

Learning Projects- Week 5

Year 2

Weekly Maths Tasks (Aim to do 1 per day)

Practise your times table for x2, x5, x10, (x4)

Check out the videos below that will support you with your learning.

[Multiplication x2](#)

[Multiplication x5](#)

[Multiplication x10](#)

[Multiplication x4](#)

Explore, name and sort 3d shapes.

Watch this [video](#) all about 3d shapes.

Explore another [video](#) all about 3d shapes- are there any that you didn't know already?

Have a look on this [website](#) where there are a variety of links to games linked with sorting and naming 3d shapes.

Bitesize revision [page](#) linked with 2d and 3d shapes.

Have a look at the [NRich](#) challenges linked with properties of shape KS1.

Can you find any 3d shapes around the house and post them to your seesaw/journal with it's correct name.

Recap positional turns (clockwise, anti-clockwise, left and right)

Explore clockwise and anti clockwise by watching this [video](#).

If you're unsure about left and right take a look at this [video](#) to recap!

Have a look at the NRich challenges linked with position and direction! Can you choose 2 of the activities and share your learning on seesaw/twitter?

Can you link positional language to telling the time? Which was does the minute/hour hand move? How do you know?

Tell and write the time (o clock and half past)

Take a look at this [video](#) which demonstrates how to tell the time o'clock and half past.

Here's a time jingle to get you into the swing of telling the time! Can you stop the [video](#) and answer the questions? 'Hip hop around the CLOCK!'

Could you have a go at these [time problems?](#)

Here are a few [challenges](#) linked to NRich all based around telling the time!

Continue to practice telling the time focusing on ¼ to and ¾ past.

Here is the link to the [video](#) that explains everything you need to know!

Here is a [list](#) of documents that can be used to support your knowledge when telling the time.

Here are some more [questions!](#)

Can you find a clock in your home and create a video explaining all about your learning?

Weekly Reading Tasks (Aim to do 1 per day)

Can you click on the picture to listen to the audio book, then have a go at the LIRA questions.

'The Great Fire of London'

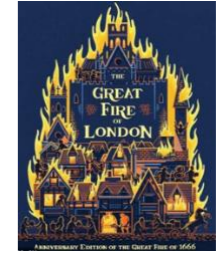
Literal: What year is the book set?

Literal: Why are lots of people ill?

Literal: How did the fire start?

Literal: How many fire fighters arrived on pudding lane?

v



Literal: How many houses were on fire when Pepys was woken up?

Inference: How do you think the family felt as they saw the whole street burning?

Author intent: Why has the author used the words 'out of control' to describe the fire?

Inference: Why do you think everyone decided to go to the river?



Task: Can you summarise what happened during the Great Fire of London?



Can you share your learning on



or



?

See, think and wonder.

Click on the link to the picture



then click on the words... **What do you see, think and wonder**



Weekly SPAG Tasks (Aim to do 1 per day)

Can you share your learning on



or



?

Weekly Writing Tasks (Aim to do 1 per day)

Newsround have asked you to report from the scene of the Great Fire of London, can you film a news report or write a newspaper article based on the event? Make sure to include the facts! Can you use Seesaw to film it?



Newsflash!

Have/ Has?

Can you complete the attached activity on Seesaw?



Modals – Can/ Can't

Can you complete the attached activity on Seesaw?



Practise the Year 2 Common Exception words you can find a link to the words on the picture below.

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	could	great	Mrs	steak
beautiful	cold	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	whole
busy	eye	last	path	who
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

You're going to interview Tom Farriner (the baker), using the 5 W's can you think of questions you would like to ask him about the fire of London and his family?



5

W

's.

Fire Safety.

Use the words **when, before, because** and **if** to create a warning poster to the people of old London about how to be safe from the fire

Watch this video to help you.



