

Dear Parents/Carers,

Please find below the Home Learning timetable.

We have structured it so that you and your child know what is happening every day.

The minimum expectation is that all children should read every day and complete the Maths and English activities.




Thank you for your support,

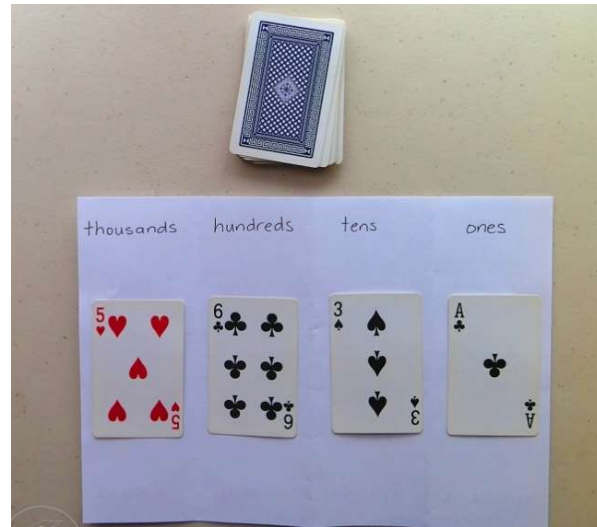
Mrs Baron

Head teacher

9 – 9.30am	Exercise
9.30 – 10.30am	Maths activities
10.30 – 11am	Snack
11am – 12noon	English activities
12 – 1pm	Lunch
1 – 1.20pm	Cosmic Yoga for kids
1.20 – 1.35pm	RE
1.35 – 2pm	Reading
2 – 3pm	Optional Activities

Year 2 Home Learning Week beginning 22nd June 2020

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Breakfast	The most important meal of the day! Enjoy!				
9 – 9.30am	PE	Join Joe Wicks every day at 9am for You Tube fitness sessions for children. Alternatively see the Active 15 section below for ideas.				
9.30 – 10.30am	Maths	<p><u>Practical Maths Suggestions</u></p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1; text-align: center;">  <p>Leaf Measurement and Sorting Activity</p>  </div> <div style="flex: 2; padding-left: 20px;"> <p>Collect leaves and any other objects from your garden or on your walk. Using your ruler, measure the length of each item in cm. Can you put them in order from shortest to longest?</p> <p>←</p> </div> <div style="flex: 1; text-align: center; margin-left: 20px;"> <p>→</p>  </div> </div> <p>Make your own scales using a coat hanger! Put one heavy item on one side (e.g. a shoe) and then see how many Lego bricks (or similar) it would take to balance the scales. You could try it with different size/ types of shoes to see how the weight differs and to see the number of bricks needed to balance them change.</p>				

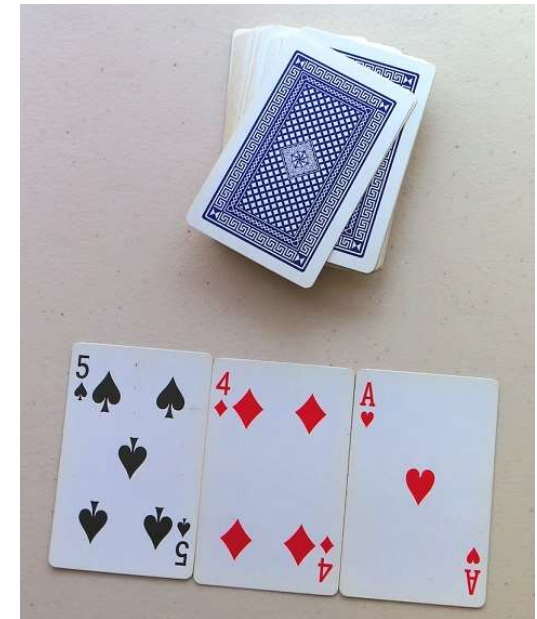


← Using a pack of cards, make different 2, 3 and 4 (for a challenge!) digit numbers. Rearrange the numbers each time to find all the possible combinations of numbers.

- What's the smallest number you can make from the set of cards?
- What's the largest number you can make?
- Can you make an odd number?
- Can you make an even number?

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1. Shuffle the cards and have them in the centre facing down.
 2. One player draws 3 cards from the deck and lays them face up in the middle.
 3. Players must add the 3 cards to find the total. The first player to call the total of the 3 cards is awarded that number of points.
 4. No points are awarded for an incorrect answer.
 5. Play continues with each player having a turn at revealing the 3 cards.
 6. The winner is the player with the highest number of points when all cards have been turned over.

(You can start with 2 cards if you need to!)



Maths

You are doing an amazing job keeping on top of all of your child's learning and we really appreciate it! ☺

If you would like to see which methods we use to teach maths, please see the link below.

<https://www.st-peters-pri.gloucs.sch.uk/maths-years-1-and-2>

Third Space Learning also has helpful information for parents for supporting children with maths:

<https://thirdspacelearning.com/blog/year-2-maths/>

Main task

The White Rose Maths hub is now working in association with BBC Bitesize for their daily online Maths lessons for all children – please complete this daily.

Please use the links: <https://whiterosemaths.com/homelearning/>

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

The worksheets you will need are on the Year 2 HOME LEARNING SECTION of our SCHOOL website (they are not on The White Rose Maths Hub website anymore) along with the answers.

Week commencing 22nd June – You will need WEEK 9.

Monday – Measure length (cm)

Tuesday – Compare length

Wednesday – Four operations with lengths

Thursday – Compare mass

Friday – Magic Maths

Magic Maths

For ten quick mental maths questions you can log on to Top Marks Daily 10 and choose any level 1 or 2 questions from across the Maths Curriculum to challenge your child's mental maths skills: <https://www.topmarks.co.uk/maths-games/daily10>

If you would like further magic maths challenges, please see the attached Magic Maths challenge sheets. Please note that these are optional.

		<p>Optional extras: Use these links if you would like to complete some additional Maths home learning activities:</p> <ul style="list-style-type: none"> Third space learning has free arithmetic worksheets you can download. All you need to do is sign up for a free account to be able to access them: https://thirdspacelearning.com/blog/home-learning-resources/ Problem solving and reasoning practice: http://www.iseemaths.com/maths-games/ <p>Parents, unless you have more than one laptop only one child can access this maths learning at a time. We would suggest that while 1 child completes the maths learning the other child/children should do the handwriting & mindfulness activity - see below.</p>				
10.30 – 11am	Snack Time	Remember to eat healthy snacks and drink water. 5 glasses of water each day (1 litre) for 5-8 year olds.				
11 – 12 noon	<p>English Activities:</p> <ul style="list-style-type: none"> Writing Spelling Phonics/ SPaG Handwriting Nursery Rhymes and Poetry <p>Writing tasks for each day are now at the bottom of this document.</p>	<p>Monday SEE SPELLING LIST Copy your spellings today. Phonics This week we are practising multisyllabic words, which are words that have more than one syllable. Start by saying your name and tapping the syllables. How many do you have in your whole name? Write out your words and how many syllables they each have.</p>	<p>Tuesday Spellings LOOK, COVER, WRITE & CHECK Phonics Sort these words into compound words and multisyllabic words. Example Hopefully = multisyllabic Somewhere = compound Your turn expected because</p>	<p>Wednesday Spellings LOOK, COVER, WRITE & CHECK Phonics Multisyllabic words can be tricky to spell so we can use some helpful strategies: mnemonics, syllables, analogy, root words. See poster on the Home Learning page. Which strategy would you use to help you to spell each of these words (you choose, no right or wrong answer!).</p>	<p>Thursday Spellings LOOK, COVER, WRITE & CHECK Phonics Make a poster for a word of your choice to help you to remember it. See the examples on the poster on the Home Learning page. Handwriting Copy and complete some of the Y2 CEWs in your best handwriting, then write them in a sentence: once because most</p>	<p>Friday SPELLING TEST SPaG Have a go at the SPaG activity sheet attached to the Year 2 home learning page for this week. You can choose your level of challenge, from * to *** and then check your answers.</p>

	Put each of the phonics words into a sentence to show that you understand their meanings.	Example triangle = 3 syllables Your turn happily experiment hospital perfectly Today's English task is at the bottom of this document.	completely employment candle Today's English task is at the bottom of this document.	Example Necessary – never eat cake, eat salad sandwiches and remain young. Your turn dictionary business marvellous Today's English task is at the bottom of this document.	friend climb wild	Today's English task is at the bottom of this document.
12noon – 1pm	Lunch Time	Help to make the lunch. Eat. Enjoy! Have fun - OPAL play at home				
1 – 1.20pm	Yoga Up to 20 minutes	Google: YouTube Cosmic Kids Yoga and select one of the programmes				
1.20 – 1.35pm	RE/Prayer	Gospel	Family Prayer Time	CORE VALUE	Family Prayer Time	
1.35 – 2pm	Reading 20 minutes	Everyone should read for 20 minutes every day. Reading books are online – so log onto Oxford Reading Buddy. https://www.oxfordreadingbuddy.com/uk				
2 – 3pm	Optional Activities	Science – some plants grow from bulbs. The process of a seed becoming a bulb is called germination. Find out more by watching this video https://www.youtube.com/watch?v=TE6xptjgNR0 . Please use the science sheets on the Y2 Home Learning page for this week's activity. 1) Read the information sheet. 2) Complete the activity sheet. Music – Listen to this piece of music, 'Mars' by Gustav Holst https://www.bbc.co.uk/programmes/p02b14ld You might want to listen more than once! Then talk about these questions: <ul style="list-style-type: none"> Close your eyes as you listen – what do you imagine? What image do you have in your mind? What makes you think of this? 				

- What instruments can you hear?
- What can you say about the pitch? Can you hear high notes? What about low notes?
- How would you describe the tempo? Is it fast? Is it slow? Is it more like a medium, walking pace?
- Is there anything else you notice about the music?

If you like this music, you can listen to more of Holst's music on YouTube or wherever you access music. He has more music named after planets; can you find some?

Fun fact: Gustav Holst was from Cheltenham! There is a museum there which you might like to visit when it reopens. Can you find out any other information about him?

Purple Mash - Log on to your Purple Mash and check the different 2Dos that you have been set this week. Don't forget to 'hand in' and send us a message when you have finished so we can see the excellent learning that you have been doing and see how you are too!

Wellbeing - Follow the 'Joyful June' calendar and complete the challenge each day.

Put some music on and sing! What's your favourite song? You could even make a music video with your family.

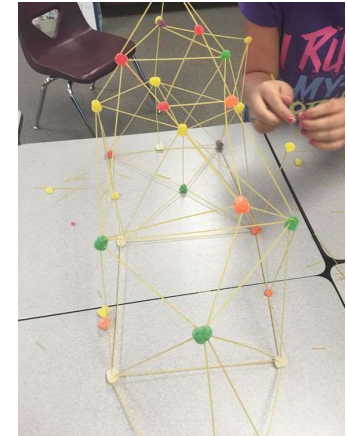
Story Time – share a story with someone in your home. Try different voices to bring the characters to life!

Creative challenges – Some fun ideas to be creative:

- Have a dance party! Will there be a prize for the best moves?
- Set up a spa – maybe treat someone to a massage?
- On a rainy day, have an indoor picnic. Perhaps you could make a den to eat it in?
- Pretend your house is a pizza restaurant. Design a menu, set up the table, take the orders and prepare the food (with some help from an adult).



STEM - Spaghetti structure. Make the most interesting, free standing structure that you can using a packet of spaghetti and either marshmallows or midget gems. Why not have a competition with someone else at home? What do you think would make your structure successful?



Nursery Rhymes

Poetry is good for developmental learning. It helps by teaching in rhythm, stringing words together with a beat help cognitive understanding of words and where they fit. Additionally, it teaches children the art of creative expression. Practise reading and singing this nursery rhyme:

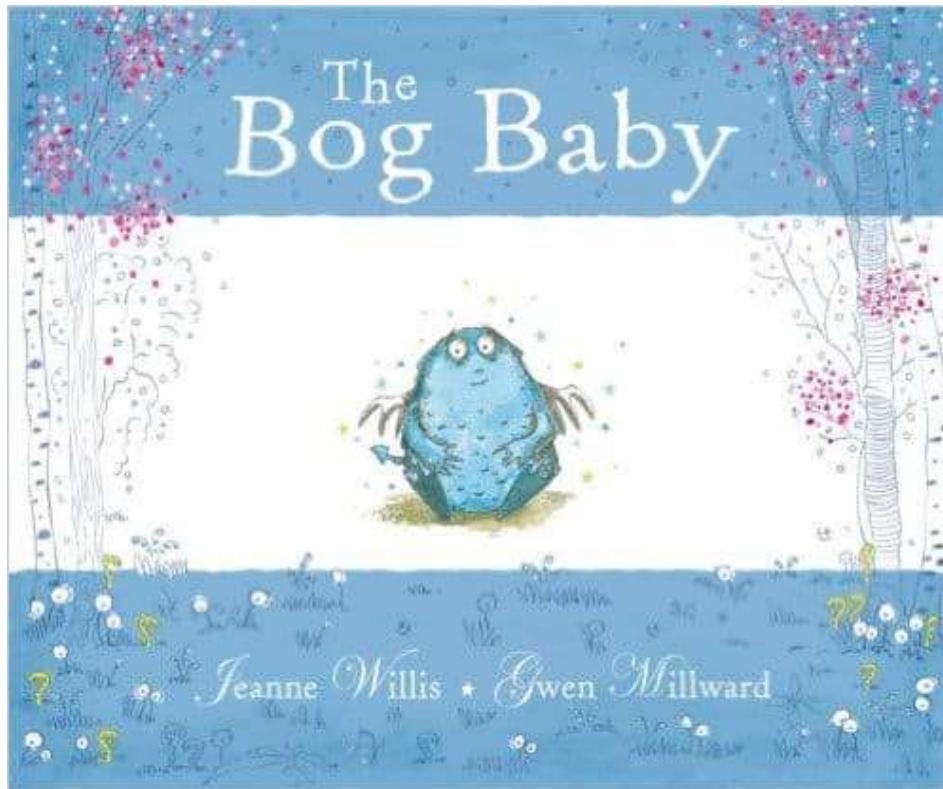
<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-down-in-the-jungle/zfqgscw>

Down in the jungle where nobody goes
There's a little baby elephant washing his clothes
With a rub-a-dub here
And a rub-a-dub there
That's the way he washes his clothes.

Down in the jungle where nobody goes
There's a little baby lion washing his clothes
With a rub-a-dub here

		<p>And a rub-a-dub there That's the way he washes his clothes.</p> <p>Down in the jungle where nobody goes There's a little baby monkey washing his clothes With a rub-a-dub here And a rub-a-dub there That's the way he washes his clothes.</p>
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Writing – Monday



This week we are continuing with, 'The Bog Baby'.
You can listen to it through the link below.

<https://www.youtube.com/watch?v=Bz3hkXU0DF0>

Today's task is on the next page

Writing - Monday continued

- 1) Re-listen to the story.
- 2) Look at the different parts of the story that are jumbled below. Can you put them in order?

Opener

They release the Bog Baby
back into the wild.
Years later, their daughter
finds many more...

Build up

The girls mother finds the
Bog Baby and explains that it
is poorly because it needs to
go back to the pond.

Resolution

The Bog Baby becomes ill
and the girls start to worry.

Ending

They capture the baby and
take him home to their shed.

Problem

The girls go into the forest
(when they are meant to go
to Alice's house) and they
find a Bog Baby.

Story section	The Bog baby	My story
Opener	The girls go into the forest (when they are meant to go to Alice's house) and they find a Bog Baby.	Two boys set off across the back garden into a field when they were meant to be going to a friends. They find a field ferret.
Build up	They capture the baby and take him home to their shed.	The set a trap and capture the field ferret and take him home.
Problem	The Bog Baby becomes ill and the girls start to worry.	The ferret becomes very sad and poorly. The boys get anxious.
Resolution	The girls mother finds the Bog Baby and explains that it is poorly because it needs to go back to the pond.	The boys father finds the field ferret and tells the children that he needs room to roam and is homesick.
Ending	They release the Bog Baby back into the wild. Years later, their daughter finds many more...	They reluctantly take the field ferret back to the wild. Years later, their own sons finds many more...

Writing - Monday continued

How did you get on? You should have them in the order here on the left. This week, you are going to write a story about the creature you designed on Friday.

Today, you are going to write one sentence to explain what will happen in each part of your story. This will be your plan.

Have a look at my example story about two boys and a ferret.



Your turn

Use the planning grid on the Home Learning page or draw your own in your book (there is a blank one or one with some extra help. You choose your level of challenge). **Answer these five questions to help you write each part of the plan:**

- 1) Who are your characters, where do they go and what do
- 2) How do to capture the animal?
- 3) What happens to the animal that upsets them?
- 4) What do they do about it?
- 5) What happens at the end?

Writing – Tuesday

Now that you have written your plan, it's time to write the beginning of the story! Today you will write the **opener** and the **build up**. Aim for three sentences in each but you can write more if you want to.

Here are my examples. How have I done on my success criteria? You can magpie ideas and also improve them. (You don't need to split it in to sections like mine but you can if you want to).

Example opener

Long ago, when I was just a young child, me and my best friend Jim did something very sneaky. Our long garden backed onto a huge, open field so we told dad we were visiting a friend but we actually went to explore by ourselves. It was a glorious summer day and we couldn't wait to get out of the house!

Example build up

As we began to walk, Jim said there were fairy rings and enchanted rabbit holes over in the distance and we wanted to see them. Bright, yellow daffodils covered the ground. Suddenly, we saw something move. It was furry, orange and brown, with a long tail and little legs. It looked a lot like the ferrets that Dad had told me about. As the ferret was sat on a tree stump happily nibbling some food, we decided to set a trap and catch him.

Happy writing ☺

Success Criteria ☺

- ✓ First person (I)
- ✓ Expanded noun phrases (AAN phrases)
- ✓ Conjunctions (but, and, so, because, as)
- ✓ Different sentence openers
- ✓ Capital letters
- ✓ ! ? . ,
- ✓ Spellings
- ✓ Targets

Writing – Wednesday

Start by re-reading your writing from yesterday. Edit anything that you think needs improving. Today you will write the **problem** and the **resolution**. Aim for three sentences in each but you can write more if you want to.

Here are my examples. How have I done on my success criteria? You can magpie ideas and also improve them. (You don't need to split it in to sections like mine but you can if you want to).

Example problem

It was so easy to capture the ferret! We carefully snuck him back into the garden and put him in the creaky, old shed that we knew Dad didn't go to. We made him a lovely little house from some old boxes and pots. We checked on him for the next few days and it was great because we felt like we had a pet. Then it all went wrong. Dad found the ferret! He was so angry that his face turned as red as a beetroot. He said that it was a wild animal and we had to take it back to the field.

Example resolution

Dad explained to us that wild animals need lots of space to roam free because they aren't used to being kept as a pet. He said that the animal must be homesick and missing his friends, which made me feel very sad. Reluctantly, we took the ferret back to the field. I knew we couldn't keep him but I didn't like it when Dad was right!

Success Criteria ☺

- ✓ First person (I)
- ✓ Expanded noun phrases (AAN phrases)
- ✓ Conjunctions (but, and, so, because, as)
- ✓ Different sentence openers
- ✓ Capital letters
- ✓ ! ? . ,
- ✓ Spellings
- ✓ Targets

Happy writing ☺

Writing – Friday

Start by reading your writing so far and edit anything that you think needs improving. Today you will write the **ending** and then do some **editing**. Aim for three sentences in each but you can write more if you want to.

Here is my example. How have I done on my success criteria? You can magpie ideas and also improve them. (You don't need to split it in to sections like mine but you can if you want to).

Example ending

We gently put the ferret back on the tree stump. Immediately, he smiled and ran off excitedly. We never forgot our fluffy, happy little ferret. Many years later, we returned to that field with our own sons. To our amazement, we saw hundreds of field ferrets and we were pleased that they were still roaming free and happy.

Editing time!

Read your story out loud.

Do all your sentences make sense?

Have you missed any words?

Have you ticked off everything on the success criteria?

Are there any other words you could add or improve?

Are your spellings correct?

Extra challenge: if you want to, you could use 2Publish on Purple Mash to type up your story and draw a picture to go with it.

Success Criteria ☺

- ✓ First person (I)
- ✓ Expanded noun phrases (AAN phrases)
- ✓ Conjunctions (but, and, so, because, as)
- ✓ Different sentence openers
- ✓ Capital letters
- ✓ ! ? . ,
- ✓ Spellings
- ✓ Targets