

YEAR 2 – WEEK 5- project Olga Da Polga by Michael Bond

WEEKLY MATHS TASKS (1 PER DAY)



Working on Numbots - your child will have an individual login to access this.

Use column addition to add 2d + 2d numbers, start by not bridging over 10, then bridge through 10.

Access maths hub <https://whiterosemaths.com/homelearning/year-2/> and complete this weeks learning.

Practise your time tables 2, 5, 10s and corresponding division facts.



What times are mentioned in the story? Are there any clocks in the illustrations? What times do they show? Practice [telling the time](#) including half past and quarters

WEEKLY LITERACY TASKS (1 PER DAY)

Share the illustration of the box (pp.14-15) Discuss its purpose and how the children know this. Read from, 'The door in the roof of the cage clanged...' up to, '... without so much as a by-your-leave.' Discuss the pros and cons of leaving the pet shop. Why might the guinea pigs have differing perspectives? What might have shaped their view? Which view would you be most likely to adopt? Model through shared writing how they might draw on the thoughts and ideas generated to draft their own farewell card addressed to Olga. Ask your child to design and write their own farewell cards in role, expressing words of reassurance, excitement, sadness and/or encouragement as appropriate to their guinea pig perspective.

Write a character profile to describe Olga Da Polga. Use key vocabulary from the text like, rosettes, gleaming eyes, whiskers, fur etc.

Read on from 'Straight after a large breakfast too!' up to, "Oh dear!" she wailed. "Whatever's happening now?" (pp.16-17) Give children the opportunity to research guinea pig's natural and constructed habitats to inform the design and production of their own guinea pig hutch. Further guidance can be sourced on the following sites:<http://www.petsathome.com/shop/en/pets/advice/small-animal-care-advice/guinea-pig-care-advice/creating-a-home-for-your-guinea-pig> or <https://www.rspca.org.uk/adviceandwelfare/pets/rodents/guineapigs/environment>

Continue reading on until, 'It was all over in a flash.' (p.11) Share the illustration of Olga looking startled with oats floating mid-air. Discuss what her expression suggests, what she might be looking at, what might have prompted her reaction and what might happen next? Draw thought bubbles and note what Olga might be thinking.

Create their own pompom guinea pig and consider what they might call it. (There are a range of examples of how to make a pompom guinea pig on pinterest).

WEEKLY TOPIC TASKS (1 PER DAY)

Children can be encouraged to use ICT to enhance learning: recording storytelling, filming role play, using digital photographs to make books or present ideas; create short simple e-text of a book using PowerPoint that combines words with images and sounds; internet research.

Based on your research on guinea pigs, explore the geographical origins and spread of guinea pigs around the world. Look at a world map in the and draw on your research work with the children to plot their South American origins and mark the different parts of the world that guinea pigs can be found.

Children could use technology to enhance their geographical understanding and sense of place in the world, such as Google Earth / Maps, the app Grid Finder, etc.

Look at an organisation such as <https://www.pdsa.org.uk/education-centre> to encourage the children to think about how to care for animals.

Create some Lollipop Stick or stone characters to help retell the story.

WEEKLY PHONICS TASKS (1 PER DAY)

Watch Newsround and discuss what is happening in the wider world.

Reading a variety of books at home. Your child could share a book everyday. This can be reading a book aloud everyday or sharing a book with an adult.

Listen to a story beyond that of their ability.

Listen to a story or read: <https://www.storylineonline.net/> <https://www.getepic.com/>

[Watch your child's RWI Phonics Session on you tube](#)