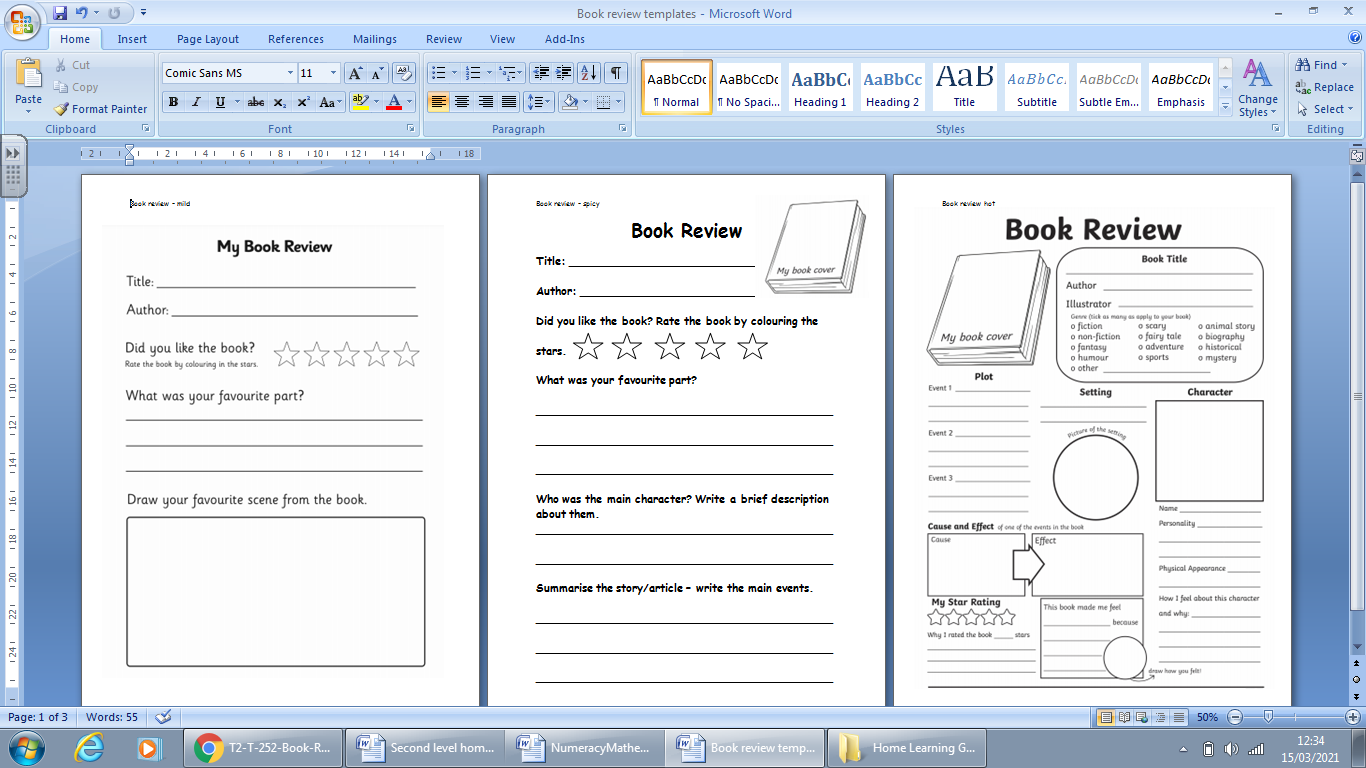
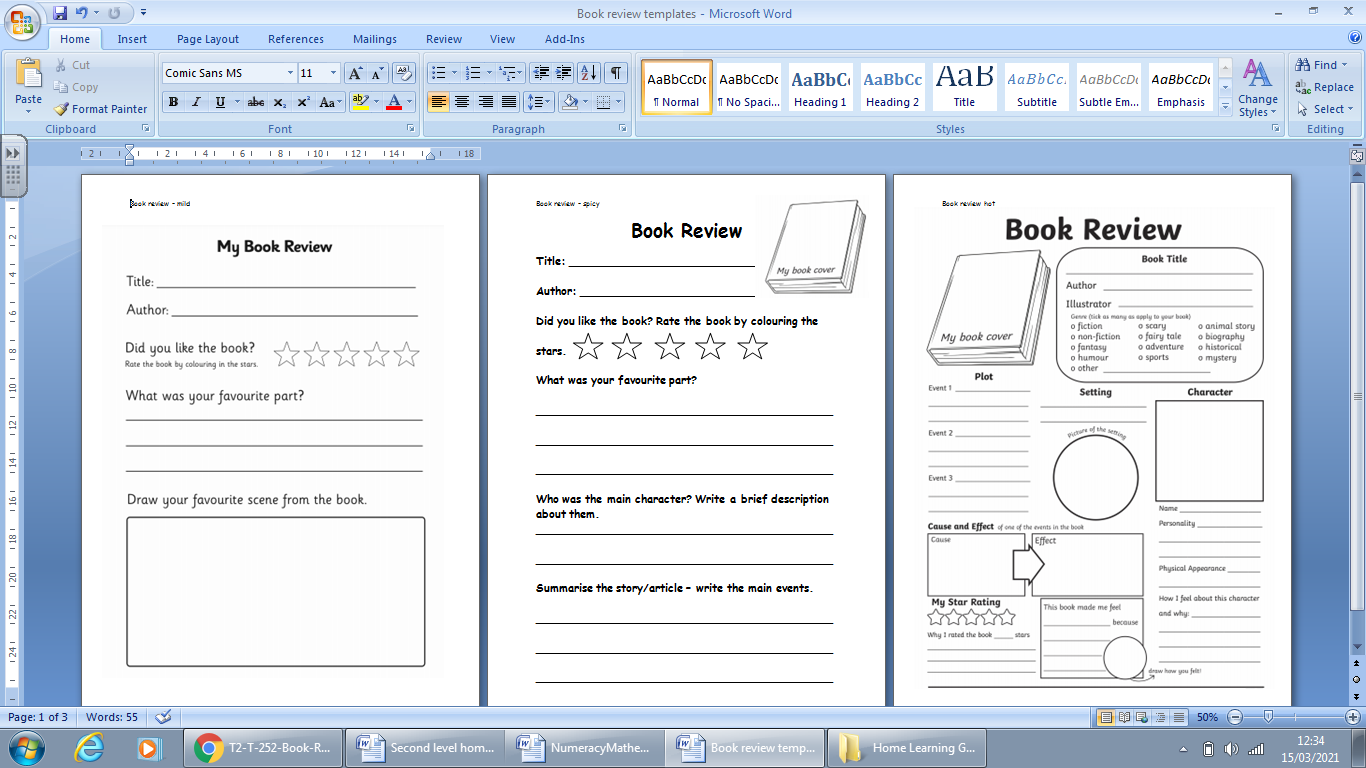
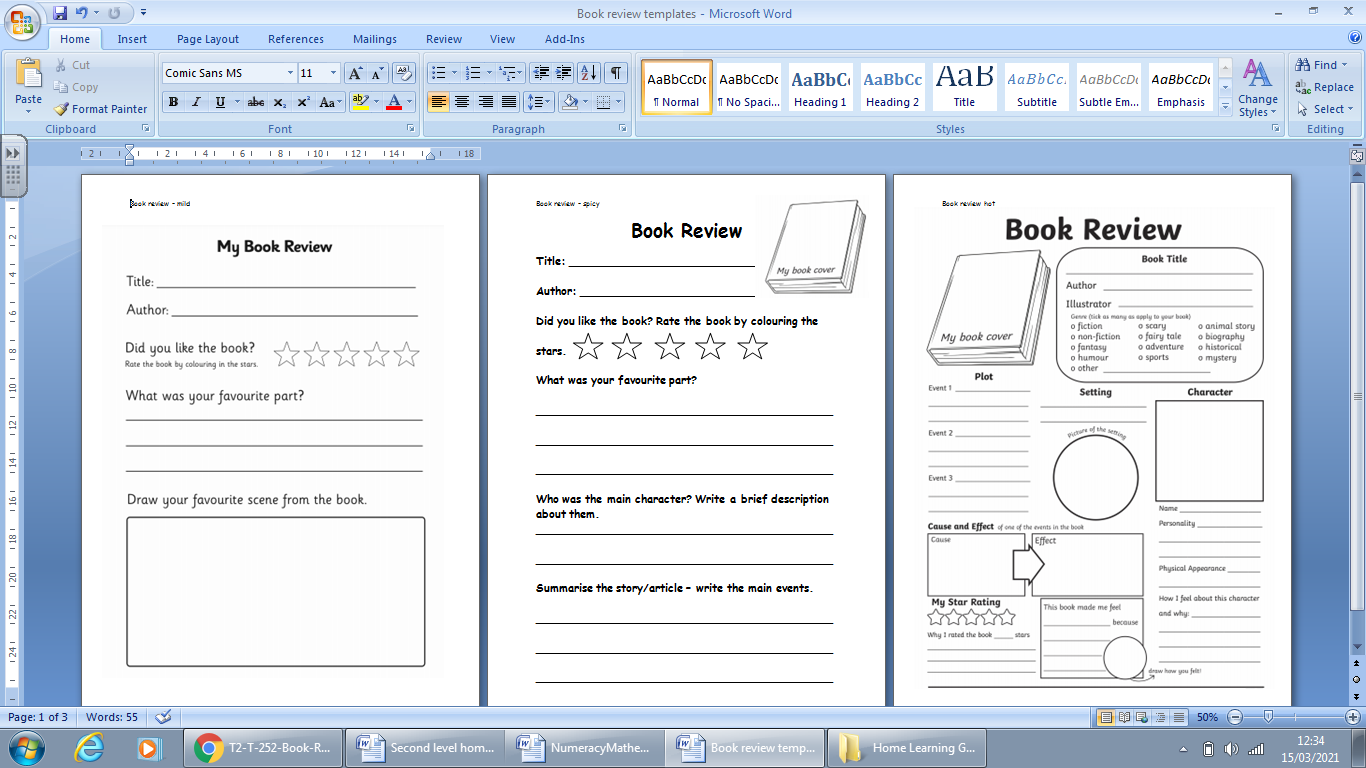
**C**onfident **U**nderstood **I**nspired **K**ind **E**ngaged **N**urtured

**Be Safe, Be Kind, Aim High**

Second Level Home Learning Grid – May 2021

|  |  |  |
| --- | --- | --- |
| **Literacy**  **Reading**  *I’m learning to read with increasing fluency and expression.*  Try to read every day. This could be a book you have from school or your own. Maybe a novel, comic, newspaper article, or an online article. Before reading look at the front cover, title and the blurb. Can you predict what the story might be about, what might happen? What might you learn from the book?  When you have read a story or a chapter think about and maybe write down your favourite part and why, favourite characters and why, what do you think might or could happen next?  *I am learning to show my understanding of a story and the characters within it.*  Write a book review of your favourite book or chapter you have read.  Choose a mild/hot/spicy book review from below.  Challenges - create a new front cover, create character profiles for the main characters, if you came across any new words look them up in a dictionary to find the meaning, write a next chapter/book of what you think could happen ext. | **Literacy**  **Grammar**  *I am learning to up-level my writing using punctuation and interesting vocabulary.*  **Punctuation** is very important in writing. Can you punctuate these sentences so they make more sense...  **C . , ! ? “”**  1. the fat cat fell off the windowsill luckily he landed on the soft chair  2. wow I love your new bike, can I have a shot please  3. Sam ran along the beach shouting get out the water to his dog  Now up-level (improve) these sentences by writing them again and adding more interesting words such as adjectives and adverbs.  Remember an adjective is a describing word such as fluffy, smelly, huge.  A verb is a doing word such as run, eat, laugh.  An adverb describes a verb explaining *how* something is done, such as quickly, messily, quietly.  **Writing**  *I am learning to create the scene for a story.*  Draw a detailed picture of a scene, if you have Lego build a model. Use the scene you create as the setting for a story. Write a description of the scene using adjectives – what do you see, hear, smell, feel?  Now use the scene you have described to write a story. Your story should have a beginning, middle and end.  Remember to include where (your scene), when, who (characters – this could be you or made up characters) and what (the plot, what happens in the story?).  Include interesting words such as adjectives and adverbs to add detail and make your story interesting to read. | **Numeracy & Maths**  **Numeracy**  *I am learning to add, subtract, multiply and divide.*  Every day do 10 sums to practice addition and subtraction. Try some mentally as well as written down.  Mild – numbers within 10,000  Spicy – numbers within 100,000 (maybe try some with decimal points).  Hot – numbers within 1,000,000, some with decimal points.  *Remember to think about thousands, hundreds, tens and ones when adding and subtracting. Maybe draw them to help. Write the sums as a chimney sum.*  Practise multiplication facts. Write them down or say them out loud. Lay out counters, sweets or toys to show groups of, e.g. 3 groups of 5 sweets = 15 sweets.  Mild- 2,3,4,5,8,10 times tables  Spicy – all times tables as well as dividing by 2,4,5.  Hot – all times tables as well as division y by all single digits.  Make a game of bingo by writing some the answers of a times table in a grid of 6 or 9 boxes, call out sums from that times table. Who can cross them off the quickest and win the game?  Find multiplication/division loop cards online to print and play.  Play on sumdog or education city.  **Maths**  *I am learning to tell the time on analogue and digital clocks.*  Time – practise telling the time. Use clocks around your house to tell the time. Maybe a grown up could draw blank clock faces for you to draw the time onto, and draw some for you to read.  Mild – read and write o’clock, half past, quarter to and quarter past times on an analogue and digitial clock.  Spicy – as above as well as read and write times with 5 minute intervals, such as 10 past 4, 25 minutes to 8.  Hot – as above as well as 24 hour clock times. Remember to convert to 24 hour, add 12. E.g. 3pm/3 o’clock in the afternoon is 1500 hours (3+12=15. 9.15pm/quarter past 9 at night is 2100 hours (9+12=21).  It works the same the opposite way. If you read 1600 on a timetable, 16-12= 4, so 1600hours is 4pm.  Challenge –  James plans to get the 11.15 bus to Edinburgh to go to the cinema. The bus takes 25 minutes and he then has to walk for 5 minutes to the cinema. The film starts at 12 o’clock. How much time will James have to buy his ticket and popcorn before the film starts?  James then plans to get the 3.30pm bus home. The bus journey takes the same length of time back and it takes him 20 minutes to walk from the bus to his house. What time will he expect to be home?  Mary is making dinner. Everything goes in the oven but for different lengths of time. She would like the dinner ready for 5pm. What time does she need to put each thing in the oven so they are all ready at 5pm...?  Ham joint – 1 hour 30 minutes... in at \_\_\_\_\_\_\_\_\_\_\_  Roast potatoes – 45 minutes... in at \_\_\_\_\_\_\_\_\_\_\_\_  Roast vegetables 35 minutes.. in at \_\_\_\_\_\_\_\_\_\_\_\_ |
| **HWB**  *I am learning to keep my body fit and healthy doing short repeated exercises.*  Create 4-6 circuit stations in your house or garden with a different exercise at each. Move round them, doing each for 2-3 minutes. Depending how tricky you make them and how tired you get, you might want to repeat the circuit 2 or 3 times.  Ideas of circuit stations:   * Star jumps on the spot. * Keepie uppies – using a ball/soft toy how many times can you keep it up using your hand/knee/elbow/ tennis racket. * Bike - lie on your back with your feet up and pretend to cycle. * Squats – stand with feet apart and bend your knees like you’re going to sit then stand back up. Do 5 then take a break then repeat. * If you have a partner, throw and catch a ball/soft toy to each other. * Skip – with or without a skipping rope, on the spot or up and down an area. * Lay a cushion on the floor, jump on and off it, use one foot or try 2 feet. To make this harder, carefully do the same thing on and off a step. * Mini burpees – go onto your hands and knees then stretch your legs out behind. Keep facing down and bend your knees to jump your feet in taking knees towards your chest then straighten again and keep repeating. To make this harder jump up to stand in between each when you bring feet in (this one is tiring so take breaks!).   *I’m learning the importance of mental wellbeing.*  It’s not only important to keep our bodies fit but also our minds.  Find a space to relax. In this space you might want to listen to music, draw, colour in, play with playdoh, a fidget toy, read a book or comic/magazine. Maybe you could draw a picture of your happy, relaxed space showing where you are, what you are doing and what helps you relax.  Smiling Face Emoji (U+263A, U+FE0F) | **Learning Across the Curriculum**  *I am learning to research a topic and share my learning.*  1. Choose a topic you are interested in and would like to learn more about. This might be a country, sport, famous person, religion, festival, animal, a time in history such as world war 2, the Victorians, Egyptians...  Once you’ve chosen a topic do some research to find out lots of information. You might use the internet, books or ask a grown up what they know. Make notes/draw pictures or diagrams on what you discover.  2. Now choose a way to display your learning.  Mild – A poster with a title, detailed illustration as well as some captions with facts showing what you have learned.  Spicy – A mini project with a front cover, a contents page listing what information is on which page and 2-3 pages of information about the topic including illustrations.  Hot – A mini research project sharing all your learning with a front cover, contents page, as well as 4-6 pages, 1 for each thing you have learned about, with a title, information of what you have learned, and illustrations.  As an extra challenge, add something fun to then end of your project like a wordsearch of keywords, a quiz, a comic strip story relating to your topic.  Once back at school share your project with your teacher and class. | **Learning Across the Curriculum**  **ART**  *I am learning to respond to the work of artists.*  Choose a famous artist. Have a look at their most popular pieces of work and think about what their style is - what is familiar about their pieces? Are they realistic or abstract? Do they have similar subjects e.g. landscapes, people, flowers, animals...? Are there certain colours used a lot? Do they use paint, pencil, fabrics?  Choose something to draw and create a piece of art in the same style as your chosen artist.  E.g. Steven Brown. His art work is very bright and colourful, often paint, done in lots of paint strokes, and of animals - most famously cows.    **ICT**  *I am learning to type with more confidence and speed.*  Use BBC Dancemat or Typetastic (better for tablets) to continue to practise your typing skills.  After having a go at typing. Can you type some facts about the topic you have researched? This could be simply 2 or 3 sentences, or a whole passage. This could be used in your project. (Don’t give yourself extra work!!)  Challenge - use your typing skills to create a powerpoint presentation about your chosen research topic. |





**Place value grids.**

(these can be used to write out chimney sums)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Tens of thousands | Thousands | Hundreds | Tens | Ones |
|  |  |  |  |  |

Mild Example: 46741+234

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Tens of thousands | Thousands | Hundreds | Tens | Ones |
| 4  +  = 4 | 6  6 | 7  2  9 | 4  3  7 | 1  4  5 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Millions | Hundred thousands | Tens of thousands | Thousands | Hundreds | Tens | Ones |
|  |  |  |  |  |  |  |

Spicy

Hot

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Millions | Hundred thousands | Tens of thousands | Thousands | Hundreds | Tens | Ones | . | Tenths |
|  |  |  |  |  |  |  |  |  |

