

READING

Week commencing: 4.01.21

Year group: 2

Teacher: Mrs Murley and Mr Flynn

Cracking Comprehension

Teaching points

Ask your child to read the text and underline any words they are unfamiliar with. Discuss these words with them and any questions they may have about the text. Complete the questions below.

Questions

1 *"I can!" said Matthew and Mark with one voice* (paragraph 2).

What do you think the words *"with one voice"* mean? Choose one.

They both thought it, but only one said it.

Their voices sounded a bit the same.

Matthew spoke and Mark agreed with him.

They said the same thing at the same time.

2 Give **two** ways in which Matthew and Mark are alike.

3 *"As well as looking exactly alike, the twins nearly always said exactly the same thing at exactly the same time."* (paragraph 2)

Why do you think the author uses *"exactly"* so much to describe the twins?

4 *"That's silly," said Sophie seriously.*" (paragraph 5)

What does this tell you about Sophie?

5 Dad asked the children to tell him which animal has only one foot.

What is the answer to his question?

6 What do you think Sophie will do next time she sees a snail?

Resources

Text (attached below)

Cracking Comprehension – Text

Sophie's Snail by Dick King-Smith

"What animal has got only one foot?" said the children's father. "I bet you can't tell me."

"I can!" said Matthew and Mark with one voice. As well as looking exactly alike, the twins nearly always said exactly the same thing at exactly the same time. Matthew was ten minutes older than Mark, but after that there had never been the slightest difference between them. Go on then," said their father. "Tell me. What animals got only one foot?" "A chicken standing on one leg!" they said. "That's silly," said Sophie seriously. Sophie was four, a couple of years younger than her brothers. "That's silly," she said. "It would still have a foot on the other leg. Anyway, Daddy, there isn't really an animal that's only got one foot, is there?" Yes, there is, Sophie." "What?" "A snail. Every snail has a big flat sticky muscle under it that it travels along on. That's called its foot. Next time you see a snail crawling along, pick it up carefully and turn it over, and you'll see. There are loads in the garden."

MATHS

Week commencing: 23.11.20

Year group: 2

Teacher: Mrs Murley and Mr Flynn

Learning focus: Time

Monday

Teaching points:

Introduce the term capacity. Discuss what this means.

Show two containers. One full and one half full. Which has the most?

Activity

Find three containers and count how many cups of water it takes to fill the each container.
Which container has the largest capacity?

Resources

Containers
Cups
Water

Tuesday

Teaching points:

- Recap on capacity and look at two containers.
- Find a jug with scales and count up the scale.
- Pour different amounts in and count on the scale.

Activity

1. Complete the attached sheet

Resources

Water
Measuring jug

Wednesday

Teaching points:

- Recap on yesterdays work.

Activity

1. Complete attached worksheet

Resources

Thursday

Teaching points:

- Recap on capacity.
- Name a number on the scale and ask child to pour water to that level.

Activity

1. Complete the worksheet attached.

Resources

Friday

Teaching points:

Revision

Go over everything that has been taught this week to ensure your child has fully understood time. Anything they are struggling with re-look at today and practice.

Activity

1. Complete your MyMaths homework

Resources

Measuring Volume

Aim: I can measure volume.

How much water is there in each jug?





