



## ENGLISH

## WEEK 2

Please remember to always check the online resources before looking at them with your child e.g. online stories

**Spelling (Words of the Week):**

Y2: - only both old cold gold hold told most clothes

Y3: - 'n' spelt as 'kn' - (know) knowledge knowledgeable - *Can you spot the -dge spelling pattern from Year 2?*

Practise reading the Year 2 and 3 words of the week. Look out for words within words to help you remember. Complete the year 2 and 3 worksheet (**Resources – SPaG 14.9.20**) then use the words in sentences.

**SPaG – Apostrophe for singular possession**

Watch the clip: <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs>

Complete sheets (**Resources – SPaG 14.9.20**, practising the use of the apostrophe for singular possession

**e.g: the coat belonging to Jane = Jane's coat / e.g.: the shoes belonging to Jane = Jane's shoes**

When you have finished, write some sentences of your own using the possessive apostrophe.

**Spelling rules:**

**Review Y2: Practise reading and writing words with the -/dʒ/ sound spelt with a -g often - but not always – before e i and y:**

- e.g.: gem giant magic gym

**Y3: Practise reading and writing words with the /k/ sound spelt ch (this is Greek in origin)**

- e.g.: scheme chorus chemist echo

Copy the words accurately, then use the words within sentences checking the spelling is correct. Continue to practise the words with these spelling patterns throughout the week. *How many can you spot when you are reading?*



## ENGLISH

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**Half-termly focus - 'Stories with a Familiar Setting'**

This week we will begin to plan and write our own stories based on "The Hodgeheg" by Dick King Smith. Real authors often use a familiar story or characters they know well as inspiration for creating their own new stories. You are going to adapt this story to write an animal story of your own in the style of Dick King Smith.

Listen to the story and read along. If you don't have a copy of the book, you can use the links to an electronic youtube version.

1. **Comprehension** – understanding the story

Answer the questions about chapter 2 (**Resources – The Hodgeheg-comprehension – Ch 2**).

**All of the resources for the story planning are on Resources – Story Plan – Hodgeheg**

2. When you have finished reading/listening to the book, **draw a story map of the story** to help you get really familiar with it. Start with the setting and the main character (**Within the Story Plan – Hodgeheg document Resources - The Hodgeheg – Story Map**). Use the map to tell the story to your adults at home and try and add as much detail that you remember from the text.

3. **Planning the story 1**

**We are going to make up our own stories** which should now have **5 main parts: an introduction/story opening, the build up to events, a problem to solve (this is the biggest part of the story), a resolution (the problem is solved) and an ending.**

**Introduction – story opening**

*Who are the main characters and settings in **The Hodgeheg story**? Who will be the main character or characters in **your story** and where will **your story** take place?*

**Complete the first box (Opening – Story beginning) of the Planning Template** (**Within the Story Plan – Hodgeheg document Resources – Story Plan - Beginning**).

We will be adding to this template as we gather our ideas for our stories.

**A good story opening should introduce the main character(s) and the setting.** Read the short description of the park which is the setting in chapter 1 of Dick King Smith's book, "The Hodgeheg" (Last week's **Resources – The Hodgeheg park setting**). *Can you picture the scene? What details has the author included that help you imagine it?* You can listen to the story and read along using youtube resources : e.g.: read along version - parts 1, 2 and 3.

**Character(s)**

**Decide on an animal main character. Draw a picture of your animal character and describe him/her in as much detail as you can :** *What does the character look like? What does he/she like doing? What sort of person/ animal is he/she?* Use adjectives and expanded noun phrases to describe him/her e.g: the happy, little hedgehog

**Setting**

Settings are important in stories as they set the scene for the action. When describing a story setting, we need to give the reader plenty of detail to help them imagine the scene. *Where does your story take place?* Remember that it needs to be an environment that your animal might live in.

**Draw a picture of the familiar setting you have chosen** – it could be a park, a garden, a hedgerow near a field or the side of a road, a house. Describe it – remember to use our work from last week on adjectives and expanded noun phrases and be inspired by Dick King Smith!

4. **Writing the story opening**

Once you have thought of a character and setting for your story, write the opening paragraph introducing and describing your character and the setting.



**ENGLISH**

**WEEK 2**

**Comprehension**

**Practise your comprehension skills:**

Read or listen to **Chapter 2 of “The Hodgeheg” by Dick King Smith** and answer the questions (**Resources - The Hodgeheg – comprehension – Ch 2**). There are versions of the story on youtube – (see links above). You can listen and read along at the same time. (NB: if you are using an online version of the book, the page numbers might not be exactly the same).

**Handwriting**

**Handwriting - Revise one armed robot letters- r (no join to next letter) n m h b p, first and second joins again, 0 1 2 3 4 5 6 7 8 9**

**Revise the one armed robot letters - r n m h b p and the first and second joins again. Then practise forming the digits 0 1 2 3 4 5 6 7 8 9 correctly. Remember that the letter r does not join to next letter.**

Use the handwriting paper (Last week's **Resources – Handwriting**) and handwriting pattern examples available on the school website to practise each of the above letters. Remember the letters are positioned between the grey lines and tall letters (ascenders) go up to the red line above and the letters that hang below the line (descenders) go down to the red line below.



## MATHS

## WEEK 2

All Maths Resources are on the document called Maths

**Place Value 1**

This week we will be exploring the value of each digit in 2 and 3-digit numbers.

*What does place value mean? Can you say what the value of each digit is in a 2 or 3-digit number? Why does it matter where a digit is placed in a number?*

Explore place value in 2 and 3-digit numbers using different manipulatives (**Within the Maths document – Representing 3-digit Numbers**):

Complete the worksheet to show the different ways of representing numbers.

**Place value grid** – explore the number of hundreds, tens and ones in a number of three digit numbers. Remember only one digit can be placed in each column.

**Abacus** – using the information from the place value grid showing the number of hundreds, tens and ones. Complete the abacus drawing a dot/counter on each pole of the abacus to represent the number of hundreds, tens and ones.

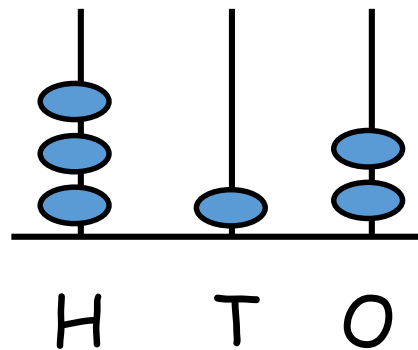
**Multibase** – represent hundreds as a small square. Tens as a line and ones as a cross or dot.

For example – the number 312 would be represented as:

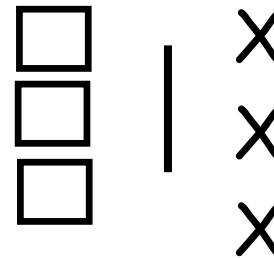
Place value grid

H	T	O
3	1	2

Abacus



Multibase





## MATHS

## WEEK 2

**Partitioning**

Partitioning a number is breaking a number up into different parts. This week we will be partitioning 2 and 3-digit numbers into tens and ones and hundreds, tens and ones.

**Arrow cards** are a set of place value **cards** with an "**arrow**" or point on the right side. Overlap **cards** and line up the **arrows** to form multi-digit numbers.



Create your own arrow cards.

Practise making different 3-digit numbers. Select one 100s card, one 10s card and one 1s card, using the values written on their place value grid as a reference. Put the selected place value arrow cards together so that the point of the arrow lines up forming the specified number.

Pulled apart the arrow cards to partition the number into 100s, 10s and 1s.

Complete the worksheet (**Within the Maths document – Partitioning Using Arrow Cards**) using arrow cards to pull apart the numbers and then record the number of hundreds, tens and ones.

e.g 352

$$352 = 300 + 50 + 2$$



## MATHS

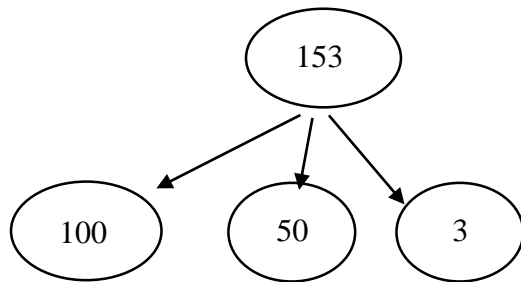
## WEEK 2

## Partitioning

Watch the BBC Bitesize clip <https://www.bbc.co.uk/bitesize/articles/zncq4xs>

Complete the worksheet to show how a 3 digit number can be partitioned (Within the Maths document – Part Whole Partitioning).

e.g.: 153 – can be separated into 100, 50 and 3 – we can write this in a number sentence:

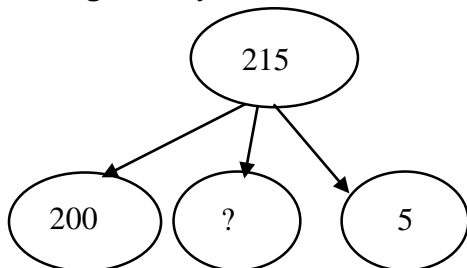


$$153 = 100 + 50 + 3 \text{ or } 100 + 50 + 3 = 153$$

Activity 1: write a **2 digit** number on a place value grid; partition the number into **tens and ones** and write the number sentence that goes with this.

Activity 2: write a **3 digit** number on a place value grid; partition the number into **hundreds, tens and ones** and write the number sentence that goes with this.

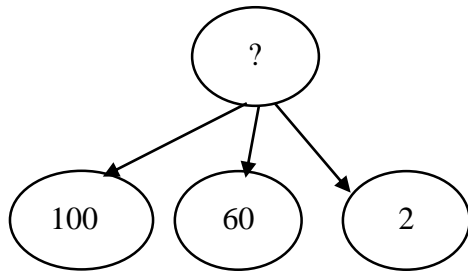
**Challenge:** Can you work out the missing numbers below?





## MATHS

## WEEK 2

**Place Value 2**

Make some number cards for digits 0 – 9 and use these to make your own 2 and 3-digit numbers. Show that you really understand the value of each digit by recording the numbers you have made in different ways:

- Using a **place value grid** (e.g.: in columns – hundreds / tens / ones)
- Drawing them on an **abacus**
- Drawing the **multibase** representation of the number (e.g.: a square for 100, a line for 10 and a cross for 1)

**Challenge:**

*Can you explain your reasoning?* Explain to an adult the value of each digit.

Write down 4 3-digit numbers then order them. Use your knowledge of place value to order the numbers from the smallest to the biggest (ascending order) and the from the biggest to the smallest (descending order). Then, explain to your adult how you decided on the order. *Which digits helped you decide?*

**Reasoning activities**

Use and apply your knowledge of place value to work out the answers to these reasoning problems and make sure that you explain how you got to the answer.



# MATHS

## WEEK 2

Whitney thinks the place value grid is showing the number eight.

Hundreds	Tens	Ones
● ● ●		
● ●		
● ● ●		

Do you agree? Explain why.

Using all of the counters, what is the smallest number you can make?

What other numbers could you make?

Explain your reasoning.

*How do you know? How did you work it out?*

Work systematically to help you to find all the possible answers.

A counter is missing on the place value chart.

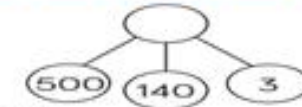
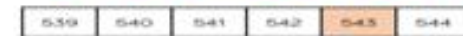
Hundreds	Tens	Ones
● ●		●
● ●		

What number could it have been?

Find a possible missing digit. You may find it useful to work with practical resources (counters) to help you.

**Challenge:** By changing the place value of the counter (e.g.: one hundred or one) what other possible numbers can you make?

Which image is the odd one out?



Explain why.  
How else can you represent the number?

First, work out each answer to find the odd one out. Then explain your reasoning.

**Challenge:** Create your own question using the same format.





## DT

## WEEK 2

As you know, this term we will be exploring **mechanisms**. We will be looking in particular at **levers and linkages** and thinking about how they work together.

Remember that:

A **mechanism** is a **device used to create movement in a product**.

**Levers** – lengths of material (e.g.: metal or card) that are joined together by pivots, so that the links can move as part of a mechanism. Levers are used in many everyday products.

**Linkages** – a linkage is a system of levers, connected by pivots (e.g.: card strips joining one or more levers) to produce the type of movement required.

**Pivots** - join levers together and provide a fixed point around which levers can rotate (turn).

**Loose pivot** – e.g.: a paper fastener that joins 2 card strips.

**Fixed pivot** – e.g.: a paper fastener that joins card strips to the backing card.

**Find out more by watching the interactive Levers and Linkages clip** and reading the information in the **Levers and Linkages PowerPoint** – see the links in the Useful Websites box and **Resources - Levers and Linkages PowerPoint**. Answer the following questions:

*What is a **lever**?*

*What is a **linkage**?*

*What is a **pivot**?*

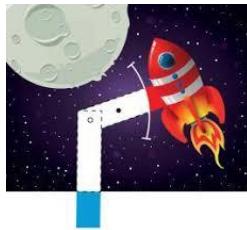
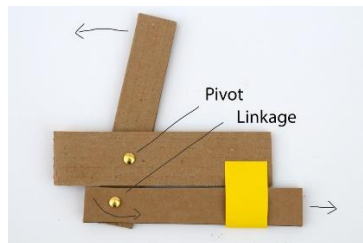
*How do they work together?*

*What is their **function**? / What are they used for?*

The key words we are learning this week are:

**lever linkage fixed pivot loose pivot guide  
mechanism product function system**

Look at the **Levers, Pivots and Linkages labelling activity in Resources**. Look carefully at the pictures and **identify and label** the **lever, pivot** (is it loose or fixed?) and **linkages** that you see.





## COMPUTING

## WEEK 2

**Algorithms****Create a treasure map and then write a simple algorithm to help discover the buried treasure**

Computers have to be programmed with very clear instructions in small, precise steps – algorithms. These steps have to be in the right order and if a step is missed out, the programme will not work and will have to be “**debugged**”.

1 - Using squared paper (**Resources – Treasure map**), draw a map and imagine a route from a starting point of your choice to the hidden treasure.

Add a **compass** to your map – try to include all of the **8 compass points** you have been learning about in geography.

**Challenge:** Add a **key**: *what **symbols** will you use to represent the different physical features on your map?* (e.g.: a lake, a river, a forest)

**Vocabulary:**

north    south    east    west

north-east    north-west    south-east    south-west

algorithm    programme    debug

2 – **Write a set of instructions – algorithm** – to inform the treasure hunter (your adult) how to get to the treasure (e.g.: start at X - go 3 squares east – go 2 squares north – go 2 squares east...

3 - Share a version of the map which **doesn't** have the route drawn on with your adult and ask them to follow your algorithm. *Did they get to the treasure?*

4 – *If not, what went wrong?* **Debug your programme** by correcting the algorithm.

**Extra Challenge:** Write an **algorithm** to help Max from The Hodgeheg get to the park using the maze in **Resources–The Hodgeheg–Comprehension–Ch 2**.



# GEOGRAPHY

## WEEK 2

### Geography Resources – Maps.

#### Ewell Maps – Past and Present

This week we will be looking at our local area and considering - *How has Ewell changed over time?*

Look at the maps and images of Ewell over time (**within the Maps document - Maps and Images of Ewell over time**) and compare these.

*How are they the same/different? How has the land use changed? How can you tell? What are the main features showing on each map? Can you tell if the population density in Ewell has increased or decreased over time? How? How has the High Street changed?*

**Activity 1:** Print out a map showing Ewell in the past and in the present and images of the High Street. Stick them on a piece of paper and compare and contrast the features that you can see. *Have there been any changes to Ewell High Street since the photo was taken? What do you notice about each? What is the same? What is different?*

Write your comparison under the pictures.

**Activity 2: (within the Maps document – 6 figure Grid Referencing)** Create a map (using a template) including **symbols and a key**. Write a set of **6 figure grid references** for a friend to identify different features. (4-6-figure grid reference).

Examples of Ordnance Survey symbols you could include:





## RE

## WEEK 2

**Christianity – Pentecost**

This week we will be exploring the **symbols of Pentecost**.

**Review - Pentecost facts**

The festival of Pentecost is important to Christians as it marks the coming of the **Holy Spirit** and the beginning of the Christian Church. Pentecost is regarded as the birthday of the Christian church and the start of the church's mission to the world. Pentecost is also known as **Whitsun**. The word Pentecost comes from a Greek word which means “fiftieth” – it is celebrated on the Sunday **50 days after Easter**.

The apostles were celebrating a Jewish harvest festival called Shavuot when the Holy Spirit came down on them. It **sounded like a very strong wind**, and it **looked like tongues of fire**. The apostles then found themselves **speaking in foreign languages**, inspired by the **Holy Spirit**. People passing by at first thought that they must be drunk, but the apostle **Peter** told the crowd that the apostles were full of the Holy Spirit.

Watch the youtube clip The Holy Spirit Comes (Day of Pentecost). Read about the events of Pentecost and its associated symbols in the PowerPoint (**Resources – Pentecost-Facts and Symbols**).

**Pentecost Symbols**

The symbols of Pentecost are those of the **Holy Spirit** and include **flames, wind, the breath of God** and **a dove**.

**Celebrating Pentecost**

At Pentecost, ministers in church often wear robes with **red** in the design as a **symbol of the flames** in which the Holy Spirit came to earth.

**Discussion:** Use the following words when you discuss Pentecost with your adult:

**Holy Spirit    symbol    Pentecost    God    disciples/apostles (Jesus’s 12 special friends)    miracle**

*What is a symbol?*

*Why do we use symbols?*

*What are the symbols of Pentecost? What do they represent? What is their meaning for Christians?*

*Why is the colour red associated with Pentecost?*

**Activity:** Draw the symbols of **the flame, the wind/breath of God** and **the dove** and explain how they relate to Pentecost and the relevance of these symbols to Christians.





**PE**

**WEEK 2**

**Dance - this half term we will be exploring dance motifs in response to music and partner work**

As usual, remember to warm up before you start moving. This can involve stretching your arms above your head, running on the spot, touching your toes and star jumps.

This week we will be adding twisting/turning and changes of direction and levels to the movements from last week.

Listen to a piece of music - *How does it make you feel? What images does it create in your imagination? How could you express these feelings/images in dance?* Create a routine of **at least 5 different moves** (using different body parts, direction, balances and levels). Explain your routine to someone in your family and see if they can mirror your moves.

**Mirroring** (i.e.: dancers to do the same travel, jump, shape or balance at exactly the same time).



## PSE

## WEEK 2

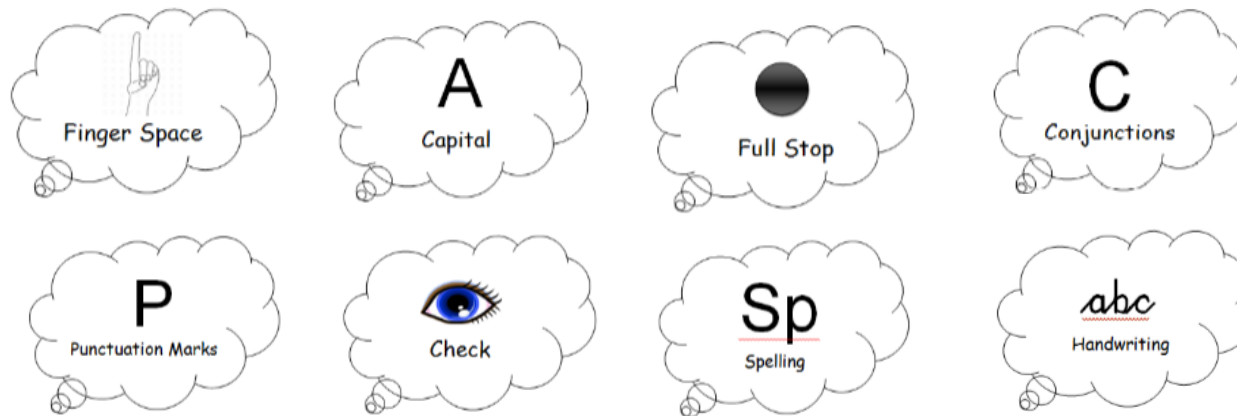
**Target Setting and Improving**

The beginning of the school year is a good time to reflect on target setting, identifying what we are good at and areas for improvement and setting personal goals.

This week we will be focussing on checking and editing our writing.

*Why is it important to check and edit our work?*

Look at the **school marking symbols** and explain to an adult what these mean and what you need to do if you see them in your book.



*What can you do to help yourself?*

e.g.: - use word mats or class displays to check the spelling of Common Exception Words

- read through your work carefully when you have finished writing
- check for punctuation ( . , ! ? )
- check for missing words – *does it make sense?*

**Target Setting**

Identify areas for improvement in your writing; discuss with an adult what you think you need to get better at and what you might need to do to achieve this.

**Activity:** record your targets and what you will do to achieve them - write a sentence: eg: *I need to improve / get better at ... I will....* - to remind yourself of what you have decided.



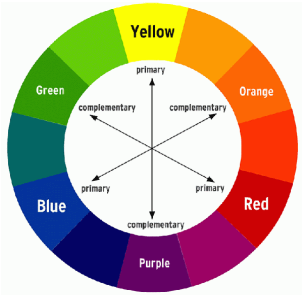
ART

WEEK 2

**What are complementary colours?**

In art, complementary colours are the colours that are directly opposite each other on the spectrum colour wheel. E.g., Purple and Yellow.

Explore making complementary colours by mixing colours on the opposite sides of the spectrum colour wheel.



Complete the a grid of colours (**Resources – Complementary Colours Grid**), choosing 2 colours that are directly opposite each other on the colour wheel and starting at either end of the grid with one of the colours. E.g. green and red.

Then add a little of each colour to the other e.g. add a small amount of red to the green and paint in the square next to the green, add a small amount of green to the red and paint in the square next to the red, continue until all of the grid is complete.

e.g.



**Create a portrait using complementary colours**

Sketch a self protrait using mirrors to help with the detail. Choose 2 complementary coloured (yellow and purple, or red and green or orange and blue) oil pastels or colour pencils to colour the sketch in.



**ART**

**WEEK 2**



e.g.

**Create a piece of art using colour and tone.**

Look at the structure and pattern found in a lemon when cut in half. Sketch the pattern that they can see.

e.g.



Draw lines in the background to form a chequered effect. Choose a pair of complementary colours: yellow and purple, or red and green or prange and blue. Using oil pastels in the first colour chosen children to go over the outline of the lemon, then using the second colour go over the lines (don't colour inside the lines as this is to be painted).

Mix different shades of the first colour and paint the segments of the lemon. Then mix shades of the second colour and paint the squares that make the chequered pattern.

e.g.







**ART**

**WEEK 2**

**Explore 'Earth tones'**

Create a colour flow chart (see below). Start with the 3 primary colours. Mix them together to form a neutral 'earth colour'. Use twice as much yellow as you do red and blue to create brown. Create 5 sets of brown to create the flowchart colours as follows:

1. Add a small amount of black to one of the browns and paint a small square, then add a small amount of white to the new colour and paint a small square below the new colour. Repeat the step adding white and painting four more times to create different shades of the new colour.
2. Add a small amount of red to one of the browns and paint a small square, then add a small amount of white to the new colour and paint a small square below the new colour. Repeat the step adding white and painting four more times to create different shades of the new colour.
3. Add a small amount of yellow to one of the browns and paint a small square, then add a small amount of white to the new colour and paint a small square below the new colour. Repeat the step adding white and painting four more times to create different shades of the new colour.
4. Add a small amount of blue to one of the browns and paint a small square, then add a small amount of white to the new colour and paint a small square below the new colour. Repeat the step adding white and painting four more times to create different shades of the new colour.
5. Add a blue (twice as much as the previous step) to one of the browns and paint a small square, then add a small amount of white to the new colour and paint a small square below the new colour. Repeat the step adding white and painting four more times to create different shades of the new colour.

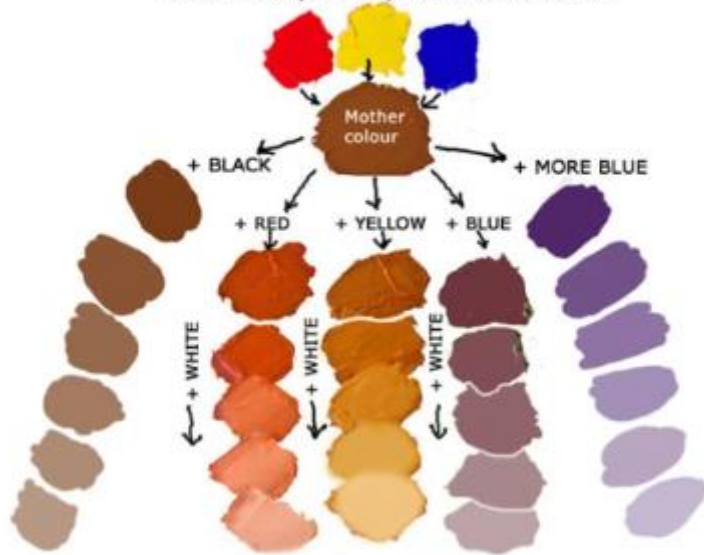


ART

WEEK 2

MIXING SUBTLE COLOUR RANGES  
FROM PRIMARY COLOURS

Start with red, yellow and blue only. Mix them together to form a neutral "Mother Colour". Use twice as much yellow as you do of the red & blue.



GREENS ARE EASY TO GET - JUST MIX BLUE & YELLOW TOGETHER  
AND ADD A LITTLE RED TO MAKE INTO OLIVE GREENS.

Use 'Earth tones' to recreate a landscape.

Look at the picture below and think about what colours you can see. Do they match any of the 'earth tones' previously explored?

Think about how you created your 'earth tones'?

Sketch the background to separate the different levels for the hills.

Look carefully at the different tones used in the picture. Think about how to represent the bright image from the sun

Using your what you have learnt about how to mix different tones of a colour recreate the tonal image shown.

Once the paint is dry add the tree in the foreground using a pencil.



**ART**

**WEEK 2**





**SCIENCE**

**WEEK 2**

**Vitamins and Minerals**

Continuing our exploration of healthy food and good nutrition we will be learning about the role of vitamins and minerals this week.

*What are Vitamins and minerals used for in the body?*

*Which food groups are they found in?*

Look at the **PowerPoint** about food groups and their nutrition (**Resources – Food Groups and their Nutrients**). Discuss with your adult why nutrients are important and where they can be found. Complete the table explaining which nutrients come from the different food groups and their functions within the body. (**Resources – Food Groups and their Functions Table**).



## USEFUL WEBSITES

### Maths

#### Partitioning

Watch the BBC Bitesize clip: <https://www.bbc.co.uk/bitesize/articles/zncq4xs>

### English

The Hodgeheg by Dick King Smith – YouTube versions of the book are available

#### Singular apostrophe use:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs>

### Geography

#### Maps

Watch the BBCBitesize clip: <https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zdk46v4>

### DT

[https://resources.hwb.wales.gov.uk/VTC/2008-09/science/irf\\_08\\_51/index.html](https://resources.hwb.wales.gov.uk/VTC/2008-09/science/irf_08_51/index.html)

### Computing

<https://hourofcode.com/uk/learn>

### RE

#### Pentecost

Animated Bible stories about Pentecost suitable for KS1 and KS2 children are available on YouTube

### Science

#### Healthy Eating and Nutrition

Watch the BBC Bitesize clips: <https://www.bbc.co.uk/bitesize/topics/zv4cwmn/resources/1>