



Important Information



"Oak National Academy is a new collection of high-quality lessons and online resources. Backed by the Government, it has been created in response to the coronavirus lockdown.

Their online classroom offers free access to great teachers, delivering video lessons, quizzes and worksheets. Available for both primary and secondary levels, it covers a range of subjects. All of the lessons are ordered so your child can learn along a clear plan. They'll provide new lessons and resources each week.

Oak National Academy will fit alongside other resources such as BBC Bitesize to offer a structure for the day for children until schools fully reopen.

Oak National Academy was built at speed; at present their resources are for pupils who usually access their schools' curriculum in mainstream education, from reception through to year 10, without significant support or adaptation. They're currently working on providing support for teachers working with pupils with additional needs, and teachers based in specialist settings. Next week they hope to launch materials for pupils not able to access all aspects of their current offer." Information taken from the Oak National Academy website (<https://www.thenational.academy/information-for-parents-pupils/>)

The Oak National Academy lessons can be accessed here: <https://www.thenational.academy/online-classroom>

As you are aware, at Victoria Dock Primary School we provide a home learning pack every week which is created by our class teachers. Although we have these plans already in place, we understand that some families may prefer to work from the materials made available through the Oak National Academy. This is absolutely fine, and we are thrilled to see so many children learning at home and taking the opportunity to also do all kinds of things at home which are not usually taught in the classroom.

Feel free to continue to use our home learning grids (like the one below) or the lessons provided by the Oak National Academy. Either way, we would love you to keep in touch and show us the wonderful things you are doing at home, using Seesaw, Clasdojo or Twitter.

Stay safe and we look forward to returning to school to see everyone's smiling faces.



Home Learning Grid

Year 2

Week Commencing – 15.06.20

Work to be completed in home learning books

	1	2	3	4
Fast Maths	Fast Maths https://forms.gle/Yrs2K4XtJjpULqMQA	Fast Maths https://forms.gle/TgH84NEmtbEUeHk57	Fast Maths https://forms.gle/nuzXCyc9Rh5nG66L9	Times Tables Rock Stars Can you set a new high score on Timetable Rockstars here ?
Reading	First News Read the First News articles below and have a go at the questions. Which is your favourite? In my house, we have been a bit obsessed with the SpaceX rocket launch. My little boy has had me watch it around 50 times now.			
Writing	Piper – Ordering Watch this fab clip here and have a go at ordering the pictures in the task below.	Piper – Word Bank Based on the clip you watched yesterday, let’s generate some fantastic words to use later.	Piper – Expanded Noun Phrases Let’s take those words from yesterday and turn them into expanded noun phrases.	Story Chunk Use the knowledge you have built up this week to have a go at this ace writing lesson here .
Maths	Fractions Complete the ‘Count sides and vertices on 2D shapes’ task below. Click here for video tutorials.	Fractions Complete the ‘Count faces, edges and vertices on 3D shapes’ task below. Click here for video tutorials.	Fractions Complete the ‘Sort 2D and 3D shapes’ task below. Click here for video tutorials.	Fractions Complete the ‘Merge 2D and 3D shapes’ task below. Click here for video tutorials.
Challenge	Young Readers Story Club We had planned to be part of this Young Readers Project this year in school but we can still access it online in a way. Enjoy this first episode with a story and a poem. Why not try the task?		Mangahigh Can you get some new gold medals on Mangahigh here ?	Art Join in Rob Biddulph’s live art workshop and competition at 10AM here .

SCIENCE NEWS

AT LAST BLAST OFF!



Doug Hurley (far right) and Bob Behnken (second right) with other crew on board the ISS



The SpaceX craft blasts into space to link up with the ISS

THE SpaceX spacecraft has taken astronauts to the International Space Station (ISS) for the first time.

The company's Crew Dragon spacecraft was supposed to launch on Wednesday but it was postponed with just 15 minutes to go, due to bad weather.

However on Saturday (30th May), crowds in Florida, USA, witnessed the spectacular sight of the rocket soaring into a blue sky. It was also watched live around the world.

This was a special and historic flight. It was the first time that astronauts have left Earth from the USA for nine years. Since 2011, NASA has been using Russian rockets to take its astronauts up to the ISS.

It was also the first time that astronauts have been taken into space by a private company.

NASA, the US Government's space agency, bought the seats for the two astronauts in the same way that we buy seats on aeroplanes! Except the cost is thought to be around \$55 million (about £43m) per seat!

On Sunday, the spacecraft successfully docked with the ISS, which orbits the Earth 250 miles above us. The American astronauts will stay there for about three months, carrying out experiments.

SpaceX is owned by the billionaire businessman Elon Musk.

Four Stories

Questions on: 'At last blast off!'

- Who built the Crew Dragon spacecraft?
- Why didn't the launch happen on Wednesday 27th May?
- The launch went ahead on Saturday. When did the spacecraft dock with the International Space Station?
 - Later that day
 - The next day
 - Three days later

- Can you find the **two reasons** why this was a "historic flight"?

1: _____

2: _____

- How have American astronauts been getting to the International Space Station for the last nine years?
- NASA paid SpaceX to take the astronauts to the ISS. What does the journalist compare this to?

- How much has NASA paid SpaceX for this flight?

- More than £80 million
- £43 million
- £55 million

- Several companies are planning 'space tourism' – where people pay to have a flight in space.

Do you think this will ever happen and will it be successful? Would you pay to go into space?

ANIMAL NEWS

STAG beetle season is here and experts need your help to monitor this rare and magnificent insect.

Stag beetles are the UK's largest beetle. They used to be common in the south of England, but are sadly now quite rare. For years they live underground as larvae (see below). But in May and June, the adult beetles emerge in order to find a mate.

The PTES (People's Trust for Endangered Species) is asking for our help to spot stag beetles. It wants to map where the beetles are found and track their numbers.

The best time to spot stag beetles is on a warm, summer's evening, when the insects like to fly around. They are easily recognised by their large 'antlers', which are only found on the males. And don't worry, the antlers are used to battle other males and impress the females – they don't bite!

If you are lucky enough to spot one, record your sighting at www.ptes.org/stagbeetles. The website also has lots of useful information on how you can help this iconic insect.



Stag beetle larvae

The curious life of a stag beetle:

- Stag beetles spend up to seven years underground as a larvae.
- They feed on rotting wood.
- Once fully grown, the larvae build a cocoon in the soil and change into beetles.

BEETLE WATCH



Beck

- In the summer, the adults dig their way out of the soil.
- They fly around to find a mate and lay eggs.
- The beetles only live for a few weeks. By the end of August, most of them will have died.



Male and female stag beetles

Questions on: 'Beetle watch'

- 1) Why is this beetle called a **stag** beetle?
- 2) How does the PTES want you to help?
- 3) For how long is the insect a larvae?
For how long is it a beetle?
- 4) Put the four stages of a stag beetle's life in the correct order. The first one has been done for you.

	Cocoon
	Larva
	Beetle
1	Egg

- 5) Why is this time of year 'stag beetle season'?
- 6) When is the best time to try to spot a stag beetle?
- 7) What does the writer say you shouldn't worry about?
- 8) Do you think the journalist likes these insects, or not? Which words or sentences give you the answer?

MARINE DISCOVERIES

LOUD LOBSTERS

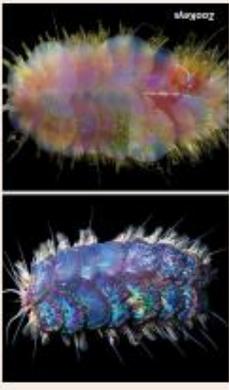
A new study has found that European spiny lobsters are really loud. And we mean really loud! The creatures make a rasping sound by rubbing their antennae (feelers) against a rough spot beneath their eyes. Amazingly, the sound is so loud it can be heard almost two miles away!



DEEP DEEP DOWN

An octopus has been discovered swimming at a record depth. The Dumbo octopus was filmed swimming almost 7,000 metres down! It was caught on camera at the bottom of the Java Trench, in the Indian Ocean. It is known as the Dumbo octopus because of its ear-like fins, which make it look a bit like the famous Disney elephant!

GLITTERY WORMS!



Scientists have discovered four new species (kinds) of scale worms that are all glittery and glamorous! The spangly worms were found deep in the sea off the coast of California, USA.

The worms belong to a group nicknamed 'Elvis worms', after the famous American singer Elvis Presley. Their shiny scales look like the sequins on some of the singer's suits.

However, their behaviour is not so glamorous! The experts saw the worms "wiggling and then fighting and biting each other". The leader of the study said: "It's hard to believe that the deep sea is still largely unexplored and teeming with mysterious animals."

Questions on: 'Marine discoveries'

1) Name three marine creatures in the news this week.

1: _____
 2: _____
 3: _____

2) What is similar about the discovery of the worms and the octopus?

Look at the story 'Loud lobsters'.

3) How do the lobsters make this loud noise?

4) What is "a rasping sound"?

a harsh, grating noise a loud ringing sound
 a big popping noise

Look at the story about the worms.

5) Find three words or descriptions that help you to understand what these worms look like.

1: _____
 2: _____
 3: _____

6) What comment does the writer make about the worms' behaviour, and why?

Consider all the stories.

7) Match the word to the correct definition.

spangly	full of creatures
teeming	a deep valley at the bottom of the ocean
trench	the feelers on a creature
antenna	shiny and glittery

8) Two of the creatures have nicknames. What are they and why do they have them?

Nickname	Reason for the nickname

The poor old lobster has a very boring name. Can you think of a good nickname for this creature?

NEWS IN PICTURES



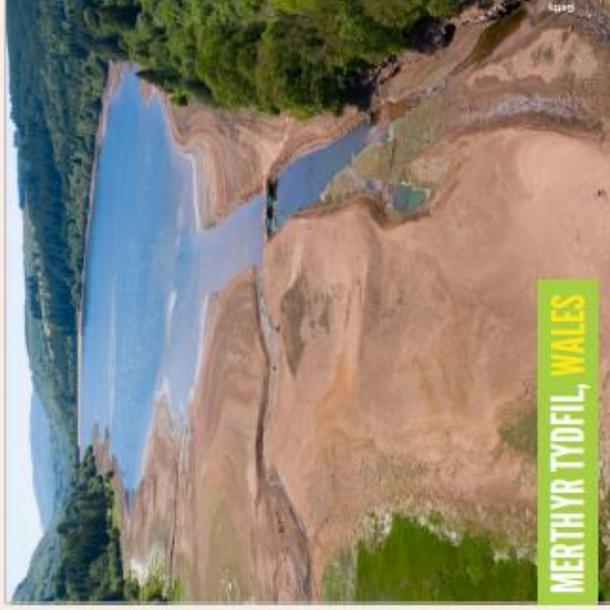
GIPUZKOA, SPAIN

It seems almost impossible to believe that this is not a real bull lying on a beach, but a sculpture made of sand! It was made by Andoni Bastarrika, a sand sculpture artist. His lifelike creations have given pleasure to people on the beach for many years, but are now gaining fame thanks to the internet. His works of art include a bull, a wolf and an octopus.

KENT CLIFF FALL



A cliff fall in Kent has left a house dangling over the cliff. Surf Crescent in the Isle of Sheppey has seen several cliff falls in recent weeks. Luckily, the family who live in the house left when an earlier fall caused the road to collapse. "They are just waiting for the house to fall," said neighbour Malcolm Newell.



MERTHYR TYDFIL, WALES

A view of low water levels in a reservoir in Wales. Not surprising, as we've just had the driest May in England ever recorded, and the second driest in Wales. On top of that, it's been the sunniest spring on record in the UK. Only three summers have been sunnier than the spring we've just had. Sadly, the record-breaking weather could be caused by global warming.

Questions on: 'News in Pictures'

1) Match the news story to the correct part of the world.

- ENGLAND Record-breaking weather
- SPAIN Sand sculptures
- WALES Cliff fall

Look at the news from Spain.

2) Who is Andoni Bastarrika?

3) What adjective used in the story has a similar meaning to 'realistic'?

Look at the news from Wales.

4) Why is the water so low in this reservoir?

5) Choose the most powerful fact to explain how sunny our spring has been.

Look at the news from England.

6) Why weren't the family in the house when the cliff collapsed and left it teetering on the edge?

7) Newspaper articles usually have a title called a headline. Which of the options below do you think would make a good headline for this story? Explain your choice.

- Lucky escape
- Cliff fall leaves house hanging over the edge
- Cliff collapse calamity

Consider all the news.

8) Do you think it would be possible to understand these news stories with words only – without the pictures?

Which picture do you think is the most helpful?

Writing 1

Note to parents: The teaching sequence for this week is very similar to last week's. Hopefully, children will be able to feel more confident in doing this a little more independently this week. They may just require a little help on the final lesson when choosing a chunk but there is an instructional video to help.

Watch this Pixar film [here](#) and order these screenshots. For each one, can you write a great sentence so we can tell the story in 9 sentences altogether?



Writing 2

Take a closer look at this screenshot of the video, Piper. Can you create your own word bank for us to use later this week? Note down anything you can see or imagine hearing, smelling, feeling at this point. Think carefully about different words for these things and add adjectives to help describe them. We will use your fab vocabulary later this week.



Writing 3

Here are some of the words I came up with yesterday:

Wave ripple sand feathers beak shore squawks tweets

Let me choose one to expand (make bigger). This lets me add more detail and paint a better picture for anyone reading the work.

Wave → a lot of waves → a lot of gentle waves → **a lot of gentle, lapping waves full of foam and bubbles**

Can you see how I slowly added new parts to the noun (waves)?

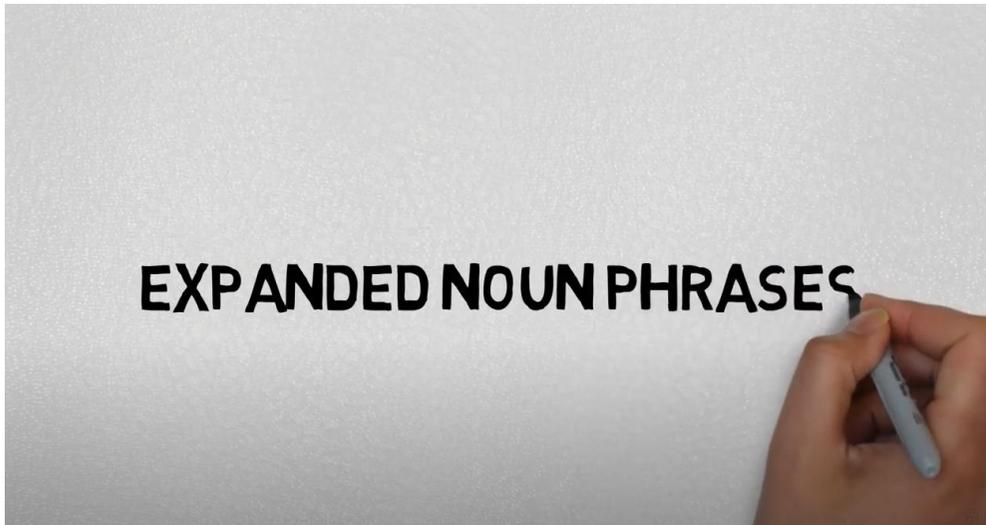
You can add determiners at the start like 'a' or 'the' or 'some'.

You can then add a few adjectives like 'gentle' or 'lapping'.

You can even then extend after all of this with a phrase like 'full of foam and bubbles'.

Have a go at taking some of your words from yesterday's session and then turning them into expanded noun phrases like this.

If you'd like a little more help, why not check out this video by clicking the image below.



Writing 4

Today, we are going to take our fab words and phrases which we have made throughout the week, and use them to write just 1 section of the Piper story. In the first session this week, you were given 9 different photos of the story so 9 different sections. We want you to pick one of these sections to write about. You will be zooming in on just one section of the story and then writing about it. Choose a section from the ones below and try to write between 5-10 sentences.

Plot point 1: Dinner time
Time: 0:25 – 0:47



Plot point 4: Be brave
Time: 1:20 – 1:33



Plot point 7: Afraid no more
Time: 2:11 – 2:27



Plot point 2: First wave
Time: 0:48 – 1:05



Plot point 5: Watching & learning
Time: 3: 1:34 – 1:57



Plot point 8: Showing off
Time: 2:28 – 2:48



Plot point 3: Petrified
Time: 1:06 – 1:19



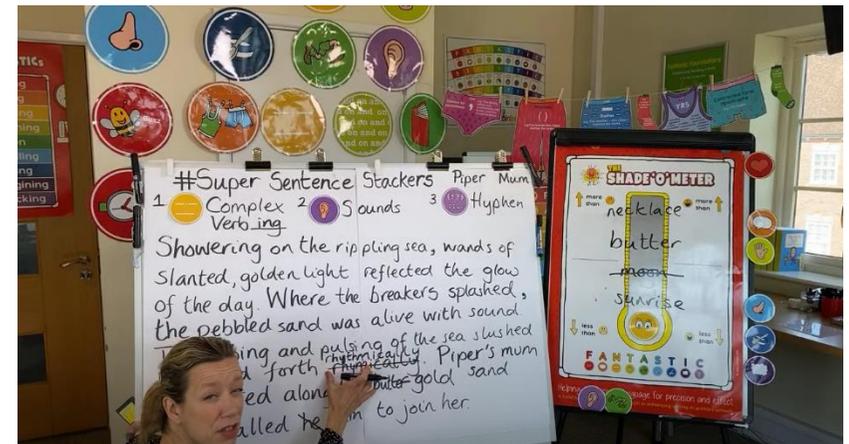
Plot point 6: Under the sea
Time: 1:58 – 2:10



Plot point 9: All is well
Time: 2:49 - end



Once you have chosen a picture/section, click this video (below) if you would like some awesome help in writing your chunk, packed with lots of little challenges and bits of advice.



Note to parents

This video is a lesson which was done live by Jane Considine. She does one every weekday on The Training Space Youtube channel and it is aimed at all primary school children. She is doing them free of charge during lockdown and they are fab in case you would like to try them at any point. We use a form of this approach to teach writing at school.

Maths – Note to Parents

As this week's work focuses on shapes, there are lots of pictures and diagrams for the children to see on the sheets. This means that there are more sheets just to fit the pictures on. If this is too much to print or you would prefer something shorter, why not still watch the video tutorials found [here](#) but try the shorter tasks found at BBC Bitesize [here](#)? They are made by the same people as the resources below (White Rose Maths) so work nicely with the tutorial, and they may be a little more printer-friendly. (They're also there every week as an alternative to the sheets.)

Count sides on 2D shapes

1 Complete the sentences to describe the shapes.

a)



A pentagon has sides.

b)



A triangle has sides.

c)



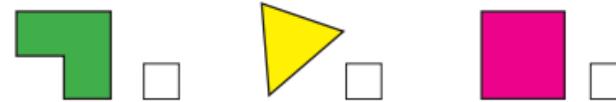
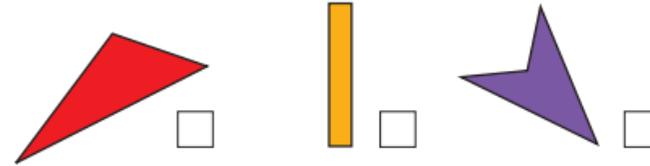
A has sides.

d)



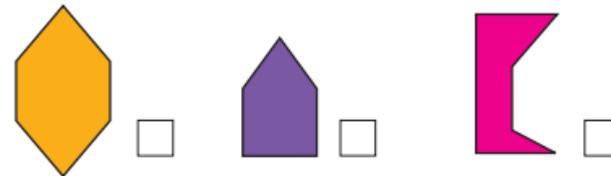
A has sides.

2 Tick the 4-sided shapes.



Did your partner tick the same shapes?

3 Tick the 6-sided shapes.



Compare answers with a partner.

4 Complete the table.

Name	Shape	Number of sides
		
		3
pentagon		
		6
square		
		8
		



5



This shape is a triangle.



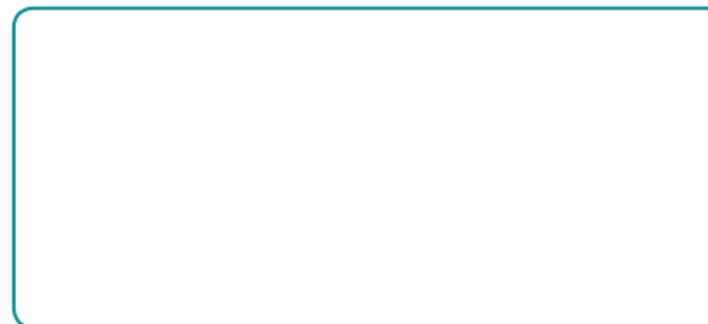
Is Amir correct? _____

How do you know?

6 Use 15 lolly sticks to make three shapes.



Draw your shapes.



Did your partner make the same shapes?

What happens if you use more or fewer lolly sticks?



Count vertices on 2D shapes

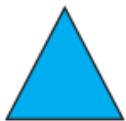
1 Complete the sentences to describe the shapes.

a)



A pentagon has vertices.

b)



A triangle has vertices.

c)



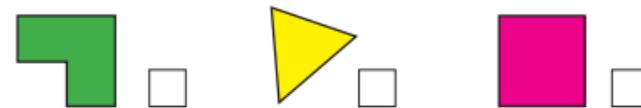
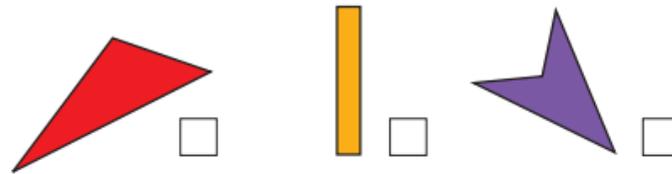
A _____ has vertices.

d)



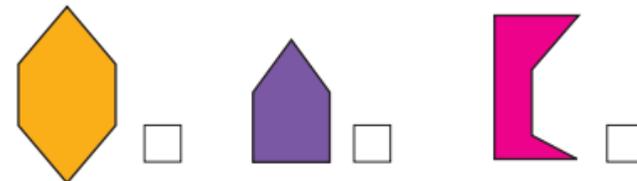
A _____ has vertices.

2 Tick the shapes with 4 vertices.



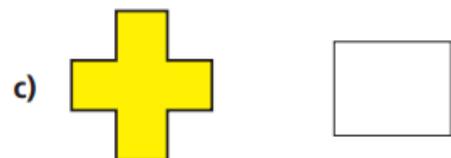
Compare answers with a partner.

3 Tick the shapes with 6 vertices.



Talk to a partner about your answers.

4 How many vertices does each shape have?



How did you count the vertices?

5



My shape has more vertices than a triangle, but fewer than a hexagon.

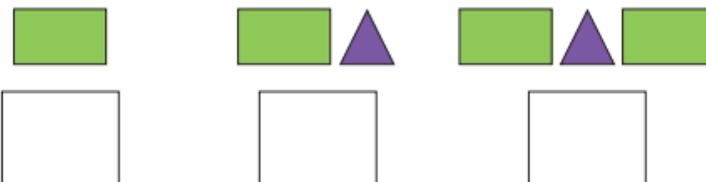
What shape could Ron have? _____

Compare answers with a partner.

6

Rosie is making a pattern out of shapes.

a) How many vertices are in each term of her pattern?



b) What do you notice?

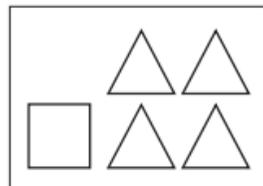
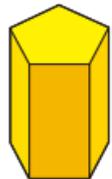
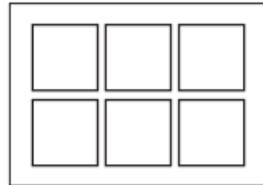
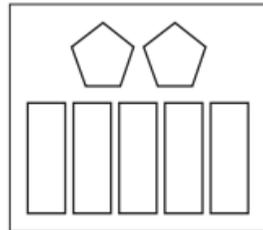
c) How many vertices will the next term have?

d) Create your own pattern with shapes.

Count the number of vertices in each term.

Count faces on 3D shapes

1 Match the shapes to the faces.



2 Complete the table.

Shape	Name	Number of faces
		
		
		
		

3



My shape has one curved surface.

What shape is Jack describing? _____

4 Match the description to the shape.

1 circular face and
1 curved surface



2 circular faces and
1 curved surface



4 triangular faces



5



A cube is the
only 3D shape with
6 faces.

Alex has made a mistake.

Name another 3D shape that has 6 faces.

6 Dexter has 5 of the same 3D shapes.



In total, my
shapes have 10
circular faces.

What shapes has Dexter got?

Dexter has got 5 _____

7 Dora wants to put a sticker on each face of
some cubes.

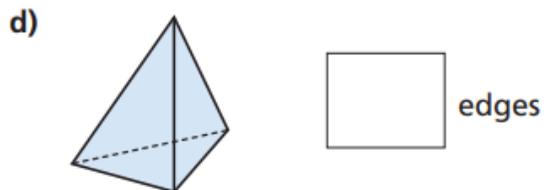
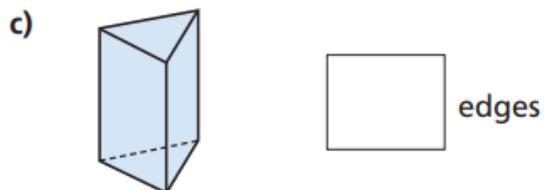
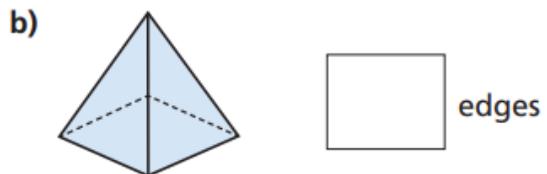
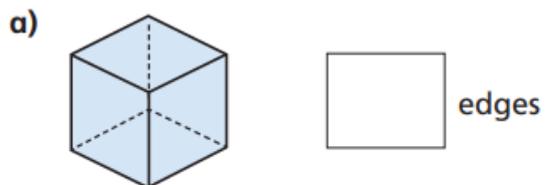
She has 60 stickers.

How many cubes can she cover in stickers?

Dora can cover cubes in stickers.

Count edges on 3D shapes

1 How many edges does each shape have?



2 Complete the table.

Shape	Name	Number of edges	Number of faces
			
			
			
			

3

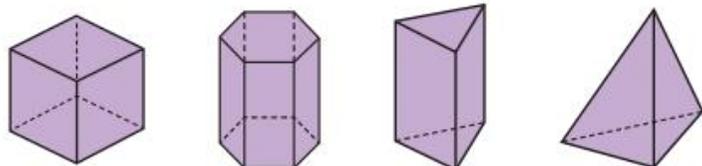


3D shapes always have more edges than faces.

Do you agree? _____

Why?

- 4 Use the clues to label the shape with the correct letter.



- Shape A has an odd number of edges.
- Shape B has the most edges.
- Shape C has the same number of edges as a cube has faces.
- The edges of shape D are all the same length.

- 5 Write the name of two 3D shapes that have the same number of edges.

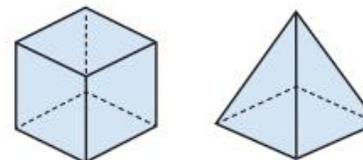
_____ and _____



6



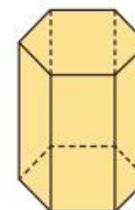
A cube has 6 faces and 12 edges, so a square-based pyramid must have 5 faces and 10 edges. The number of edges is always double the number of faces.



Do you agree with Teddy? _____

Why?

- 7 This hexagonal prism has 18 edges.



How many edges do you think a pentagonal prism has?

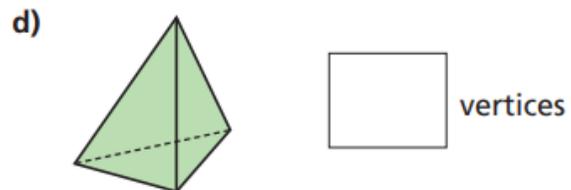
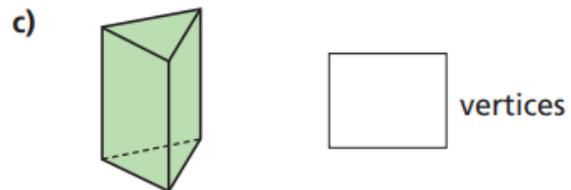
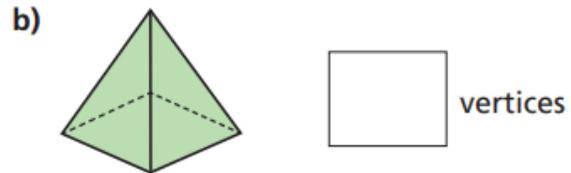
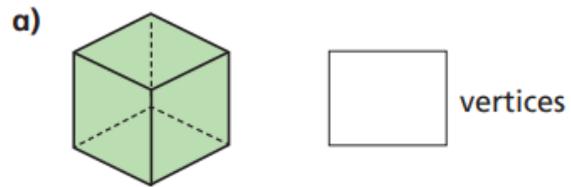


Why do you think this?

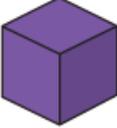


Count vertices on 3D shapes

1 How many vertices does each shape have?



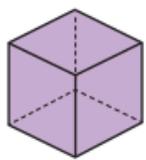
2 Complete the table.

Shape	Name	Number of vertices
		
		
		
		

Write the name of a different 3D shape with no vertices.

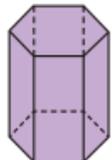
- 3 Write the shapes in order of the number of vertices.

Start with the shape that has the fewest vertices.

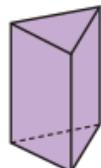


A

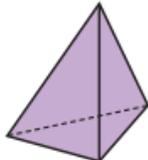
fewest



B



C



D

most

- 4 Complete the sentences.

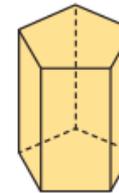
more

fewer

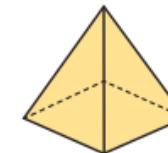
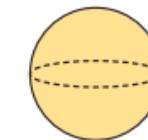
- a) A cube has _____ vertices than a sphere.
- b) A sphere has _____ vertices than a cone.
- c) A triangular prism has _____ vertices than a cuboid.

- 5 Match each shape to the correct label.

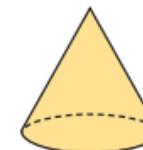
< 5 vertices



= 5 vertices

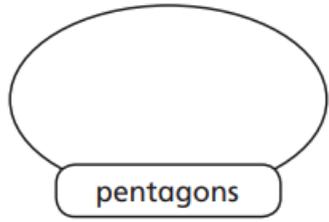
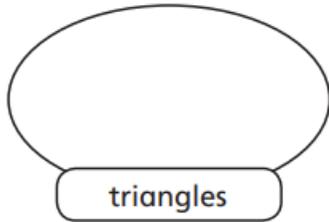


> 5 vertices

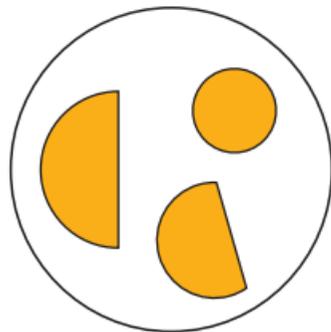
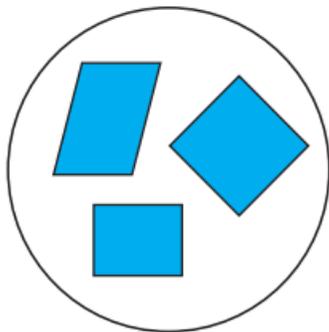


Sort 2D shapes

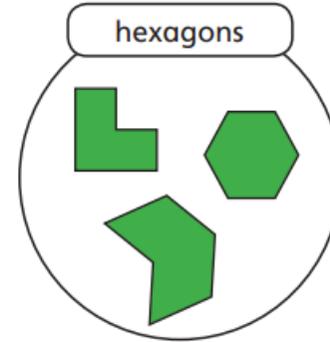
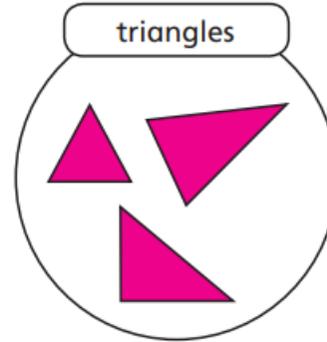
1 Draw lines to sort the shapes into groups.



2 How have the shapes been sorted?



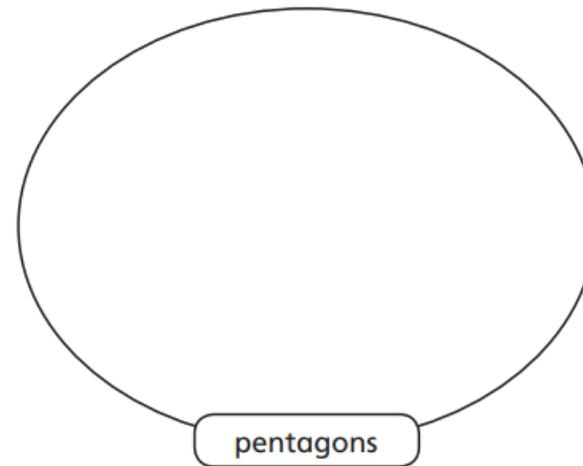
3 Eva sorts some shapes.



a) Is Eva correct? _____

How do you know?

b) Draw a group of three different pentagons.



Sort 3D shapes

1 Circle the odd one out in each group and complete the sentences.

a)



The odd one out is a _____.

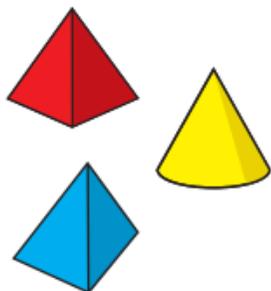
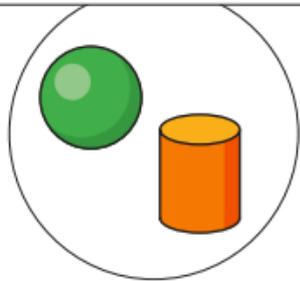
b)



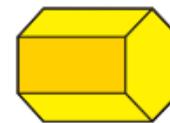
The odd one out is a _____.

2 Tick the shape that could go in the group.

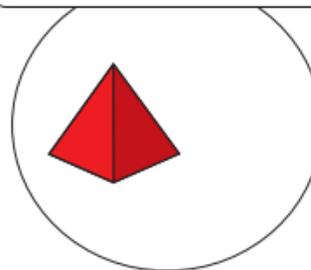
has a curved surface



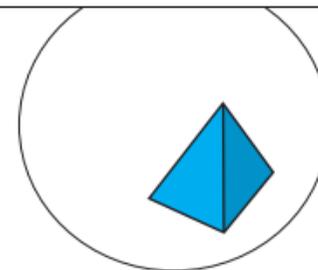
3 Tick the shape that could go in both groups.



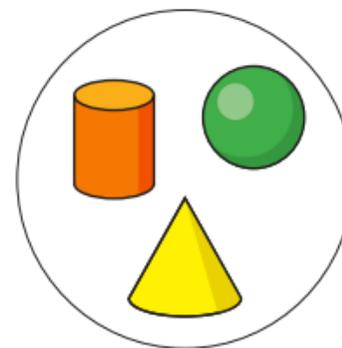
odd number of faces



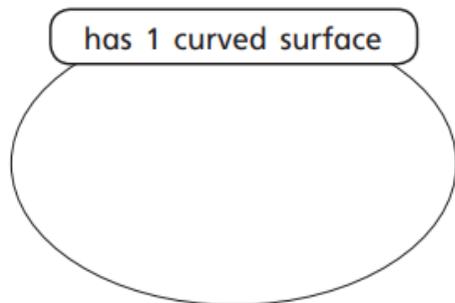
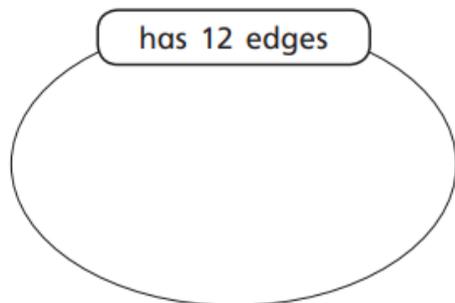
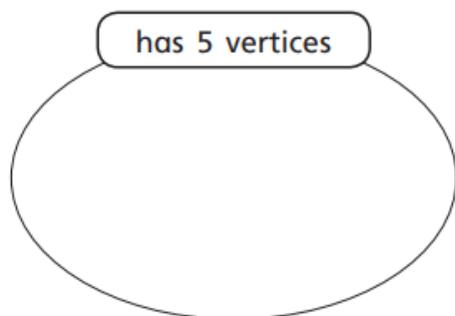
even number of vertices



4 How have the shapes been grouped?



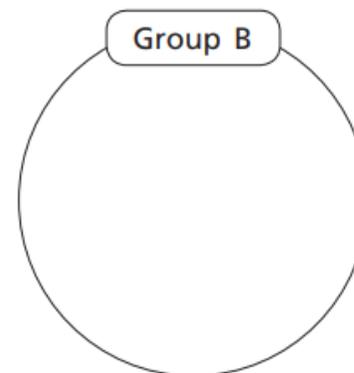
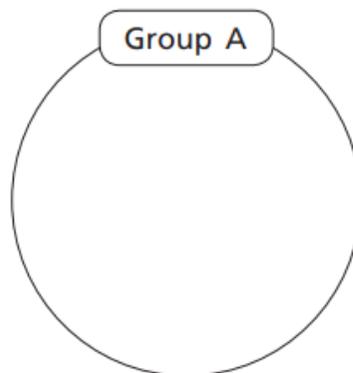
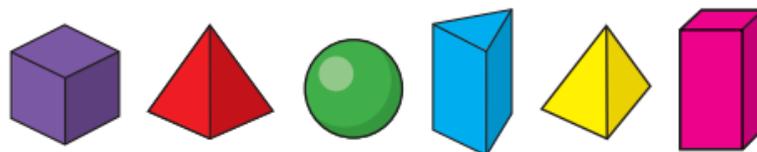
- 5 Write the name of a 3D shape that could go in each group.



Can you think of any other shapes to go in each group?



- 6 a) Draw lines to sort the shapes into two groups.



- b) Give each of your groups a label.

Group A: _____

Group B: _____

Compare answers with a partner.



Make patterns with 2D shapes

1 Draw the next two shapes in each pattern.

a)

b)

c)

2 Tick the shapes that fit in each pattern.

a)



b)

3



My pattern goes:
circle, triangle, square,
then it repeats.

a) Draw the first 9 shapes in Rosie's pattern.

b) What is the name of the 10th shape in the pattern?

c) What is the name of the shape to the right of the 5th shape?



- 4 Mo makes a pattern using 4 rectangles, 4 triangles and 4 circles.

What could Mo's pattern be?

Draw two different possibilities.

- 5 Draw the 10th shape for each pattern.

a)



b)




- 6 Write your own repeating pattern of shapes.

For example: circle, rectangle, rectangle, circle, rectangle, rectangle ...

_____ , _____ , _____ , _____ ,
 _____ , _____ , _____ , _____

Swap with a partner and draw each other's patterns.

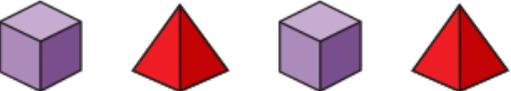
- 7 Draw a shape in each box to make a repeating pattern.

You may want to practise on a whiteboard.

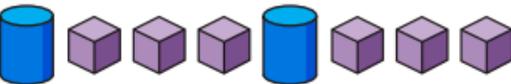


Make patterns with 3D shapes

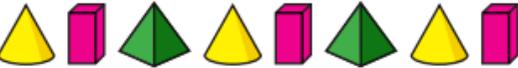
1 Draw the next shape in each pattern.

a) 

b) 

c) 

d) 

e) 



2 What is the name of the 3rd shape in the pattern?



3 Here is a pattern made with 3D shapes.



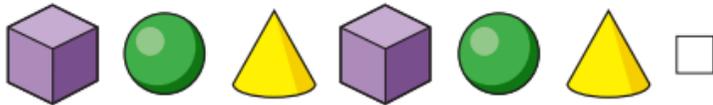
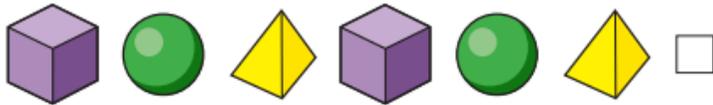
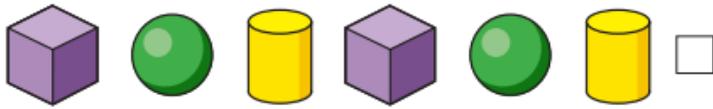
a) Write the name of the 4th shape in the pattern.

b) What would the 13th shape in the pattern be?

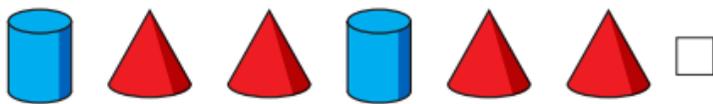
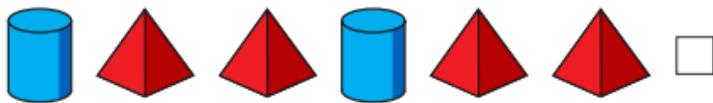
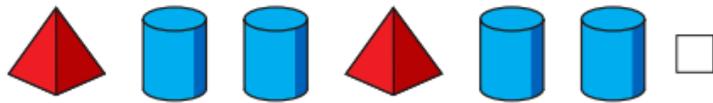


4 Tick the row that shows the pattern.

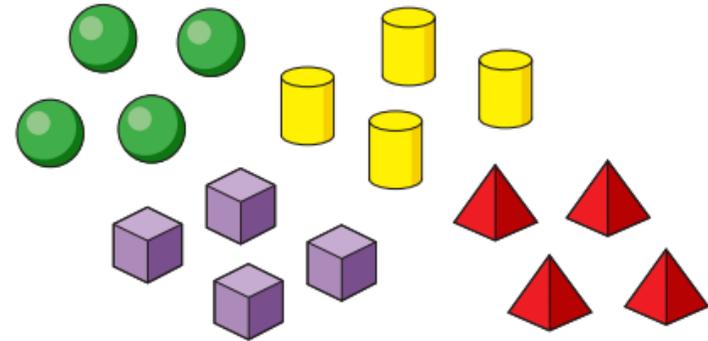
a) cube, sphere, cone, cube, sphere, cone



b) cylinder, pyramid, pyramid, cylinder, pyramid, pyramid



5 Eva is making a pattern using these shapes.



a) What pattern could Eva make?

b) Can you arrange Eva's shapes to make a symmetrical pattern?

c) Compare answers with a partner.

