

English

Over the next two sessions, we are going to learn how different “moods” can be created in writing. *What does “mood” mean?*

The mood of a piece of writing means how it feels when you read it – maybe frightening, or jolly. *Why do authors and poets want to create a mood?*

Creating a mood makes the writing more interesting to read. Different kinds of moods can be created using different adjectives. You wouldn’t use the same adjectives for these different types of poems or stories: *happy, angry, silly, magical, frightening.*

Can you explore and find different adjectives (describing words) for one or more of these moods: *happy, angry, silly, magical, frightening?* There is an example below.

- Challenge 1: How many adjectives can you find for each mood? You could use a thesaurus to help you (link below for online thesaurus).
- Challenge 2: Can you create your own sentences using some of the adjectives?

Phonics/Spelling

The grapheme **a** represents different phonemes (sounds). Can you write down different words which contain all of the phonemes the sound can represent? Sort the words into two groups depending on how the **a** sounds.

Here are some examples to get you started – **a**corn, **a**con or **a**th, **a**branch.

There are more words listed below if you need them.

Maths

This week, we will be solving shopping problems about finding change.

Choose one item to buy, and calculate how much change you would get from **50p**. *Guidance below on method.

Then, show with coins how much change you would be given.

You **could** use the sheets from last week with pictures of different cakes to buy, and their prices.

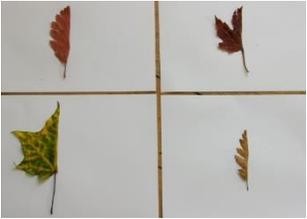
Or, you could make your own little shop with some toys, or some things from the kitchen cupboard. Use some of these prices:

50p	23p	29p	35p	44p	27p
16p	42p	18p	25p	12p	37p
15p	26p	47p	19p	14p	34p

Challenge: How much change would you get from **£1**?



Theme



We have been learning all about the seaside in our theme learning so far this term. Now, we are going to be carrying out some art learning about natural objects. *What are natural things? What natural things might you find on a trip to the seaside?*

For your first art task, you are going to practise the art technique of **observational drawing**. This is when artists draw an object by looking at it very closely and carefully, and try to make their picture look as realistic as they can.



You need to find some leaves, cut them in half, and have a go at mirror leaf drawing. Look carefully at the shapes, lines, patterns and colours that you can see.

PSHE - Families

Your PSHE task on 01.06.20 was to create a display or have a discussion with someone of all the reasons why you are amazing.

Have a think this week, about all the things that make your family amazing. What are each person’s strengths?

E.g. My brother’s strength is that he always makes me laugh even when I feel a bit sad.

Remember, your family might be more than just the people at your home.

Can you create a poster/picture of your family and label them with their strengths and what makes them amazing people? You could use balloons to display each one like you did on 01.06.20.

Links to support this learning

English

Link for reading:

<https://www.booksfortopics.com/year-2>

You could present your mood adjectives like this, or any other way you can think of:



There is a thesaurus feature on this online dictionary:

<https://dictionary.cambridge.org/dictionary/> - enter your word (e.g. happy), scroll down, and click on this for synonyms: **+** **Thesaurus: synonyms and related words**

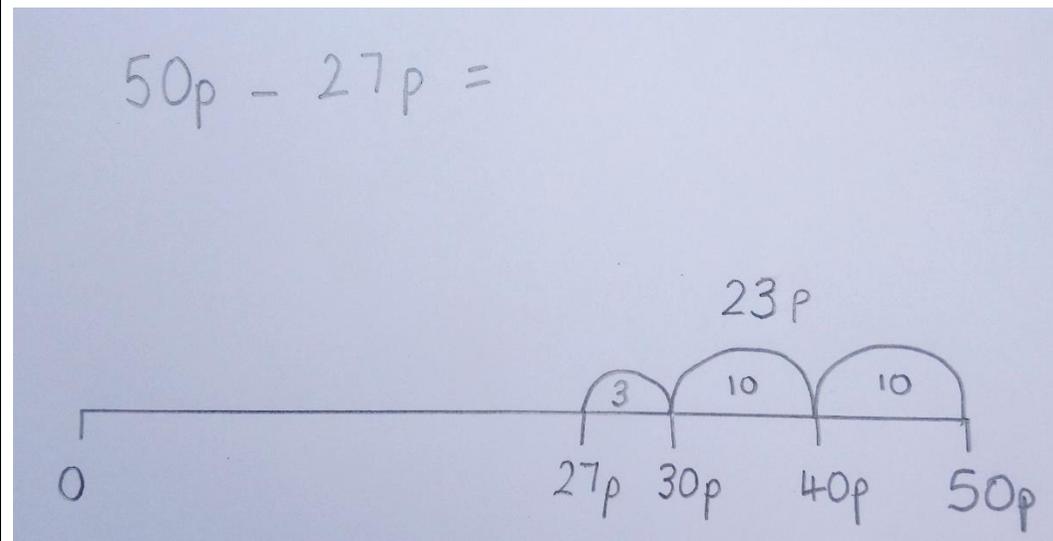
Words for phonics investigation:

acorn mask bacon path data bath apron grass basin
pass class alien mast agent flask basic

Supporting Information for parents

Method for finding change:

The best method for this is the number line, as the children can “see” how the total amount (50p) is broken into the two parts: what they pay for the item, and the change they get back.



1. Draw a blank number line from 0 to 50.
2. Mark the price of the object – a good chance to talk about the value: where would 27p be? How do you know?
3. Count on from the price of the item (27p) to the next multiple of 10 (10, 20, 30, 40).
4. Label the amount jumped (from 27 to 30 is 3) – they should be able to use number bonds to 10 for this.
5. Then, jump in tens up to 50, and label them 10.
6. Count up the total of the jumps to see the change given.