

<b>Week Beginning:</b> <b>20.04.2020</b>	<b>Year group:2</b>	<b>Classes:</b> <b>2JM - Mrs Moore</b> <b>2CG - Miss Greaves</b> <b>2ET - Mr Toone</b>	<b>Email Address:</b> <b>Forestyear2@forestlodgeacademy.co.uk</b>
<p style="text-align: center;"><b>English</b></p> <p>This week we will be learning all about the story of The Brave Knight as part of our new topic 'Knights and Castles'. Please watch the story on you tube (<a href="https://www.youtube.com/watch?v=qn8RDDb7CDA">https://www.youtube.com/watch?v=qn8RDDb7CDA</a>)</p> <p>Once you have read the story, can you complete these activities in your writing book.</p> <p>Remember to use our Year 2 non-negotiables:</p> <ul style="list-style-type: none"> <li>- Capital Letters at the start of a sentences and for a name or place.</li> <li>- Finger Spaces and neat handwriting on the line (joined if you can)</li> <li>-Punctuation (. ? ! ,)</li> <li>-Conjunctions (and, but, so, because, or, if)</li> <li>-Interesting language</li> <li>-Spelling key words correctly including many common exception words.</li> </ul>	<p><b>1. Character Description</b></p> <p>Can you write a description of the character The Brave Knight? Firstly, draw a picture of him at the top of the page. Next label your drawing using adjectives. Finally can you write descriptive sentences about The Brave Knight (think about what he looked like, what he wore, how he acted, what kind of person he was). Try to use some interesting language and adjectives to the power of 3 (e.g.: The brave, fearless and courageous knight).</p> <p><b>Challenge:</b>Can you use a contracted word with an apostrophe (e.g.: The knight was brave because he <b>didn't</b> know who he would be meeting next).</p>	<p><b>2. Story Re-telling</b></p> <p>Can you re-tell the story of The Brave Knight in your own words? Try to use as many Year 2 non-negotiables as you can. Remember to use interesting language! Using time connectives would help with sequencing your re-telling of the story (first, next, after then, also, finally).</p> <p><b>Challenge:</b>To use suffixes- these are words that end with the following letters -ly, -est -ed, -ment, -er,</p> <p>Examples of some suffixes we use in Year 2 are:</p> <p>Happily Excited Amazement Quicker Fastest</p>	<p><b>3. Innovate the Story</b></p> <p>Can you innovate a new story based on 'The Brave Knight'? Your Knight could be anyone and go anywhere your imagination takes you! Try to follow the structure of the story-that the Knight visits somewhere new each day.</p> <p>For example the Brave Knight could be a girl who tries to rescue her horse who has run away. On the first day this takes her to a dark, gloomy forest with trees that come to life and try to capture her. When she escapes the forest on the second day she finds herself in a magical castle...</p> <p><b>Challenge:</b> To use a range of sentences starters. Some examples are below:</p> <p>Suddenly... One day... Do you know? Happily... Excitedly... Can you guess what happened next? When she opened her eyes... The next thing she knew...</p>

This week we will be learning about equal parts and half.

Please try and complete all three maths activities during the week in your exercise books.

Follow the link below for videos about the lessons. You will need to find the video titled the same as your lesson. This is not essential for each lesson but is there as an option if you need an extra explanation.

[Year 2 Week 1 Home Learning Videos](#)

## 1. Make equal parts

For this lesson, your child will be thinking about parts of a whole object, shape or number. They should already know that 'equal' means 'the same as'.

- Can you find objects in your house that are split into equal parts? Take pictures or write a list in your exercise book.
- Can you draw an object or shape and split it into equal parts? Do this in your exercise book.
- Can you split these numbers into 3 equal parts? \*Hint - Draw 3 circles in your book and share out the number to see if they make 3 equal groups.

12      6      8      9

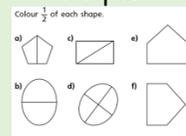
Challenge - Can you explain why one of the numbers couldn't be split into 3 equal parts? How many equal parts can it be split into?

## 2. Recognise half

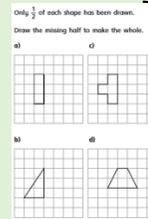
For this lesson, your child will be recognising half of objects, shapes and numbers. They should already know that half is '1 out of every 2' or when something is split into 2 equal parts.

[Maths Lesson 2 Activity Sheet.docx](#)

- Using the activity sheet (or get an adult to draw you 6 shapes split into half) can you colour  $\frac{1}{2}$  of each shape?

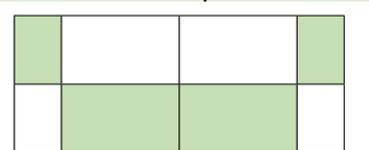


- Using the activity sheet (or get an adult to draw half of 4 shapes) can you complete the shapes by drawing the missing half?



- Draw 4 lines that are different lengths. Can you draw a cross halfway along each line?

Challenge - The shaded part of this shape does not show half because it is not split into 2 equal parts. Is this correct? How do you know?



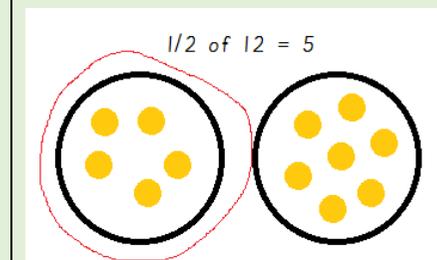
## 3. Find half

This lesson follows on from the previous lesson, looking at half. This time your child will be finding half of objects, numbers and shapes.

- Can you draw 4 different shapes or objects and split them in half? Draw them in your exercise book and colour  $\frac{1}{2}$  of each shape.
- Can you draw 2 different shapes or objects and split them, but **not** into half? Can you explain why each one is **nothalf**?
- Can you find half of each of these numbers? \*Hint - Draw 2 circles and share out each number into the circles. Half is how many are in 1 of the circles.

10      4      6      14

Challenge - Tommy has shared out 12 counters to find  $\frac{1}{2}$  of 12. He says the answer is 5. Is he correct? Explain your answer.



# Topic

Our topic for this half term is **Knights and Castles**. The main focus of the topic will be looking into history and there will also be some exciting Art and Science with this theme. We will start by looking at Castles themselves. Prepare to take yourself back in time..

## 1. History/Research

Take a look at <https://www.youtube.com/watch?v=RXXDThkJ3Ew> or do some of your own research on the internet or YouTube videos, together with your child to find facts about Medieval castles. Write these down in your blue book. What interesting things can you find out?

- Who lived in castles?
- What were castles like? E.g. They had towers because..
- How is a castle different our own home?
- What would it have been like to live in a castle?

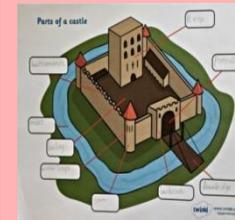
## 2. E-safety

On the school website there is section under Work From Home about 'Online Safety and Support'.

Have a look at this with your child and complete one of these [E-safety activities](#).

## 3. Art

Using the knowledge you have now gathered from your History research activity can you sketch a design for a castle? It should include the features you have learned about and any others that you think would be important e.g. a dungeon. Make sure that you label each of the parts and think about how it would protect those that live there from their enemies.



**CHALLENGE -**  
Can you explain why your castle has that feature in a sentence?

## Phonics and GAPS

<p>In our phonics and GAPS lessons we will be re-capping all the sounds in Phonics Phase 3, 4 and 5 focusing mainly on using the sounds in Phase 5.</p> <p>Using Phonics Play re-cap all the sounds your child has previously learned using the 'car' game.</p> <p><b>Username: march20</b> <b>Password:home</b></p> <p>We will be looking at writing expanded noun phrases using sounds previously taught and including Year 2 writing skills.</p> <p>See the Year 2 Learning Page for:</p> <ul style="list-style-type: none"><li>-Phonics Phase 3, 4 and 5 sound mats.</li><li>-Handwriting sheets.</li><li>-Year 1 and 2 Common Exception Words. These are words we need to spell correctly by the end of each year group,</li></ul>	<p><b>Lesson 1:</b> Expanded noun phrases using previously learned sounds from Phase 5.</p> <p>Can your child write a sentence in the back of their writing books for each of the following sounds?:</p> <p>ay (crayon) ou (cloud) ie (tie)</p> <p>To make it more challenging ask them to:</p> <ul style="list-style-type: none"><li>-Include a conjunction (and, so, but, because, or, if)</li><li>-Use interesting language</li><li>-Remember to use neat handwriting (joined if they are able)..</li></ul>	<p><b>Lesson 2:</b> Expanded noun phrases using previously learned sounds from Phase 5.</p> <p>Can your child write a sentence in the back of their writing books for each of the following sounds?:</p> <p>ea (bead) oy (boy) ir (girl)</p> <p>To make it more challenging ask them to:</p> <ul style="list-style-type: none"><li>-Include an adjective (describing word)</li><li>-Remember to use neat handwriting (joined if they are able).</li></ul>	<p><b>Lesson 3:</b> Expanded noun phrases using previously learned sounds from Phase 5.</p> <p>Can your child write a sentence in the back of their writing books for each of the following sounds?:</p> <p>ue (glue) ue (queue) aw (saw)</p> <p>To make it more challenging ask them to:</p> <ul style="list-style-type: none"><li>-Include an adverb (-ly) to describe the verb. For example "The glue moved slowly across the white page." In that sentence 'moved' is the verb (action word) and 'slowly' describes it.</li><li>-Use interesting language</li><li>-Remember to use neat handwriting (joined if they are able).</li></ul>
---	--	---	--

## Spellings

Here are your 10 spellings. We will continue to change these weekly so you can do your own spelling test on a Friday. These spellings will also be available to practise on Spelling Shed. We would love to hear by email how you do on your weekly tests!

**last**  
**past**  
**father**  
**class**  
**grass**  
**pass**  
**plant**  
**path**  
**bath**  
**hour**

We still expect your child to be reading at least three times a week.

Please use this website to find some eBooks on your child's book bands. More books are to be added to this sight over the next couple of weeks.

You can select your child's book band by using the 'Levels' drop down menu, then selecting 'Book Band'.

[Oxford Owl ebooks](#)

**Task 1:** Using the text below 'The Brave Knight' answer the comprehension questions.

[Castles Reading Comprehension 1 .pptx](#)

### Castles



**Fun Facts!**

- A castle is where a lord or noble, such as a King or Queen, lives.
- Castles have some similarities with palaces and fortresses.
- They used to use earth and timber to build castles, but now stone is used.

**Features of a Castle**

- The main **castle gate** or **door** was hard to break through because it was usually made from thick, iron-studded wood.
- **Moats** surround the castle to make it harder for enemies to tunnel underground and enemies could be spotted easily trying to swim or row across.
- **Drawbridges** could be pulled up to stop enemies getting across.
- **Gate towers** were useful for shooting down from.
- The **high ground** that castles were built on meant the defenders could have a clear view of the surrounding area.
- The **high walls** of the castle made it difficult for enemies to climb.
- The **curtain walls** around the castle were tall and thick, to shield the castle.
- The **flanking towers** built in the curtain walls, were where defenders could view and attack enemies from.

**Famous Castles**

- Dover Castle
- Kenilworth Castle
- Tintagel Castle
- Bolsover Castle
- Portchester Castle
- Warwick Castle
- Dunstanburgh Castle
- Carisbrooke Castle
- Middleham Castle
- Beeston Castle



Dover Castle is often considered the most iconic of all English fortresses.

### Questions About Castles

- Who lives in a castle?  
\_\_\_\_\_
- What were castles made from originally and after that?  
\_\_\_\_\_
- What was the main castle gate or door made from?  
\_\_\_\_\_
- Where are moats?  
\_\_\_\_\_
- What could drawbridges do?  
\_\_\_\_\_
- Where was it useful to shoot down from?  
\_\_\_\_\_
- What did the high walls make it difficult to do?  
\_\_\_\_\_
- Which castle is considered the most iconic of all English fortresses?  
\_\_\_\_\_

**Task 2:** Using the text on 'Knight and Castles' below answer the comprehension and inference questions.

[A Brave Knight by Lisa Thompson Reading Comprehension.docx](#)



**A Brave Knight by Lisa Thompson**

Eric the knight was looking for adventure. He rode out of the castle on his white horse.

On the first day he rode through a thick forest. He saw a black knight. The black knight charged at him. Eric fought the black knight and won!

On the second day Eric met a giant ogre. The ogre challenged him to a game of chess. Eric played a clever game of chess.

On the third day, Eric came to the end of the road. He left his horse, Eric climbed along a crumbling cliff. Eric was very brave. He did not look down.

On the fourth day Eric came to a river he made a raft and paddled down the raging rapids. Eric sailed all the way out to sea.

On the fifth day Eric met a sea monster. He gave the sea monster slinging lessons. The sea monster gave Eric some fish.

On the sixth day Eric came to a jungle. He swung on vines through the trees. He chatted with monkeys.

On the seventh day Eric met a lion He raced the lion through a green valley. "Well done!" said the Lion. "You're almost as fast as me!"

That afternoon, it began to rain. Eric took shelter in a cave. He saw marks on the wall. "This must be a map" said Eric.

Eric followed the map through cave after cave. The X on the map was a sword stuck in the ground. Eric grabbed the sword. A dark hole opened up and Eric fell down, down, down the hole.

He landed with a thud in front of his white horse. Eric rode back to the castle with his new sword. What a week it had been!

**Questions**

What did Eric do on the first day of his adventure?  
\_\_\_\_\_

What did he do on the sixth day of his adventure?  
\_\_\_\_\_

Who did Eric come across on the third day of his adventure? What did they do?  
\_\_\_\_\_

What day did he meet the lion?  
\_\_\_\_\_

What happened after Eric saw the X on the map?  
\_\_\_\_\_

What did the sea monster give Eric?  
\_\_\_\_\_

How could you show that you are brave?  
\_\_\_\_\_

How did Eric show that he was brave?  
\_\_\_\_\_

Was the weather the same in each adventure?  
\_\_\_\_\_

Do you think Eric was scared? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_

Can you think of another story with a knight, a horse or challenged in?  
\_\_\_\_\_  
\_\_\_\_\_

