



Tuesday 26<sup>th</sup> January

## Year 2 Home learning

Hello Year 2!

Happy Tuesday! I wonder what unusual land Mr Benn is about to arrive in, in your stories today? Did you watch magic grandad yesterday? The children at school thought it was very strange to have a bath in the kitchen! They thought that was very funny! Keep watching those Mr Benn stories if you can, and notice all the parts of the story that are repeated - that are the same in every story. You might even start to join in with some of the phrases, like "As if by magic, the shop keeper appeared". We will use these phrases in our stories.

Have a look below to see what I would like you to do today.

Mrs Hill

## Handwriting

Today I would like you to practise the letters **n** and **h**.

These letters start in exactly the same way, with a 'Robot force' **r**. Remember to start at the top, just like you do when writing an **r**.

Make sure that the **n** is small and the **h** is tall.

**Reading** – Don't forget to read some of your reading book today, to keep those skills going. Remember that if you are unable to collect more reading books from school on Thursdays, then there are e-reading books available free of charge on the Oxford Owls website.

## English

- Writing the next part of our story, using adjectives and introducing a character who needs help.

Hopefully yesterday you began your own Mr Benn story, and stopped when you got to the part where Mr Benn was just about to walk through the magic door.

Today, think about the place that he walks into - your setting.. Last week you may have drawn a picture of this and added adjectives to describe. Today you are going to use these ideas and exciting words in your writing. Have a look at my example, where I have written about my setting and introduced the character who is going to need help. Have a go at writing this next part of your story. You are going to stop when Mr Benn meets your character. Tomorrow we will write the problem.

If you are coming into school this week, bring your story with you to carry on with.

## Maths

- Today we will continue to work on recognising, naming and describing 3D shapes.

- **Have a hunt around your house and see if you can find and collect together anything that is one of these 3D shapes:**

Sphere, cone, cylinder, cube, cuboid and square-based pyramid

Maybe you can find more than one of each type of shape, and perhaps they will be of different sizes?

- Now try to sort the shapes into groups and write a shape name label for each group.
- Next, can you describe each shape to an adult - count how many faces, edges and corners each shape has; can the shape roll and what shape are the faces?  
(if you have any blue tac or sticky notes your child could use them to keep track of what they have counted by putting a sticker on a face, edge or corner after they have counted it).

If you have time there is a sheet you can use to record what you have found out about each shape.

## This afternoon... Music (linked to our Science topic of materials)

Mrs Garner has been talking to you about different materials in Science, and we have also been noticing what materials our Victorian artefacts are made from. Today we are going to use a range of different materials and objects to explore sounds and rhythm (sorry parents). Here are some activities that you could try:

- **Find objects around your home that are made from different materials. Test out the sounds that they can make** if you tap them softly, hit them hard, rub them

together with another object. Is there another way that you can make an interesting sound - scrunching, blowing, scratching etc.?

- **Choose perhaps 3 or 4 different objects that you like the sound of, and that have contrasting (different) sounds.** Perhaps something with a softer sound, a louder sound, a clash, crunch, something else.
- **Make up your own 'composition' (piece of music), playing your object-instruments.** You might even record it!
- **If other family members want to join in then you can create your own junk band!** You can each make up a rhythm for your instrument. We can do this by speaking some words with different syllables, eg. You could use food words:  
Coca-cola, coca-cola (plays the rhythm 1234, 1234)  
Fish and chips, fish and chips (plays the rhythm 123, 123)  
You can each say and play your rhythm, then you can try layering the rhythms on top of each other for a great effect.

**Have fun!**

Suggestions - saucepans, wooden spoons, crisp packets, carrier bags scrunched, cardboard tubes, cardboard boxes, plastic boxes, boxes with things in to shake, a cheese grater scraped with another object such as a spoon etc.

**If you want to see an amazing junk band in action, try looking at 'Stomp' on You Tube.**

**<https://www.youtube.com/watch?v=NR1RMh4dexw>**