

Core subjects home learning tasks. Year 2 week beginning 22nd June 2020

<p>English. <i>To complete this work, you do NOT need to print any of it out. Record your answers on paper.</i></p>	<p>Maths</p>	<p>RE Virtue: learned and wise</p>
<p>Monday: The Elves and the shoe maker: You can listen to an audio version of the story here https://soundcloud.com/talkforwriting/elves Use the PDF booklet attached Page 6 discuss with an adult Pages:7-8 comprehension questions Page 9: Ja's word game</p>	<p>Arithmetic: Complete at least 2 number sentences from each section OR choose a section to complete. Section A $5 + ? = 9$ $? - 3 = 5$ $? - 2 = 43$ $? + 10 = 56$ Section B $? - 8 = 23$ $32 = 28 + ?$ $56 + ? = 83$ $? - 34 = 82$ Section C $88 = 24 + ?$ $523 - ? = 518$ $? + 35 = 92$ $94 = ? - 37$ Shape: Use a ruler to draw the following shapes. Square, rectangle, triangle, pentagon, hexagon and a heptagon. Which of these shapes are symmetrical? <i>Prove it</i> by cutting out the shape you have drawn and fold it on the line of symmetry. Which shapes have more than one line of symmetry?</p>	<p>Reconciliation Why are rules necessary on the road, in sport, at home in school? What rules do you have at home? Name some rules we have in school, what are the rules of your favourite sport? What rules are we following at the moment? Why are these rules so important? Read the resources attached and complete the activities.</p>
<p>Tuesday: The elves and the shoe maker Page 10: verbs, adjectives and nouns Page 11: design new outfits Pages 12-13: letter writing</p>	<p>Arithmetic: Complete at least 2 number sentences from each section OR choose a section to complete. A $10 \times 2 =$ $2 \times 3 =$ $7 \times 2 =$ $12 \times 2 =$ B Work out the following then write the inverse for each multiplication: $12 \times 2 =$ $8 \times 2 =$ $9 \times 2 =$ C Think about how to work out: $74 \times 2 =$ $2 \times 1 \times 2 =$ $46 \times 2 =$ Shape: Find 6 pieces of clothing. What shapes are each item made up of? Which of these items are symmetrical? Prove it. 3D shapes: find 5 objects e.g. lunchbox. What shape is it? How do you know? Describe the properties of each object to an adult to convince them what shape it is.</p>	<p>Forgiveness: The friends of Jesus asked him about forgiving people who hurt them. (see the story below) Peter thought it would be good to forgive them seven times and that would be quite hard to do. Peter was surprised when Jesus told him that you have to keep on forgiving, but he did say that the person who had done wrong should say sorry and really mean it. Questions: How do you think Peter felt when he heard what Jesus had to say? How do you make up with others when something has gone wrong? How do you feel when you realise you have to keep on forgiving?</p>
<p>Wednesday: The elves and the shoe maker Page 14: story writing</p>	<p>Arithmetic: Complete at least 2 number sentences from each section OR choose a section to complete. A $? = 2 \times 1$ $9 \times 2 =$ $12 \times 2 =$ $? = 3 \times 2$ B $? \times 2 =$ $? \times 8 = 16$ $? = 9 \times 2$ C $2 \times 2 \times 2 =$ $? = 2 \times 3 \times 1$ $8 \times 2 =$ $9 \times ? = 36$ Number and place value:</p>	<p>Reflection: The end of the day is a good time to think about what happened during the day, to thank God and to say sorry to God for times when we have not been loving. Questions: What is it good to do at the end of the day?</p>

	1) see sheet below. 2) Throw 2 dice, make a two digit number from the numbers on the dice then write that number in words. Do this 10 times.	How do you think someone feels who has celebrated the Sacrament of Reconciliation? What does the priest tell you in this Sacrament? If you were a priest, what kind of things would you ask someone to do to make things right? How can you show you are really sorry?
Thursday: The elves and the shoe maker Pages 15 & 16: material investigation (think about the tents you made earlier in the year) Pages 17 & 18: riddles Pages 19 & 20: Review	Arithmetic: Complete at least 2 number sentences from each section OR choose a section to complete. A. Work out these then write the inverse: $3 \times 2 = 4 \times 2 = 10 \times 2 = 12 \times 2 =$ B. Work out these then write the inverse $5 \times 4 = 10 \times 2 = 6 \times 5 = 2 \times 2 = 6 \times 5 =$ C Work out these $12 \times 2 \times 5 = 19 \times 2 = 10 \times 2 \times 5 =$ Purple Mash: Choose a selection of activities from Maths → Number → Number and Place value. Choose a few of these games to play. Check your answers carefully.	Our Father: Write out the prayer (remember your best handwriting). Decorate the page around the prayer with symbols linked to the prayer. Teach somebody in your family the words to the prayer, are they saying all the words correctly?
Friday: Spelling: Use the <i>common exception word</i> list that is attached below. Read ten words at a time, write out those ten words. Did you spell them correctly? Keep repeating this. How many can you spell altogether? If some are tricky, write them on a piece of paper and stick it on a wall where you will see it lots of times, this will help you learn to spell.	Arithmetic: Write out your 2, 5 and 10 times tables. I bet you are really good at them now. Keep using multiplication activity on Purple Mash to help. Number: There are 2Dots selected for today.	Praying hands: https://www.youtube.com/watch?v=aHqSn_cL2PI Use the link to draw praying hands. Perhaps get an adult to have a go at this with you. Add your drawing to the class blog on Purple Mash. It is a good way of keeping in touch within our class community.

Word	R	W	Word	R	W	Word	R	W
door			even			sugar		
floor			great			eye		
poor			break			could		
because			steak			should		
find			pretty			would		
kind			beautiful			who		
mind			after			whole		
behind			fast			any		
child			last			many		
children			past			clothes		
wild			father			busy		
climb			class			people		
most			grass			water		
only			pass			again		
both			plant			half		
old			path			money		
cold			bath			Mr		
gold			hour			Mrs		
hold			move			parents		
told			prove			Christmas		
every			improve					
everybody			sure					

Wednesday Maths:

- 1 Choose the smallest number and write it in words.

EXAMPLE: $\boxed{82}$ $\boxed{36}$ \rightarrow thirty-six

- a $\boxed{58}$ $\boxed{92}$ \rightarrow
- b $\boxed{76}$ $\boxed{4}$ \rightarrow
- c $\boxed{107}$ $\boxed{84}$ \rightarrow
- d $\boxed{103}$ $\boxed{130}$ \rightarrow





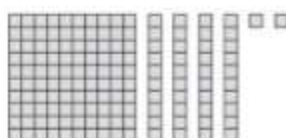
- 2 For the following, write how many groups of 10 and how many ones there are.

EXAMPLE: 37 \rightarrow 3 groups of ten and 7 ones

- a 94 \rightarrow groups of ten and ones.
- b 87 \rightarrow groups of ten and ones.



- 3 What numbers are represented by the pictures?

- a 
- b 
- c 



The reasons for rules in the Christian family



God's rule for people

God has rules to help us live well with ourselves and each other. Read God's People (see below). Talk about what it means and which words or phrases you like best. But sometimes we deliberately break important rules about loving. When something bad is done on purpose, that we know will upset or hurt someone, that is called a 'sin'. When we purposely don't do something that we know we should do and know that it will hurt or upset someone that, too, is a sin. A sin breaks our friendship with God and others and makes us feel bad. When we sin, God still loves us, just as our parents love us even when they do not like what we do.

Questions

- Q Which words do you like best and why?
- Q Which things are hardest and why?
- Q What does St Paul say is important?
- Q How do you think you feel when you are at peace and when the love of Jesus fills your mind?

Your Task: We all have times when we want to be forgiven. *Imagine you are Chloe, draw and write your account of the story, including how you felt, why what you did was wrong and what should you do to make things better?*

Different gifts



God's people (based on Colossians 3:10-17)

You are created by God, to be like God.
You are God's people, his saints. God loves you.
You should be kind and gentle, and
patient and forgiving, and loving like God.
You are all different.
You come from different places,
speak in different ways, have different customs.
But the important thing is
that you are God's children.
So love one another, help one another,
be at peace with one another,
and let the love of Jesus
fill your hearts and minds.



God's people



Chloe and Phoebe were sisters, Chloe was seven and Phoebe was three. Usually they were great friends, but one day Chloe was in a bad temper because mum had told her off for not letting Phoebe play with her toys.

'Right' thought Chloe, I'll get my own back.' so she got a felt tip and she wrote Phoebe's name on the back door.
'Aha,' she thought, 'now Phoebe will get into trouble'.

Phoebe
x

When mum saw it she was not very pleased and was about to call Phoebe, when she suddenly realised of course Phoebe was too young to write her name.

She knew who had done this. She still loved Chloe but was very disappointed that she had done something naughty.

Tuesday:

Peter came to Jesus and asked,

"If my friend keeps hurting me, how many times do I have to forgive him? Seven times?"

"No, not seven times," answered Jesus, "but seventy times seven."



Based on Matthew 18: 21-22
God's Story 2

Sports Day Activity

Register at the following website to take part in some sports day challenges. We will be focusing this on our school website each week and on here too! Get active and have fun!! www.sgochallenge.com.

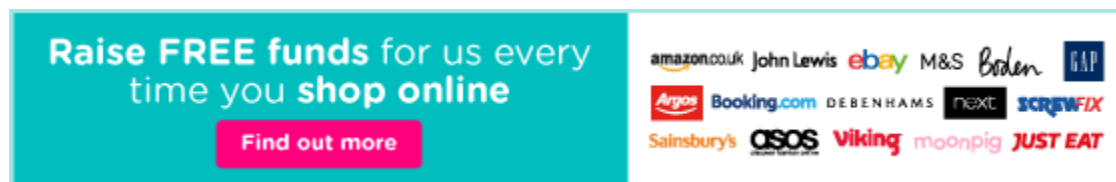
School PTA

Our Lady of Fatima Catholic Primary School is now registered with easyfundraising, which means you can raise FREE donations for us every time you shop online.

Over 4,000 shops and sites will donate to us when you use easyfundraising to shop with them – at no extra cost to yourself!

Parents can help the school and the children, even at a distance, with no cost to themselves; help the school community through this difficult time and ensure that we can provide some great resources/activities/enrichment for the children to make their time at school memorable. These donations really mount up and make a big difference to us, so we'd really appreciate it if you could take a moment to sign up and support us.

It's completely free and only takes a moment. Just click the banner below or visit <https://www.easyfundraising.org.uk>:



Useful websites and activities to aid you children's timetable through the day

- This site has a free parents section, where you can play games for both phonics and maths. There are also worksheets that you can download to print, if you have a printer. Within the site there are videos about how to say each letter sound and how to teach them to your children. <https://home.oxfordowl.co.uk/>
- The following site has a live reading <https://learnliveuk.com/learn-live-read-channel/>
- At school, we listen to many stories using this website. <https://www.storylineonline.net/>

- This site lets you search for educational games <https://www.topmarks.co.uk/>
- Free resources on Twinkl: <https://www.twinkl.co.uk/home-learning-hub>
- Daily Prayer: <https://www.loyolapress.com/our-catholic-faith/prayer>
- Wellbeing: <https://www.youtube.com/channel/UCUFB1XwKcbymIIJCzyeo6eg/videos>

Here's what various celebrities are offering you and your children for free daily to help with their education while schools are closed:

9.00am: PE with Joe Wicks https://youtu.be/6v-a_dpwhro

10.00am: Maths with Carol Vorderman www.themathsfactor.com

11.00am: English with David Walliams <https://www.worldofdavidwalliams.com/elevenses>

12.00pm: Lunch (cooking with kids: Jamie Oliver) <https://www.youtube.com/playlist?list=PLcpoB2VESJme7lSxXEcXyVtFPsMI78lclL>

The government have released daily lessons which can be found on the following websites:

<https://www.thenational.academy/>

<https://www.bbc.co.uk/bitesize/primary>

Here's what various celebrities are offering you and your children for free daily to help with their education while schools are closed:

9.00am: PE with Joe Wicks https://youtu.be/6v-a_dpwhro

10.00am: Maths with Carol Vorderman www.themathsfactor.com

11.00am: English with David Walliams <https://www.worldofdavidwalliams.com/elevenses>

12.00pm: Lunch (cooking with kids: Jamie Oliver) <https://www.youtube.com/playlist?list=PLcpoB2VESJme7lSxXEcXyVtFPsMI78lclL>



TalkforWriting™

**PLEASE
DONATE
TODAY!**



**GREAT
ORMOND
STREET
HOSPITAL
CHARITY**

A message from Talk for Writing

Dear Teacher/Parent/Carer,

Please donate to Great Ormond Street Hospital Children's Charity if you use these resources.

Welcome to the second batch of 8 home-schooling unit booklets produced by Talk for Writing. We are pleased you seemed to love the first batch. Now we want to raise money for this vital charity.

We think the best way to do this is for people to contribute on a voluntary basis:

- **£5 per year group unit**

Schools using or sending the link to a unit to their pupils

- **£2 per unit**

Parents using a unit with their child, if they can afford to do so

These are recommendations only. If you are able to donate more, please do!

DONATE HERE

www.justgiving.com/fundraising/talkforwriting

What is Talk for Writing?

- Thousands of schools in the UK, and beyond, follow the Talk for Writing approach to teaching and learning. If you're new to Talk for Writing, find out about it [here](#).
- If you sign up to our newsletter [here](#), you'll be the first to be informed of any new units, resources or training we are running.
- If you are a teacher, *Creating Storytellers and Writers* and *Talk for Writing Across the Curriculum* are the key texts you'll need to understand Talk for Writing. [Get them here](#).

We hope you find the units of use. Please do let us know your feedback via our Facebook page: www.facebook.com/pg/Talk4Writing/reviews/

With best wishes,

Pie Corbett,

Founder of Talk for Writing



TalkforWriting™

Year 2

Talk for Writing Home-school booklet

The Elves and the Shoemaker

by Emma Caulfield



© Copyright of Emma Caulfield and Talk for Writing 2020.

Permissions: Sharing the web link / URL to where this booklet sits on the Talk for Writing website with colleagues and parents is encouraged, but no part of this publication should be re-uploaded elsewhere online, reproduced or altered without permission.

www.talk4writing.com





The Elves and the Shoemaker

Year 2 workbook
by Emma Caulfield



Hi! We are helper elves called Clary, Pepper and Jas.
We are also famous! We once helped a shoemaker
and his wife; you might know our story.



Dear Parent/Carer,

This booklet is designed for your Year 2 child to work both independently and with a bit of support. All activities can be done alone. However, there are some that will be more enjoyable for your child if you or someone else at home can join in.

The activities in this booklet are based on the traditional tale *The Elves and the Shoemaker*. The three elves that help the shoemaker in the story, Clary, Pepper and Jas, feature throughout the booklet. They will guide your child through the activities, and even introduce some of their elf friends!

At the end of the booklet, please support your child to rate and comment on how they got on with learning through this booklet.

The activities in this booklet are:

- ★ The Elves and the Shoemaker story
 - Share the story
 - Pepper's Questions
- ★ Exploring words with Jas
- ★ Word classes with Jas
- ★ Design clothes for the elves
- ★ Write a postcard from the elves
- ★ Write an elf story
- ★ Waterproof? Science investigation
- ★ Waterproof? Instructions and report writing
- ★ Time to...Poetry performance
- ★ Time to...Poetry writing
- ★ Review

Written by Emma Caulfield



Here's our story...

You can listen to an audio version of the story here

<https://soundcloud.com/talkforwriting/elves>

The Elves and the Shoemaker

Once upon a very long time ago, there lived a **kind-hearted** shoemaker and his wife. Unfortunately, the couple had become so poor that at last they had nothing left but the leather to make one pair of shoes.

One night, after a supper of bread and jam, the shoemaker shuffled to his workshop with his head hung down and his shoulders hunched. As he cut out the shoes from the last piece of leather, his wife appeared, "Try not to worry. Everything will soon be all right. Leave that tonight. You can finish the shoes tomorrow," she said softly.

Little did they know but three little elves, Clary, Pepper and Jas, heard the shoemaker's wife. They felt sorry for the kind man and decided to help. Working through the night, they cut, sewed and decorated until they had made a beautiful pair of shoes!

In the morning, the shoemaker and his wife were amazed to see the delightful, little shoes on the workbench. "Where have these come from? Who made them?" they wondered. Soon, a merchant saw the shoes in the shop window and bought them immediately. He was so impressed by the shoes that he gave the shoemaker enough money to buy leather for two pairs of shoes.

That night, too, the shoemaker cut out the shoes and left them on the workbench. Again, the three little elves returned.

Working through the night, they cut, sewed and decorated until they had made two beautiful pairs of shoes!

This continued for many more nights, until the shoemaker and his wife were no longer poor. One night, the couple decided that they wanted to know who was making the shoes so that they could thank them for their kindness. After a hearty supper, they laid out the leather, hid in the workshop and waited to see who their helpers were.

Clary, Pepper and Jas crept into the workshop and by the light of the moon, cut, sewed and decorated until they had made several beautiful pairs of shoes!

"How lucky we are! We must return their kindness!" declared the shoemaker's wife.

"Their clothes are ragged and torn. Let's make them some new clothes," the shoemaker suggested.

So, all day, they cut, sewed and decorated until they had made three teeny hats, three perfectly miniature suits and three tiny pairs of charming shoes. That night they left them on the workbench for the generous elves.

By the light of the moon, Clary, Pepper and Jas danced a jig of happiness on the workbench. Dressed in their brand-new hats, suits and shoes they left the shoemaker's workshop, not ever to return.

The shoemaker and his wife lived happily ever after, never forgetting the three little elves who helped them in their time of need.

© Emma Caulfield

★ Share the story with someone at home.

★ Clary wants to know what you think about the story. Talk about it together and then see if you can fill in the boxes:

Have you heard this story before? Was it different this time? How?

Which part of the story was your favourite? Why?

Who was your favourite character? Why?

Was there something in the story that you didn't like? Which part and why?



★ Pepper is always asking questions! See if you can answer these:

1. What kind of person was the shoemaker?

2. Can you describe the three elves?

3. The shoemaker lives in a house with a workshop and a shop. Can you draw it?

4. At the beginning of the story, why was the shoemaker poor?

5. After his supper of bread and jam, the shoemaker goes to his workshop. Which words suggest that he is feeling sad?
6. Can you draw the scene when the elves first hear the shoemaker and his wife talking in the workshop? Where are the elves?
7. One night the shoemaker and his wife ate a hearty supper. What do you think they ate?
8. After we elves had finished helping the shoemaker, we helped lots of other people. Who else do you think we helped?
9. We elves are very good at making things. What are you good at?



Jas's word game

Jas really likes playing, especially with words. Can you help to sort out these words from the story? First, see if you can spot and highlight these words in the story, then match the word to the definition. The first one has been done for you.

kind-hearted

walked without lifting your feet properly

supper

a type of dance

shuffled

friendly, helpful, gives things

hunched

fills you up, filling

wondered

kind and caring

merchant

announced, said

workbench

a meal eaten in the evening

workshop

leant forwards with your shoulders up

hearty

a room or building where things are made

declared

thought about

generous

heavy, wooden table for working on

jig

a person who buys or sells things



- ★ Now Jas wants to sort the words out into the job each one does in a sentence. Can you help?
- ★ Can you spot five more verbs, adjectives or nouns in the story and add them to your table?

They **felt** sorry for the **kind** **man** and **decided** to help.
↑ ↑ ↑
verb adjective noun verb

★ Sort the words from the box below into this table:

Verb (doing or being word)	Adjective (describing word)	Noun (naming word - person, place, thing)
---	---------------------------------------	--

felt	kind	man
-------------	-------------	------------

kind-hearted

supper

shuffled

wondered

merchant

workbench

workshop

hearty

declared

generous



★ The elves need some new clothes! Could you design three new hats, suits and pairs of shoes?

Hats

Suits

Shoes



Dear Clary, Pepper and Jas,

How are you?

We are still doing really well.

In fact, we've just opened another shoe shop!

What have you been up to?

Please send us your news.

Love from,

Mr & Mrs Cobbler

★Clary, Pepper and Jas have been on lots of adventures. Can you write a postcard to Mr and Mrs Cobbler, telling them what the elves have been up to?

Dear Mr and Mrs Cobbler,

Love from Clary, Pepper and Jas xxx



- ★ Clary, Pepper and Jas have lots of elf friends who like to help people too:
 - ✓ Jolly and Merry help Father Christmas
 - ✓ Cupcake and Cookie help Mr & Mrs Pie in their bakery
- ★ Can you make up a story about some elves that help people?
 - A) Decide who your characters are. Who needs help? What are the elves' names?
 - B) Where does your story take place
- ★ Now use this story mountain to plan your ideas:

2. Middle

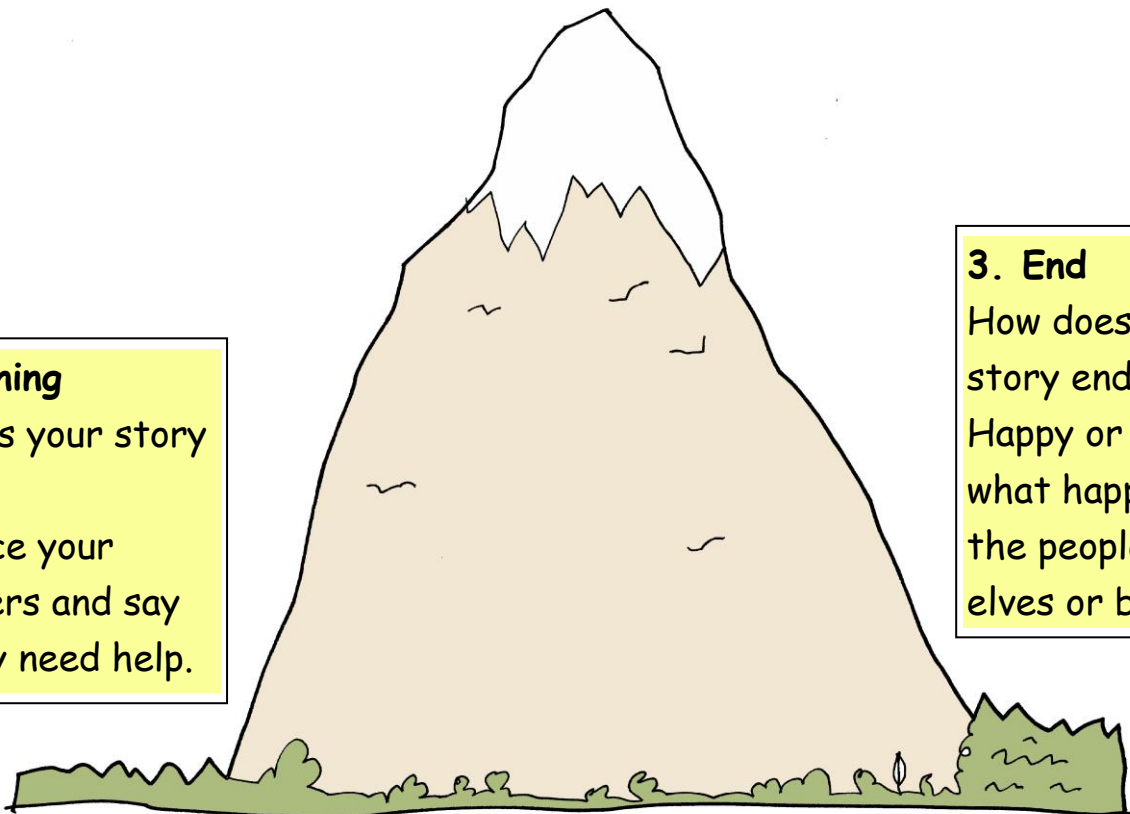
Introduce the elves
and say how they
help the people

1. Beginning

How does your story
start?
Introduce your
characters and say
why they need help.

3. End

How does your
story end?
Happy or sad? Say
what happens to
the people or the
elves or both.





I am going to make myself an umbrella but I'm not sure which material is best to use. It needs to be strong and waterproof. Can you help?

From Storm (the weather elf)

★ Can you find these items and test them to see if they are strong and waterproof? Put a cross (X) or a tick (✓) in the boxes (☐).

Material	Strong and waterproof?	
1. Kitchen roll	<input type="checkbox"/>	<input type="checkbox"/>
2. Plastic bag	<input type="checkbox"/>	<input type="checkbox"/>
3. Foil	<input type="checkbox"/>	<input type="checkbox"/>
4. Paper bag	<input type="checkbox"/>	<input type="checkbox"/>
5. You choose	<input type="checkbox"/>	<input type="checkbox"/>

★ Which is the strongest and most waterproof?

Clary, Pepper and Jas want to know all about your investigation into whether materials are strong and waterproof.

★ **Can you write:**

- ✓ **some instructions for them to follow?**
- ✓ **about what you discovered as a result of your investigation?**

How to investigate whether materials are strong and waterproof

What you need:

What you do:

My investigation

*Before I started, I predicted that ...
would be the strongest and most waterproof.*

I found that ...

Jas loves riddles. Do you know what a riddle is? See if you can work out what one is by reading this riddle by Pie Corbett:

What Am I?

Milk-sipper,
Claw-scratcher,
Leg-hugger,
Mouse-catcher.

Flea-houser,
Paw-cleaner,
Fly-snatcher,
Fur-preener

Day-snoozer,
Moon-seeker,
Tail-twitcher,
Mouse-squeaker.

(A cat)

A riddle is a puzzle that uses clues to help with the answer.



Read the riddle to people at home and ask them to listen carefully and then guess what it's about.

Can you make up your own riddle about an animal?
Here's what to do:

- ★ Choose your animal
- ★ Write a list of things you know about the animal
- ★ Turn the list into a riddle like Pie Corbett has done in the example.

Here are some ideas to get you started:

Crocodile

Sharp teeth, long snout, swims fast, live in rivers or lakes, cold blooded, strong bite, scaly skin, webbed feet

What am I?

Fast-swimmer,

Lake-liver.

Long-snouter,

Bite-giver.

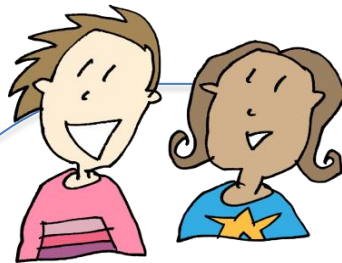
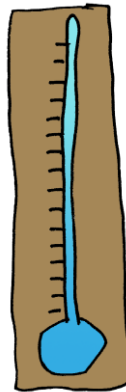
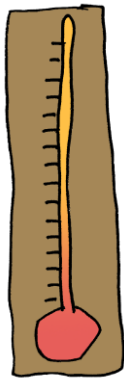


★Clary, Pepper and Jas want to know how you think you got on with this work.

I really enjoyed ...



I would rate my journey through this booklet (tick hot or cold):



This workbook has helped me learn ...

© Emma Caulfield for Talk for Writing
Emma Caulfield, former teacher and National Strategy Literacy
Consultant, now works with Talk for Writing to help schools develop
the approach.

Edited and designed by Julia Strong

Prepared for online distribution by Nick Batty

To find out more about Talk for Writing, visit www.talk4writing.com.

Thanks to Jon Ralphs for the cartoons: jonralphs.com

Sharing this resource and copyright information

This resource is subject to copyright. All materials herein, texts and supporting resources are copyright to Emma Caulfield & Talk for Writing. They are to be used to support children/staff/parents in home and school learning only and are not for commercial gain. Sharing the web link/URL to where this booklet sits on the Talk for Writing website with colleagues and parents is encouraged, but no part of this publication should be re-uploaded elsewhere online, reproduced or altered without permission.

