

Wednesday 16th March 2022



to Year 2 Remote  
Learning

# Literacy

9:00 – 10:15



What are the five senses?

Wednesday 16th March 2022

I can describe what I can hear.

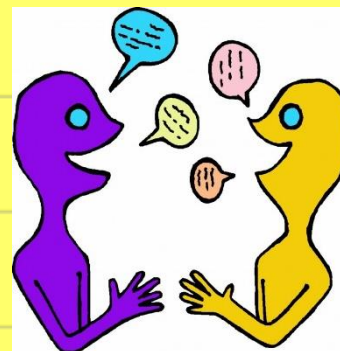
A39 A44 A51 A61 A57

What can you hear?

Click on the link to listen.

Where might you be?

What could be happening?



It's a fairground!



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Wednesday 16th March 2022

I can describe what I can hear.



Write adjectives to describe what you can hear.

# Wednesday 16th March 2022

## I can describe what I can hear.



~~At the fairground I can hear a carousel.~~

How can we extend this sentence and make it more exciting?



At the \_\_\_\_\_, \_\_\_\_\_ fairground I can hear  
the \_\_\_\_\_ sound of an \_\_\_\_\_, \_\_\_\_\_ carousel  
\_\_\_\_\_ly around and around. On it,  
\_\_\_\_\_, \_\_\_\_\_ people are \_\_\_\_\_ly  
when they \_\_\_\_\_.

Can you add in  
noun phrases?

Can you use the  
conjunctions if, or,  
when, that, but and  
because?

# Wednesday 16th March 2022

## I can describe what I can hear.



~~The children wait for a refreshment.~~

How can we extend this sentence and make it more exciting?



Excitedly \_\_\_\_\_, \_\_\_\_\_ children wait \_\_\_\_\_ly

by the popcorn stand for a \_\_\_\_\_ refreshment or

a \_\_\_\_\_. Next to the \_\_\_\_\_ children there is a

\_\_\_\_\_, \_\_\_\_\_ rollercoaster that \_\_\_\_\_.

Can you use suffix words? -ly, -ment, -less, -ful and -ness

Can you use the conjunctions if, or, when, that, but and because?

Write extended sentences to describe what you can **hear** at the funfair. Try to include some key features listen below.

Lesson 3

Wednesday 16th March 2022

I can describe what I can hear.

A39 A44 A51 A61 A57

Use phonics to spell correctly and use adjectives to describe the funfair.



Use noun phrases and conjunctions to describe the funfair. Include different sentence starters.



Use adventurous adjectives and conjunctions to describe the funfair. Include different sentence starters and suffix words.





# Suffixes -ment, -ful, -less, -ness and ly

A suffix is an 'ending' used at the end of a root word to turn it into another word. Sometimes, the root word has to be changed before a suffix is added.

Adding -ment can change a verb into a noun.

Adding -ful or -less can change verbs or nouns into adjectives.

Adding -ness can change an adjective into a noun.

Adding -ly can change an adjective into an adverb.

-ment			-ful/-less	
<b>verb</b> refresh enjoy pay disappoint employ manage govern punish treat agree	<b>noun</b> <u>refreshment</u> <u>enjoyment</u> <u>payment</u> <u>disappointment</u> <u>employment</u> <u>management</u> <u>government</u> <u>punishment</u> <u>treatment</u> <u>agreement</u>	<b>verb or noun</b> use care thought mind doubt hope fear help colour	<b>adjective -ful</b> <u>useful</u> <u>careful</u> <u>thoughtful</u> <u>mindful</u> <u>doubtful</u> <u>hopeful</u> <u>fearful</u> <u>helpful</u> <u>colourful</u>	<b>adjective -less</b> <u>useless</u> <u>careless</u> <u>thoughtless</u> <u>mindless</u> <u>doubtless</u> <u>hopeless</u> <u>fearless</u> <u>helpless</u> <u>colourless</u>
-ness			-ly	
<b>adjective</b> happy bright gloomy ill sad black ugly polite silly late	<b>noun</b> <u>happiness</u> <u>brightness</u> <u>gloominess</u> <u>illness</u> <u>sadness</u> <u>blackness</u> <u>ugliness</u> <u>politeness</u> <u>silliness</u> <u>lateness</u>		<b>adjective</b> graceful proud bad quick lazy angry light gentle hopeless narrow	<b>adverb</b> <u>gracefully</u> <u>proudly</u> <u>badly</u> <u>quickly</u> <u>lazily</u> <u>angrily</u> <u>lightly</u> <u>gently</u> <u>hopelessly</u> <u>narrowly</u>

# Adjectives

People	Objects	Comfortable feelings	Uncomfortable feelings	Size	Time
adorable adventurous aggressive annoying beautiful caring confident clumsy confident considerate excitable glamorous grumpy happy helpful important intimidating obnoxious odd talented thoughtless timid handsome	bright clear distinct drab elegant filthy gleaming grotesque long magnificent precious sparkling spotless strange unsightly unusual valuable	brave calm cheerful comfortable courageous determined eager elated encouraged energetic excited exuberant fantastic fine healthy joyful pleasant relieved	angry annoyed anxious ashamed awful bewildered bored confused defeated defiant depressed disgusted disturbed dizzy embarrassed envious frightened hungry lonely scared terrified worried	big colossal enormous gigantic great huge immense large little long mammoth massive meagre mighty miniature minuscule petite puny short tall teeny tiny	ancient brief early fast late modern old quick rapid short slow swift young

# Sentence Openers

## Time

One day  
One morning  
One evening  
After that  
After a while  
Before long  
Afterwards  
As soon as  
At last  
A moment later  
In the meantime  
Later on  
Meanwhile  
Soon  
During  
Now  
Next week  
All of a sudden

## Order

At first  
First  
Second  
Third  
Then  
Last  
Finally  
Next



## Where

In the middle of the...  
Under the bridge...  
Over the bridge...  
In the distance...  
Far away...  
In a far off land...  
Inside of...  
At the end of...  
On top of the...  
Next to the...  
Nearby...  
Opposite the...



## To add information

Again  
Also  
Another  
Along with...  
For example...  
As well as



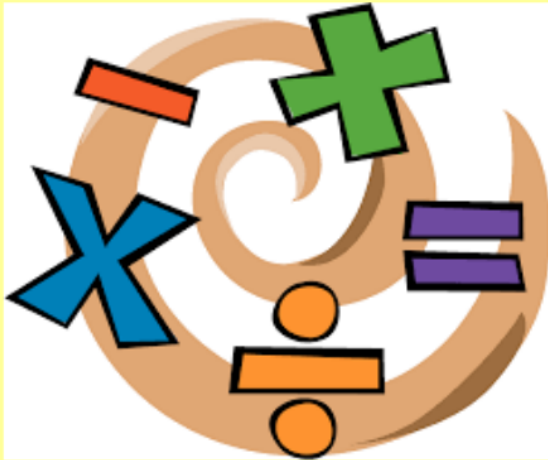
## Comparisons

However  
Yet  
Despite  
Still  
Unlike  
Even though  
Although  
Rather than



# Maths

10:45 – 11:45





We've been learning to tell the time to quarter past and to the hour. Have a think about the activities below. Make a list of what time you could do each one.

## At what time do you...



wake up?



go to school?



have your lunch?



go home?



eat dinner?



do your homework?



go to bed?



# MATHS

10:45 - 11:45

1 6 . 3 . 2 2

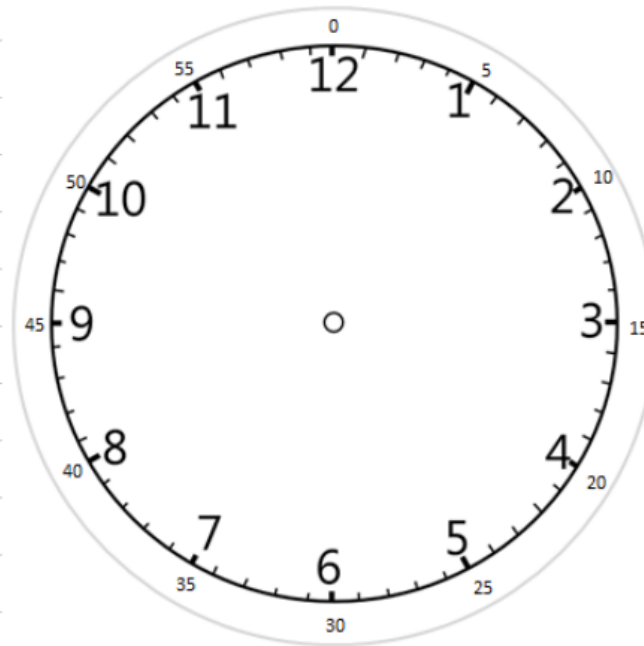
I can read and draw the to 5 minutes past the hour. A 4 6



Let's practise counting in 5s.

Did you notice the clock is divided into 5 minutes?

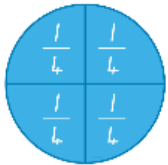
Look at the numbers around the outside.



half past



quarter past



quarter to

5 minutes past



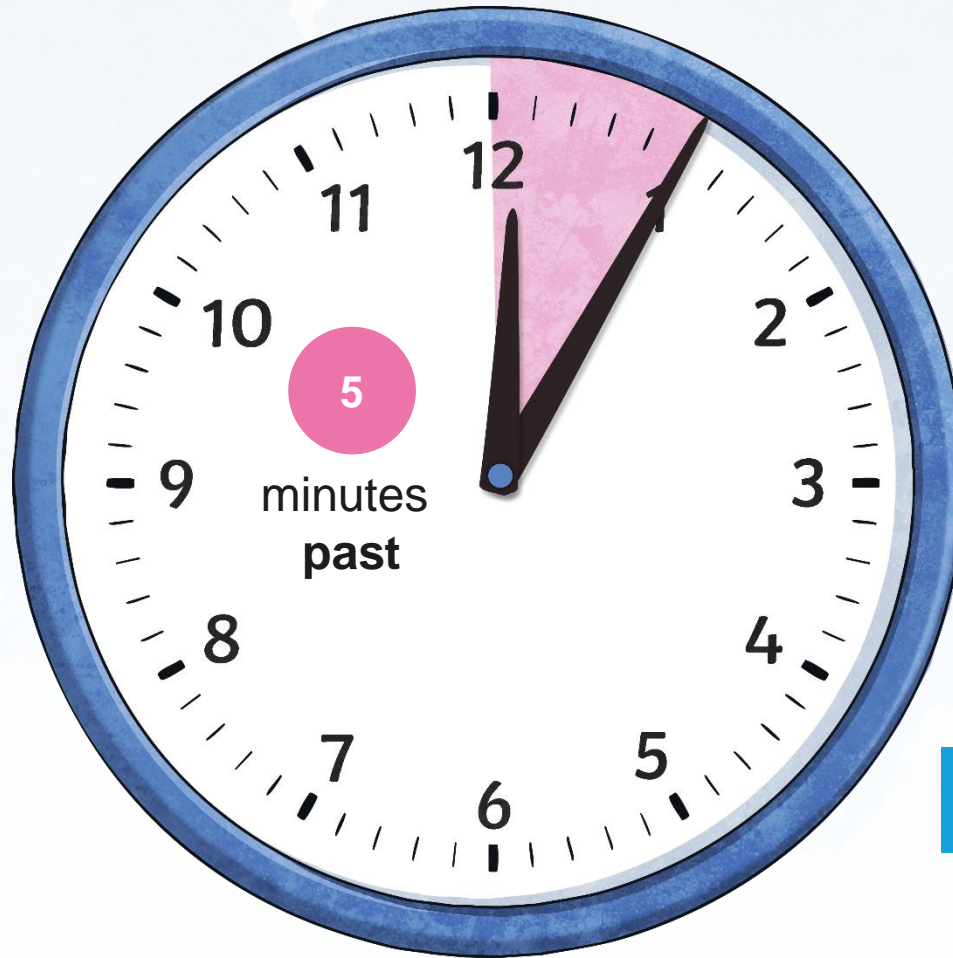
# Telling the Time

The big hand on the clock counts the minutes and is called **the minute hand**.

We are going to look now at the minutes **past** the hour.

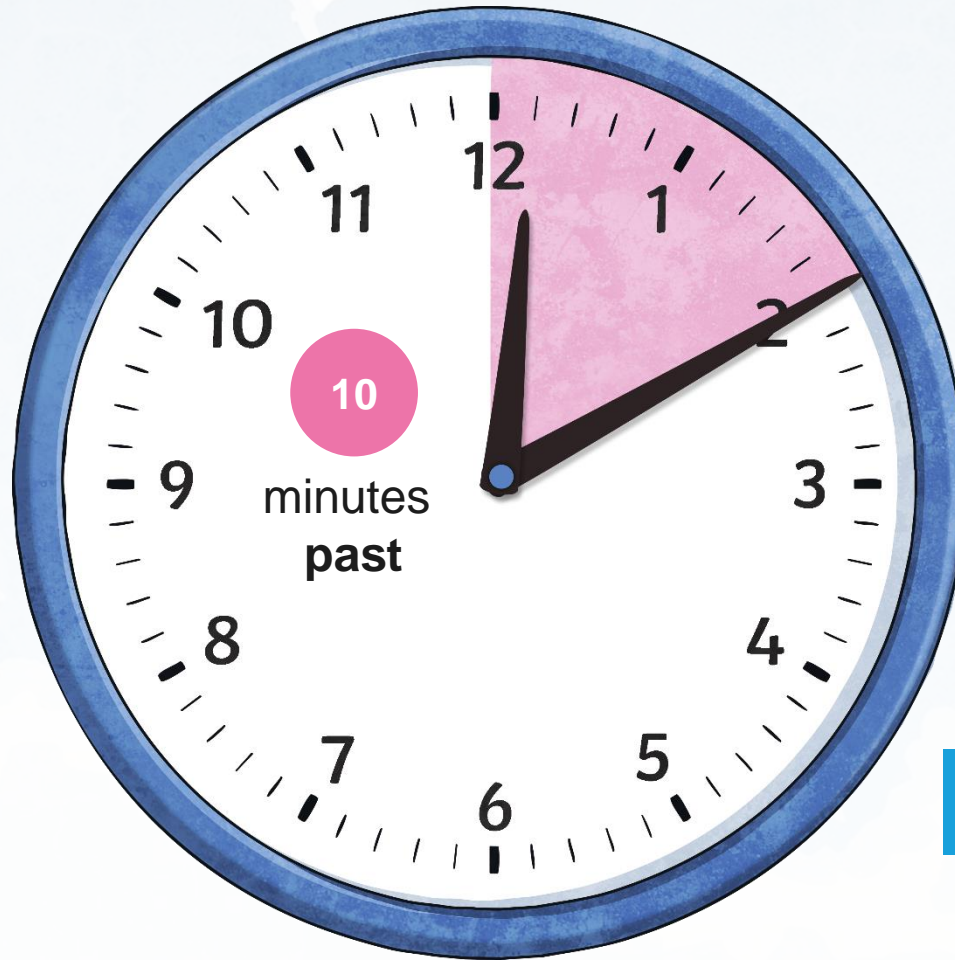


# When the big hand points to 1, it means...

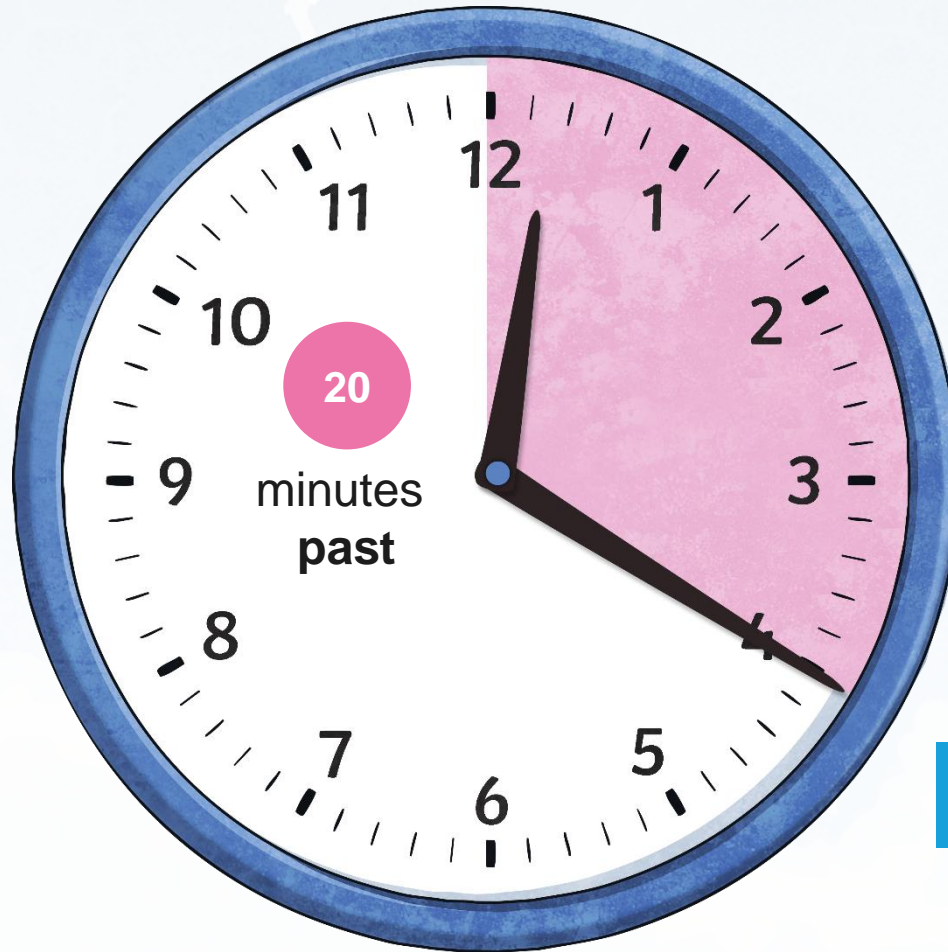




# When the big hand points to 2, it means...

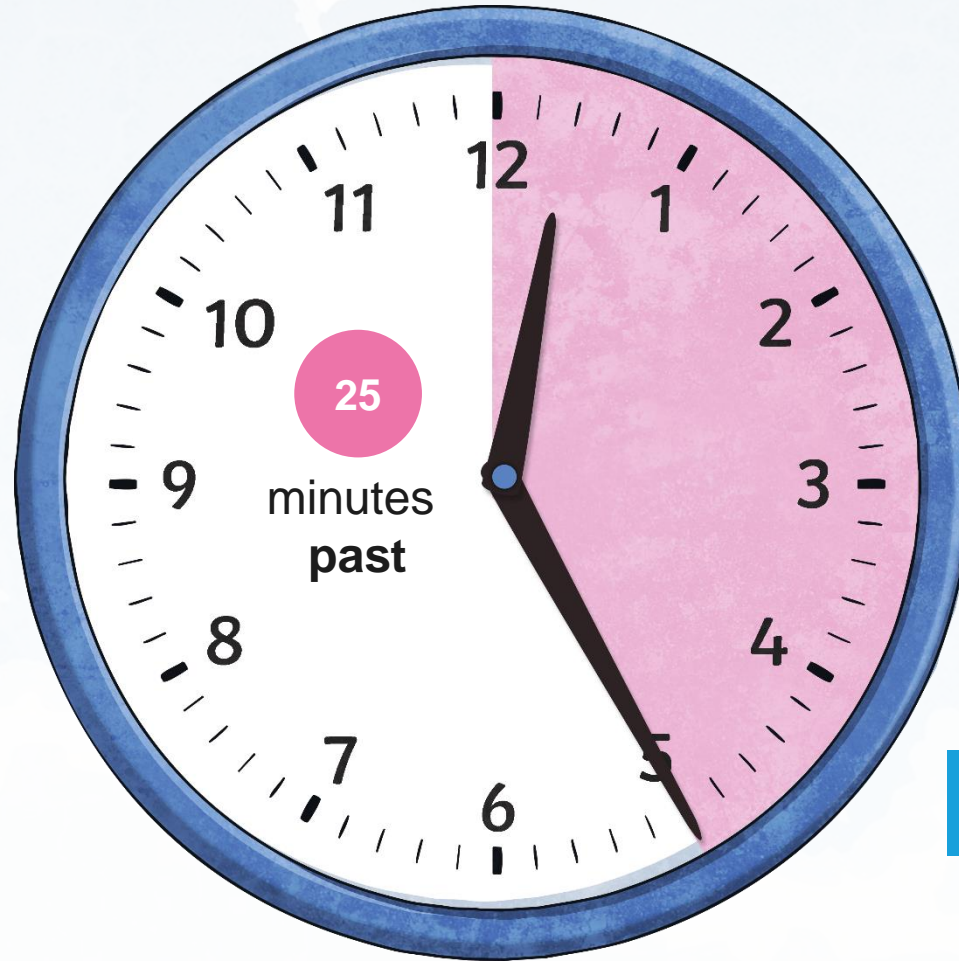


# When the big hand points to 4, it means...

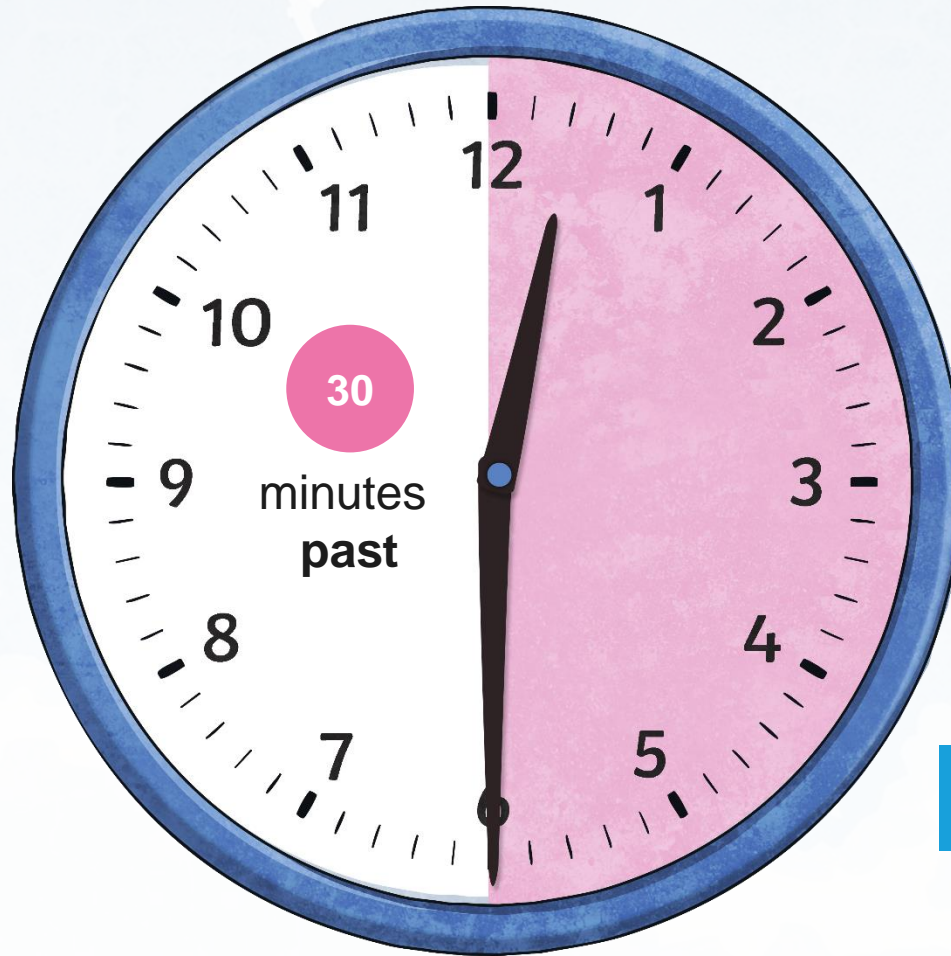




# When the big hand points to 5, it means...



# When the big hand points to 6, it means...



# What Time Does it Say on the Clock?



ten past four

or

04:10





# What Time Does it Say on the Clock?



twenty past seven

or

07:20



# What Time Does it Say on the Clock?



half past nine

or

09:30





# What Time Does it Say on the Clock?



15 minutes past  
eleven

or

quarter past eleven

or

11:15



# MATHS

10:45 - 11:45

1 6 . 3 . 2 2

I can read and draw the to 5 minutes past the hour. A 4 6

Click on the link to an interactive clock. Practise making the below times (remember to count in 5s to help you).

Five past 3

Twenty five past nine

1 0 past 4







half past 1

quarter past eight

quarter past 7

2 0 past 6

Ten past 1 1



	5 past 1
	<input type="text"/> past 1
	
	
	
	


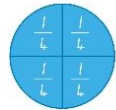
Read the time on the clock and write the correct time beside it. The first one has been done for you.


Remember we are looking at past times.


If it's 15 minutes past we say quarter past.


If it's 30 minutes past we say half past.

half past  

quarter past  

 quarter to

 minutes past



Write the time shown on each clock.



half past



quarter past

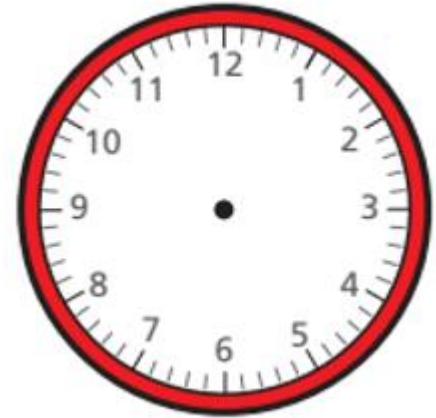
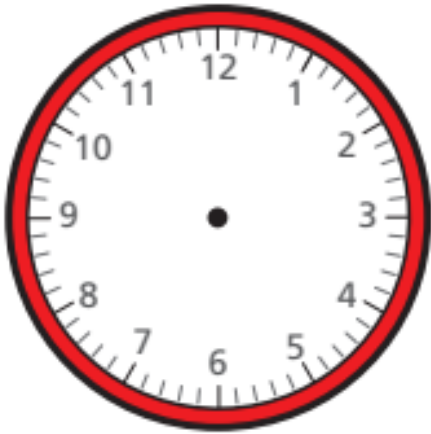


quarter to

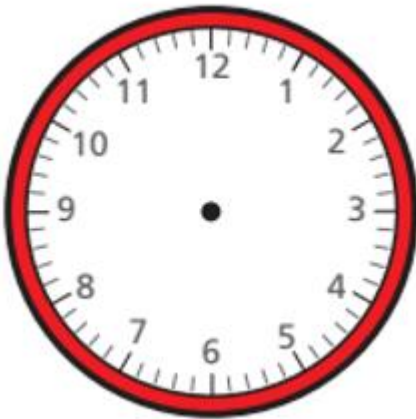
minutes past



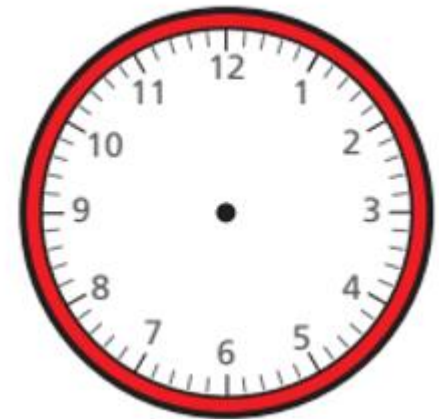
| Draw on the clock to show 25 minutes past 3



Draw on the clock to show five past nine.



Draw on the clock to show 10 past 4.



Draw on the clock to show 20 past 6.



1 6 . 3 . 2 2



MATHS

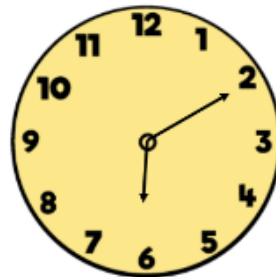
10:45 - 11:45

I can read and draw the to 5 minutes past the hour. A 4 6

True or False ?



The time is  
2 past 6



I agree/disagree because...

Handwriting

Wednesday 16th March 2020

r

t

nl

nt

# RE

## 2:00 - 2:30



Click on the link to watch the video all about Islam.

What can you remember about Muslims?  
Who and where do they worship?



<https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zrxxgwx>

16.3.22

I know objects that are important to Muslims.

Prayer beads (**misbaha**), prayer mat, Qur'an and stand, compass (**qibla**) and headscarf (**hijab**).

Why are these important?



In Islamic teachings, it has been said that **God has asked women to wear hijab in order to achieve modesty** and to redirect the focus of both women and men from the materialistic world towards the more spiritual world of God.



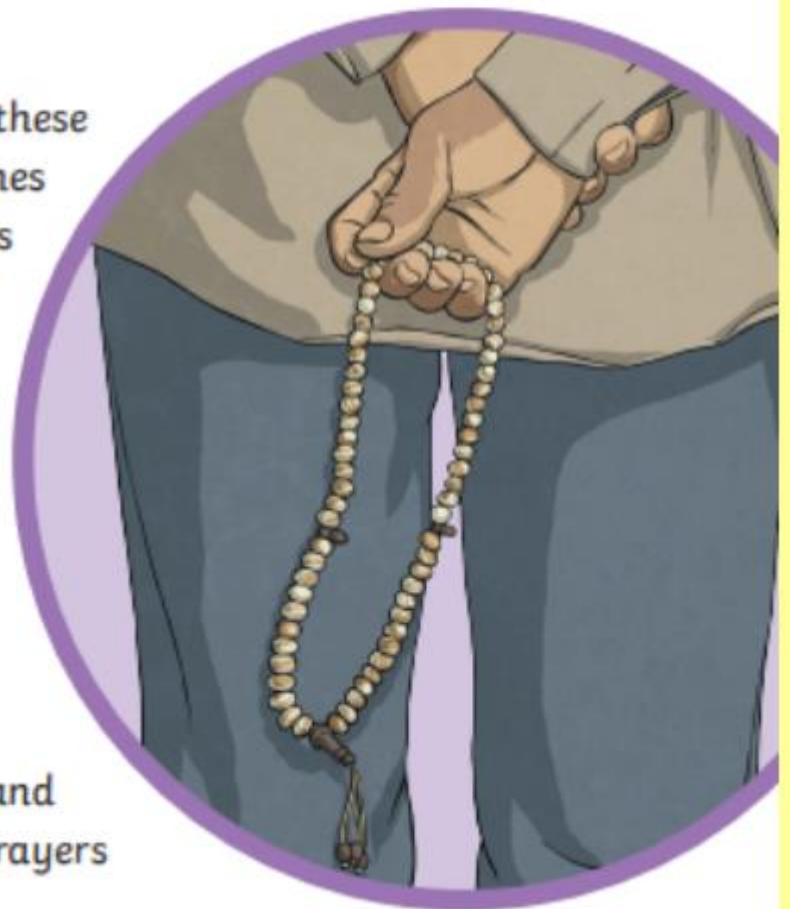
## 16.3.22

### I know objects that are important to Muslims.

These are prayer beads used by Muslim believers. They are called **misbaha**.

**Misbaha** can contain 99 beads. Each of these ninety-nine beads represents one of the names that Muslims give Allah and short prayers known as **dhikr**. There may also be three smaller beads which separate the strand into three sections of thirty-three beads. Muslims say a particular prayer while using these beads, a prayer made up of short sentences that glorify Allah. The beads help them to focus and keep a count of the prayers as they say them.

Some **misbaha** only have 33 larger beads and people using these will repeat the cycle of prayers three times.



16.3.22

I know objects that are important to Muslims.



Draw and label the important Muslim objects.  
Write sentences explaining what they are and why they are important.

hijab



prayer mat

Qu'ran

misbaha



qibla



Mecca



and  
but  
because  
if  
that  
when  
or