

04/5/20	Times Tables	Reading	Maths	English <i>Where the Wild Things Are</i>	Foundation
Mon	Practise the 2, 5 or 10 times tables. Can you record the related division facts?	Read a text of your choice for 20 mins. Use the reading at home ideas on our class website page for ideas.	White Rose online learning. Follow day by day teaching in the area from Summer 1 Week 3	WALT: create a poem Look at the picture of the Wild Rumpus. How did you feel when you acted the scene out last week? Can you think of any descriptive words and phrases that could be used to describe the way the characters are moving and feeling? Write some of your ideas down and share with a member of your family. Can you think of some phrases together? Activity: Read 'Celebration' poem by Alonzo Lopez (see in attached resources). Discuss the language and rhythm and how adapting this poem could effectively describe the wild rumpus. Using your own phrases work with a member of your family to come up with your own poem about the Wild Rumpus using a similar structure to 'Celebration'	Art: Sculpture Look at the pictures of the Wild Things in our class story. Design your own wild thing. Think about the colours and materials you want to use. Then make your Wild thing! You could use junk modelling, plasticine, play dough or salt dough. <u>Salt Dough recipe:</u> 1 cupful of plain flour (about 250g) half a cupful of table salt (about 125g) half a cupful of water (about 125ml)
Tue	Practise the 2, 5 or 10 times tables. Can you record the related division facts?	Read the 'Jack in the Beanstalk' reading comprehension and answer related questions.	White Rose online learning. Follow day by day teaching in the area from Summer 1 Week 3	WALT: create a character Look at the images of the wild things and discuss their features. Notice how some parts of their bodies are taken from actual creatures. What body parts of real animals can you notice on the wild things? Look at the wild thing you made in Art yesterday (if you didn't, draw your own before writing). What words and phrases could you use to describe your wild thing? The adjective 'terrible' is repeated in the book. Can you think of other words that mean similar that could describe your Wild Thing? Activity: Using the prompt sheet in the resources record words and phrases to describe and bring your character to life!	Science: Look at different leaves. These could be on trees, plants or on the ground. What do they have in common? How are they different? Why do you think leaves have these similarities and differences?  Watch: https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-are-plants-the-same-all-year-round/zdvct39
Wed	Practise the 2, 5 or 10 times tables. Can you record the related division facts?	Read a text of your choice for 20 mins. Use the reading at home ideas on our class website page for ideas.	White Rose online learning. Follow day by day teaching in the area from Summer 1 Week 3	WALT: describe a character (over two days) Look at the work you completed yesterday. Describe your Wild Thing to a member of your family. What is their name? Where do they live What do they look like? Activity: Read the example character description profile with an adult. Using your notes from yesterday and the resources. Magpie vocabulary you like. Have a go at starting a character description for your Wild Thing. Focus on an introducing for your Wild Thing (name, age, where he lives) and what your wild thing looks like.	Fun/Science: Choose a plant related experiment you are able to resource at home from this website: https://www.kiwico.com/div/explore/plant-science (There are some examples in the extra science resources)
Thu	Practise 2, 5 or 10 times tables. Can you record the related division facts?	Read a text of your choice for 20 mins. Use the reading at home ideas on our class website page for ideas.	White Rose online learning. Follow day by day teaching in the area from Summer 1 Week 3	WALT: describe a character (over two days) Read through your work from yesterday. What else do you need to include in your character description that you haven't written about? Look at your plan from Tuesday. Talk to an adult about how your Wild Thing behaves. What does he like doing? Does he have any special abilities? Activity: Finish your character description describing how your wild thing behaves and any special abilities they have.	Fun: Make a fruit salad or salad. What are your ingredients? Which foods are plants? Which are fruits and which are vegetables? Can you do some research into the differences between fruit and vegetables? (A cut and stick salad maker is in the resources also)
Fri	Practise the 2, 5 or 10 times tables. Can you record the related division facts?	Read a text of your choice for 20 mins. Use the reading at home ideas on our class website page for ideas.	White Rose online learning. Follow day by day teaching in the area from Summer 1 Week 3	SPAG Task: Read through your character description; edit punctuation, spelling and grammar with your adult. If you did this yesterday edit the character description included in the resources.	Geography: UK Research a country in the UK that you know least about. Make a fact file or poster showing the facts you have learnt. (You can use the fact files included in the foundation extra resources to help you)

Handwriting

Using this website - <https://www.teachhandwriting.co.uk/route-d-letter-choice-3-ks1.html>. Pick first a letter from the 'continuous cursive refiners' link. Practise this single letter formation until you feel you have mastered it. Keep assessing yourself. Have you lead in? Have you lead out? Does your pencil come off the paper only when you have led out? Is the letter ascending or descending and does your formation accurately show this? When you are ready pick a join from the 'handwriting stage 3' area. If you can pick a join that practises the letter you choose at the start. If you want a challenge write some words using the join!

Spellings (Possessive apostrophe) Katie's, Mrs Deacon's, Mrs Peel's, the boy's, the girl's, the teacher's, (*your name*)'s

Throughout this week, learn the above spellings. Use whatever methods work best for you.

Resources:**Reading**

If you have a pack you will have two reading comprehensions to complete over the two weeks. I have timetabled these for a Tuesday but you are welcome to do them anytime! There are three reading levels please choose the most suitable one for your child. If you don't have a pack the reading comprehensions are available on our school website - <https://www.st-marycray.bromley.sch.uk/page/?title=Home+learning&pid=301>.

There are also reading at home ideas on the school website to give you links and ideas to support reading at home.

Maths – We are starting 'addition and subtraction'.

Use <https://whiterosemaths.com/homelearning/year-2/> to follow day by day teaching in the area from Summer 1 Week 3.

This website also has Friday challenges which will encourage children to problem solve and engage in relevant reasoning linked to the Maths they have been learning. If you have a pack you may have the relevant resources printed from the website, however if you do not it is because they were not uploaded in time for the printing of packs.

Please contact me if you have any problems accessing the website and resources, if you would like me to send you additional resources or if you have any questions about the lessons.

English

Please see 'Where the Wild Things Are' (printed out in packs) and on the website/class dojo.

Monday English activity:

'Celebration' by Alonzo Lopez

I shall dance tonight.

When the dusk comes crawling,

There will be dancing

and feasting.

I shall dance with the others

in circles,

in leaps,

in stomps.

Laughter and talk

Will weave into the night,

Among the fires

of my people.

Games will be played

And I shall be

a part of it.

Tuesday English activity:

Record your ideas in the chart below to bring your Wild Thing to life!

<u>Name</u>	<u>Age</u>	<u>Habitat</u>
<u>Appearance</u>	<u>Behaviour</u>	<u>Special abilities</u>

Tuesday English activity:

Example character description:



Introduction: Rufus is a very strange beast that lives deep in the forest where the long green vines tangle around the tall trees. He likes it best amongst the Tobo trees, feasting on its luscious yellow fruit. He is an ancient creature and has been around for more than a hundred years. What an old Wild Thing he is!

Appearance: If you were to meet Rufus I'm sure you wouldn't know whether to scream or laugh! He has big googly, yellow eyes like an owl and his hair stands on end like a brush. He is multi-coloured but it's hard to tell if he has feathers, fur or scales. He has a long tail like a horse and claws like a crocodile. Why do you think he has those claws?

Behaviour: Rufus is a silly, giddy beast but don't be mistaken to think he is sweet. He is always giggling in a high pitched shriek and falling over his rather large feet. His claws have been described as terrible more than once and you could safely say that they definitely look that way. His talons are extremely sharp and could slice a tree branch in half with one swipe. Some say he uses his claws mostly to dig, shovelling earth to make very dark and deep holes. Why would he need to do that do you think?

Wednesday English activity:

WALT: write a character description

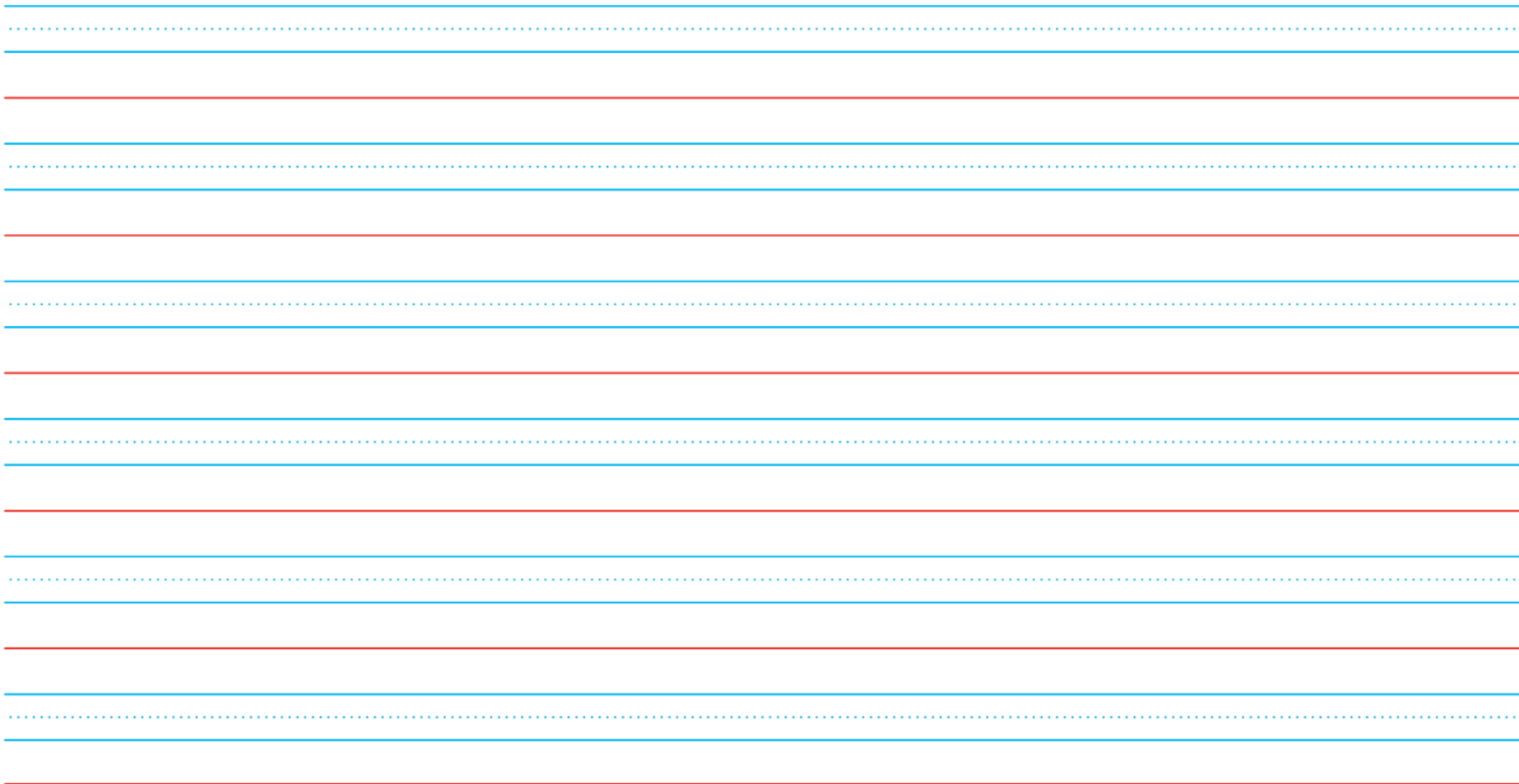
Word Bank:

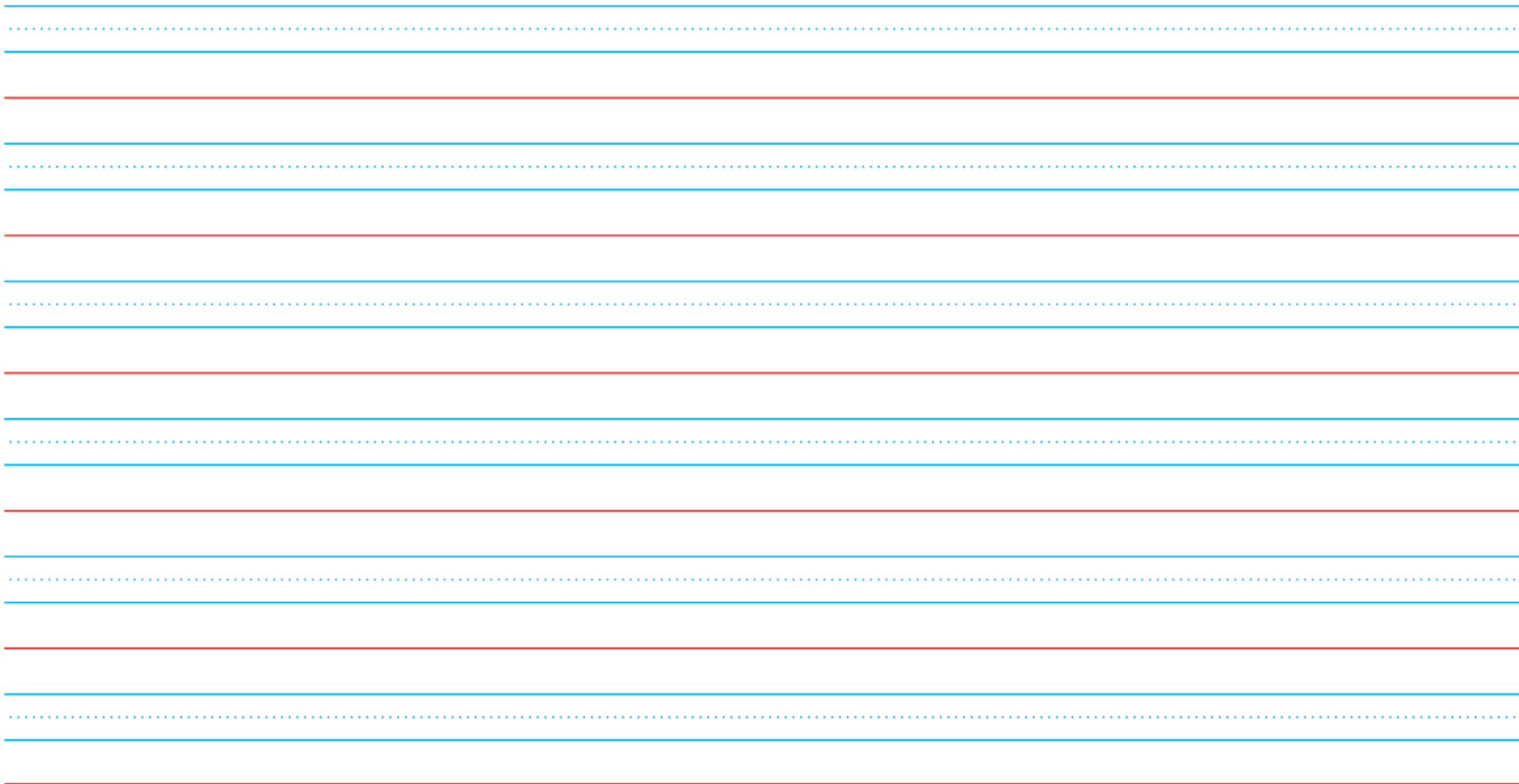
wild terrible claws/talons eyes scary frightening huge enormous creature beast

SPAG Task:

Edit the passage below so that sentences are punctuated, start with a capital letter and spellings are correct. You can look back at the example character description to check your edits. Please then edit your own character descriptions with an adult or older sibling.

If yoo were to meet Rufus Im sure yoo wouldn't know whether to screem or laugh! He has big googly, yellow eyes lik an owl and his hare stands on end like a brush He is multi-coloured but it's hard to tell if he has feathers fur or scales! he has a long tail lik a horse and claws lik a crocodile. Why do yoo think he has those claws





Foundation/Fun:

