

Year 2 Week 6 Home Learning



Literacy general reminder:

1. Please continue to practise **recognising** and **spelling** your high frequency words.
2. Please keep practising your handwriting and using punctuation correctly.
3. Practise your reading using the resources on the Oxford Owl website.
4. Practise recognising your Phase 3 and Phase 5 sounds and tricky words using the desk mats below.

Literacy

This week we would like you to take part in a read and respond activity.

Please read the book '**Not Now Bernard**' (a copy of this book has been uploaded as a separate document on the Year 2 Home Page) and complete the activities below.

Phonics- This week we would like you to practise recognising the **Phase 3** and **Phase 5** sounds using the sound mats below and then play some of the games on the Phonics Bloom website (<https://www.phonicsbloom.com>). We like 'Odd and Bob' and 'Yes/No Yeti'. It is important that your child practises recognising the sounds on the sound mats below regularly to maintain what has been taught in school.

Words of the week- This week our words of the week are (**sparse, diverse, bicker, disgust, drenched**). We would like you to find out what they mean. You can use a dictionary or look online. Can you write some sentences that include these words?

Activity 1 - read through the statements below. Explain that some statements are true and some are false. Ask your child to sort the statements into true/false groups. **Support**- read the sentences to your child or only sort half of the statements below. **Challenge**- can they write their own statements that are true/false about the story?

True or false statements



Bernard's mother painted the wall red.

Bernard's mother watered the plant.

Bernard saw a monster in the lounge.

The monster played carefully with Bernard's toys.

The monster bit Bernard's father.

Bernard's mother cooked chips for tea.

Bernard's mother took up his cocoa.

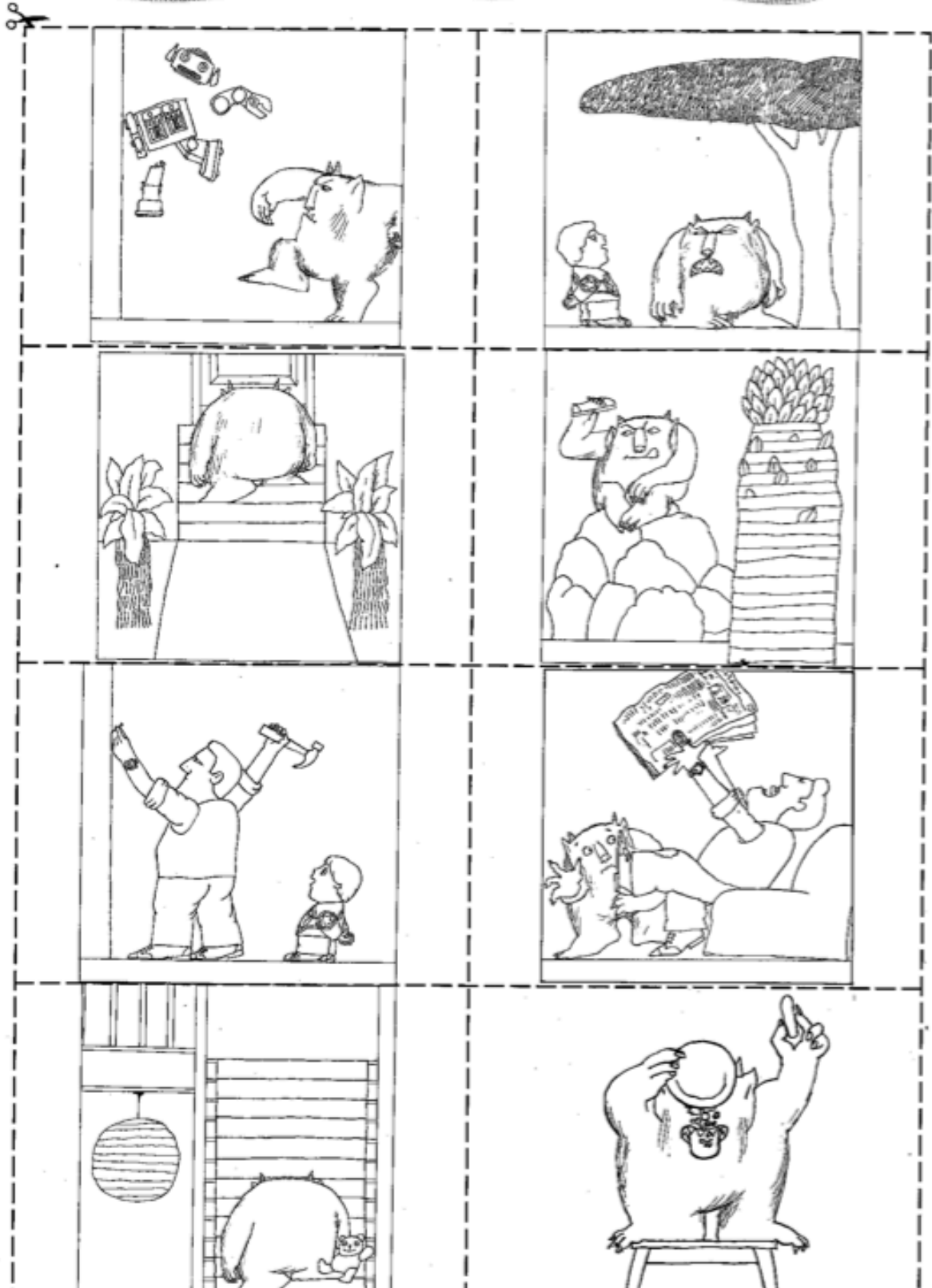
Bernard's father hit his finger with a hammer.

True or false grid

True	False

Activity 2- Ask your child to sequence the events by ordering the pictures and sentences then practise retelling the story using the pictures. Don't worry about printing this page out, maybe you could draw the pictures yourself? You could draw stick men for people.

What's the order? – pictures



What's the order? – sentences

The monster
broke one of
Bernard's toys.

Bernard went
into the
garden.

The monster
went indoors.

The monster
ate Bernard up.

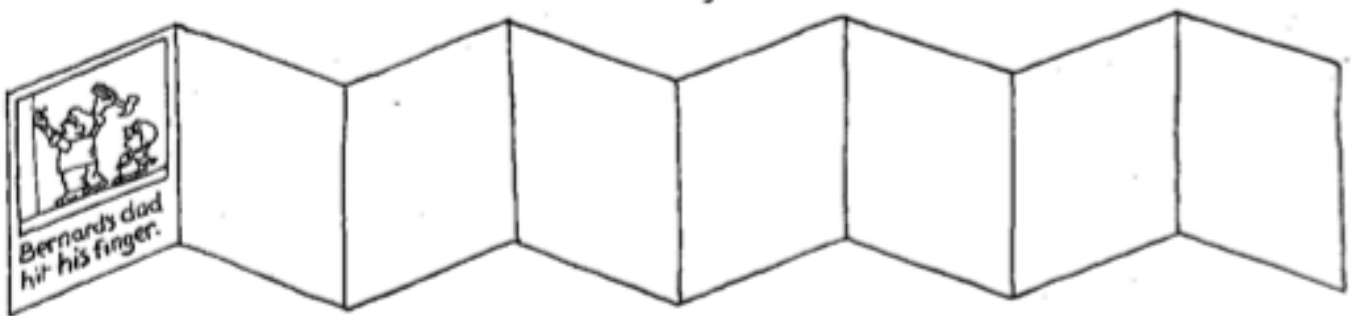
Bernard said
'Hello,' to his
mum and dad.

The monster
roared at mum
and bit dad.

The monster
went to bed.

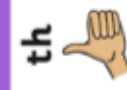
The monster
ate Bernard's
dinner.

Activity 3- recap on the order of the events from the story then ask your child if they can arrange the same pictures or sentences in a different order. When they have done this ask them to read or retell their new versions of the story to see whether it still makes sense. Then make a zig-zag book and ask your child to create their own version of the story. **Support-** you could use the sentences and ask your child to draw the illustrations. **Challenge-** use the illustrations and ask your child to write the sentences.



Phase 3

Sounds

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

Tricky Words

we	me
all	are
they	my
her	was
be	you
she	he

Phase 4 Tricky Words

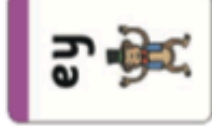
said have like so do

some come little one were

out what when there

Phase 5

Sounds



*even

Tricky Words

asked

called

could

looked

Mr

Mrs

oh

people

their

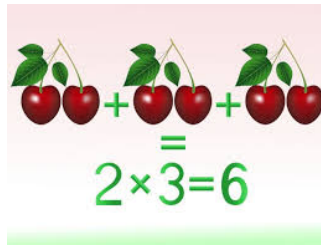
Numeracy

Please remember these are only ideas, you do not have to do everything listed here. If your child experiences any difficulty understanding these ideas, practise and repeat it before moving on.

Mental Maths starters:

1. Money - practise using coins to make totals using as few coins as you can.
Challenge - make amounts up to £2. **Support** - up to 50p / £1.
2. Missing numbers - what number do we add to 14 to make 20? 12 add what makes 20? **Challenge** - what do we add to 40 to make 100? **Support** - what do we add to 4 to make 10? Practise using different numbers.
3. Odd and even numbers - how many odd/even numbers can you think of up to 100? **Support** - can you think of odd/even numbers up to 30?
Challenge - can you think of odd/even numbers up to 1000?
4. 3D shape names - practise all of the shape names (cube/cuboid/sphere/cone/cylinder/square-based pyramid) and describe their properties (how many sides/faces/vertices (corners/ a point where edges meet) do they have? Are they straight or curved?

Main task



This week we are learning to understand that **multiplication** is **repeated addition**. For example, $2 + 2 + 2$ is the same as 3×2 (or 3 groups of 2). The x sign means multiply which is the same as 'groups of'.

Watch the BBC Bitesize video which explains what multiplication is.

<https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-what-is-multiplication/z68fbdm>

After watching the video, practise some examples with your child.

Dave drinks 5 cups of tea a day, and has 2 sugar cubes in each cup.

How many sugar cubes will Mrs Sharma need to keep Dave going for the day? How many groups of 2 will you need? How might you write out the calculation?

You might want to use a numberline to jump on in steps of the number you are multiplying.

Then another person, Jen, has four cups of tea a day with two sugars in each cup. Repeat the questions above.

If someone had three cups with two sugars in, how many sugar cubes would they need?

We have also attached a power point presentation which will teach your child about these concepts (this has been uploaded as a separate document which you can find on the Year 2 Home Learning homepage). Then complete the attached worksheets.

Support- if your child experiences difficulty understanding this session, do a practical activity to consolidate. Use pots with blocks or cubes instead. 2 blocks in 4 pots. How many are there altogether? So $2 \times 4 = ?$

Challenge- if your child experiences very little difficulty understanding the work above and they need a challenge, you could get them to use 5 objects instead of 2. So 3 groups of 5 makes? $3 \times 5 = ?$ Repeat for all times tables that your child confidently knows. e.g. $4 \times 5 = ?$, $5 \times 5 = ?$ Develop further by using 10 instead of 5 and work through all numbers up to $2 \times 10 = ?$ $5 \times 10 = ?$

Maths Activity Mats: The Maths activity mats support children to revise their previous learning and develop mental calculations. The mat is divided into sections with different questions and problems so that your child solves the calculations at their own pace. You can change the numbers/amounts in the questions to make them more challenging? Or if they find it tricky use smaller amounts. Children have not yet learned how to find fractions of numbers therefore please leave **question 1**.

Problem solving: Drawing a picture 'Snail trails' (Activity 17).

This week, we are practising the skills we learned last week - **quarter turns clockwise** and **anti-clockwise**. We will also be using our **measuring skills**. We have already learned how to use a ruler in school (don't forget we measure from the zero!) so this should be easy.

You will need a piece of paper (squared paper if possible but don't worry if you don't have any, just try your best on plain/lined paper!), a pencil and a ruler. Follow the instructions carefully! (We have put the answers at the end of the document again. No peeping!).

Support- If your child finds this activity difficult, you could start by showing them how we use a ruler and they could practise drawing lines of certain lengths.

Then do a few of the instructions on the worksheet then take a break. Come back to it at a different time and do another few steps.

As a **challenge**, maybe your child could make up their own set of '**Snail trail**' instructions to visit places they know!

Multiplication as Repeated Addition

1 ladybird has 2 spots. 	2	$1 \times 2 = 2$
How many spots do 2 ladybirds have? 	$2 + 2 =$	$2 \times 2 =$
How many spots do 3 ladybirds have? 	$2 + 2 + 2 =$	$3 \times 2 =$
How many spots do 4 ladybirds have? 	$2 + 2 + 2 + 2 =$	$4 \times 2 =$
How many spots do 5 ladybirds have? 	$2 + 2 + 2 + 2 + 2 =$	$5 \times 2 =$
1 flower has 5 petals. 	5	$1 \times 5 =$
How many petals do 2 flowers have? 	$5 + 5 =$	$2 \times 5 =$
How many petals do 3 flowers have? 	$5 + 5 + 5 =$	$3 \times 5 =$
How many petals do 4 flowers have? 	$5 + 5 + 5 + 5 =$	$4 \times 5 =$
How many petals do 5 flowers have? 	$5 + 5 + 5 + 5 + 5 =$	$5 \times 5 =$

Multiplication as Repeated Addition

1 ladybird has 2 spots. 	2	$1 \times 2 = 2$
How many spots do 2 ladybirds have? 	$2 + 2 =$	$2 \times 2 =$
How many spots do 3 ladybirds have? 	$2 + 2 + 2 =$	
How many spots do 4 ladybirds have? 	$_ + _ + _ + _ =$	$4 \times 2 =$
How many spots do 5 ladybirds have? 		$5 \times 2 =$
1 flower has 5 petals. 	5	
How many petals do 2 flowers have? 	$5 + 5 =$	$2 \times 5 =$
How many petals do 3 flowers have? 	$_ + _ + _ = _$	$3 \times 5 =$
How many petals do 4 flowers have? 		$4 \times 5 =$
How many petals do 5 flowers have? 		

Multiplication as Repeated Addition

1 ladybird has 2 spots. 	2	$1 \times 2 = 2$
How many spots do 3 ladybirds have? 	$2 + 2 + 2 =$	$3 \times 2 =$
How many spots do 5 ladybirds have? 	$__ + __ + __ +$ $__ + __ = __$	$__ \times __ =$
1 flower has 5 petals. 	5	$1 \times 5 = 5$
How many petals do 4 flowers have? 		
How many petals do 3 flowers have? 		
A clover has 3 leaves. 	3	$1 \times 3 = 3$
How many leaves do 2 clovers have? 		
How many leaves do 4 clovers have? 		
How many leaves do 5 clovers have? 		

Year 2 Maths Activity Mat

4

Section 1

There are 16 cars in a car park.
 $\frac{1}{4}$ of them are white. How many are not white?

Section 2

Put these numbers in order, smallest to largest:

82 28 18 48 89

--	--	--	--	--

Section 4

Draw the hands on the clock to show this time:

Quarter past 7



Section 5

What 2D shape is at the ends of a cylinder?

.....

Section 6

I have a pound coin.

I buy a lolly for 25p.

How much change will I be given?

Which coins could I be given in change?



Section 3

This table shows the number of girls and boys who have pets, in Class 2A. Show the numbers as a tally.

Pet	Girls	Tally	Boys	Tally
Dog	13		10	
Cat	5		7	
Rabbit	2		1	

Section 7

Fill in the missing numbers:

$4 \times 2 = 10 -$

$15 \div 3 = 15 -$

Section 8

What 2 shapes will come next in the pattern?



PROBLEM 17

Shape & Space

Level
2

Snail trails

Selwyn is a snail. He likes long journeys.
He never takes the shortest route.



★ Selwyn visited his friend Jim. Draw Selwyn's trail.

- Forward 6cm.
- Quarter turn anti-clockwise.
- Forward 5cm.
- Quarter turn anti-clockwise.
- Forward 5cm.
- Quarter turn clockwise.
- Forward 4cm.
- Quarter turn anti-clockwise.
- Forward 1cm.
- Jim's patch.



★ How far is it from Selwyn's home to Jim's?

★ Selwyn visited Grandma. Draw Selwyn's snail trail.

- Forward 4cm.
- Quarter turn clockwise.
- Forward 5cm.
- Quarter turn anti-clockwise.
- Forward 3cm.
- Half turn clockwise.
- Forward 7cm.
- Grandma's patch.



★ How far is it from Selwyn's home to Grandma's?

★ Selwyn goes for a walk. He only makes quarter turns clockwise.
He only travels 5cm each time. Draw his trail. Where does he end up?

Topic

Music- This week we are going to learn all about African music. Please look at the powerpoint '**All About African Music**' (this has been uploaded as a separate document on the Year 2 Twitter page as we were having difficulties uploading it to the school website. Unfortunately the links to the soundtracks do not work but you could type the instrument name into Google or You Tube to listen to the instruments being played). Listen to the instruments being played and talk about the range of string instruments, wind instruments and other instruments. Then look at images of the instruments and talk about the materials used to make them. Then we would like you to create your own African musical instrument. Maybe you could make an African drum? Or a shaker?

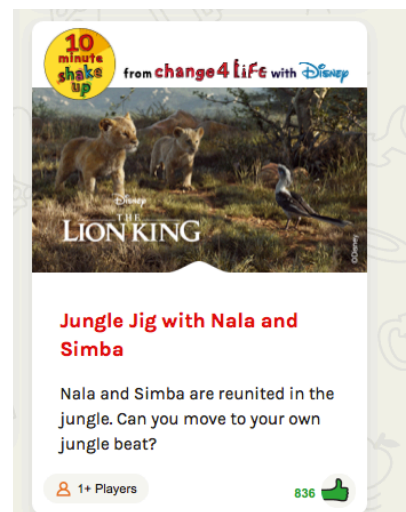


Questions to ask your child- how does the sound change when you shake the instrument? How does the pitch change if you play it quickly or slowly?

Experiment and have fun playing along to the African music (on the last slide of the powerpoint) using your instrument.

Pinterest have some excellent craft ideas if you need some inspiration!

PE - We would like you to take part in the 10-minute shake up activities this week. The Lion King games are perfect for our new topic. Our favourite is the Jungle Jig with Nala and Simba!
<https://www.nhs.uk/10-minute-shake-up/shake-ups>



Personal and Social Development, Well-being and Cultural Diversity-

This week we want you to think all about kindness. Below you will find some questions to prompt your child with. Ask them to make a list of ideas to answer each question.

- 1- What is kindness?
- 2- How could you show kindness?
- 3- Why is it good to be kind?

Think about it... have you been kind today? Have you helped somebody? What else have you done?

We would like you to use the kindness calendar below to track your random acts of kindness this month.

Extension- Write a post card to a friend or a neighbour to brighten up their day. On the back of the post card draw a picture of something that could make them smile.



The power of kindness calendar

Use your calendar to record your daily kindness acts.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



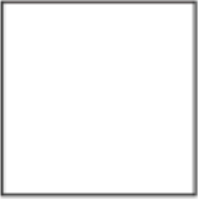
Congratulations

Being kind sends a powerful message about our connections to each other and the world around us.



BritishRedCross

The power of kindness



ICT- Did you enjoy learning about coding last term?



We would like you to consolidate what we learnt in school last term using the Scratch Jr software. Scratch Jr is free to download on iOS, Android and Chromebook devices.

Can you send multiple messages from one character to another? Can you change the backgrounds? Use the 'Can I Make My Characters Talk' document below to help you.

Parents- If you are unsure what each block means please look at the document below. <https://www.scratchjr.org/learn/blocks>. The children are familiar with the software and enjoy finding mistakes and solving problems.

The BBC Bitesize video below gives a basic explanation of what coding is <https://www.bbc.co.uk/bitesize/clips/ztqxhyc>

Have fun and stay safe!

Miss Bees & Miss Evas

xx



1. Choose Background



2. Choose Characters



New Character



New Character



New Character



New Character

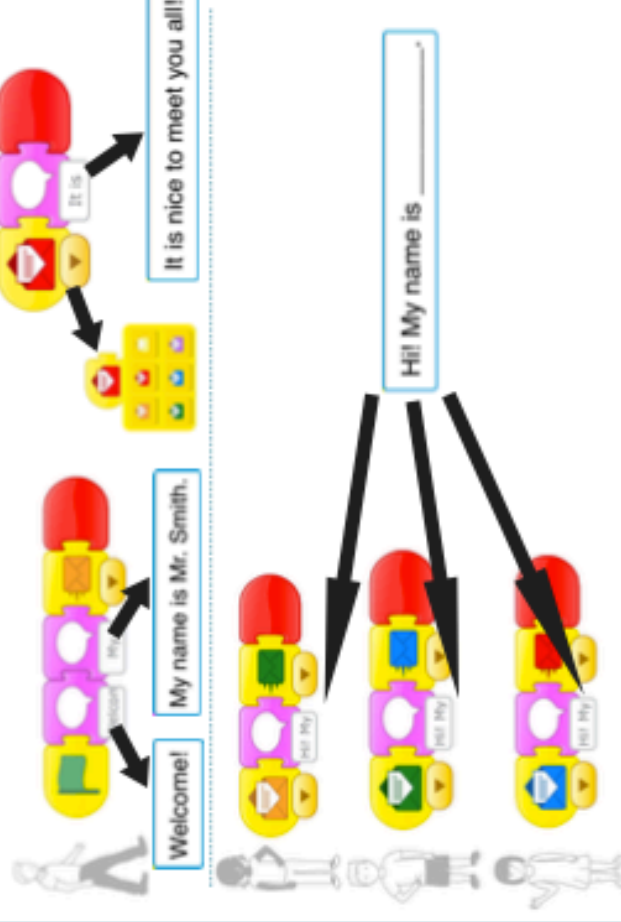


3. Move Characters to Start Places



Position the characters by dragging them from the center of the screen.

4. Make Programs



- Can you add movement to this scene?
- Now that you can send messages from one character to another, can you make a relay race?

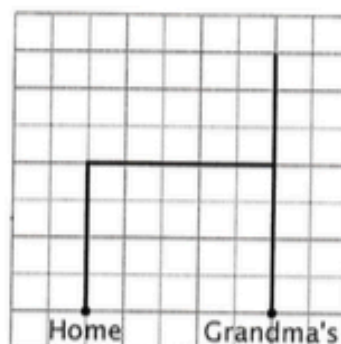
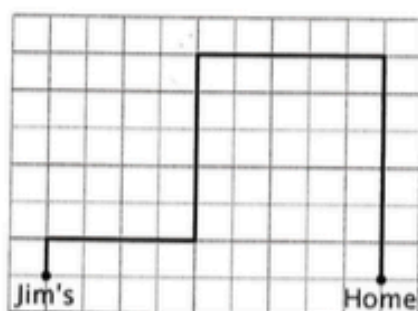
Teaching Notes and Answers

Drawing a picture

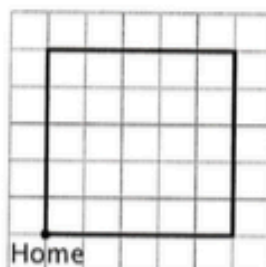
PROBLEM 17 *Snail trails*

Explain that snails leave sticky, shiny trails as they move around. Before children start the activity on the task card, they could practise the following routes in pairs: one child could be Selwyn and the other tells them the direction to move in. Provide centimetre square grid paper for children to record their trails on. They will also need rulers. Remind them to mark Selwyn's starting place on their trails as well as his destination.

Jim's home is 9cm from Selwyn's. Grandma's home is 5cm from Selwyn's. These are the trails Selwyn makes:



An example of Selwyn's walk is:



Extension: Selwyn went for a walk and came home. His whole journey is 20cm. What might his trail look like?