

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

1

**Poetry**

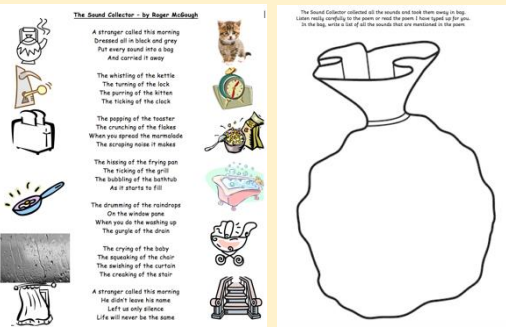
This week I want to share with you one of my favourite poems

***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=cILOkgnxJIo>

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=bYzZnvMT2vw>

2

**Collecting the sounds around you**

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 a Poem**

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

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

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 of the 'Sound Collector' poem. If you are feeling inspired, you could write your own poem.

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 \_\_\_\_\_ .

I would love to read your verse or poem once you have finished it.

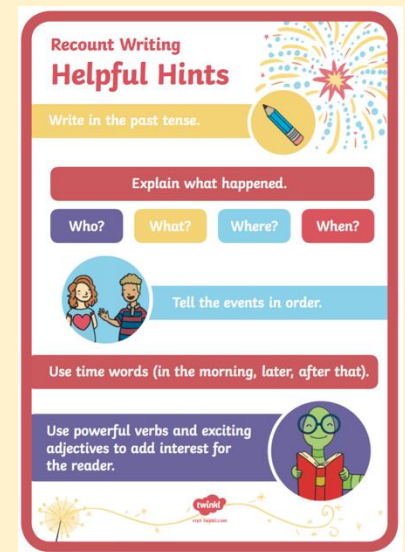
4

**Write a recount**

I hope you have been able to get out on some walks and spent some time outside. 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.

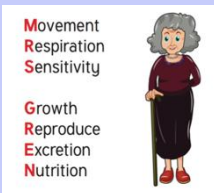
- Think about what you saw and what you heard.
- Don't forget interesting vocabulary and descriptions.
- You could also illustrate it with 1 or more pictures to really show what you saw.





**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

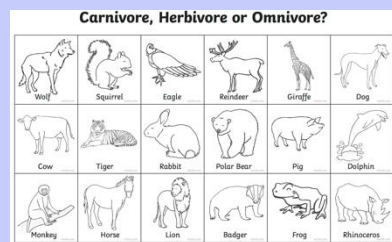
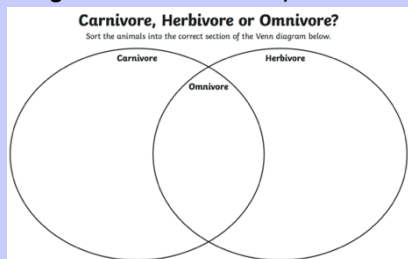
You could try this game on Espresso to see if you can sort the animals into the correct category of herbivore, carnivore and omnivore.

[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](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](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.

# Class 2: Reading and Spelling

# Summer Term 2021 - Home Learning Week 1

## Reading

Keep reading as much as you can; whatever you can. You could try the following activity.

### Book Review

Choose a book that you have read recently. This could be a book that you have really enjoyed, or you could write about a book that you haven't enjoyed very much.

Use a format similar to the one below to write a book review. You could use this to recommend this book to someone, or to write why you didn't enjoy it.

**My Book Review**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

Rate the book by colouring the stars. ★★★★★

Book Genre: (fiction/ non-fiction / poetry) \_\_\_\_\_

What was this book about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What was your favourite part of this book and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw a picture of your favourite part of the book.



## Spelling





### Weekly Spellings

As well as practicing the weekly spellings on EdShed, <https://play.edshed.com> you could try some of these strategies to help you to learn them.

**Strategies for Learning Spellings**

Parents in year 2, the types of spellings and spelling patterns that children are expected to know continue 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 their writing them to use them in their everyday writing is another. All the more reason why children should practice their spellings in different ways and then be given the chance to call 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><b>Keep Copying</b></p> <p>Write your words out three times each. Use different colours if you want to.</p> 	<p><b>Make the Headlines</b></p> <p>Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.</p> 	<p><b>Build a Pyramid</b></p> <p>Make a pyramid using the letters in your words.</p> <p style="text-align: center;">             W              WO              WOR              WORD              WORDS         </p>
<p><b>Create with Colour</b></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><b>Capital Idea</b></p> <p>Write your words three times, each in capital letters.</p> <p style="text-align: center;">             SPELLING              SPELLING              SPELLING         </p>	<p><b>Learn Your ABC</b></p> <p>Write your words in alphabetical order. Then rewrite them in order of the second letter, third letter and so on.</p> <p style="text-align: center;">             my              words              spelling              spelling              words              my         </p>
<p><b>Take a Test</b></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> <p>1. my 2. spelling 3. words</p>	<p><b>Picture This</b></p> <p>Include each of your words in a sentence. See if you can build your sentences into a story.</p> 	<p><b>Build a Sentence</b></p> <p>Write each of your words in a sentence. See if you can build your sentences into a story.</p> <p style="text-align: center;">             One day a huge              spelling monster              came to my town              and ate all the              words!         </p>

### Year 2 Spellings

By the end of year 2, children are expected to be able to read and spell most of the words on the **100 High Frequency Words** list and the **Year 1 and 2 Common Exception Words** List. You could practice these using the strategies above, but more importantly check that you are spelling them correctly in your independent writing.

**100 High Frequency Words**

a	come	him	looked	on	this
about	could	his	made	one	time
all	dad	house	make	out	to
an	day	I	me	people	too
and	do	I'm	Mr	put	up
are	don't	if	Mrs	said	was
as	down	in	mum	saw	very
asked	for	into	my	see	was
at	from	is	no	she	we
back	get	it	not	so	went
be	go	it's	now	some	were
big	got	just	of	that	what
but	had	like	off	the	when
by	have	little	oh	their	will
called	he	look	old	them	with
came	help			than	you
can	her			there	your
children	here			they	

**Year 1 and 2 Common Exception Words**

Year 1			Year 2			
a	love	the	after	could	kind	poor
are	me	there	again	door	last	pretty
ask	my	they	any	even	many	prove
be	no	to	bath	every	mind	should
by	of	today	beautiful	everybody	money	steak
come	once	was	because	eye	most	sugar
do	one	we	behind	fast	move	sure
friend	our	were	both	father	Mr	told
full	pull	where	break	find	Mrs	water
go	push	you	busy	floor	old	who
has	put	your	he	gold	only	whole
here	said		children	grass	parents	wild
his	says		Christmas	great	pass	would
house	school		class	half	past	
I	she		climb	hold	path	
is	so		clothes	hour	people	
	some		cold	improve	plant	

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



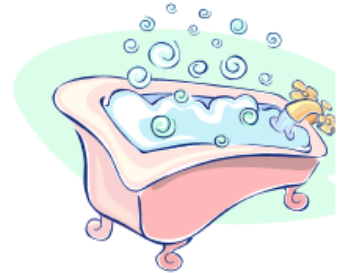
The whistling of the kettle  
The turning of the lock  
The purring of the kitten  
The ticking of the clock



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



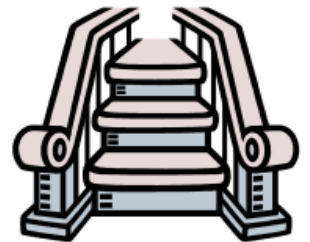
The drumming of the raindrops  
On the window pane  
When you do the washing up  
The gurgle of the drain



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

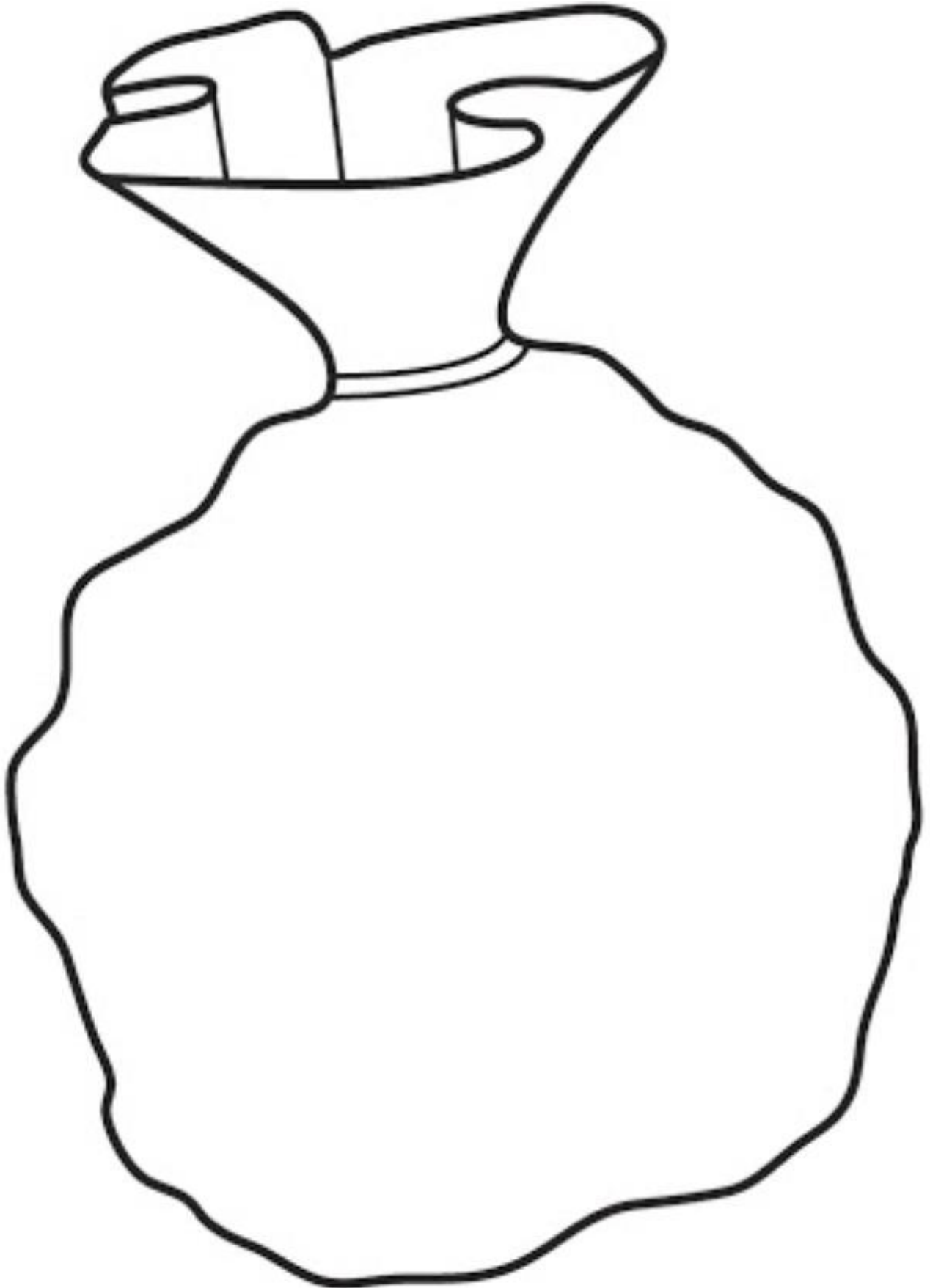


A stranger called this morning  
He didn't leave his name  
Left us only silence  
Life will never be the same



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



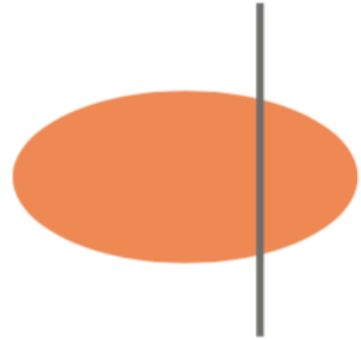
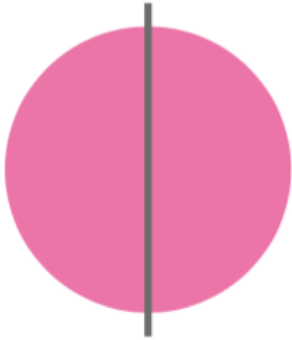
What can you hear, and what sound is it making?  
Collect all the sounds and what was making the sound into a list.

Sound	Object

# Lines of Symmetry



Tick the shapes with a correct line of symmetry.



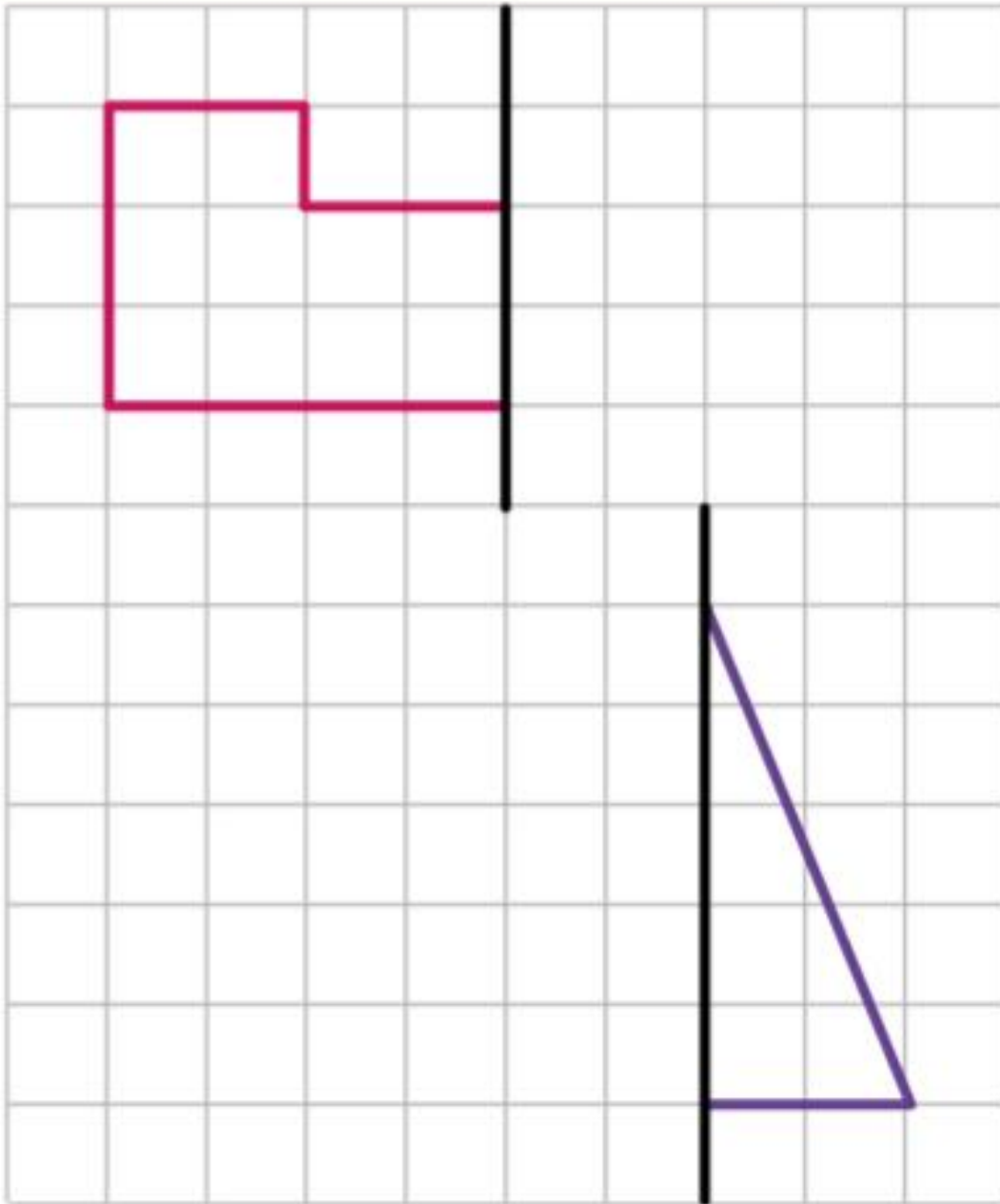
Draw a vertical line of symmetry on each of these shapes.



# 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.

$3 \times 5 =$



$4 \times 2 =$



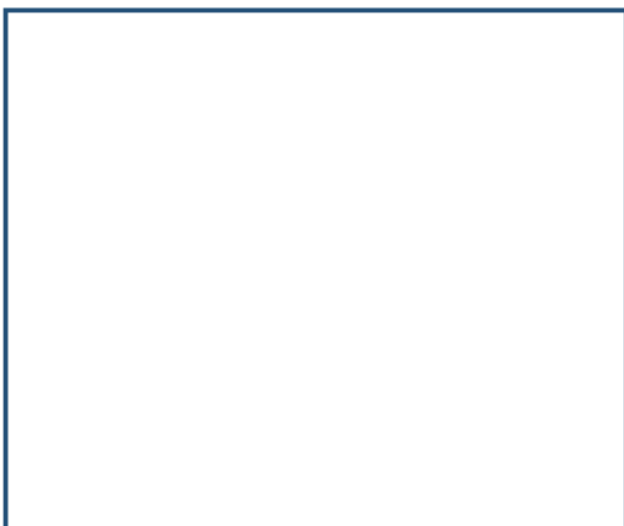
$5 \times 5 =$



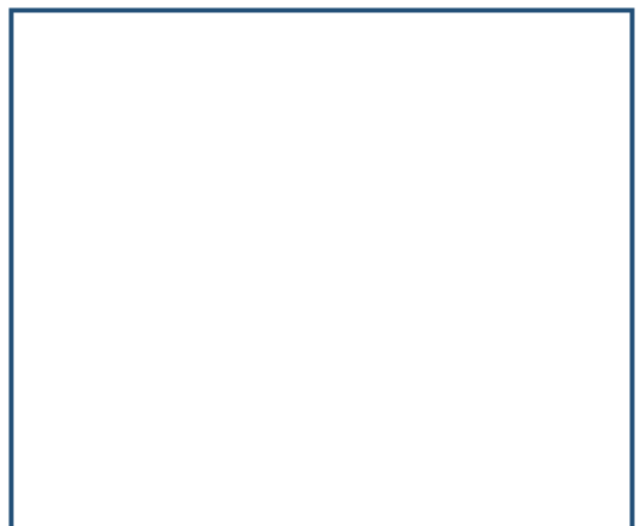
$7 \times 2 =$



$8 \times 5 =$



$5 \times 10 =$



Name: \_\_\_\_\_

Maths 3

Date: \_\_\_\_\_

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

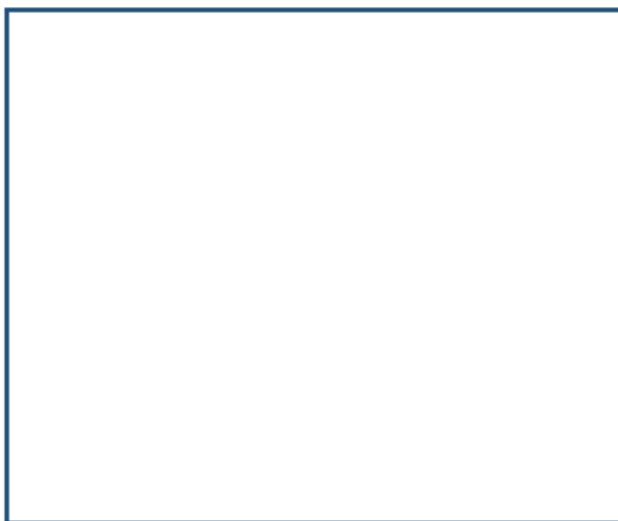
$$10 \div 5 =$$



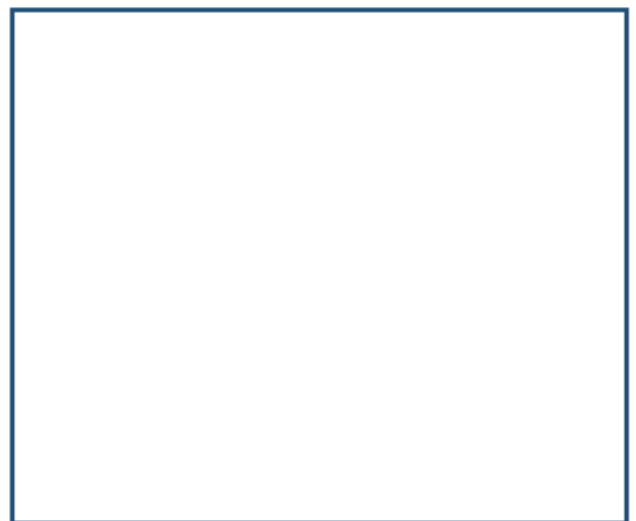
$$8 \div 2 =$$



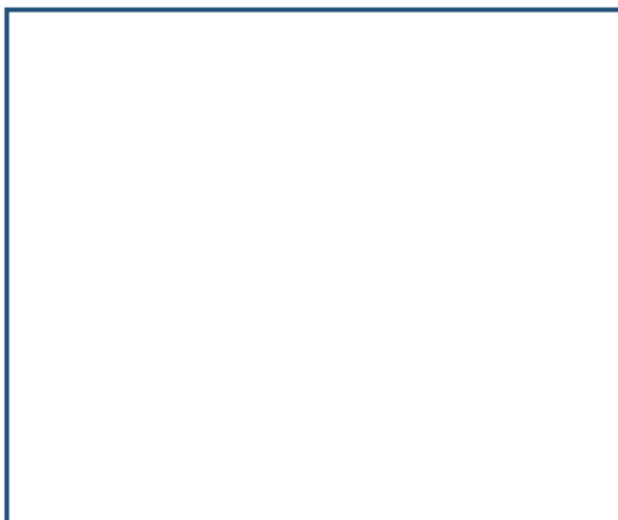
$$25 \div 5 =$$



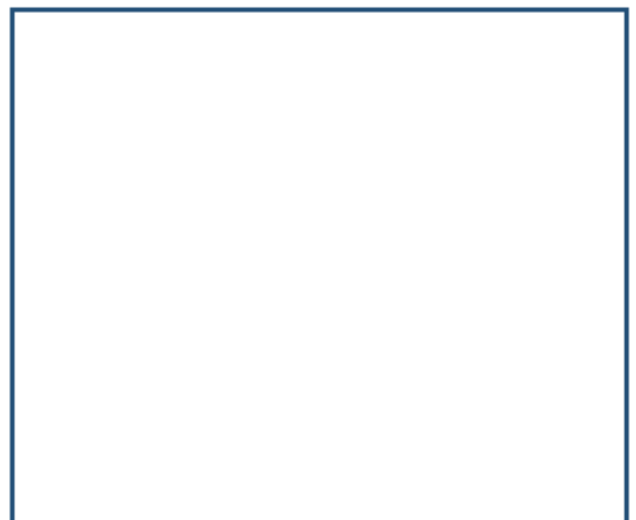
$$16 \div 2 =$$



$$35 \div 5 =$$



$$40 \div 10 =$$

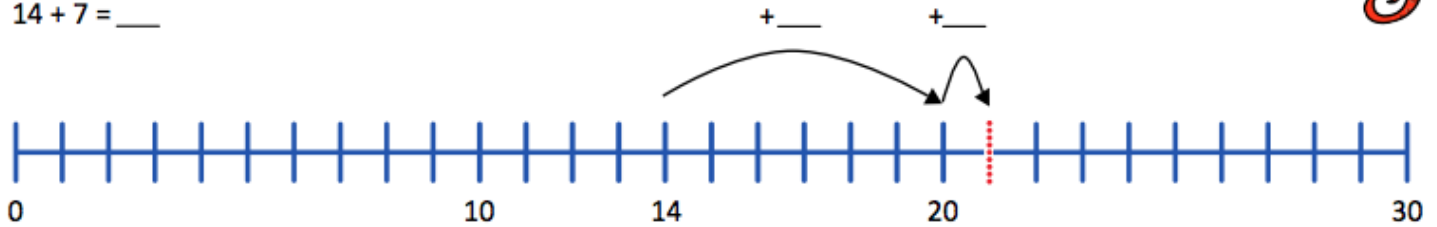


# Bridging through 10: addition on a number line

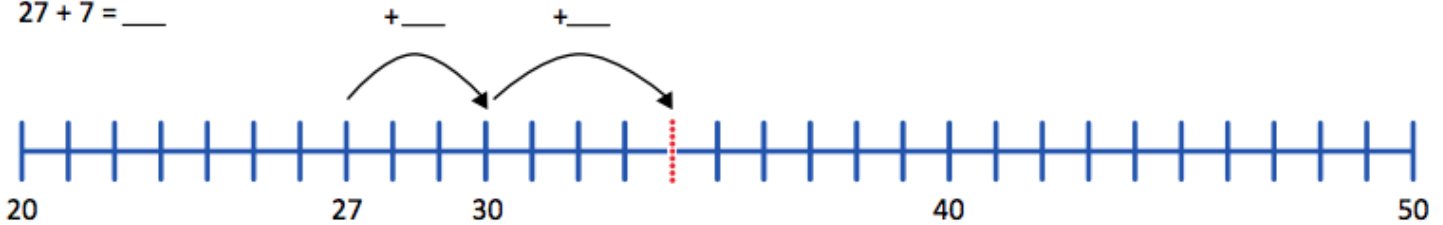
Find the answers by jumping along the number line.  
Fill in the missing numbers for each jump, and then complete the number sentence.



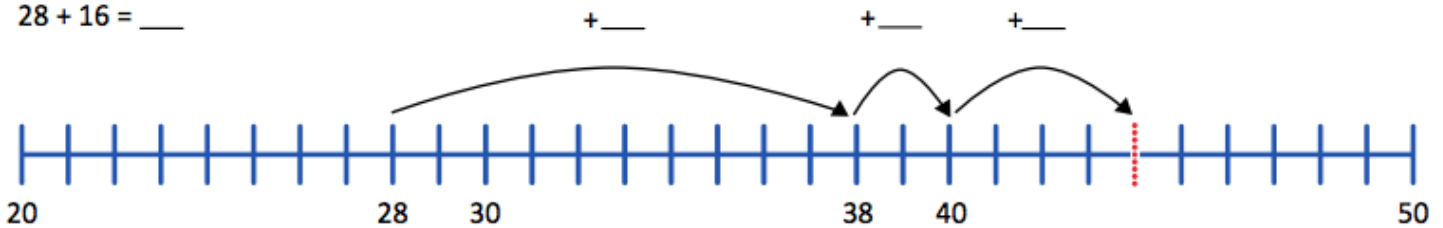
$14 + 7 = \underline{\quad}$



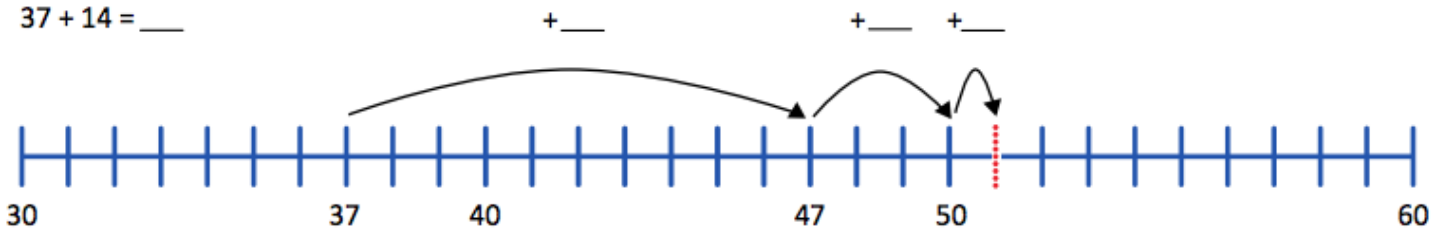
$27 + 7 = \underline{\quad}$



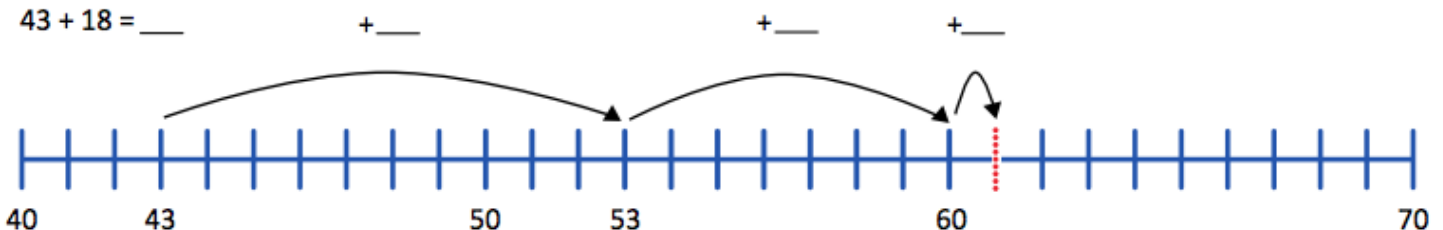
$28 + 16 = \underline{\quad}$



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



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



# 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.

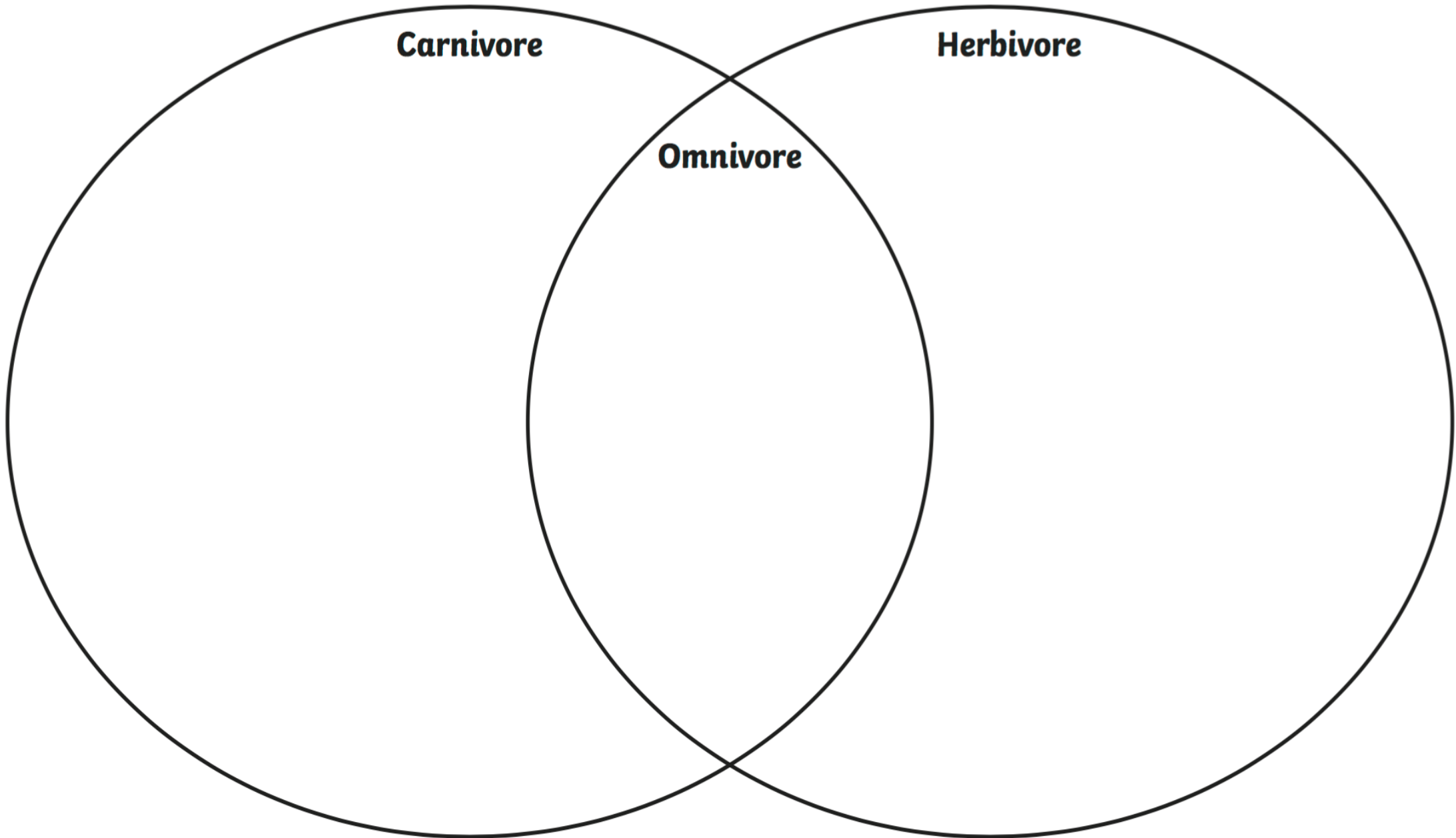


- 5) The octopus has 75 coins and gives 36 to the seahorse.

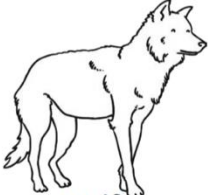

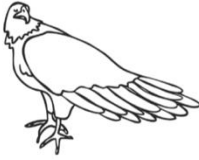
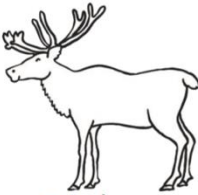

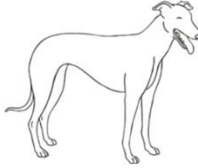
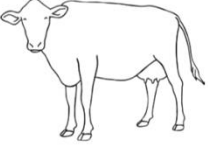

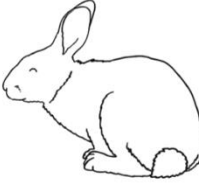

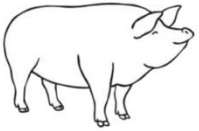

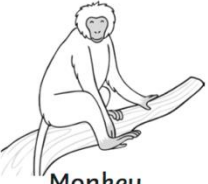
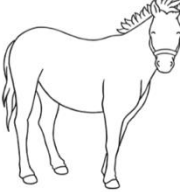

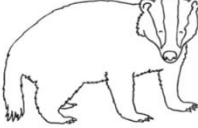
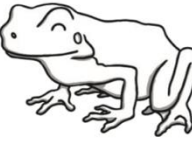
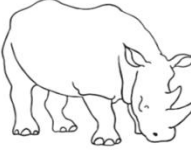


# Carnivore, Herbivore or Omnivore?

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. The images are: a black beetle, a tabby cat, a 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, a green seaweed-like plant, 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.

# My Book Review

Title: .....

Author: .....

Illustrator: .....

Rate the book by colouring the stars.



Book Genre: (fiction/ non-fiction / poetry. ....

What was this book about? .....

.....

.....

.....

What was your favourite part of this book and why? .....

.....

.....

.....

Draw a picture of your favourite part of the book.

A large, empty rounded rectangle with a thin black border, intended for the student to draw a picture of their favorite part of the book.