

# Class 2: English

# Spring Term Week 6: 22 February 2021

For the next 2 weeks our English work will be based on the book *Diary of a Wombat* by Jackie French and Bruce Whatley

1

## Reading & Present and Past Tense

Watch the video of *Diary of a Wombat* on The Video Resource Centre. Turn off the volume first to read the story aloud yourself. Then watch again, this time listening to me.

<https://bradworthy-primary-academy.primarysite.media/playlist/year-two-2020-2021>

A diary is a personal record of experiences and feelings that have happened so is written in the past tense. It is also written in the first person using I, me, we.

Diaries are written in the past tense because they are about something that has happened...in the past.

Have a go at the attached sheet. Complete the table on the sheet, then write the sentences into your book.

**Change the Tense** English 1

1. Complete the table with the missing words.

Original Past Tense	Simple Present Tense (20 - 1 year, see or they)
visited	visit
collected	collect
was	is/are
worked	work
played	play
studied	study
lived	live

2. Change these sentences so that they are written in the simple present tense. The first one has been done for you.

- John **visited** his grandparents last year. (visit)
- My grandpa **collected** stamps when he was young. (collect)
- She **was** a teacher. (is)
- They **worked** on the farm. (work)
- I **played** football every day. (play)
- She **studied** hard for her exam. (study)
- My grandpa **lived** in the city. (live)

3. Change these sentences so that they are written in the simple present tense. The first one has been done for you.

- Anna **visited** her grandparents last year. (visit)
- My grandpa **collected** stamps when he was young. (collect)
- She **was** a teacher. (is)
- They **worked** on the farm. (work)
- I **played** football every day. (play)
- She **studied** hard for her exam. (study)
- My grandpa **lived** in the city. (live)

4. Write a sentence in the past tense.

She **visited** her grandparents last year.

My grandpa **collected** stamps when he was young.

She **was** a teacher.

They **worked** on the farm.

I **played** football every day.

She **studied** hard for her exam.

My grandpa **lived** in the city.

2

## Sequence a familiar story

Listen again to *Diary of a Wombat* by Jackie French on The Video Resource Centre. It is a diary, what do you notice about the way it is written?

A diary is a personal record of experiences and feelings that have happened so is written in the past tense. It is also written in the first person using I, me, we.

### Activity

Using the work sheet, cut out the wombat's achievements and match them with the correct day of the week.

Now convert the notes for each day of the week into complete sentences and write them in your books. Take care to make sure your sentences are written in the past tense. For example:

*On Monday Wombat just slept and ate.*

Don't forget to use capital letters, full stops and commas in your sentences.

**Wombat's Week**

<b>Monday</b>	slept and ate
<b>Tuesday</b>	slept, ate and scratched
<b>Wednesday</b>	slept, had a squabbish dinner and ate
<b>Thursday</b>	slept, scratched against a table leg and looked up at a rabbit hole
<b>Friday</b>	slept, scratched against a table leg, ate carrots and dug a hole
<b>Saturday</b>	scratched into one hole, ate carrots and slept
<b>Sunday</b>	digged, scratched against the back of her nose, scratched rabbit hole, ate rabbit ears
<b>Monday</b>	slept, scratched on walling, scratched and ate carrots and rabbit ears, dug a new hole and ate

3

## Exploring a Point of View

*Diary of a Wombat* is written from the wombat's perspective, but today I want you to think about parts of the story from the perspective of the family. E.g.

### Wombat's point of view

*I was so hungry, I really needed more carrots. Nobody came to the door. So I did the only thing I could do, and chewed through the door.*



### Family's point of view

*The wombat was there, at the door again, begging for more carrots. She'd had enough so we ignored her. Then we heard the most awful chewing noise. That ridiculous animal had chewed a massive hole in the door.*

On the attached sheet write diary entries for both pictures from the wombat's and the family's perspectives.

**Diary of a Wombat**

Monday

Wombat's point of view

Family's point of view

Monday

Wombat's point of view

Family's point of view

4

## Comprehension

Listen carefully again to *Diary of a Wombat* by Jackie French on The Video Resource Centre. <https://bradworthy-primary-academy.primarysite.media/playlist/year-two-2020-2021>

Read the questions on the comprehension sheets carefully. As you go through the questions, you may want to stop and start the story to help find the answers.

Whenever possible, try to answer in full sentences.

**Diary of a Wombat**

1. What is the main problem?

2. What is the main problem?

3. What is the main problem?

4. What is the main problem?

5. What is the main problem?

6. What is the main problem?

7. What is the main problem?

8. What is the main problem?

9. What is the main problem?

10. What is the main problem?

1. The Wombat, why is she so hungry?

2. The Wombat, why did she chew through the door?

3. The Wombat, why did she dig a hole?

4. The Wombat, why did she eat the rabbit ears?

5. The Wombat, why did she dig a hole?

6. The Wombat, why did she dig a hole?

7. The Wombat, why did she dig a hole?

8. The Wombat, why did she dig a hole?

9. The Wombat, why did she dig a hole?

10. The Wombat, why did she dig a hole?

Try the punctuation games in Small Town Superheroes. [https://www.bbc.co.uk/games/embed/small-town-superheroes?exitGameUrl=https%](https://www.bbc.co.uk/games/embed/small-town-superheroes?exitGameUrl=https%3A%3A)

This week we are continuing with our work from last half term on the Properties of Shape. We are going to use all the things we learned about 2D shapes before half term to help us identify the shapes of the faces on 3D shapes. We will work on visualizing 3D shapes based on their properties.

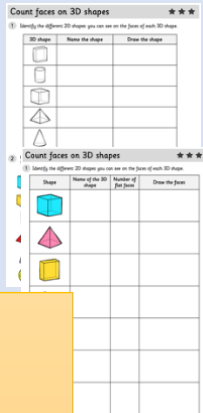
I have included a set of shape nets which you may want to make to help with learning about 3D shapes. Or can you find things at home that match the shapes.

**1**

**Properties of Shape**  
**Count Faces of 3D Shapes**  
 Today we will work on visualizing 3D shapes based on their faces. We will understand the difference between a face and a curved surface.

Watch the video Maths 2 on the Video Resource Centre.  
<https://bradworthy-primary-academy.primarysite.media/>

Complete the attached worksheets. You will be counting the number of faces on 3D shapes, including shapes with curved surfaces

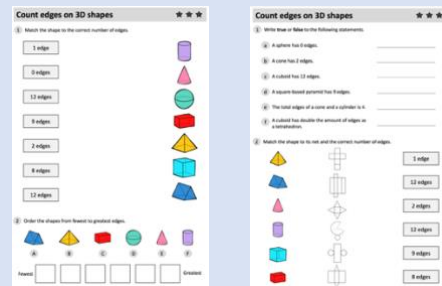


**Vocabulary**  
 cube  
 cuboid  
 square-based pyramid  
 triangular prism  
 cylinder  
 sphere  
 cone  
 triangular-based pyramid

**2**

**Properties of Shape**  
**Count edges on 3D shapes**  
 Watch the video Maths 3 on the Video Resource Centre.  
<https://bradworthy-primary-academy.primarysite.media/>

Complete the following worksheets.



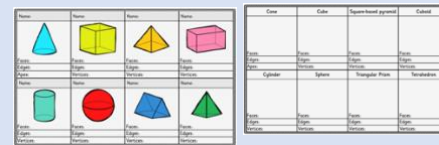
If you are feeling confident about what we have been learning, try the challenge cards. Cut out each card separately, stick it into your book and answer each question in your book before moving onto the next challenge card.



**3**

**Properties of Shape**  
**Count vertices on 3D shapes**  
 Watch the video Maths 4 on the Video Resource Centre.  
<https://bradworthy-primary-academy.primarysite.media/>

I would like you to create your own poster showing the properties of 3D shapes. I have attached 2 versions of the template, one with pictures and one without. You can choose to do either.



Once you have finished your poster, I want you to enlist the help of an adult or your brother or sister. Ask them to describe the properties of one of the 3D shapes and see if you can guess what that shape is.

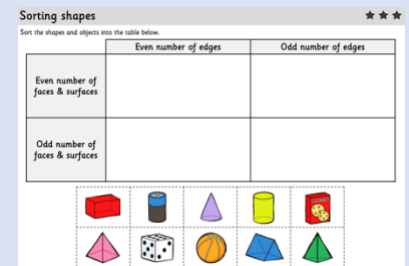
You could try this activity on Espresso [https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/activity/item88960/grade1/module883106/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item88960/grade1/module883106/index.html)

**4**

**Properties of Shape**  
**Sort 3D shapes**  
 Watch the video Maths 4 on the Video Resource Centre.  
<https://bradworthy-primary-academy.primarysite.media/>

Try this sorting activity on Espresso [https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/activity/item613016/grade1/module883106/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item613016/grade1/module883106/index.html)

Sort the shapes onto the attached sheet. Lay them out carefully first, before sticking, to make sure they are all in the right place.



## Class 2: Science Spring Term Week 6: 22 Feb 2021

### Science A

#### Living Things and Their Habitats Life Processes

Watch the video on the Video Resource Centre  
<https://bradworthy-primary-academy.primarysite.media/>

If something has lived, then it can also die... this is very different to an object that has never been alive.



Look at the sheet below, can you sort the list of items into those that are **Living**, **Died** or **Never Alive**. Look around your house or garden, are there other things you could add to those lists?

★ ★ ★ Read the words at the bottom of the page and sort them into the correct group.

Living	Dead	Never Alive
human	leaves	metal
stone	dead	chair
cup	tree	apple
leaves	cup	stone
metal	chair	leaves
stone	leaves	chair
cup	apple	leaves
leaves	chair	stone
chair	stone	leaves
leaves	stone	chair
chair	leaves	stone
stone	chair	leaves

**Challenge:**  
Write down four things that all living things do.

There is an additional Challenge sheet if you have time.

### Science B

#### Living Things and Their Habitats Life Processes

Follow this link and log into Espresso to read a short book about this subject.  
[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/book/item1152148/grade1/module1142775/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/book/item1152148/grade1/module1142775/index.html)

Then try the following sorting game:  
[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/activity/item1150555/grade1/module1142775/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item1150555/grade1/module1142775/index.html)

Choose a living thing for the following sheet. This could be a pet or any other animal that you know something about. You will need to think carefully about how we know that it is alive.

**Life Processes**

Show your living thing

Write a sentence to describe how your living thing does each of the 7 life processes.

Movement: \_\_\_\_\_  
 Respiration: \_\_\_\_\_  
 Sensitivity: \_\_\_\_\_  
 Growth: \_\_\_\_\_  
 Reproduction: \_\_\_\_\_  
 Excretion: \_\_\_\_\_  
 Nutrition: \_\_\_\_\_

*I have added some extra sheets in the additional challenges section which you may enjoy doing.*

## Class 2: Topic Spring Term Week 6: 22 Feb 2021

### Topic A

#### Australia Locating Australia

In today's lesson I am going to introduce you to Australia. But first we need to find out where Australia is in the world  
 Watch the first part of the film for this on the Video Resource Centre.  
<https://bradworthy-primary-academy.primarysite.media/media/locating-australia>



**Activity**  
 On the sheet: **Locating Australia**, the bar chart shows the varying sizes of the world's continents. Colour each continent using the same colour as the bar chart. I have attached a world map to this pack, but you could use an atlas, map, globe or the internet to check which of the smaller countries belong to which continent.



Next: Label the oceans: Arctic Ocean, Pacific Ocean, Atlantic Ocean, Southern Ocean, Indian Ocean.

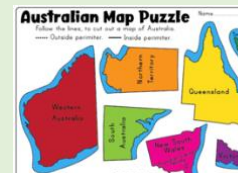
**Which ocean is closest to the UK?**  
**Which ocean or oceans are closest to Australia?**

### Topic B

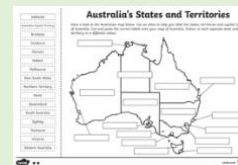
#### Geography Identifying Australia's states

Watch the second part of the film for this on the Video Resource Centre.  
<https://bradworthy-primary-academy.primarysite.media/media/locating-australia>

**Activity 1**  
 The puzzle below is a Map of Australia. Cut out each section of the Australian map. Can you put it back together correctly. Don't forget to use an atlas, map, globe or the internet to check you have put them in the correct place.



**Activity 2**  
 Once you have put Australian back together, could you locate and label the capital cities of each state. Don't forget to check in an atlas, map, globe or on the internet.



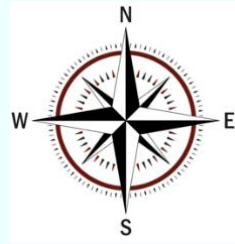
## Class 2: Extra (optional) Challenges

## Spring Term Week 6: 22 February 2021

A

### Compass

I am sure you have all heard people talk about the directions **North, South, East and West**.



Did you know that the world is a HUGE magnet?

A compass works because of this magnetic force. The compass needle lines up with the Earth's lines of magnetic force, and always points north. If you know where north is, you can then work out all the other directions.

If you or your parents have a compass, then maybe you could try to find out what direction is north from your house or garden.

Don't worry if you don't have a compass, you will get lots of time to practice as you go through school.



Have a look at the attached sheet. North is the top of the page; south is the bottom of the page. Follow the directions around the town.

If you find the idea of a compass interesting, watch this short Espresso video to see how you can make a very simple compass.

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/video/item307164/grade2/module296470/index.html](https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item307164/grade2/module296470/index.html)

B

### Cooking – Lamingtons

There is no cake more Australian than **Lamingtons**. They are a classic Australia sweet treat. A moist cake coated in chocolate icing, then dipped in coconut.

I do not expect you to make these, but for those parents who love baking and trying something new, I thought you might enjoy them.

**Warning:** They are time consuming, fiddly and messy to make. But they are absolutely delicious. My family loved them.

#### Lamingtons

- Ingredients**
- 125g butter, softened
  - 1 cup caster sugar
  - 1/2 teaspoon vanilla extract
  - 3 eggs
  - 1 3/4 cups self-raising flour, sifted
  - 1/2 cup milk
  - 2 cups desiccated coconut
- Icing**
- 3 1/2 cups icing sugar mixture
  - 1/4 cup cocoa powder
  - 1 tablespoon butter, softened
  - 1/2 cup boiling water



- METHOD**
1. Preheat oven to 180°C/160°C fan-assisted.
  2. Grease and line a 3cm-deep, 20cm x 30cm (base) tin
  3. Beat butter, sugar and vanilla until light and fluffy.
  4. Add eggs, 1 at a time, beating well after each addition.
  5. Sift half the flour over butter mixture. Stir to combine. Add half the milk. Stir to combine. Repeat with remaining flour and milk.
  6. Spoon into prepared tin. Smooth top.
  7. Bake for 30 minutes or until a skewer inserted in centre comes out clean.
  8. Leave to stand in tin for 10 minutes then turn out onto a wire rack.
  9. Cover with a clean tea towel. Set aside overnight.
  10. Make icing: Sift icing sugar and cocoa into a bowl. Add butter and boiling water. Stir until smooth.
  11. Cut cake into 15 pieces. Place coconut in a dish. Using a fork, dip 1 piece of cake in icing. Shake off excess. Toss in coconut. Place on a wire rack over a baking tray. Repeat with remaining cake, icing and coconut.
  12. Stand for 2 hours or until set. Serve.

My Lamingtons ?



C

### Times Tables

Keep practicing your 2 x, 5 x and 10 x tables. Write them out, say them out loud, join in with the songs on BBC Supermovers, make a colourful ties table poster for your bedroom. Try lots of different ways to help you learn and remember your Times Tables.

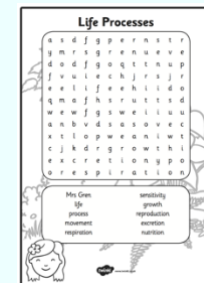
Year 2 - 2, 5 and 10 Times Table Challenge

2 x Table	5 x Table	10 x Table
1 x 2 =	5 x 5 =	5 x 10 =
2 x 2 =	5 x 6 =	5 x 10 =
3 x 2 =	5 x 7 =	5 x 10 =
4 x 2 =	5 x 8 =	5 x 10 =
5 x 2 =	5 x 9 =	5 x 10 =
6 x 2 =	5 x 10 =	5 x 10 =
7 x 2 =	5 x 10 =	5 x 10 =
8 x 2 =	5 x 10 =	5 x 10 =
9 x 2 =	5 x 10 =	5 x 10 =
10 x 2 =	5 x 10 =	5 x 10 =
11 x 2 =	5 x 10 =	5 x 10 =
12 x 2 =	5 x 10 =	5 x 10 =
13 x 2 =	5 x 10 =	5 x 10 =
14 x 2 =	5 x 10 =	5 x 10 =
15 x 2 =	5 x 10 =	5 x 10 =
16 x 2 =	5 x 10 =	5 x 10 =
17 x 2 =	5 x 10 =	5 x 10 =
18 x 2 =	5 x 10 =	5 x 10 =
19 x 2 =	5 x 10 =	5 x 10 =
20 x 2 =	5 x 10 =	5 x 10 =

In 5 minutes I scored a total of /36

Try the Times Table Challenge. Can you beat your best score or best time?

### Additional Sheets



## Class 2: Reading, Phonics and Spellings

## Spring Term Week 6: 22 February 2021

Reading	Phonics	Weekly Spellings	Diary of a Wombat	Additional Spellings
<p>I understand that you may have some difficulty accessing books to read. I will continue to share stories on the Video Resource Centre. You have plenty of reading opportunities within the weekly packs, reading instructions and questions on worksheets.</p> <p>I have been keeping my eye open for any other reading resources. It would be great to hear from you if you find them helpful.</p> <p><b>Collins</b>  <a href="https://connect.collins.co.uk/school/Portal.aspx">https://connect.collins.co.uk/school/Portal.aspx</a>            Choose Teacher            Username: parents@harpercollins.co.uk            Password: Parents!21</p> <p><b>Oxford Owl</b>  <a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a>            Choose Oxford Owl for Home            You will find books in the free eBook library.</p> <p><b>Reading Eggs</b>  <a href="https://readingeggs.co.uk/">https://readingeggs.co.uk/</a>            You will need to register for a free trial.            (There is also an App)</p>	<p>It is important to keep practicing all the phonemes regularly as these help develop fluency with reading and also help support spelling.</p> <p>The following sites may be helpful.</p> <p><b>Phonics Play</b>  <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a></p> <p><b>Username: jan21</b>  <b>Password: home</b></p> <p><b>Espresso</b>  <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/sub_modules/index/item72024/grade/index.html?source=espresso-home-mixedcore-content">https://central.espresso.co.uk/espresso/primary_uk/subject/module/sub_modules/index/item72024/grade/index.html?source=espresso-home-mixedcore-content</a></p> <p><b>Log in: student10475</b>  <b>Password: bradworthy</b></p>	<p><i>This week's spellings are focusing on the /r/ sound spelled <b>wr</b> at the beginning of words.</i></p> <p>write written wrong wrap wren wrecked wrapped wriggle wrestle wrote</p> <p>I have added some of the EdShed spelling practice sheets for this list. On Friday why not ask your parent/adult to give you a quick spelling test of these words.</p> <p><a href="https://play.edshed.com">https://play.edshed.com</a></p>	<p><i>These spellings may be useful for our work on 'Diary of a Wombat'</i></p> <p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday yesterday today tomorrow</p> <p><i>PLEASE NOTE:</i>  <i>It is important that you know how to correctly spell the days of the week. Remember they ALWAYS begin with a capital letter</i></p> <p><a href="https://play.edshed.com">https://play.edshed.com</a></p>	<p>By the end of year 2, children are expected to be able to read and spell most of the words on the <b>100 High Frequency Words</b> list and the <b>Year 1 and 2 Common Exception Words</b> List. Copies of these are in your packs. I have created Assignments for each of these word lists which will remain on EdShed each week.</p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>In addition to practicing spellings on EdShed <a href="https://play.edshed.com">https://play.edshed.com</a> you could try some of these activities to help learn your spellings.</b></p> 