

Home Learning – Year 2 Christ Church

Week Beginning 1<sup>st</sup> March

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called 'Lines of Symmetry'</p> <p><a href="https://whiterosemaths.com/homelearning/year-2/spring-week-8-geometry-properties-of-shapes/">https://whiterosemaths.com/homelearning/year-2/spring-week-8-geometry-properties-of-shapes/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Lines of Symmetry – draw the whole'</p> <p><a href="https://whiterosemaths.com/homelearning/year-2/spring-week-8-geometry-properties-of-shapes/">https://whiterosemaths.com/homelearning/year-2/spring-week-8-geometry-properties-of-shapes/</a></p>	<p>Follow the lesson called 'Sort 2D shapes'</p> <p><a href="https://whiterosemaths.com/homelearning/year-2/spring-week-8-geometry-properties-of-shapes/">https://whiterosemaths.com/homelearning/year-2/spring-week-8-geometry-properties-of-shapes/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Make Patterns in 2D Shapes'</p> <p><a href="https://whiterosemaths.com/homelearning/year-2/spring-week-8-geometry-properties-of-shapes/">https://whiterosemaths.com/homelearning/year-2/spring-week-8-geometry-properties-of-shapes/</a></p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Count faces on 3D Shapes'</p> <p><a href="https://whiterosemaths.com/homelearning/year-2/spring-week-8-geometry-properties-of-shapes/">https://whiterosemaths.com/homelearning/year-2/spring-week-8-geometry-properties-of-shapes/</a></p> <p>Follow up activity below</p>
Maths	<b>Problem of the Day – See below</b>				
X tables	<p><b>Remember:</b></p> <p>2x, 5x, 10x - <b>Bronze</b>      3x, 4x, 8x - <b>Silver</b>      6x, 7x, 9x, 11x, 12x - <b>Gold</b>      <a href="https://www.timestables.co.uk/">https://www.timestables.co.uk/</a>      <a href="https://ttrockstars.com/">https://ttrockstars.com/</a></p>				
English	<p>Watch Y2 English Lesson on the school website:</p> <p><a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/</a></p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y2 English Lesson on the school website:</p> <p><a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/</a></p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y2 English Lesson on the school website:</p> <p><a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/</a></p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y2 English Lesson on the school website:</p> <p><a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/</a></p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y2 English Lesson on the school website:</p> <p><a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/</a></p> <p>Follow up activity and supporting resources below</p>
Other Subjects	<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;"><b>What is a settlement?</b></p> <p>In this lesson we will be learning all about what a settlement is. We will learn about the key differences between villages, towns and cities, and how cities are growing in size and population.</p> <p><a href="https://classroom.thenational.academy/lessons/what-is-a-settlement-74t3ed">https://classroom.thenational.academy/lessons/what-is-a-settlement-74t3ed</a></p>	<p style="text-align: center;"><b>Art</b></p> <p style="text-align: center;"><b>Exploring Printing with Found Objects</b></p> <p>In this lesson, we will be making repeated and rotated prints using found objects. This lesson includes some physical activity and equipment beyond pen, paper or pencil. Please make sure your child is adequately supervised.</p> <p><a href="https://classroom.thenational.academy/lessons/exploring-printing-with-found-objects-6wv32r">https://classroom.thenational.academy/lessons/exploring-printing-with-found-objects-6wv32r</a></p>	<p style="text-align: center;"><b>RE</b></p> <p>What happened on Palm Sunday and what does it teach us about Jesus?.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zvxn34j">https://www.bbc.co.uk/bitesize/clips/zvxn34j</a></p> <p>Think about these questions: Why were there so many people? Who did the people think that Jesus was? Why would some people not have been happy about Jesus' arrival? What words would you have shouted if you were welcoming Jesus? What might you have been feeling if you had been in that crowd?</p> <p>Draw a banner and decorate it with images and words linked to Palm Sunday e.g. Jerusalem, palm leaves, donkey, king, Jesus, crowds, Hosanna etc.</p>	<p style="text-align: center;"><b>Spanish</b></p> <p>Watch the video on the school website to learn about the parts of the body. Then, do the worksheet in the learning pack!</p> <p>For more practise, you can watch this video too:</p> <p><a href="https://www.youtube.com/watch?v=71hiB8Z-03k&amp;t=2s&amp;ab_channel=ChuChuTVEspa%C3%B1ol">https://www.youtube.com/watch?v=71hiB8Z-03k&amp;t=2s&amp;ab_channel=ChuChuTVEspa%C3%B1ol</a></p>	<p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><b>How has popular music changed over the last 60 years? (part 2)</b></p> <p><a href="https://classroom.thenational.academy/lessons/how-has-popular-music-changed-over-the-last-60-years-part-2-6wu36t">https://classroom.thenational.academy/lessons/how-has-popular-music-changed-over-the-last-60-years-part-2-6wu36t</a></p> <p>In this lesson, we will continue to learn about some of the ways in which popular music has changed over the last 60 years. We will learn how the ways in which people listen to music have changed over time and will look more closely at MP3 players and smartphones. We will then listen to some songs from singers and groups from the 1990s to 2020s. You will need a piece of paper and a pencil.</p>

### Skittles Sheet 1

Work out the total score for each game of skittles.

1.

Total

2.

Total

3.

Total

4.

Total

5.

Total

6.

Total

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### Hoopla and skittles Sheet 2

Hoopla

Total

Hoopla

Total

Hoopla

Total

Skittles

Total

Skittles

Total

Skittles

Total

Grand total of all hoops and skittles

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## Make 10

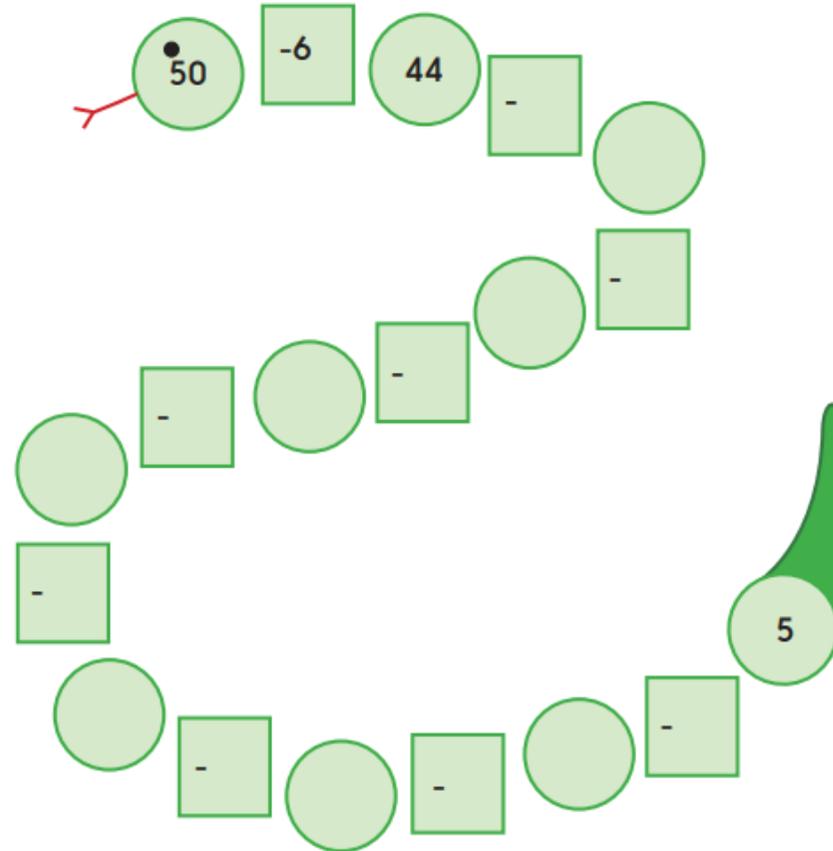
### Sheet 1

Take it in turns to roll the dice and write the number in one of the squares. You can write two, three or even more numbers in a square. If you write a number in a square so that the numbers in that square add up to 10, you win that square. Ring it with your coloured pencil. The first person to ring three squares in a line, in any direction, wins!


## Down the snake

### Sheet 2

Charlie started with 50.  
He rolled a 1-10 dice.  
He subtracted the number on the dice.  
He kept on going until he reached 5.  
Work out what numbers he might have subtracted to get to 5.  
You might need a rubber to change your answers!



#### Challenge

Can you find a different set of dice throws that also leave him on 5? Show them using a different coloured pencil.

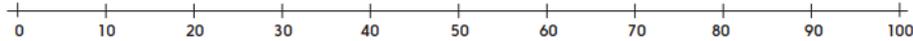
### Number lines

Sheet 2

Write a number in each circle which belongs between the numbers on either side.

6 ( ) 12 ( ) 25 ( ) 31 ( ) 43 ( ) 57 ( ) 68 ( ) 71 ( ) 85 ( ) 94

Mark all your numbers on this line.



#### Challenge

1.

6 2 4

Write ALL the 2-digit numbers that you can make using these cards.

Write them in order, smallest first.

### Maths words

Sheet 1

Choose a card.

Write a description without using the words on the card.

Swap with a friend - can they guess what you are describing?

 <p><b>23</b> two three</p>	<p><b>45</b> odd between</p>	<p><b>38</b> less more</p>	<p><b>99</b> nine before</p>
 <p>triangle corners</p>	 <p>square sides</p>	 <p>circle sides</p>	 <p>hexagon sides</p>
 <p>tape long</p>	 <p>jug water</p>	 <p>scales heavy</p>	 <p>clock hands</p>

#### Challenge

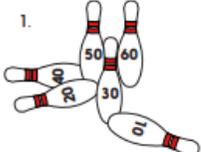
Make up two or more puzzles like this for other numbers, shapes or mathematical equipment. Think carefully about what words to ban. Can your partner find a way to describe the items?

### Puzzles and problems

Answers

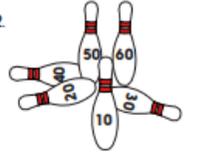
**Day 1 Skittles Sheet 1**

1.



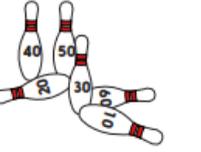
Total  $40 + 20 + 10 = 70$

2.



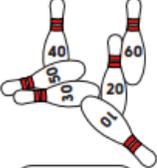
Total  $40 + 20 + 30 = 90$

3.



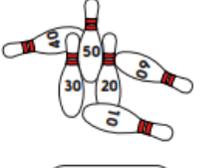
Total  $20 + 60 + 10 = 90$

4.



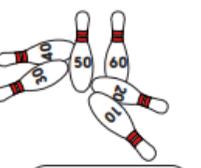
Total  $50 + 30 + 10 = 90$

5.



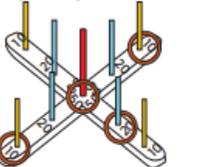
Total  $60 + 40 + 10 = 110$

6.

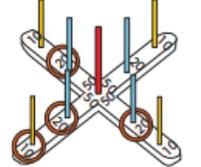


Total  $40 + 30 + 20 + 10 = 100$

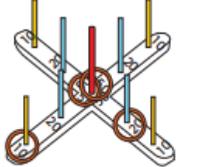
**Day 1 Hoopla and skittles Sheet 2**



Total  $50 + 20 + 10 + 10 = 90$



Total  $20 + 20 + 20 + 10 = 70$



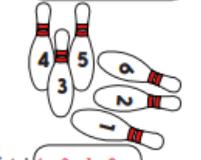
Total  $50 + 50 + 20 + 10 = 130$



Total  $6 + 4 + 2 = 12$



Total  $5 + 4 + 3 = 12$



Total  $6 + 2 + 1 = 9$

Grand total of all hoops and skittles  $90 + 70 + 130 = 290$   
 $12 + 12 + 9 = 33$   $290 + 33 = 323$

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### Puzzles and problems

Answers

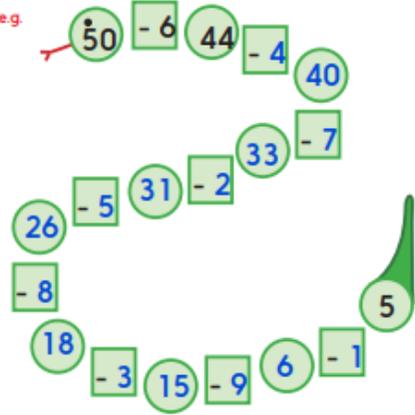
**Day 2 Make 10 Sheet 1**

Check children are ringing squares with a total of 10 inside.

**Day 2 Down the snake Sheet 2**

Check children's subtractions are correct as they move down the snake to get from 50 to 5.

e.g.



**Challenge**

Check children's subtractions and dice throws are different to those on their first snake.

Accept numbers from the ranges given in brackets.

6 (7 - 11) 12 (13 - 24) 25 (26 - 30) 31 (32 - 42) 43 (44 - 56) 57 (58 - 67) 68 (69, 70) 71 (72 - 84)  
 85 (86 - 93) 94

Children should be marking their numbers on the landmarked lines as accurately as they can.

**Challenge**

Numbers possible with digits 6, 2 and 4 in order from smallest to biggest:

24 26 42 46 62 64

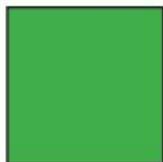
# Lines of symmetry

1 Tick the shapes that have a vertical line of symmetry.

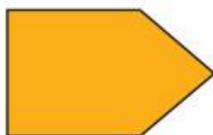








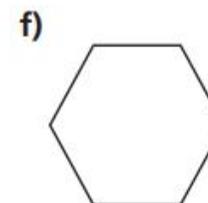
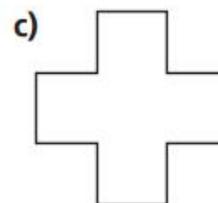
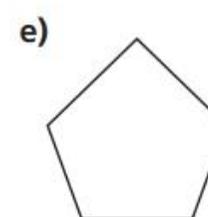
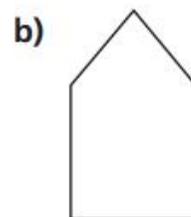
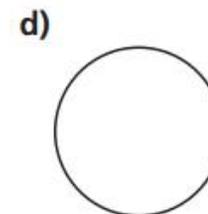
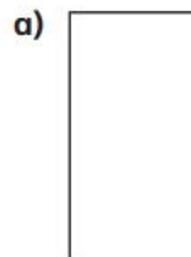





Compare answers with a partner.



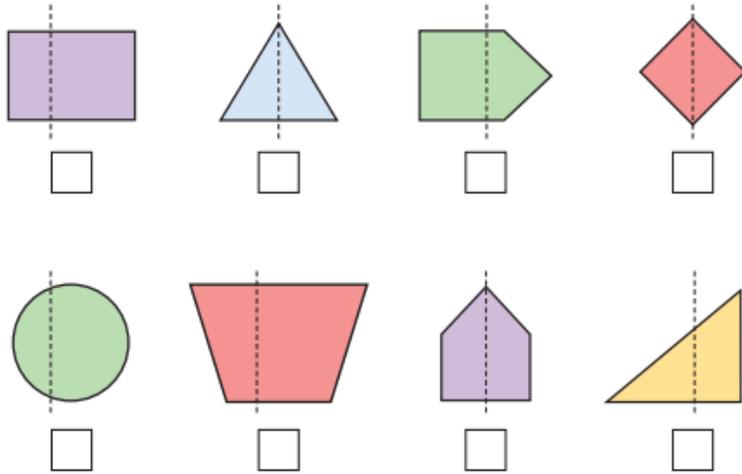
2 Draw the vertical line of symmetry on each shape.



Compare answers with a partner.

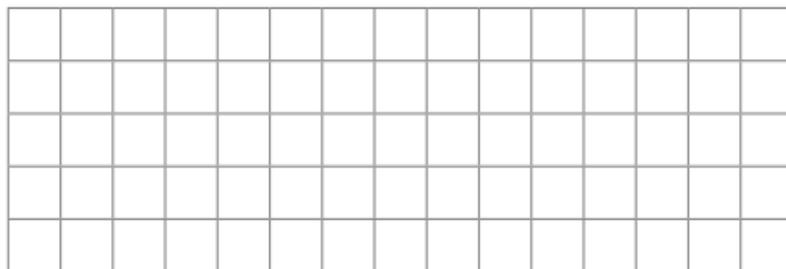
- 3 Annie is drawing a vertical line of symmetry on some shapes.

Tick the shapes that have a correct line of symmetry.



Talk to a partner about any mistakes Annie has made.

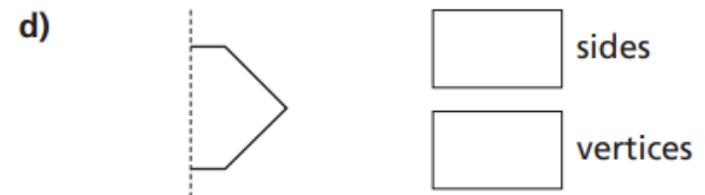
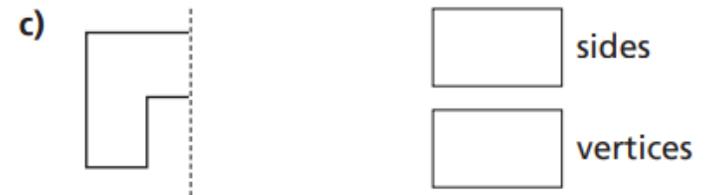
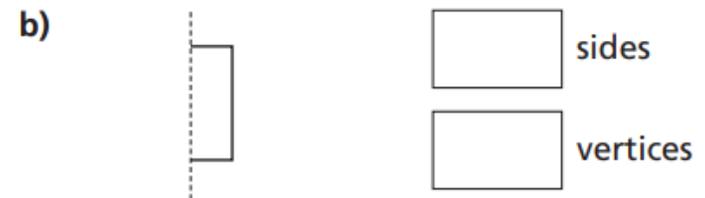
- 4 Draw a shape that has 6 sides and a vertical line of symmetry.



- 5 Here are some halves of shapes with their vertical line of symmetry drawn. Complete the shapes.

Complete the shapes.

Write how many sides and how many vertices each shape has.

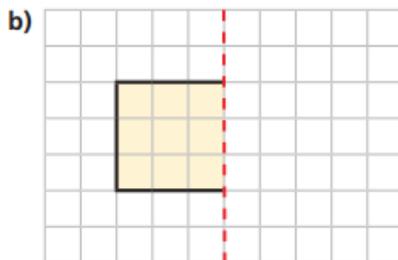
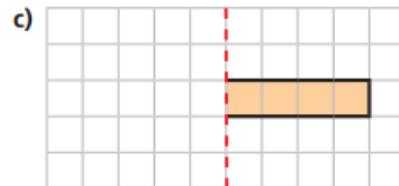
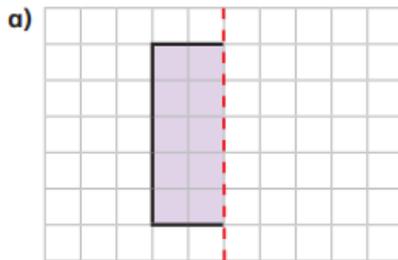


Draw your own problem like this for a partner.

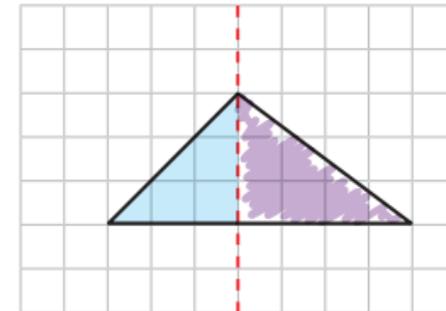


# Lines of symmetry – draw the whole

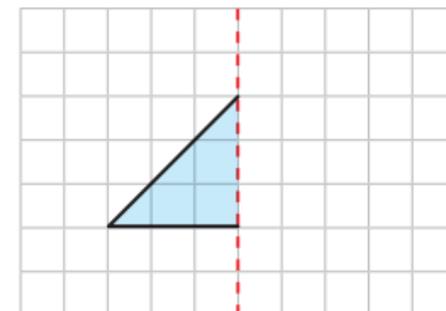
- 1 Each diagram shows half a shape and the line of symmetry.  
Complete each shape.



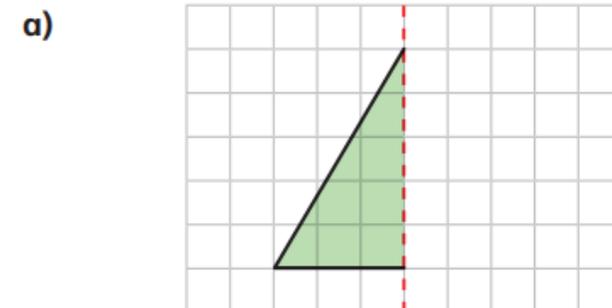
- 2 Rosie has completed this shape.



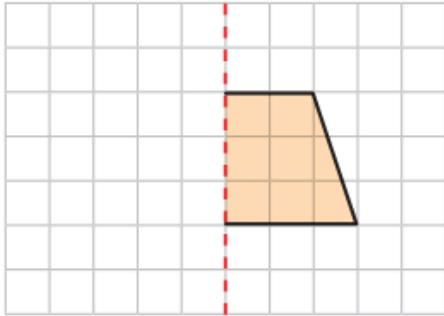
What has she done wrong?  
Complete the shape correctly.



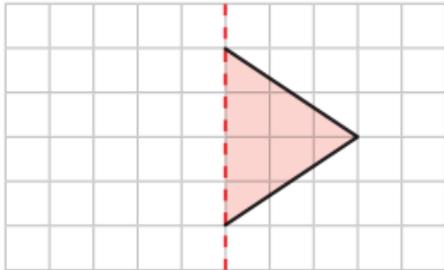
- 3 Each diagram shows half a shape and the line of symmetry.  
Complete each shape.



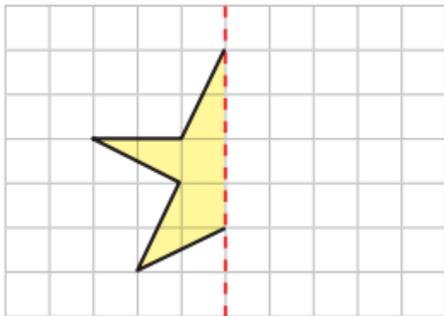
b)



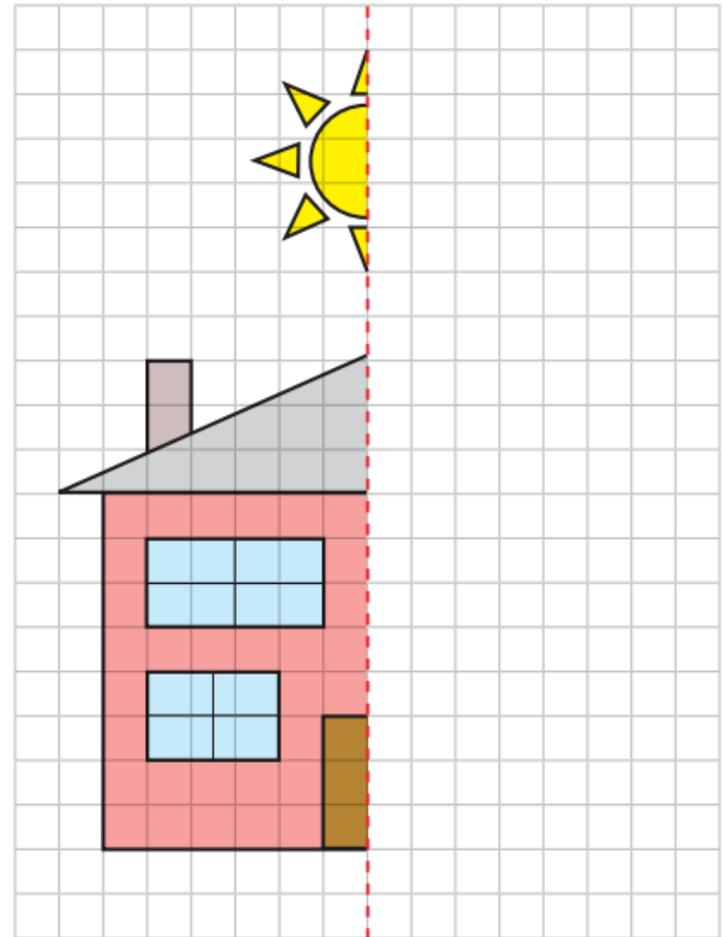
c)



4 Here is half a star and its line of symmetry. Complete the star.



5 Use symmetry to complete the picture.

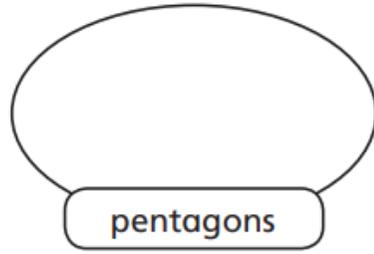
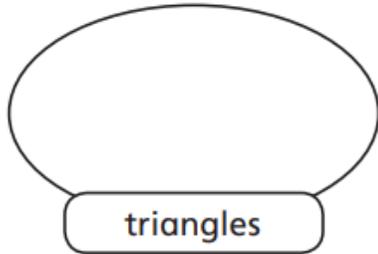


Make your own picture like this for a partner to complete.

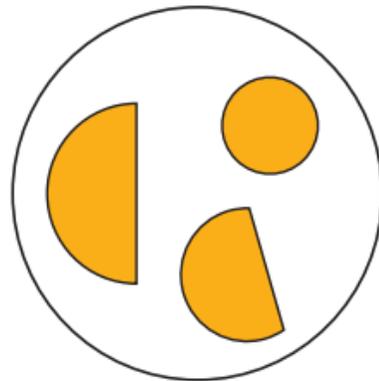
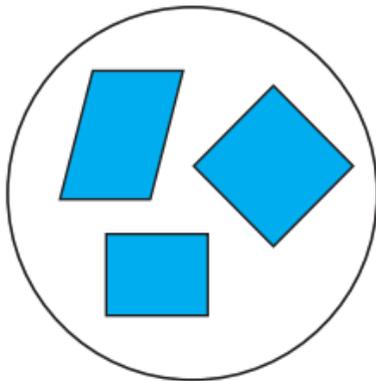


# Sort 2D shapes

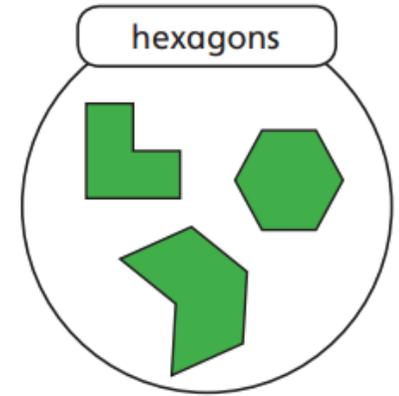
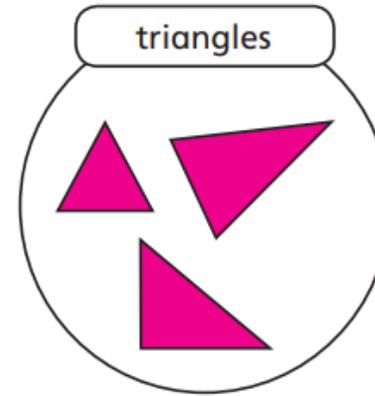
1 Draw lines to sort the shapes into groups.



2 How have the shapes been sorted?



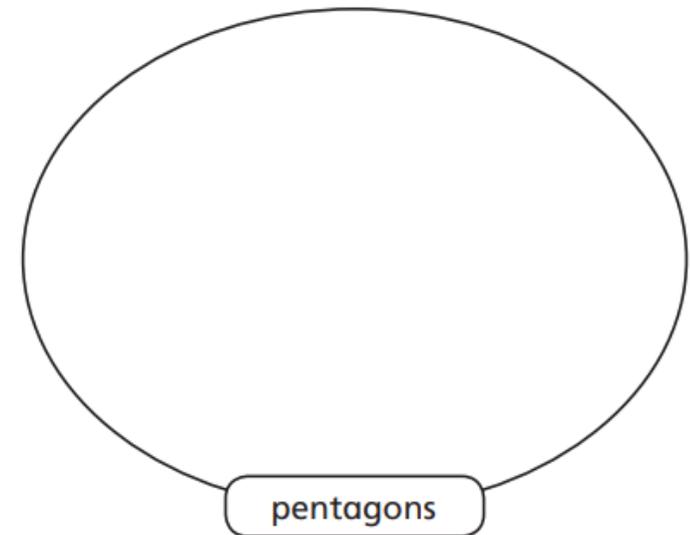
3 Eva sorts some shapes.



a) Is Eva correct? \_\_\_\_\_

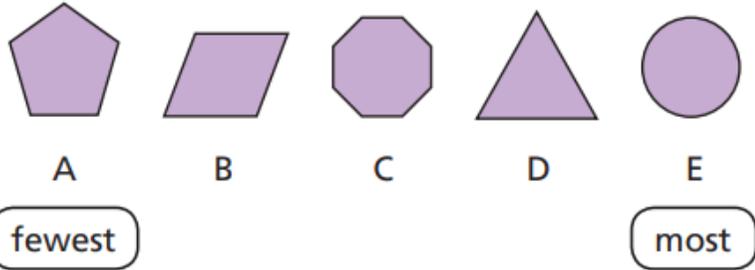
How do you know?

b) Draw a group of three different pentagons.



- 4 a) Sort the shapes in order of the number of sides.

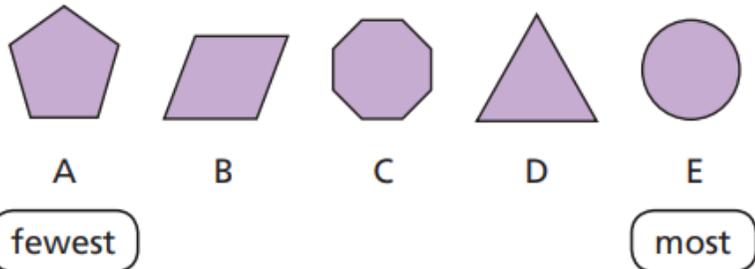
Start with the shape that has the fewest sides.



\_\_\_\_\_

- b) Sort the shapes in order of the number of vertices.

Start with the shape that has the fewest vertices.



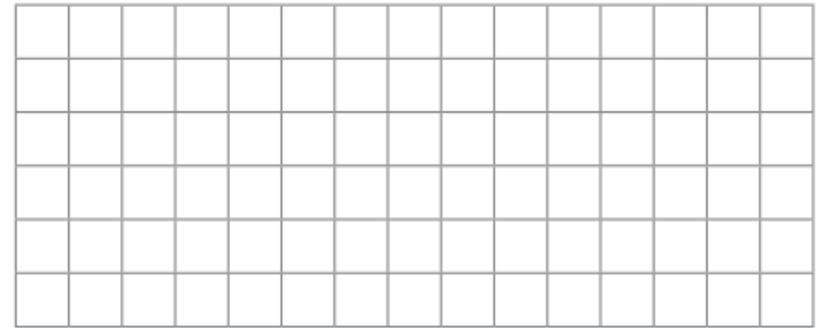
\_\_\_\_\_

- c) What do you notice about your answers to part a) and part b)?

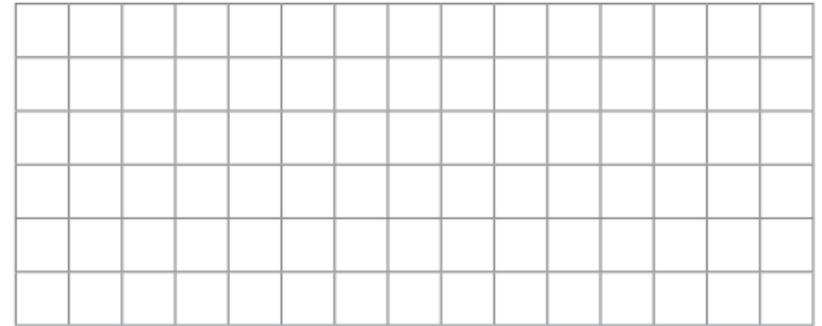


- 5 Draw three different shapes in each group.

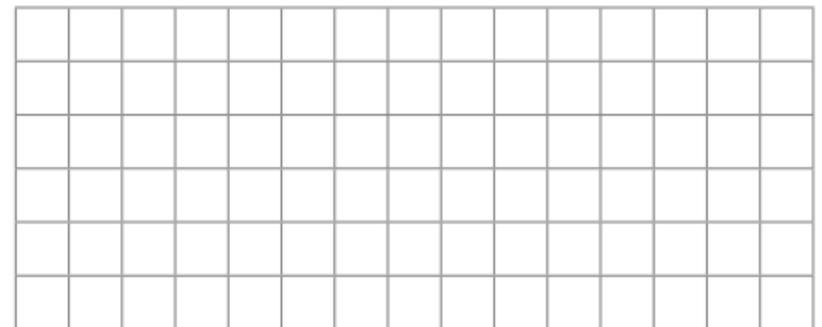
shapes with 4 sides



shapes with an odd number of vertices

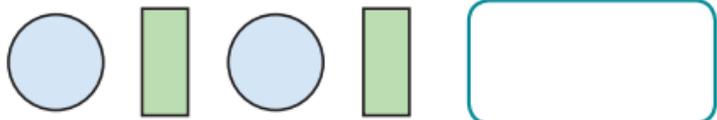


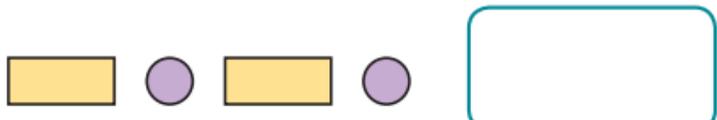
shapes with an even number of sides



# Make patterns with 2D shapes

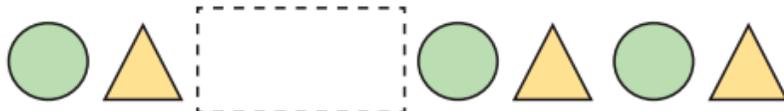
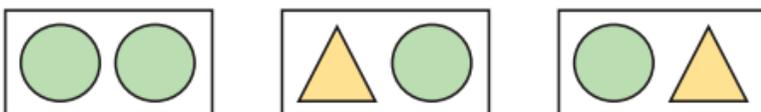
1 Draw the next two shapes in each pattern.

a) 

b) 

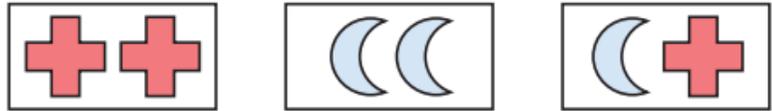
c) 

2 Tick the shapes that fit in each pattern.

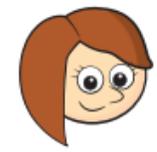
a)   




b) 



3



My pattern goes: circle, triangle, square, then it repeats.

a) Draw the first 9 shapes in Rosie's pattern.

b) What is the name of the 10th shape in the pattern?  
 \_\_\_\_\_

c) What is the name of the shape to the right of the 5th shape?  
 \_\_\_\_\_

- 4 Mo makes a pattern using 4 rectangles, 4 triangles and 4 circles.

What could Mo's pattern be?

Draw two different possibilities.

- 5 Draw the 10th shape for each pattern.

a)



b)



- 6 Write your own repeating pattern of shapes.

For example: circle, rectangle, rectangle, circle, rectangle, rectangle ...

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

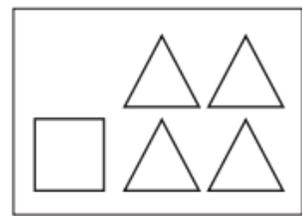
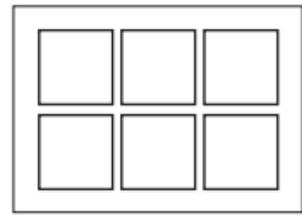
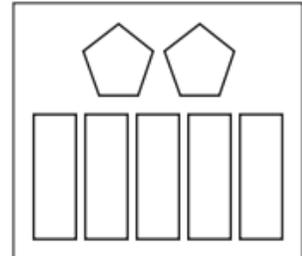
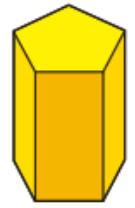
Swap with a partner and draw each other's patterns.

- 7 Draw a shape in each box to make a repeating pattern.

You may want to practise on a whiteboard.


# Count faces on 3D shapes

1 Match the shapes to the faces.



2 Complete the table.

Shape	Name	Number of faces

3

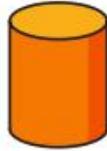


My shape has one curved surface.

What shape is Jack describing? \_\_\_\_\_

4 Match the description to the shape.

1 circular face and  
1 curved surface



2 circular faces and  
1 curved surface



4 triangular faces



5



A cube is the  
only 3D shape with  
6 faces.

Alex has made a mistake.

Name another 3D shape that has 6 faces.

\_\_\_\_\_

6 Dexter has 5 of the same 3D shapes.



In total, my  
shapes have 10  
circular faces.

What shapes has Dexter got?

Dexter has got 5 \_\_\_\_\_

7 Dora wants to put a sticker on each face of  
some cubes.

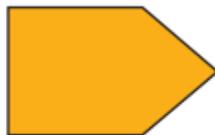
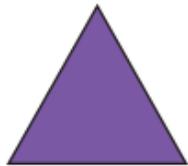
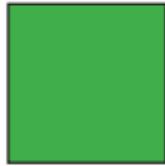
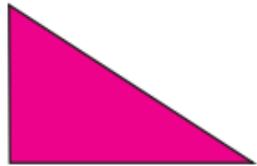
She has 60 stickers.

How many cubes can she cover in stickers?

Dora can cover  cubes in stickers.

## Lines of symmetry

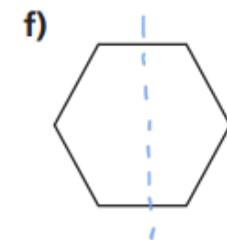
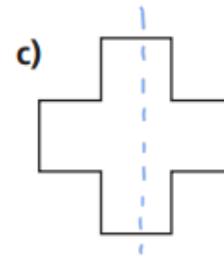
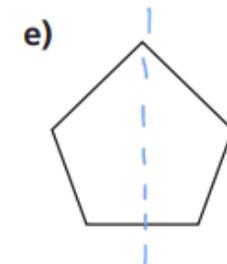
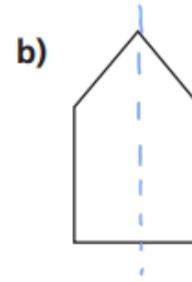
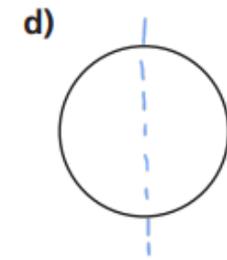
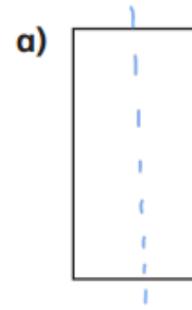
- 1 Tick the shapes that have a vertical line of symmetry.



Compare answers with a partner.



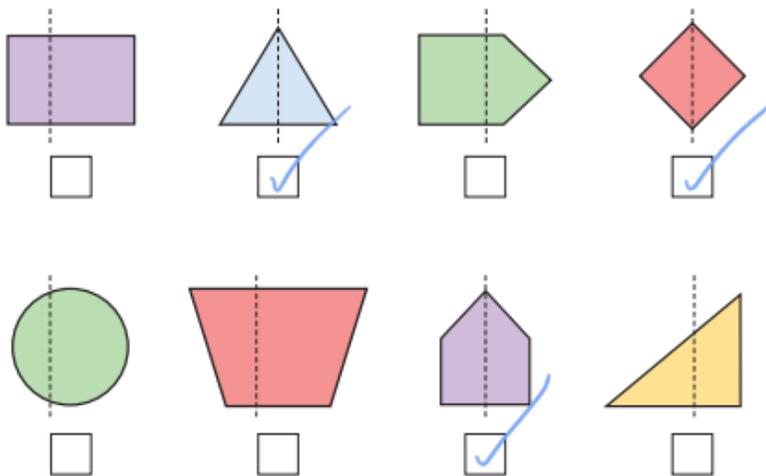
- 2 Draw the vertical line of symmetry on each shape.



Compare answers with a partner.

- 3 Annie is drawing a vertical line of symmetry on some shapes.

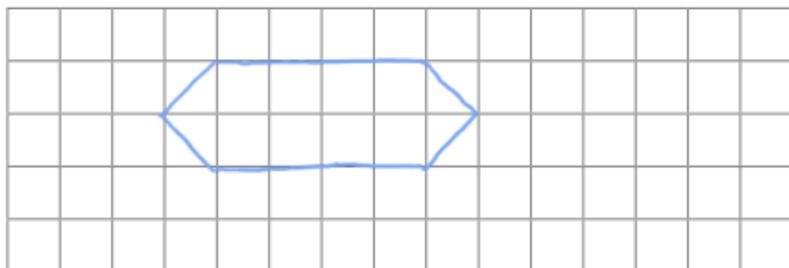
Tick the shapes that have a correct line of symmetry.



Talk to a partner about any mistakes Annie has made.

- 4 Draw a shape that has 6 sides and a vertical line of symmetry.

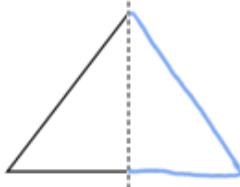
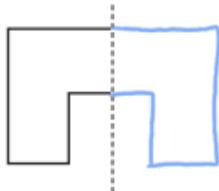
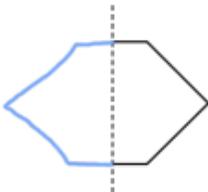
e.g.



- 5 Here are some halves of shapes with their vertical line of symmetry drawn.

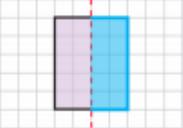
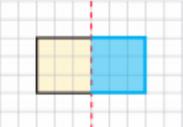
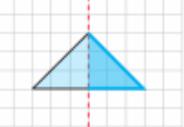
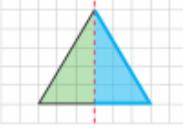
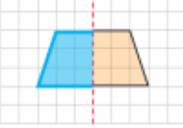
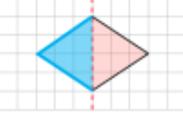
Complete the shapes.

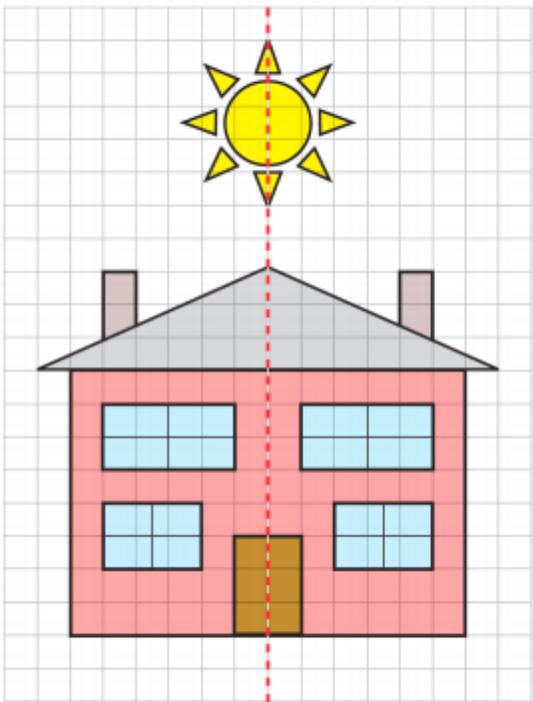
Write how many sides and how many vertices each shape has.

- a)   sides  
 vertices
- b)   sides  
 vertices
- c)   sides  
 vertices
- d)   sides  
 vertices

Draw your own problem like this for a partner.

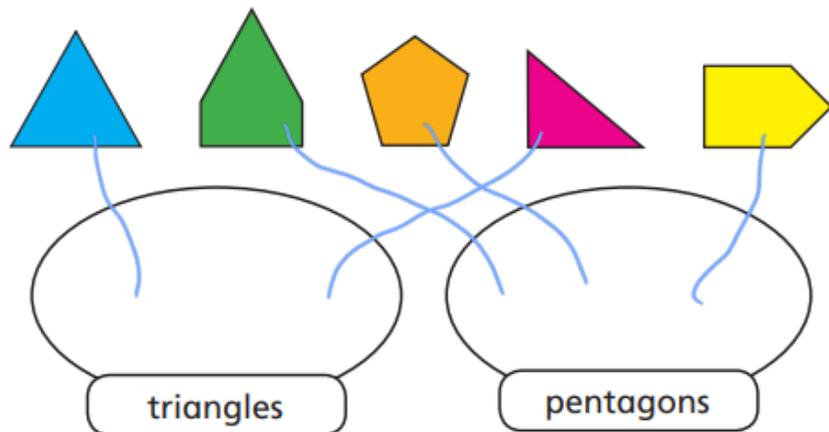


Question	Answer
1	<p>a) </p> <p>b) </p> <p>c) </p> <p>d) </p>
2	<p>She has gone four squares to the right of the line instead of three squares.</p> 
3	<p>a) </p> <p>b) </p> <p>c) </p>
4	

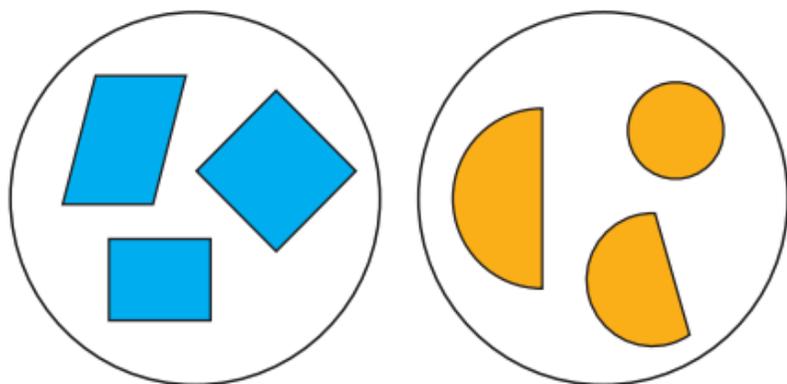
Question	Answer
5	 <p data-bbox="264 890 958 927">children's half pictures on square grids with line of symmetry</p>

# Sort 2D shapes

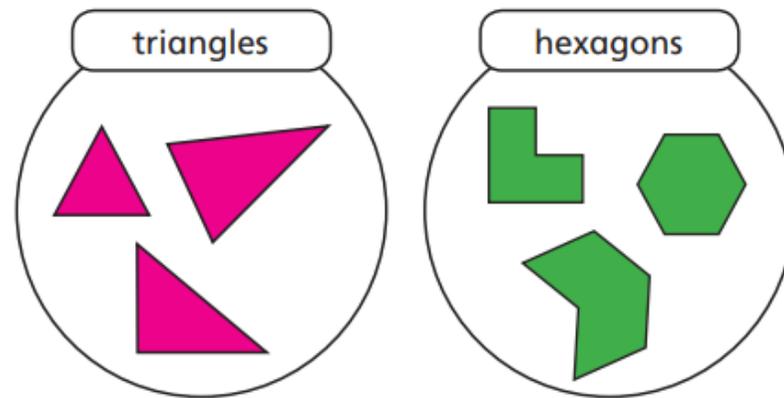
1 Draw lines to sort the shapes into groups.



2 How have the shapes been sorted?



3 Eva sorts some shapes.

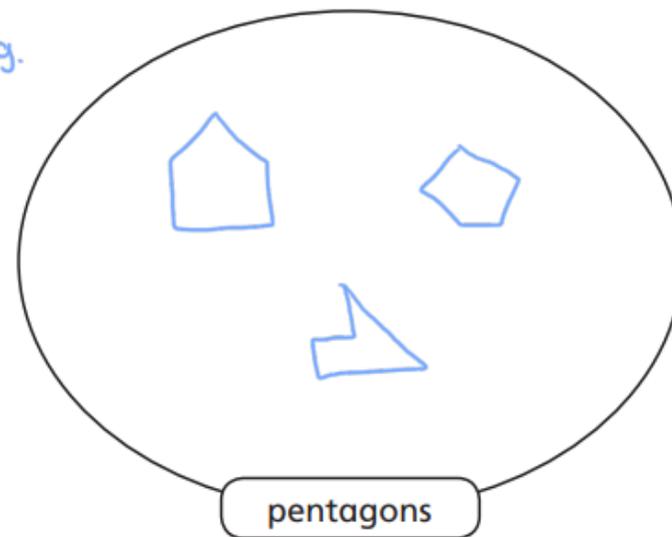


a) Is Eva correct? Yes

How do you know?

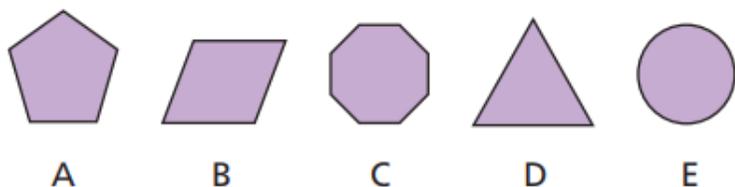
b) Draw a group of three different pentagons.

e.g.



- 4 a) Sort the shapes in order of the number of sides.

Start with the shape that has the fewest sides.



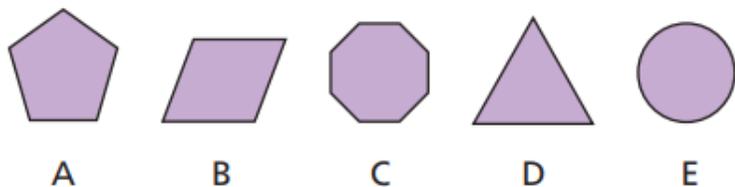
fewest

most

E   D   B   A   C

- b) Sort the shapes in order of the number of vertices.

Start with the shape that has the fewest vertices.



fewest

most

E   D   B   A   C

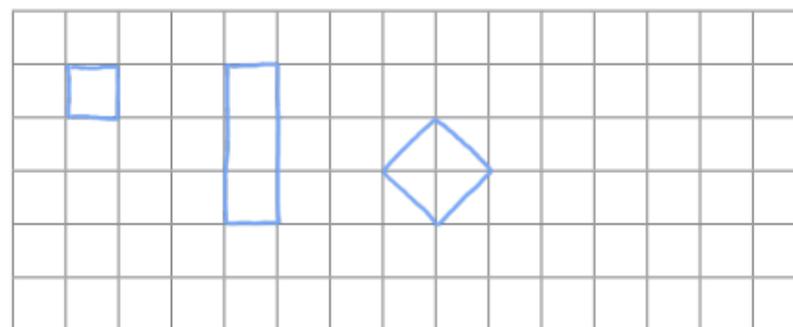
- c) What do you notice about your answers to part a) and part b)?



- 5 Draw three different shapes in each group.

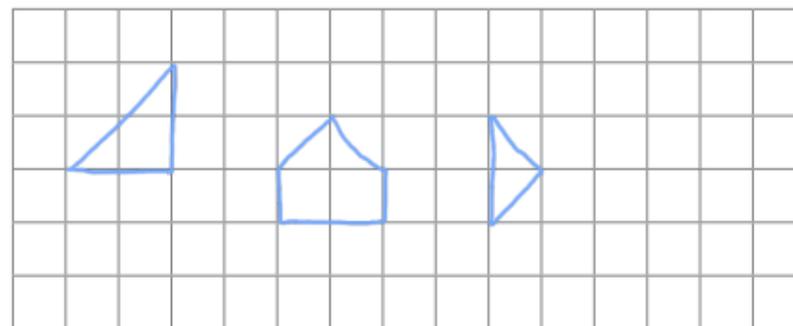
shapes with 4 sides

e.g.



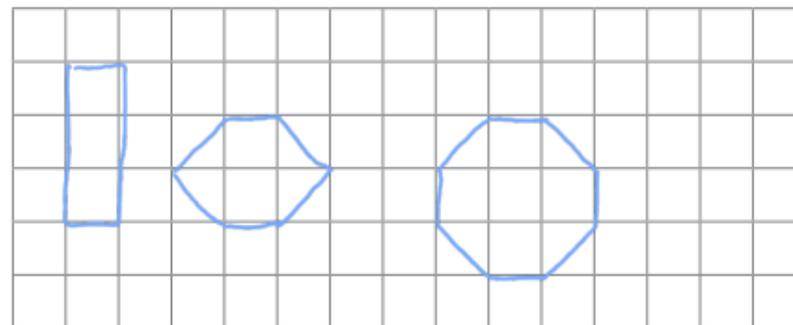
shapes with an odd number of vertices

e.g.



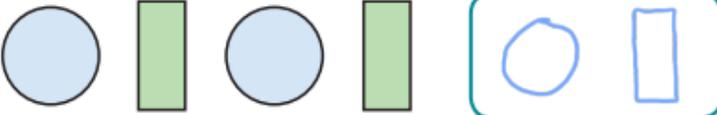
shapes with an even number of sides

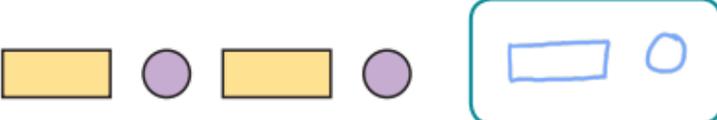
e.g.

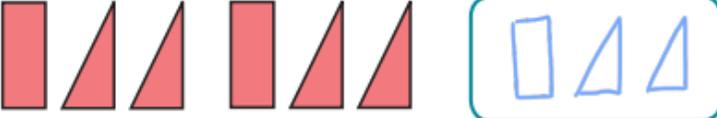


# Make patterns with 2D shapes

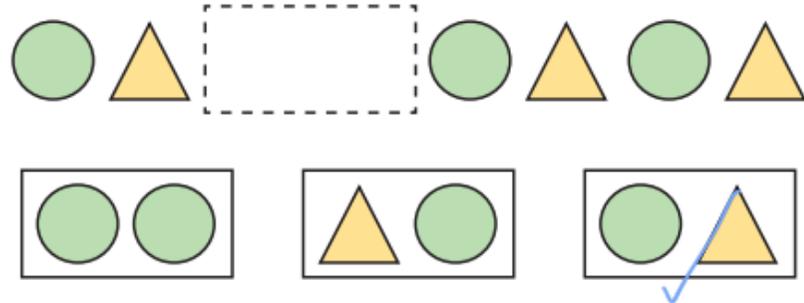
1 Draw the next two shapes in each pattern.

a) 

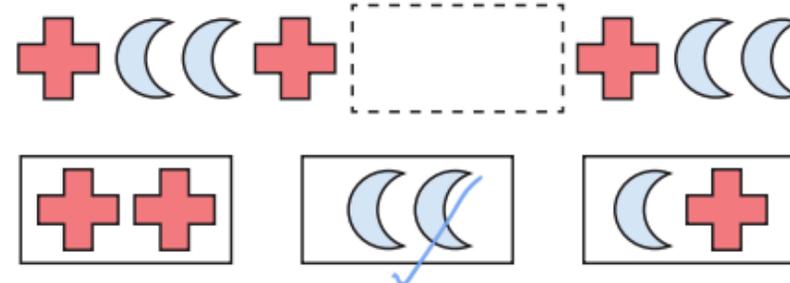
b) 

c) 

2 Tick the shapes that fit in each pattern.

a) 



b) 

3



My pattern goes:  
circle, triangle, square,  
then it repeats.

a) Draw the first 9 shapes in Rosie's pattern.



b) What is the name of the 10th shape in the pattern?

circle

c) What is the name of the shape to the right of the 5th shape?

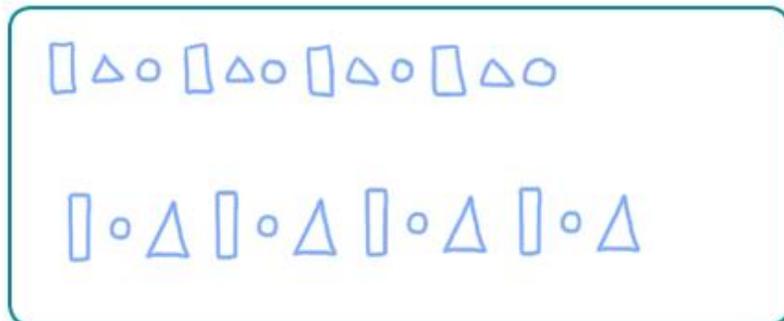
square

- 4 Mo makes a pattern using 4 rectangles, 4 triangles and 4 circles.

What could Mo's pattern be?

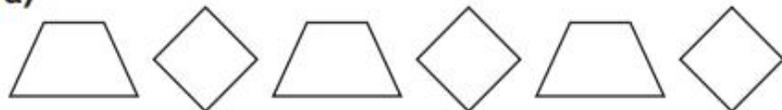
Draw two different possibilities.

e.g.



- 5 Draw the 10th shape for each pattern.

a)



b)



- 6 Write your own repeating pattern of shapes.

For example: circle, rectangle, rectangle, circle, rectangle, rectangle ...

*Various answers.*

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_  
 \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Swap with a partner and draw each other's patterns.

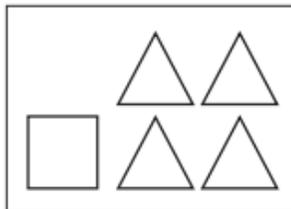
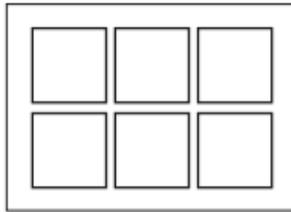
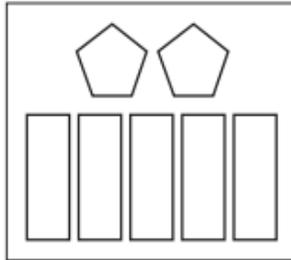
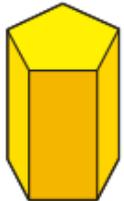
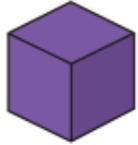
- 7 Draw a shape in each box to make a repeating pattern.

You may want to practise on a whiteboard.

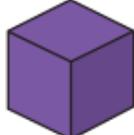
e.g.


# Count faces on 3D shapes

1 Match the shapes to the faces.



2 Complete the table.

Shape	Name	Number of faces
	Cuboid	6
	square-based pyramid	5
	Cube	6
	triangular prism	5

3

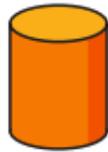


My shape has one curved surface.

What shape is Jack describing? e.g. cylinder

4 Match the description to the shape.

1 circular face and  
1 curved surface



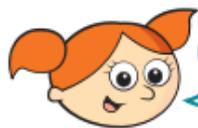
2 circular faces and  
1 curved surface



4 triangular faces



5



A cube is the  
only 3D shape with  
6 faces.

Alex has made a mistake.

Name another 3D shape that has 6 faces.

cuboid

6 Dexter has 5 of the same 3D shapes.



In total, my  
shapes have 10  
circular faces.

What shapes has Dexter got?

Dexter has got 5 cylinders

7 Dora wants to put a sticker on each face of  
some cubes.

She has 60 stickers.

How many cubes can she cover in stickers?

Dora can cover  cubes in stickers.

Monday, 1<sup>st</sup> of March 2021

WTWA WPWI

Learning Objective: To understand the difference between exclamation and statements.

I can:	Me	Miss K
Use the conjunction 'because'.		

- Re-watch the clip, 'Zahra': <https://vimeo.com/23455377>
- Write a list of suitable adjectives to describe the character of Zahra to create a character word bank.
- Read the list of exclamation sentences in the box below then write explanation sentences (at least 5) using evidence from the film and the conjunction 'because' to prove why the exclamation is true.

### Exclamations

How amazing you are!

How thoughtful you are!

What a strong girl you are!

How tough you are!

What a dedicated girl you are!

What a sensitive young girl you are!

What a caring young girl you are!

What a resilient girl you are!



Why are each of these exclamations true?

What evidence can you use from the film?

For example:

**What a determined young girl you are!**

**Zahra is a determined girl because she waters the tree every day in the hot sunshine.**

Tuesday, 2<sup>nd</sup> of March 2021

WT WA WP WI

Learning Objective: To plan a character description.

I can:	Me	Miss K
Use expanded noun phrases.		

Read the Goldilocks wanted poster (next page) then discuss the following:

- What types of words does it contain?
- Why do we need these words?
- Have they used any interesting punctuation?
- How have they started the sentences?

Using the Goldilocks example to help you, create a checklist for what you think we should include in a character description.

Lastly, use adjectives to create expanded noun phrases which describe Zahra's **appearance**. For example: **black, shiny hair**. Also use the appropriate character adjectives from the word bank from yesterday's lesson and add your own to describe Zahra's **personality**. For example: **the determined, young girl**.

*determined, young girl*



# The Tales Times

*Have you seen this girl?*

*She has long, golden hair and shiny, beady brown eyes. Her nose has a small scar on the right nostril and is covered in tiny, orange freckles. Normally she wears a lime green pair of tracksuit bottoms and she always carries a black, scruffy rucksack on her back.*



*Watch out!*

*She is very bold and daring because she broke into the three bears' house in bright daylight. She is a very athletic and adventurous girl because she jumped on all their beds and rocked so hard in Daddy's old, wooden rocking chair that she snapped it in half. Also, she is very greedy because she ate from all of their breakfast bowls and gobbled up all of Baby Bear's porridge. She is thoughtless and selfish because she even spoilt Baby Bear's favourite teddy by ripping its ears off. What a nasty, unpleasant girl she is!*

Wednesday, 3<sup>rd</sup> of March 2021

WT WA WP WI

Learning Objective: To write a character description.

I can:	Me	Miss K
Use expanded noun phrases.		
Use conjunctions.		
Include verbs in the correct tense.		

- Re-watch the clip, 'Zahra': <https://vimeo.com/23455377>
- Write a list of suitable verbs which show the different actions of Zahra. Sort them into past and present tense in the table below then write either the past or present tense version of it. So if you wrote a past tense verb change it to present tense and vice versa.

Verbs	
<u>Past Tense</u>	<u>Present Tense</u>
ran poured	run pours

### Today's Main Task:

Using your plan from yesterday, write a character appearance and a character personality description about Zahra. Remember to include conjunctions and expanded noun phrases!



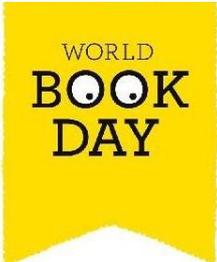
As an added challenge, can you write sentences about Zahra using both a present tense verb and a past tense verb in your explanation of Zahra?

Thursday, 4<sup>th</sup> of March 2021

WT WA WP WI

Learning Objective: To write a letter.

I can:	Me	Miss K
Use the features of a letter.		
Use correct punctuation.		
Use the conjunction 'because'.		



It is World Book Day today and we will be focusing on the ideas in a book called 'Protect the Planet' by Jess French. It looks at how we can be kind to our world and change the future.



Why do you think the Earth deserves our protection?  
What makes it beautiful? Share any words, ideas or images that you think of in the boxes below.

<u>LAND</u>	<u>SEA</u>	<u>SKY</u>

Watch the video with Jess French (<https://youtu.be/B3tZENfYcPA>) and write down any important facts and information.

Next, write a letter to a person of your choice (a friend, a family member, a teacher) telling them everything you have learnt about how we can protect the planet. Include the facts and information from the video and the ideas from your brainstorm above.

Friday, 5<sup>th</sup> of March 2021

WT WA WP WI

Learning Objective: To generate questions and use question marks correctly.

## What could the question be?

Who      What      Where      When      Why  
Which      How

Choose an answer and think up a possible question. Don't forget to use capital letters at the beginning of your sentences and for proper nouns and to end each sentence with a question mark.

Answer: London	Answer: Mrs Hawkins	Answer: 7 o'clock
Answer: Peppa Pig	Answer: A sheep	Answer: Flexible
Answer: Year 2	Answer: Jesus	Answer: A full stop
Answer: The River Thames	Answer: In the summer	Answer: Because it's very cold
Answer: Bananas	Answer: A beanstalk	Answer: Three

## Words to learn for test on Friday, 12<sup>th</sup> of March

Green words - everyone must learn to spell these words

Blue words - most people will learn to spell these words too

Red words - some people will also learn these words

(Parents: Please make a copy of the words and continue practising).

	Common Words	1st Attempt	2nd Attempt	3rd Attempt
1	door			
2	floor			
3	poor (no money)			
4	plant			
5	after			
6	pretty			
7	because			
8	people			
9	any			
10	many			
11	hour(time)			
12	parents			
13	sure			
14	sugar			
15	half			

Spanish:

**Label the parts of the body! Use the First picture for the body and the second for the face: it will look more neat!**

**Hombros -Cabeza - rodilla - pie - pelo**



**Nariz - ojos- boca - oreja**

