _____

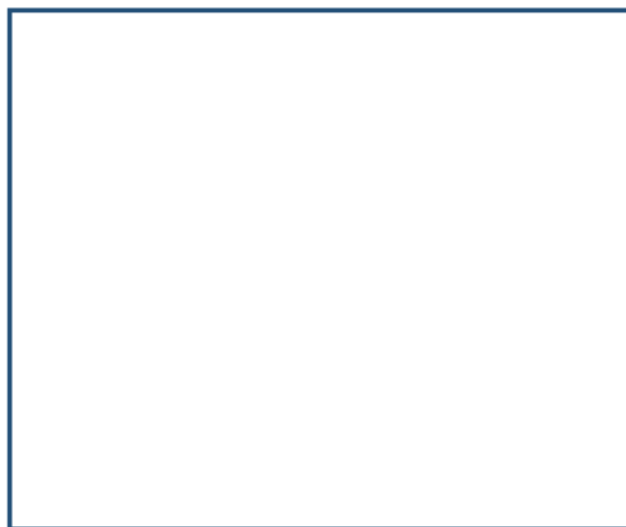
Date: _____

LO: I can draw an array for each multiplication and work out the answer.

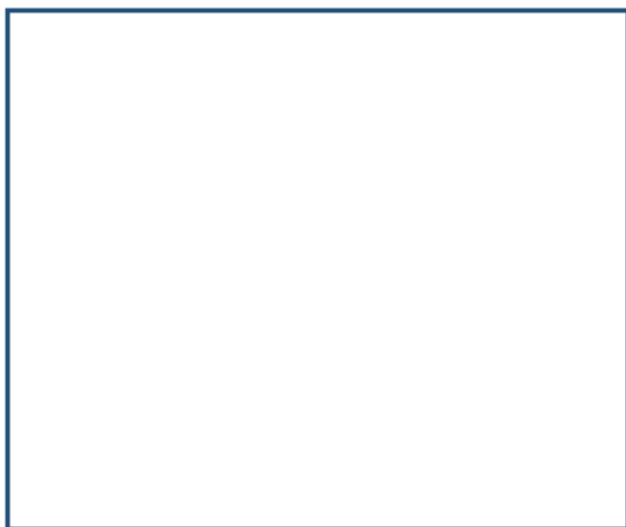
$3 \times 5 =$



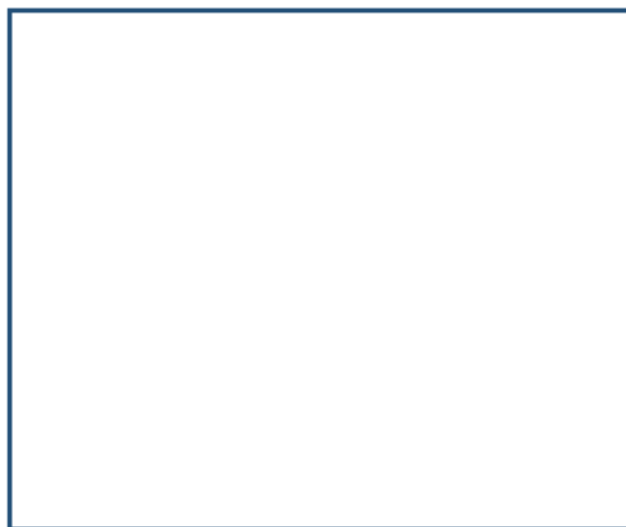
$4 \times 2 =$



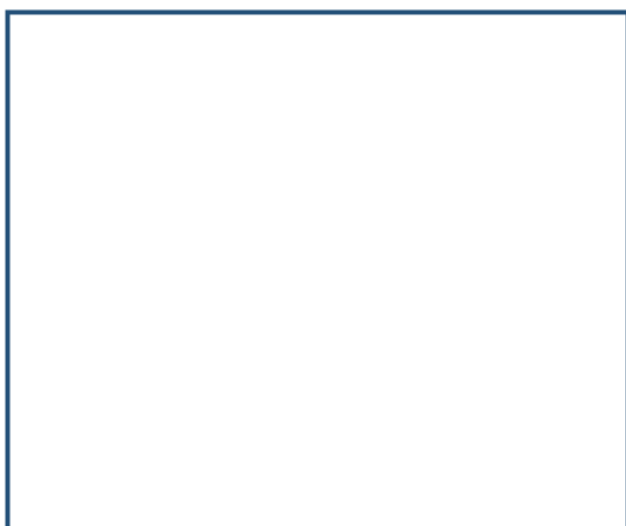
$5 \times 5 =$



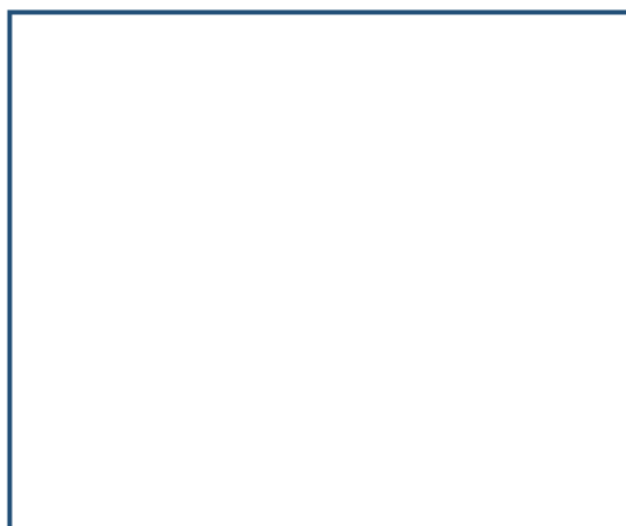
$7 \times 2 =$



$8 \times 5 =$



$5 \times 10 =$



Name: _____

Maths 3

Date: _____

LO: I can draw an array for each division and work out the answer.

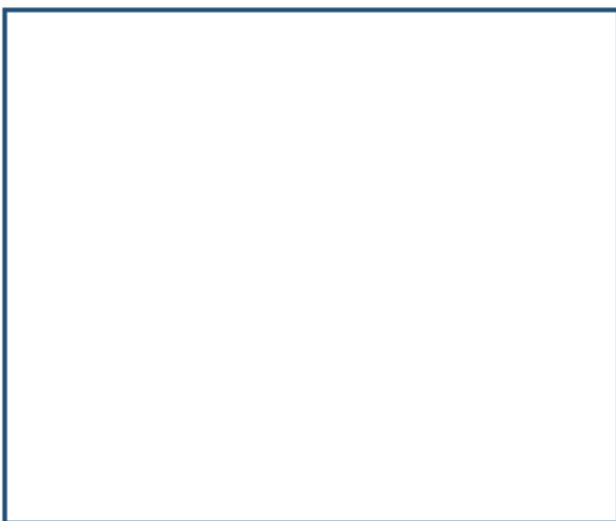
$$10 \div 5 =$$



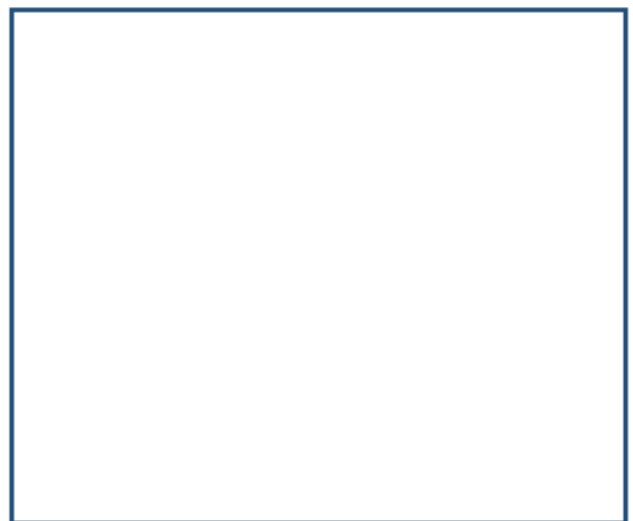
$$8 \div 2 =$$



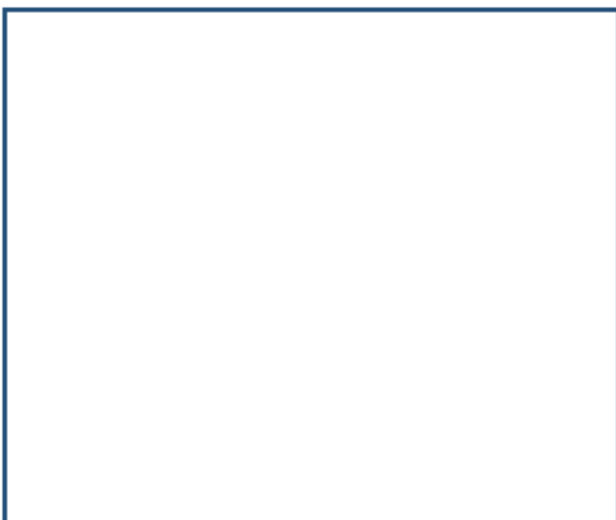
$$25 \div 5 =$$



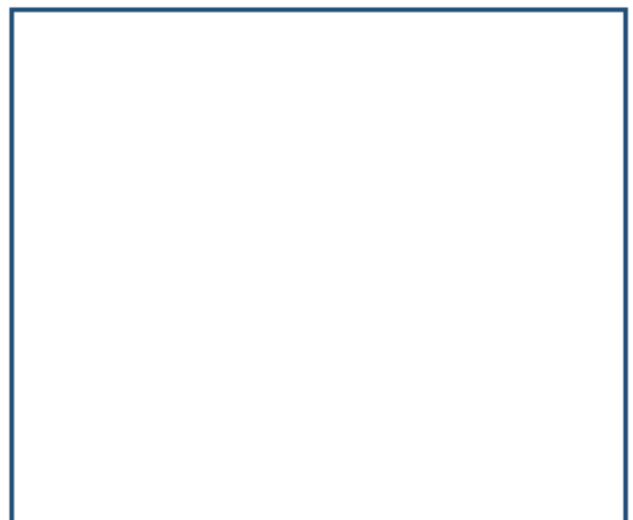
$$16 \div 2 =$$



$$35 \div 5 =$$



$$40 \div 10 =$$

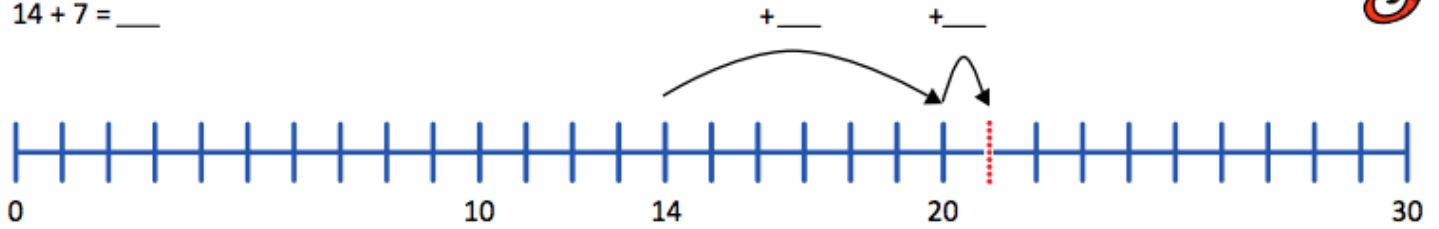


Bridging through 10: addition on a number line

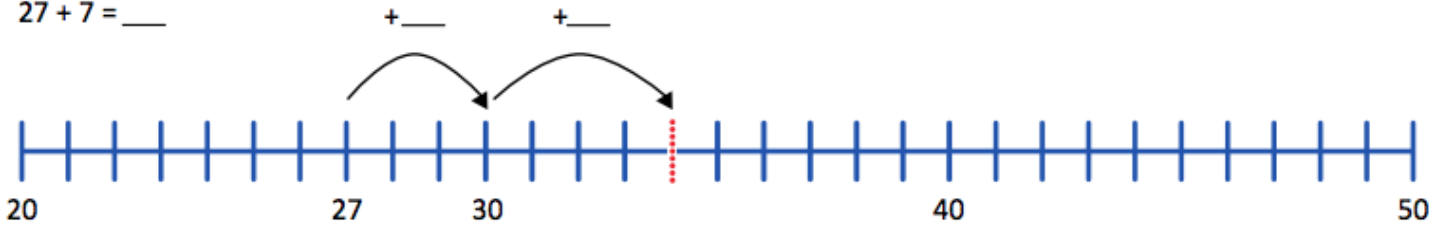
Find the answers by jumping along the number line.
Fill in the missing numbers for each jump, and then complete the number sentence.



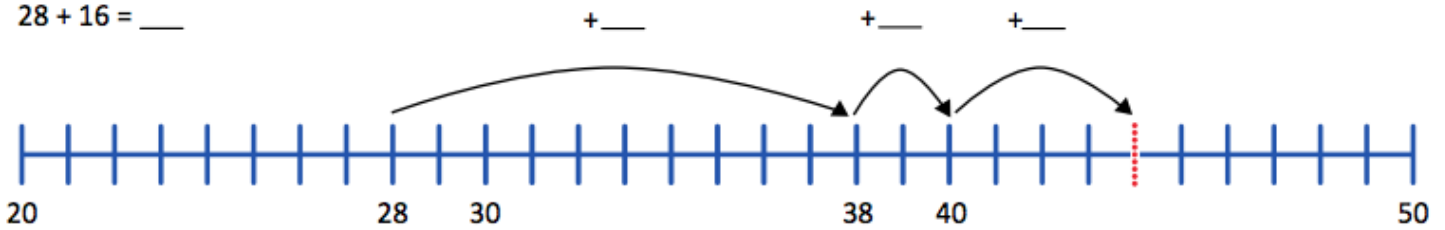
$14 + 7 = \underline{\quad}$



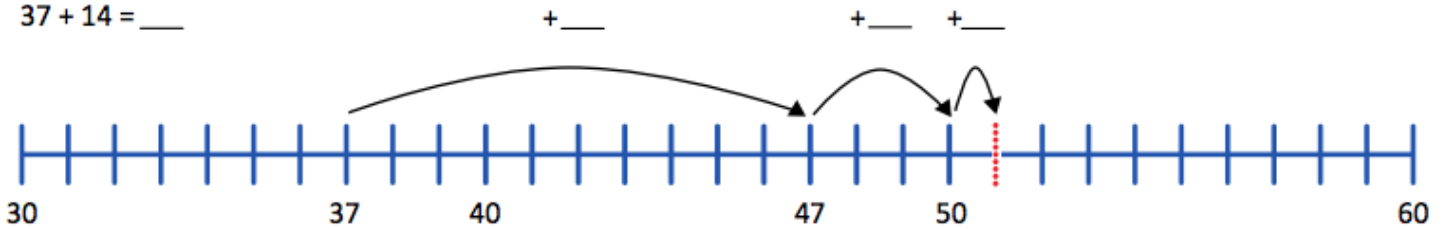
$27 + 7 = \underline{\quad}$



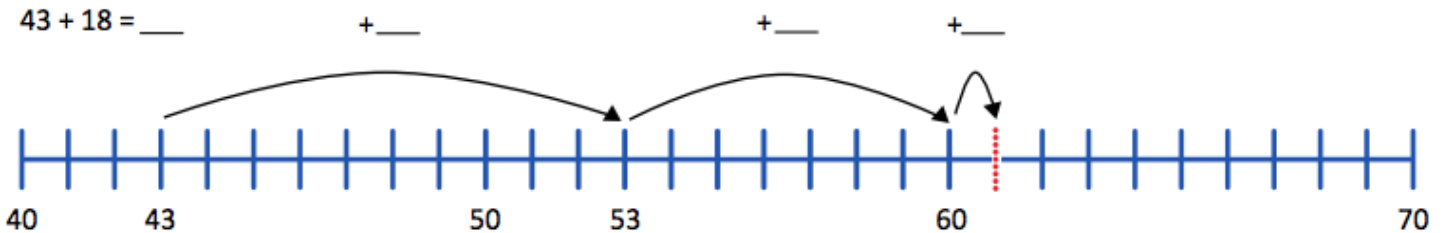
$28 + 16 = \underline{\quad}$



$37 + 14 = \underline{\quad}$



$43 + 18 = \underline{\quad}$



Bridging through 10: subtraction

Work out how many gold coins the octopus has left after giving some to the seahorse. Use the stacks of coins to help you, by colouring in the coins he has given away.

1) The octopus has 36 coins and gives 9 to the seahorse.



2) The octopus has 24 coins and gives 7 to the seahorse.



3) The octopus has 56 coins and gives 17 to the seahorse.



4) The octopus has 32 coins and gives 18 to the seahorse.

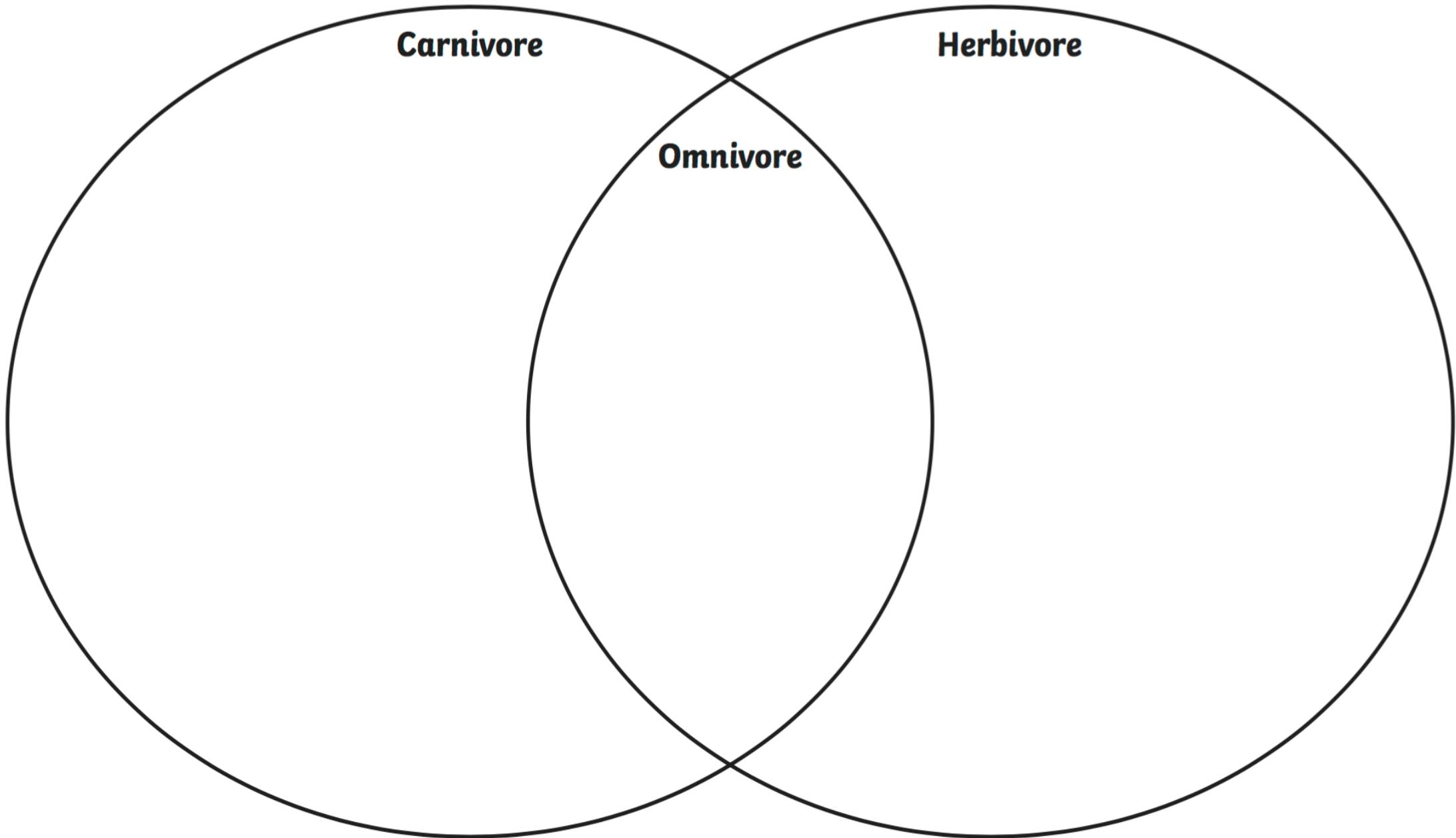


5) The octopus has 75 coins and gives 36 to the seahorse.

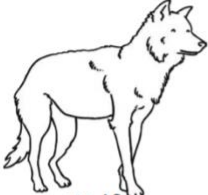

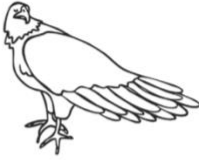
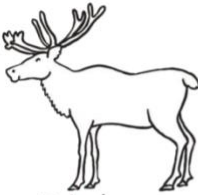

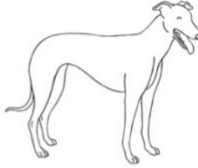
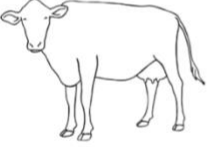

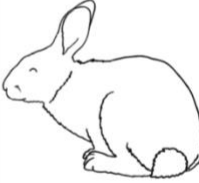

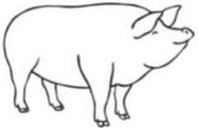




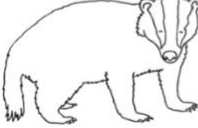
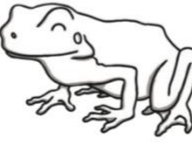
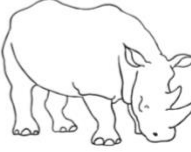


Carnivore, Herbivore or Omnivore?

Sort the animals into the correct section of the Venn diagram below.



Carnivore, Herbivore or Omnivore?

 <p>Wolf</p> <small>twinkl.com</small>	 <p>Squirrel</p> <small>twinkl.com</small>	 <p>Eagle</p> <small>twinkl.com</small>	 <p>Reindeer</p> <small>twinkl.com</small>	 <p>Giraffe</p> <small>twinkl.com</small>	 <p>Dog</p> <small>twinkl.com</small>
 <p>Cow</p> <small>twinkl.com</small>	 <p>Tiger</p> <small>twinkl.com</small>	 <p>Rabbit</p> <small>twinkl.com</small>	 <p>Polar Bear</p> <small>twinkl.com</small>	 <p>Pig</p> <small>twinkl.com</small>	 <p>Dolphin</p> <small>twinkl.com</small>
 <p>Monkey</p> <small>twinkl.com</small>	 <p>Horse</p> <small>twinkl.com</small>	 <p>Lion</p> <small>twinkl.com</small>	 <p>Badger</p> <small>twinkl.com</small>	 <p>Frog</p> <small>twinkl.com</small>	 <p>Rhinoceros</p> <small>twinkl.com</small>

Food Chains

In a food chain, the arrows mean 'is eaten by'.

Grass *is eaten by* the rabbit
The rabbit *is eaten by* the fox.



Help!

I have drawn two **food chains** but I think I've done it wrong!

Can you spot my mistakes?









You could use these pictures to help you draw *yur* food chains.

A collection of 18 images arranged in a 6x3 grid, enclosed in a blue border. The images are: a black beetle, a tabby cat, a blonde woman eating, a green grasshopper, a grey seal, a red worm, a black and white cow, a small brown bird, a blue fish, a field of tall grass, seaweed, a red fox, an owl, a brown rabbit, a blue fish, a white mouse, a pink pig, and two ears of yellow corn.




Draw your food chains in the boxes. Draw a picture of the living thing and then label it.


<div data-bbox="203 225 647 533"></div> <div data-bbox="203 539 647 625"></div>		<div data-bbox="893 225 1337 533"></div> <div data-bbox="893 539 1337 625"></div>		<div data-bbox="1581 225 2024 533"></div> <div data-bbox="1581 539 2024 625"></div>
<div data-bbox="203 646 647 954"></div> <div data-bbox="203 960 647 1046"></div>		<div data-bbox="893 646 1337 954"></div> <div data-bbox="893 960 1337 1046"></div>		<div data-bbox="1581 646 2024 954"></div> <div data-bbox="1581 960 2024 1046"></div>
<div data-bbox="203 1067 647 1375"></div> <div data-bbox="203 1382 647 1468"></div>		<div data-bbox="893 1067 1337 1375"></div> <div data-bbox="893 1382 1337 1468"></div>		<div data-bbox="1581 1067 2024 1375"></div> <div data-bbox="1581 1382 2024 1468"></div>

Strategies for Learning Spellings

Parents: In year 2, the types of spellings and spelling patterns that children are expected to know continues to increase. As well as further 'common exception words' (words that don't follow the usual rules but are used regularly), there is a whole series of spelling patterns and rules for children to learn. Teachers often find that getting children to learn spellings is one thing, but then getting them to use them in their everyday writing is another. All the more reason why children should practise their spellings in different ways and then be given the chance to use them in their writing. In addition, when a new spelling rule has been taught, children need to learn how to apply that rule to all words, not just a list they have been given to learn at home. If you wish to boost your child's spelling ability even further, encourage them to read, as exposure to lots of words will lead to a better understanding of spelling.

Here are some ideas for different ways to learn your spellings at home. Try one or two different ones each week and see which ones work best for you.

<p>Keep Copying</p> <p>Write your words out three times each. Use different colours if you want to.</p> <p>spelling spelling spelling</p>	<p>Make the Headlines</p> <p>Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.</p> 	<p>Build a Pyramid</p> <p>Make a pyramid using the letters in your words.</p> <p>w wo wor word words</p>
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<p>Create with Colour</p> <p>Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.</p> <p>spelling spelling</p>	<p>Capital Idea</p> <p>Write your words three times, each in capital letters.</p> <p>SPELLING SPELLING SPELLING</p>	<p>Learn Your ABC</p> <p>Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.</p> <p>my words spelling spelling words my</p>
<p>Take a Test</p> <p>Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.</p> <ol style="list-style-type: none"> 1. my 2. spelling 3. words 	<p>Picture This</p> <p>Include each of your words in a funny picture that makes you think of the word.</p> 	<p>Build a Sentence</p> <p>Write each of your words in a sentence. See if you can build your sentences into a story.</p> <p>One day a huge spelling monster came to my town and ate all the words!</p>