

Year 2 Week 7 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 sound mats provided in the Week 6 Home learning pack. It is important that you practise these regularly to maintain what has been taught in school.

Literacy

This week we are going to continue with the '**Not Now Bernard**' read and respond activities. You can find a copy of this book on the Year 2 Home Page (Week 6). Please complete the sheets attached.

Phonics- This week you must use your good looking! Read through the worksheets below and circle the sounds that you need to find. **Support**
Activity 1- Can you spot the Phase 3 'ai' sound in the story? **Activity 2-**
Can you spot the Phase 5 'ay' sound on the post card? **Challenge**
Activity 3- Can you spot the 'ai', 'ay', 'a-e' sound family?

Words of the week- This week our words of the week are **raging**, **stunned**, **glum**, and **astonished**. 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 - please watch the BBC Bite size video 'What is a verb?'

(<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpxhdxs>) and then play the game 'Highlight the verb'. Look at the worksheet below and explain that each sentence has one word missing, and that each missing word is a **verb** because it tells us something that the monster did. Complete the activity below filling in the missing verbs and then read back their finished sentences and check them against the book. After that, they can illustrate their finished sentences. **Support** - give your child a word bank of verbs and ask them to choose the correct one. **Challenge** - can you re write the sentences and change the verb from past tense to present tense?

The monster _____ Bernard's father.	The monster _____ the dinner.
It _____ the television.	Then it _____ one of Bernard's comics.
And _____ one of his toys.	The monster _____ upstairs.

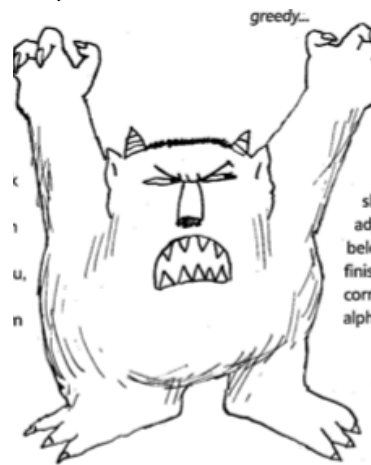
Activity 2- please watch the video 'What are adjective?' on BBC Bite size (<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc>) and play the game 'Highlight the adjective'. Then we would like you to make an alphabet book about the monster. Write the alphabet down (maybe you would like to write one letter per page or list the alphabet) and for each letter of the alphabet think of an adjective that describes the monster (either as seen in the book or in an imagined scenario) and draw an appropriate illustration of the monster. **Support-** choose an adjective from the word mat provided below. **Challenge-** can you write a couple of adjectives for each letter of the alphabet?

Example-

A- angry

B- big

C- colourful



Monster Adjectives

Size

tiny
small
miniscule
miniature
huge
enormous
gigantic
colossal
tall
short

Patterns

stripy
spotty
checked
speckled

Colour

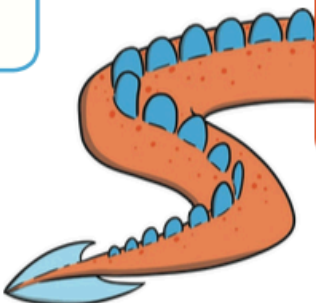
red
orange
yellow
green
blue
purple
pink
grey
brown
black
white
multicoloured

Shape

round
square
long
pointy

Personality

scary	kind
mean	friendly
grumpy	caring
fearsome	smiley
ferocious	excitable
unfriendly	interesting
aggressive	special
terrifying	cute
greedy	adorable





Adjectives for Characters



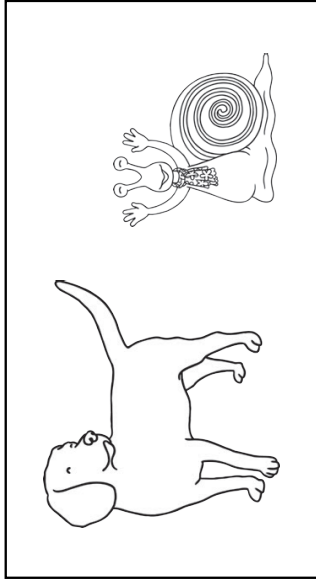
angry
mad
furious
bad
evil
bold
naughty
cheeky
rude
dreadful
awful
harsh
terrible
wicked
horrible
horrid
brave
courageous
daring
adventurous
clever
intelligent
smart
skilful

contented
calm
happy
satisfied
merry
joyful
dangerous
savage
vicious
delicate
weak
frail
forgetful
careless
untidy
wasteful
generous
kind
helpful
loving
brilliant
wonderful
excellent
awesome

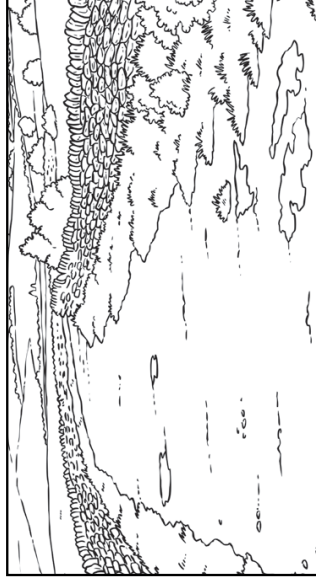
cheerful
colourful
greedy
mean
selfish
lazy
idle
dozy
pretty
beautiful
attractive
handsome
athletic
sporty
odd
unfriendly
aloof
quaint
cute
rich
wealthy
rowdy
loud
ugly

disgusting
wrinkled
enormous
broad
large
big
tall
short
tiny
foolish
silly
zany
confused
muddled
lucky
fortunate
poor
unfortunate
quick
fast
speedy
rapid

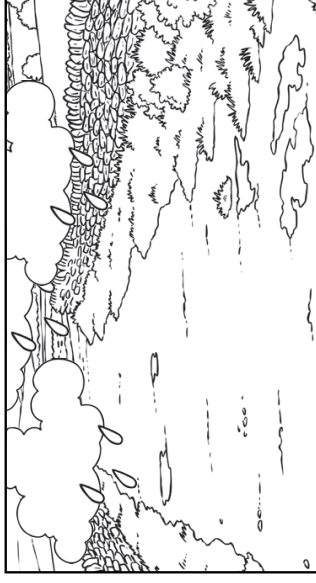
The Snail in the Rain



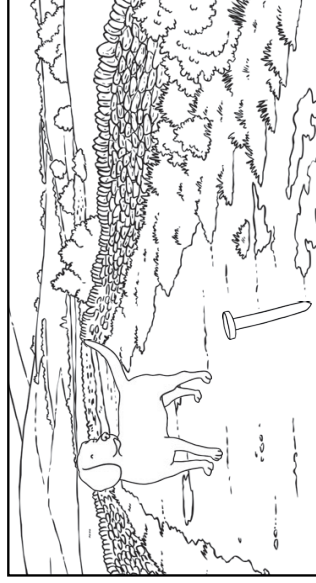
A contest was put on by the Queen, in spring. The snail and the dog with a tail, went to the start mark.



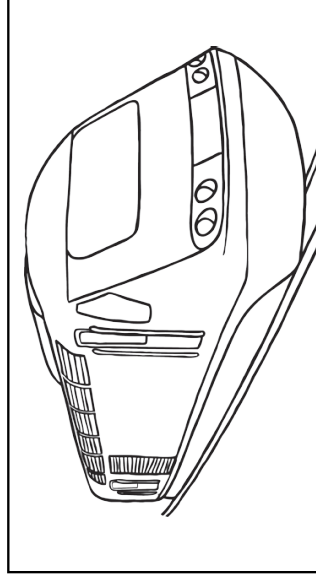
The aim was not to fail but to finish first. The main road was straight but full of bumps.



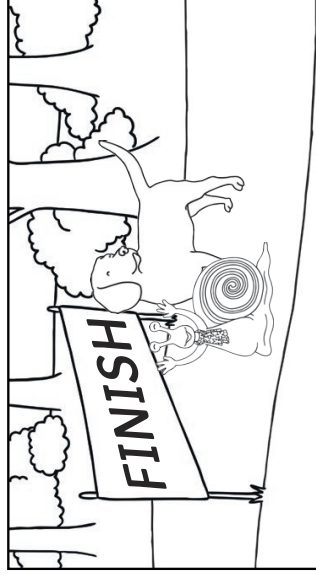
Then, the rain and hail fell from up high. The road was wet.



The dog fell on a nail stuck in the road. He was hurt and had to stop.



The snail felt bad. He went to pick up the dog. The dog was in pain. The snail put the dog on his shell and went to the train.



The train took them to the end of a rail track. They went to the finish together.

Phonics Activity 2



Fay Brayton

12 Clay Way

Grays

Essex

RM17 4AY

Dear Fay,

There was such a big delay when I went on holiday to Norway. My ticket was for Saturday but I had to wait until Sunday.

I checked the flight on the display and it said 'DELAYED' in big, red letters. I had to stay in the airport overnight, so I lay across some chairs and played with my crayons.

Sway Airways felt bad for the delay and said I did not need to pay and I got a free tray of food on the way to Norway. Hooray!

Did you have a good birthday yesterday?

Dontay

Phonics Activity 3

Sid the Snail

Sid was fed up with being just a snail and decided he wanted to try something new. One day during the month of May he decided to become a weather reporter. He crawled outside leaving a slimy trail behind him. At first it was warm and sunny and he liked being outdoors, but soon the grey clouds came and it began to rain. Just then it started to hail and Sid had to quickly hide inside his shell, where he felt safe. He didn't want to be a weather reporter anymore!

The next day Sid decided he would like to become a postman and deliver people's mail. "I can do this," he thought to himself, it looked easy. He set off carrying a bag full of letters and cards, he slithered along paths and pavements, he even avoided falling down all of the drains. Even though he was slow he was really enjoying himself, reading names and addresses on the front of letters and cards, but suddenly he crawled over a nail which was lying on the ground and was left in a lot of pain. Sid decided he didn't want to be a postman again! What a shame!

Next he decided to become a sailor and made his way down to the bay. He found a pale green boat and climbed inside. When he was out at sea he saw an enormous whale who created a gigantic wave with one almighty great swish of his tail. Sid was covered in water when the wave splashed over his boat. "Time to go," thought Sid.

So Sid went home and decided although he'd had a busy time, he would be most happy just being a garden snail.



Numeracy

Mental Maths starters:

1. Count in 1s, 2s, 5s, and 10s from any number up to 100 **Support** / 1000 **Challenge**
2. Order a set of numbers to 100 from smallest to largest, for example, 25 12 37 29 ____ (put these in order). **Support** - order a set of four numbers between 0 - 30 **Challenge** - order a set of numbers to 1000.
3. Learn all pairs of numbers that total 100, for example, $20 + 80 = 100$, $10 + 90 = 100$ (it's very important to know all number bonds to 10 first! $2 + 8 = 10$. All we're doing is adding a zero to the first two numbers $20 + 80 = 100$)

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. If they find it tricky use smaller amounts. Children have not yet learned how to find fractions of numbers therefore please leave **question 3**.

Problem solving: This activity revolves around knowing number bonds to ten which we have already learned in school. Read the instructions at the top then make a start on completing the table (answers at the end of the document).

Support - Work with an adult to read the questions and work out your answers.

Challenge - When you have completed the activity sheet have a go at this question! 'Bob and Jane's big sister is less than ten times as old as Bob but more than twice as old as Jane. How old could she be?'

Money

This week we are learning to **use different combinations of money to pay for items up to £1. Challenge- £2.**



Introduction

Before beginning the activities below please give your child coins - 1p, 2p, 5p, 10p, 20p, 50p, £1 and encourage them to explore the coins. Can they put them in the correct order? Discuss the different sizes, colours and shapes.

Watch these BBC Bitesize videos which explain how to use coins to make different amounts. There are a variety of levels so if your child experiences difficulty understanding money and needs **support**, just focus on watching the videos up to 20p followed by lots of practical activities to reinforce what has been learned. For more **challenging** work watch all of the videos then do practical activities up to and including £2.

<https://www.bbc.co.uk/bitesize/clips/zh9d2hv>

Using coin combinations that make 20p

<https://www.bbc.co.uk/bitesize/clips/zff34wx>

Counting coins to make 20p

<https://www.bbc.co.uk/bitesize/clips/z7xpvcw>

Using combinations of coins to make 50p

<https://www.bbc.co.uk/bitesize/clips/z73r87h>

Coins that make 50p

<https://www.bbc.co.uk/bitesize/clips/zxw7tfr>

How to make £1 using different coins

Challenge

<https://www.bbc.co.uk/bitesize/clips/zp26sbk>

How to make £2 using different coin combinations

<https://www.bbc.co.uk/bitesize/clips/zbsvcdm>

How to pay with a £2 coin

Main activity

After watching the videos please play shop games with your child. They should pay for items in as many different ways using as few coins as possible. Only up to 20p (**Support**) and up to £1 / £2 (**Challenge**). Lots of practical games are essential for children to fully understand the concept of money before they approach written activities so please do not feel you have to move on to the more challenging work before the easier stuff is completed!

Then please complete the worksheets that follow.

Extension activity

Support

Look at the games on the link below and play up to the 20p game. If it's too easy go even further!

<https://www.topmarks.co.uk/money/toy-shop-money>

Challenge!

Look at the games on the link below and play up to the £2 game.

<https://www.topmarks.co.uk/money/toy-shop-money>

Practise ordering and comparing items up to £10.00 but only pay for items up to £2.00

How Much Money Is in My Jar?

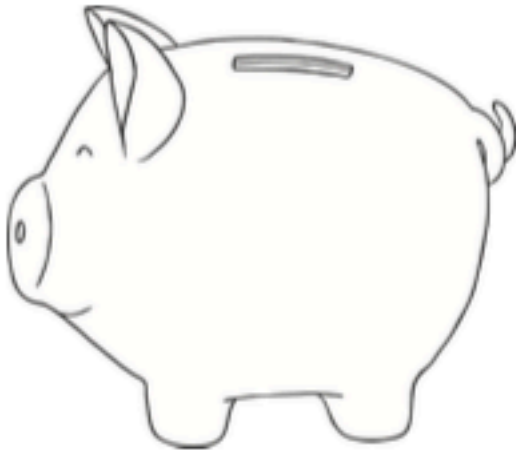
Making Different Amounts within 20



Support worksheet- draw around coins to make the amounts.

Make the following totals in the piggy banks by cutting out the coins at the bottom of the page

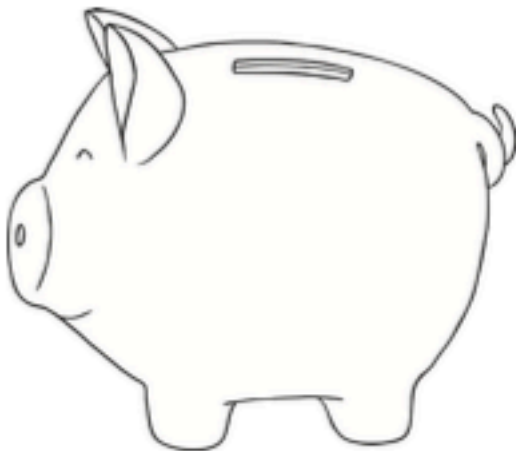
5p



7p



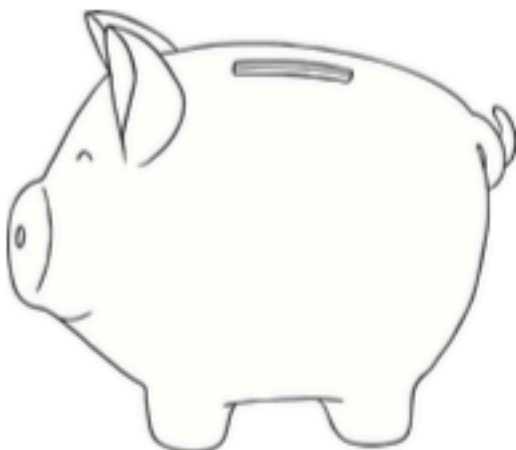
8p



11p



16p



20p



Amounts up to £1.00

How much money is in my jar?



Make the following totals in the money jars by cutting out the coins on the next page.



36p



91p



59p



43p



62p



88p

Challenge- amounts up to £2

1.



£

2.



£

3.



£

4.



£

5.



£



£1.30



£1.62



£1.50



£1.27



£1.81



£2.00

2

$$\text{ONE POUND} + \text{NEW PENCE 50} + \text{TWO PENCE 2} = \text{£1.52}$$

A. $\text{ONE POUND} + \text{TEN PENCE 10} + \text{TEN PENCE 10} =$

B. $\text{NEW PENCE 50} + \text{NEW PENCE 50} + \text{FIVE PENCE 5} =$

C. $\text{NEW PENCE 50} + \text{20 PENCE 20} + \text{ONE POUND} =$

1. Jared has 80p but wants £1.00. He needs
____20p
2. Ben has 80p but wants £1.10. He needs

3. Ann has 90p but wants £1.30. She needs

4. David has 95p but wants £1.05. He
needs_____

Challenge extension- only complete this activity if your child has a solid understanding of making amounts up to £2.00









£2.65



£1.98



£4.20

A.	£1.25	_____	<input type="text"/>	pennies
B.	£2.50	_____	<input type="text"/>	pennies
C.	£3.75	_____	<input type="text"/>	pennies

Year 2 Maths Activity Mat

5

Section 1

Gina and Milly equally shared out a bagful of cherries. There was one left over. Both girls had 12 cherries.

How many cherries would have been in the bag?

Section 2

Fill in the missing boxes:

$$\boxed{} + 15 = 30$$

$$60 - \boxed{} = 34$$

Section 3

Complete these statements:

$\frac{1}{2}$ of 20 is

$\frac{1}{4}$ of 20 is

$\frac{3}{4}$ of 20 is

Section 4

How many 10ps would you need to make £2?



Section 5

Which times table are these numbers from?

5 20 15 35 40 55

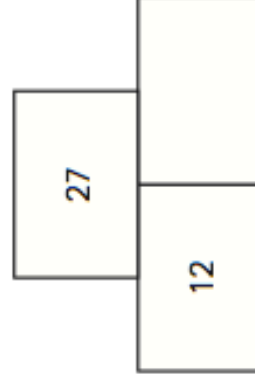
Section 6

If I count 12 pairs of socks, how many socks are there altogether?

Section 7

Addition Pyramid

Tip: The bottom numbers add together to make the top number.



Section 8

How many minutes are there in 2 hours?

How many minutes are there in $1\frac{1}{2}$ hours?

Show your working out.

PROBLEM 44

Numbers 1 2 3

**Level
2**
Candles

Today is Bob and Jane's birthday and they each have a cake. Grandma has ten candles to put on the cakes.

★ How old could Bob and Jane be?

Write your answers in the table.

Bob	Jane



★ Look at your answers and think about this information.

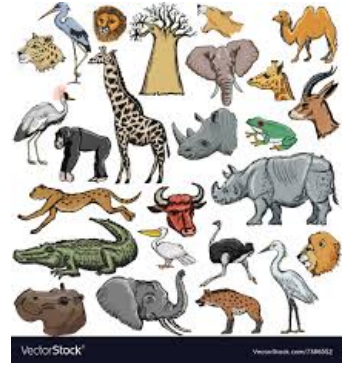
- Bob and Jane are not twins.
- Bob is younger than Jane.
- Jane's age is not an even number.
- Next year Bob will be half Jane's age.

★ How old are Bob and Jane?

Topic- Science

This week we would like you to learn about what animals eat. They can be put into groups according to the food they eat: **Herbivores**

(are animals that feed off plants), **Carnivores** (animals that feed off other animals) and **Omnivores** (animals that feed off both plants and animals).



Watch the video clip below which explains more about the different types of eaters. <https://www.bbc.co.uk/bitesize/clips/zwfd2p3>

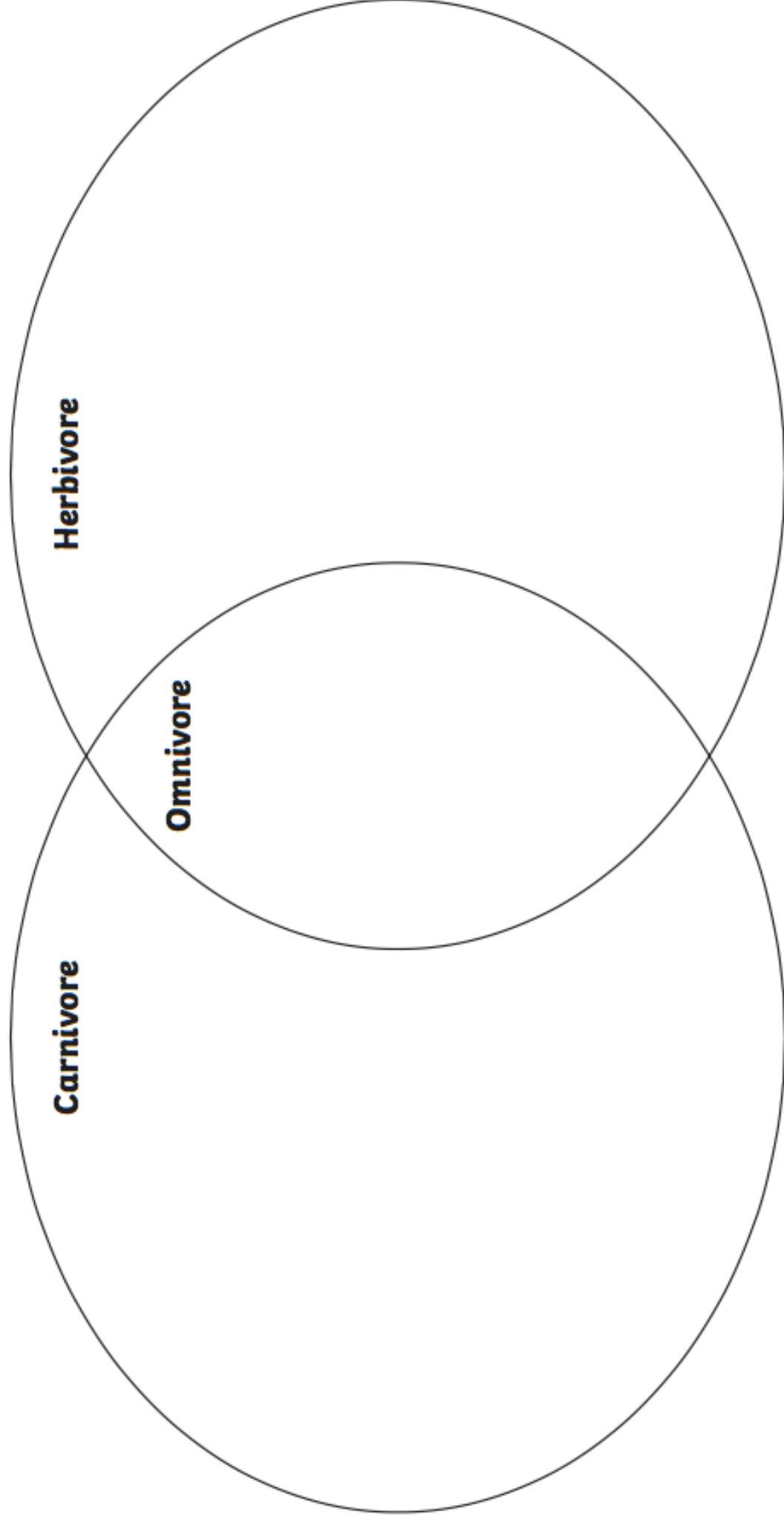
Then we would like you to complete the Venn diagram activity sheet. Remember you do not have to print this out. On a blank piece of paper draw two big circles that overlap in the middle.

Use this sorting activity to identify and then classify African animals as carnivores, herbivores or omnivores. With 18 animals from the continent of Africa to sort, this will be a great activity to get you thinking about the differences between animals of Africa.



















To find out what foods these African animals eat, search on Google 'What does a lion eat?' Ask an adult to help you read the trickier words. Then you can start writing the name of the animals in the correct part of the diagram. **Carnivores** on the left, **Herbivores** on the right and **Omnivores** in the middle of the sheet.

Carnivore, Herbivore or Omnivore?

Sort the African animals into the correct section of the Venn diagram below:



Carnivore, Herbivore or Omnivore?

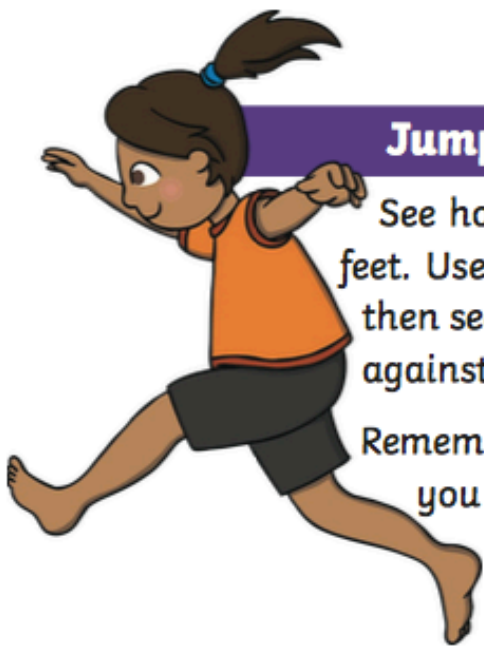
 Lion	 Giraffe	 Bushpig	 Baboon	 Cheetah	 Wildebeest
 Elephant	 Warthog	 Camel	 Zebra	 Leopard	 Ostrich
 Jackal	 African Wild Dog	 Rhinoceros	 Crowned Crane	 Hippopotamus	 Hyena

PE- Watch the video 'African drumming and sequences' on BBC Bitesize



(<https://www.bbc.co.uk/bitesize/clips/zn6d7ty>) and look at the strong stepping and jumping patterns with strong arms. Watch the clip and clap your hands or knees in time to the music. Then join in and try and jump, hop, skip and jog in time to the music. Practise changing your height and use your arms and shoulders. When you are confident learn the actions and join in with the video.

You could also practise your jumping and balancing at home. You will find some ideas written below.



Jumping

See how far you can jump, starting and landing on two feet. Use an object to mark how far you have jumped and then see if you can improve. You could have a competition against someone at home to see who can jump the furthest.

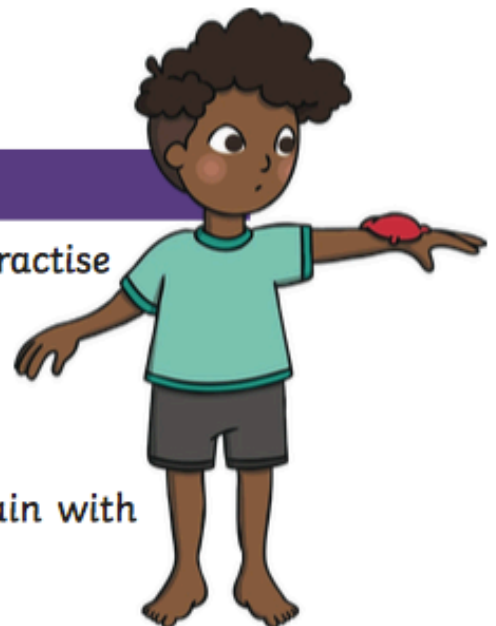
Remember to bend your knees when you take off and when you land. Use your arms to help you to jump further.

Balancing

Find an object at home (e.g. a small soft toy) and practise balancing it on different parts of your body.

Can you balance it on your head, bent knee, shoulder, arm or foot?

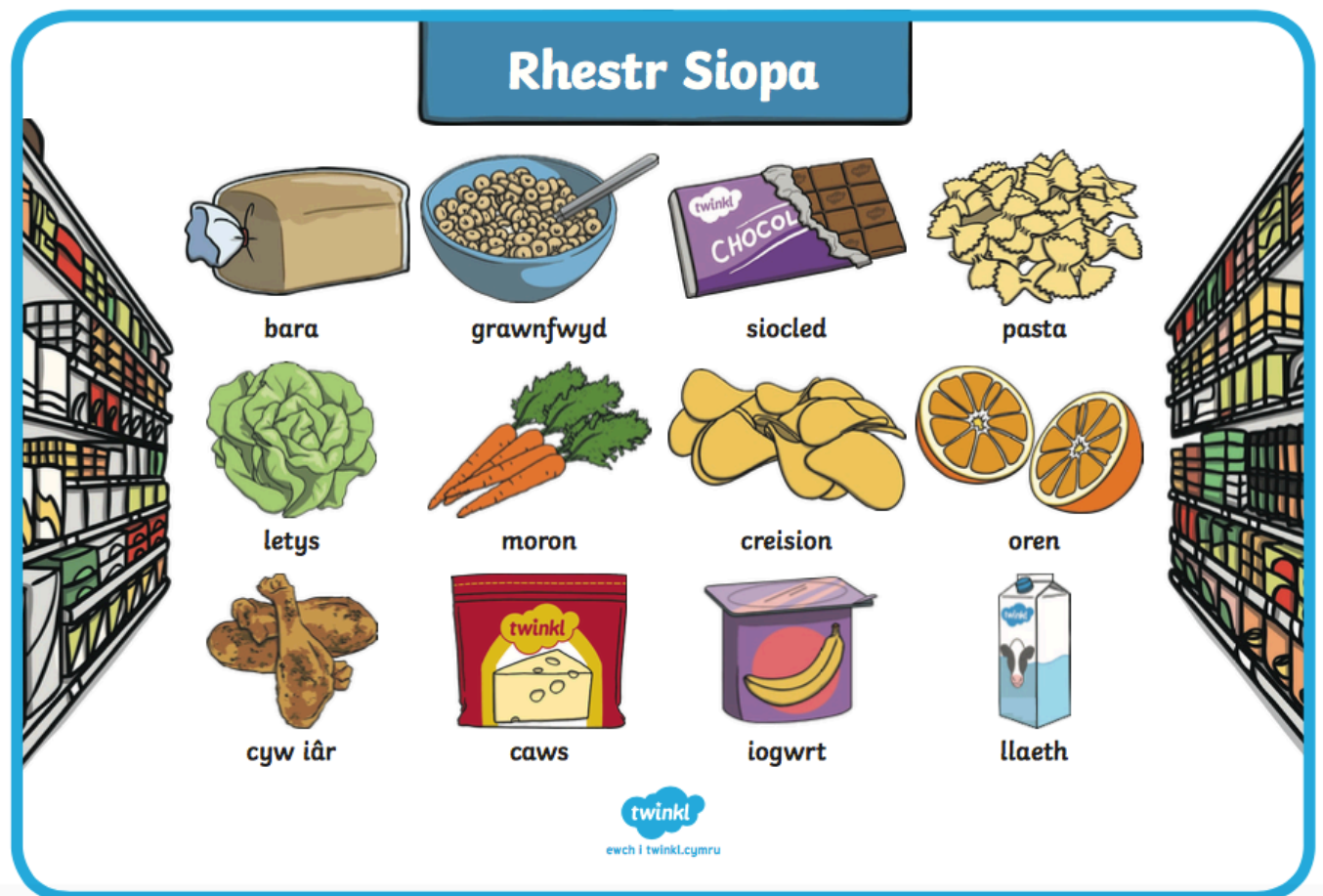
Can you sit or kneel down and stand back up again with the object still balanced?



Welsh- This weeks sentence patterns focus on food and drink. Please watch the video 'Food and drink' on BBC Bite size (<https://www.bbc.co.uk/bitesize/topics/zx48srd/articles/zqc23k7>) and practise using the sentence patterns below.

Use the word mat to help your child ask/answer questions.

Beth wyt ti'n hoffi?	<i>What do you like?</i>
Dw i'n hoffi ...	<i>I like ...</i>
Dw i ddim yn hoffi...	<i>I don't like ...</i>
Beth wyt ti'n <u>bwyta</u> ?	<i>What do you <u>eat</u> ?</i>
Dw i'n <u>bwyta</u> ...	<i>I <u>eat</u></i>
Dw i ddim yn <u>bwyta</u> ...	<i>I don't <u>eat</u> ...</i>
Dw i'n <u>hoffi bwyta</u> <u>achos</u>	<i>I <u>like eating</u> ... <u>because</u></i>
Dw i ddim yn <u>hoffi bwyta</u> ... <u>achos</u>	<i>I don't <u>like eating</u> ... <u>achos</u></i>





afal



banana



mwylar duon



ceirios



eirin gwlanog



ffrwyth gwafa



afocado



grawnwin



lemwn



calch



mango



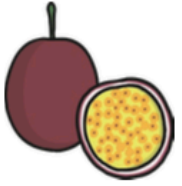
oren



melon



ffrwyth papaia



ffrwyth angerdd



gellyg



pîn-afal



eirin



mafon



satswma



mefus

Have fun and stay safe!

Miss Bees & Miss Evas

xx

Using a table

PROBLEM 44 *Candles*

Discuss how children can use the table to record their answers. Explain that they can write Bob's age in the table, subtract that number from 10 to work out Jane's age and then write that in the table.

Bob	Jane
9	1
8	2
7	3
6	4
5	5
4	6
3	7
2	8
1	9

In the second part of the activity, children use their tables to help them work out Bob and Jane's ages. They aren't twins so they can't be 5 and 5. Bob is younger so Jane can't be less than 6. Jane's age is odd so they are either 3 and 7 or 1 and 9. Next year Bob will be half Jane's age. They are 3 and 7.

Ask children how they think that writing their answers in a table helped them when they tackled the second part of the activity.

Extension: Bob and Jane's big sister is less than ten times as old as Bob but more than twice as old as Jane. How old could she be?
