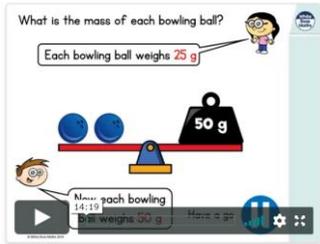
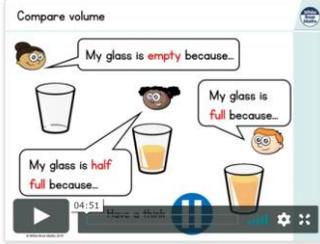
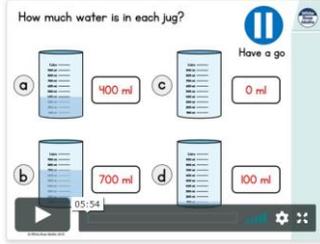


Approximate times	Monday	Tuesday	Wednesday	Thursday	Friday
1 hour	<p><b>Maths</b> LO: to measure mass in grams.</p> <p>Click on the link and watch the video. <a href="#">Day 1</a></p> <p>Lesson 1 - Measure mass in grams</p>  <p><b>Activity:</b> Open this week's <b>Core/Extension Maths worksheets</b>. Complete Monday's tasks.</p> <p><a href="#">Wembley Primary-Year 2</a></p> <p><b>Problem of the Day:</b> Why not use what you have learned today and try <b>Monday's Problem of the Day</b>?</p> <p><b>Super Challenge:</b> Feeling confident? How about trying today's <b>Super Challenge</b>? Complete the activity on the school website.</p>	<p><b>Maths</b> LO: To measure mass in kilograms.</p> <p>Click on the link and watch the video. <a href="#">Day 2</a></p> <p>Lesson 2 - Measure mass in kilograms</p>  <p><b>Activity:</b> Open this week's <b>Core/Extension Maths worksheets</b>. Complete Tuesday's tasks.</p> <p><a href="#">Wembley Primary-Year 2</a></p> <p><b>Problem of the Day:</b> Why not use what you have learned today and try <b>Tuesday's Problem of the Day</b>?</p> <p><b>Super Challenge:</b> Feeling confident? How about trying today's <b>Super Challenge</b>? Complete the activity on the school website.</p>	<p><b>Maths</b> LO: To compare volumes.</p> <p>Click on the link and watch the video. <a href="#">Day 3</a></p> <p>Lesson 3 - Compare volume</p>  <p><b>Activity:</b> Open this week's <b>Core/Extension Maths worksheets</b>. Complete Wednesday's tasks.</p> <p><a href="#">Wembley Primary-Year 2</a></p> <p><b>Problem of the Day:</b> Why not use what you have learned today and try <b>Wednesday's Problem of the Day</b>?</p> <p><b>Super Challenge:</b> Feeling confident? How about trying today's <b>Super Challenge</b>? Complete the activity on the school website.</p>	<p><b>Maths</b> LO: To measure millilitres.</p> <p>Click on the link and watch the video. <a href="#">Day 4</a></p> <p>Lesson 4 - Millilitres</p>  <p><b>Activity:</b> Open this week's <b>Core/Extension Maths worksheets</b>. Complete Thursday's tasks.</p> <p><a href="#">Wembley Primary-Year 2</a></p> <p><b>Problem of the Day:</b> Why not use what you have learned today and try <b>Thursday's Problem of the Day</b>?</p> <p><b>Super Challenge:</b> Feeling confident? How about trying today's <b>Super Challenge</b>? Complete the activity on the school website.</p>	<p><b>Maths Practical Day</b> LO: To make limeade.</p> <p><b>This week, you will be making a refreshing drink you can share with your family! You will need help from an adult.</b></p> <p><b>You will need:</b> 1 litre cold water 6 limes 100g sugar ice cubes (optional)</p> <p>Click on the link and watch the video to see step-by-step instructions on how to make limeade. <a href="#">Limeade Instructions</a></p> <p>(DO NOT cut the limes in half yourself and make sure an adult does it for you.)</p> <p>We'd love to see a picture of your refreshing drink! if you would like to show us, send it via the home learning email.</p> <p><b>Super Challenge</b></p> <ol style="list-style-type: none"> <li>1. How many millilitres of water would you need to make half the quantity of this drink?</li> <li>2. Jane only has <math>\frac{1}{3}</math> of the amount of limes she needs to make this drink. How many more limes does she need to buy?</li> <li>3. Sam has 1kg of sugar. How many limeade drinks could she make with this amount?</li> </ol>
	<p>Mark your work using the <a href="#">Core/Extension maths answer sheet</a> on the school website. <a href="#">Wembley Primary-Year 2</a></p>				

<p>1 hour</p>	<p><b>Literacy</b> <b>Reading Comp</b> <b>L.O: To answer comprehension questions.</b></p> <p>In your <b>CGP Reading book</b>, read <b>page 19- 20 and answer the</b> comprehension questions.</p> <p>On <b>page 19</b> the questions and vocabulary questions. Read the short extract first and then answer the questions beneath it. Vocabulary questions are all about words and therefore the questions may ask you to 'underline one word' or 'find and copy one word.'</p> <p>On <b>page 20</b> the questions are inference questions. Read the short extract first and then answer the questions beneath it. Inference questions require you to read between the lines therefore they often start with 'Why.'</p> <p>On <b>Education City</b> please complete the reading activity <b>Favourite Tales</b> and <b>Guessing the Story</b>. assigned in the folder <b>Week beginning 29/06/2020</b>[1]</p>	<p><b>Literacy</b> <b>SPAG</b> <b>L.O: To know and understand different sentence endings.</b></p> <p>Today you will be learning about different sentence endings. This means the different punctuation marks you can use to end your sentences.</p> <p><i>Remember the four different sentence types are <b>commands</b> (they end in either a full stop or exclamation mark), <b>exclamatory</b> (they end in an exclamation mark), <b>questions</b> (they end in a question mark) and <b>statements</b> (they end in a full stop).</i></p> <p>You will be required to match the correct punctuation to the correct sentences as well as add the correct punctuation mark.</p> <p>Please complete <b>pages 18-19</b> from your <b>CGP SPAG book</b>.</p> <p>On <b>Education City</b> please complete the reading activity <b>Force Field</b> and <b>Having a Giraffe</b> assigned in the folder <b>Week beginning 29/06/2020</b>[2]</p>	<p><b>Literacy</b> <b>L.O: To use apostrophes correctly.</b></p> <p>You will be learning about apostrophes and when to use them. <b>Apostrophes</b> are <b>punctuation marks</b>. In English we use them in two ways, to show <b>possession</b> and to show <b>contraction</b>. When used for <b>possession apostrophes</b> are used to tell us that something belongs to someone. <i>For example, if you were talking about a football belonging to Ben, you would say 'Ben's football'.</i> Click the following links and complete the tasks. <a href="https://www.bbc.co.uk/bitesize/to/pics/zvwwwxb/articles/zx9ydxs">https://www.bbc.co.uk/bitesize/to/pics/zvwwwxb/articles/zx9ydxs</a></p> <p>We also use them for <b>contraction</b>. If we put two words together and miss out some letters, we need to add an apostrophe where the missing letters are. <i>For example: 'do not' would change to 'don't', the contracted form.</i> Click the following links and complete the tasks. <a href="https://www.bbc.co.uk/bitesize/to/pics/zvwwwxb/articles/zcyv4qt">https://www.bbc.co.uk/bitesize/to/pics/zvwwwxb/articles/zcyv4qt</a></p> <p>Today we will be starting a new book called Flat Stanley. <a href="http://class2ab.weebly.com/uploads/8/1/6/5/8165075/stanley.pdf">http://class2ab.weebly.com/uploads/8/1/6/5/8165075/stanley.pdf</a> Please read <b>chapters 1 and 2 to page 17</b>.</p> <p><b>Your task:</b> Rewrite these sentences with the apostrophes in the correct places. Think about whether they are apostrophes for contraction or possession.</p> <p>Please follow the <b>Literacy PowerPoint slides 1-6</b></p>	<p><b>Literacy - Big Write</b> <b>L.O: To write a character description.</b></p> <p>Today you will be writing a character description about Flat Stanley who you were introduced to yesterday.</p> <p>use the pictures in the Literacy PowerPoint to help you to write your character description.</p> <p>In your character description you will be describing his <b>appearance</b> (what he looks like) and his <b>personality</b> (how he behaves.)</p> <p><i>Here is an example to help you get started.</i></p> <p>Stanley is a <b>flexible, young</b> boy who is known as Flat Stanley. He's known to everyone as Flat Stanley because he suddenly became flat over night.</p> <p>He has brown short hair <b>that</b> is straight and tiny ebony eyes. <b>Stanley's</b> favorite color is green <b>so</b> he always wears a green t-shirt.</p> <p><b>Adjective</b> <b>Conjunction</b> <b>Apostrophes</b></p> <p>Please follow the <b>Literacy PowerPoint slides 7-9</b> There is also a word bank to support you with your writing.</p>	<p><b>Literacy</b> <b>L.O: To edit and improve my work.</b></p> <p>Today you will be editing and improving your writing.</p> <p>Please check your work to ensure you have included the correct punctuation, spelling and grammar.</p> <p>Using the checklist which has been provided, edit your writing to make it even better.</p> <p>Think, have you added a subordinating conjunction such as 'If?' If you haven't, see whether you can add it in or not.</p> <p>Please follow the <b>Literacy PowerPoint slides 10-13</b></p> <p>Email your edited writing to us at: <a href="mailto:learning@wembleyprimary.brent.sch.uk">learning@wembleyprimary.brent.sch.uk</a> <i>Don't forget to include your name and class in your email.</i></p>
<p>At least 30 minutes daily</p>	<p>Reading – Everyday login in to <a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a> <i>Please ensure that you have completed ALL of the activities in each of your books. Teachers will check your activity and will allocate new books every Monday, Wednesday and Friday.</i> <b>Practise your spellings every day.</b></p>				

<p><b>1 hour</b></p>	<p><b>Science - L.O:</b> To use food chains to show how animals get their energy.  <i>S.C: I can name some sources of food.  I can give examples of carnivores, herbivores and omnivores.  I can order living things in a food chain.</i></p> <p><b>Key vocabulary:</b>  Food chain  Herbivore  Carnivore  Omnivore  Producer  Consumer  Predator</p> <p>See the <b>Science - Food Chains PowerPoint</b> for the definitions of the key vocabulary and to learn more.</p> <p>In this lesson you will learn about how animals and plants depend on each other to get energy and survive. You will learn about food chains and what they show us. Follow these links to learn more about food chains:  <a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-the-food-chain/zbr8d6f">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-the-food-chain/zbr8d6f</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3c2xnb">https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/z3c2xnb</a></p> <p>Play the food chain game:  <a href="https://toybox.tools.bbc.co.uk/activities/id/gm2zlfh9hq/exitGameUrl/https%3A%2F%2Fwww.bbc.co.uk%2Fbitesize%2Ftopics%2Fzbnbn9q%2Farticles%2Fz93vdxs/palette/colour-palette-7/language/en-GB/project/blocks-bitesize">https://toybox.tools.bbc.co.uk/activities/id/gm2zlfh9hq/exitGameUrl/https%3A%2F%2Fwww.bbc.co.uk%2Fbitesize%2Ftopics%2Fzbnbn9q%2Farticles%2Fz93vdxs/palette/colour-palette-7/language/en-GB/project/blocks-bitesize</a></p> <p><b>Activity:</b> Using the pictures on the <b>Science - Food Chains PowerPoint</b>, draw as many food chains as you can. Can you think of your own? Make sure you write what habitat these food chains would be found in.</p>	<p><b>P.E</b></p> <p>Join Joe Wicks every day at 9.00am to keep yourself fit!</p> <p>It is very important to keep yourself active and exercise every day.</p> <p>Follow this link to access the videos:</p>  <p><a href="https://www.youtube.com/user/thebodycoach1">https://www.youtube.com/user/thebodycoach1</a></p> <p><b>Daily Challenge:Plank Challenge</b></p> <p>Click on the link, watch the video and see how it's done.  <a href="https://www.youtube.com/watch?v=xCeGQzGhwGA">https://www.youtube.com/watch?v=xCeGQzGhwGA</a></p> <p>How long can you hold the plank for?</p> <p><i>Challenge yourself each day.  How long could you hold your position on Monday? On Thursday? Did you manage to increase the number of seconds you could hold your position?</i></p>	<p><b>PSHE</b></p> <p><b>L.O:</b> To know about the special people in our lives and how we care for each other.</p> <p><i>I can recognise situations that involve a decision.  I understand some decisions we make can be influenced by other people.  I can identify decisions a person could make and who could help them.</i></p> <p><b>Key vocabulary:</b>  Decision  Influence  Opinions</p> <p>In this lesson you will learn about decisions we make and what things can affect our decisions. Follow the <b>PSHE PowerPoint</b> to learn more and for the definitions of the key vocabulary.</p> <p><b>Activity 1</b>  Look at the <b>PSHE - Decisions PowerPoint</b> and make decisions about the pictures provided. Then write reasons for some of your decisions. See the <b>PSHE - Decisions PowerPoint</b> for an example.</p> <p><b>Activity 2</b>  Draw the table on the <b>PSHE - Decisions PowerPoint</b>. Write all the people you can think can help us make decisions at home, school and other places.</p>	<p><b>Art</b></p> <p><b>L.O:</b> To create a seaside collage.  <i>I understand what a collage is.  I can use materials I collected to make my seaside collage.  I can use the rubbing technique in my collage.</i></p> <p><b>Key vocabulary:</b>  Collage  Texture  Rubbing technique</p> <p>In this lesson you will look at pictures of a range of seaside collages to get some ideas of what you can include. Follow the <b>Art - Seaside Collage PowerPoint</b> learn more and for the definitions of the key vocabulary.</p> <p>Follow these link for ideas on how to make a collage:  <a href="https://www.youtube.com/watch?v=IQy-ALwtSKg">https://www.youtube.com/watch?v=IQy-ALwtSKg</a>  <a href="https://www.bbc.co.uk/programmes/p01d6fq9">https://www.bbc.co.uk/programmes/p01d6fq9</a></p> <p><a href="https://www.koolkidscrafts.com/make-a-seaside-collage.html">https://www.koolkidscrafts.com/make-a-seaside-collage.html</a></p> <p><a href="http://mykidcraft.com/seaside-texture-collage/">http://mykidcraft.com/seaside-texture-collage/</a></p> <p><b>Activity:</b>  Using the materials you collected last week and the rubbing technique, create a collage of the seaside!</p> <p>Email it to:  <a href="mailto:learning@wembleyprimary.brent.sch.uk">learning@wembleyprimary.brent.sch.uk</a>  <i>Don't forget to include your name and class in your email.</i></p>	<p><b>Geography - L.O:</b> To describe a seaside in the UK.  <i>I can plan a route for a tour around St. Ives using a map.  I can give directions using positional vocabulary and compass directions.  I can use key words to describe the town of St. Ives.</i></p> <p><b>Key vocabulary:</b>  Compass  Tour  Harbour  Bay  Coast  Headland  Tourist Attractions</p> <p>In this lesson you will learn about the seaside town St. Ives. You will explore the town and find out about different tourist attractions. Follow the <b>Geography - Exploring a seaside town PowerPoint</b> to learn more and for the definitions of the key vocabulary. Open these links to find out more information about St. Ives:  <a href="https://www.youtube.com/watch?v=dksyH4JmfKE">https://www.youtube.com/watch?v=dksyH4JmfKE</a>  <a href="https://www.cornwalls.co.uk/top_ten/st-ives.htm">https://www.cornwalls.co.uk/top_ten/st-ives.htm</a>  <a href="https://www.visitcornwall.com/places/st-ives">https://www.visitcornwall.com/places/st-ives</a></p> <p><b>Activity 1:</b> You are going to imagine you are a tour guide in St. Ives. Plan a route of <b>5 different places</b> you want people to visit using a map of St. Ives. Look at the <b>Geography- Exploring a seaside town PowerPoint</b> to see an example.</p> <p><b>Activity 2:</b> Draw a table like the one shown in the <b>Geography- Exploring a seaside town PowerPoint</b> . Write the attractions you have chosen, where they are and what people can do there. See the PowerPoint to see an example.</p>
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