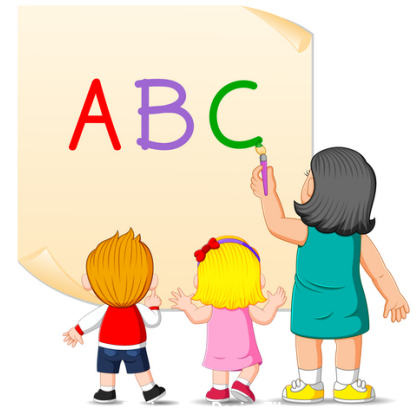


Year 2 Week 11

Literacy Home Learning



Literacy

This week we are going to be learning about **NOUNS**.

First, watch the BBC video which will explain what a noun is

<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpd8ng8>

Then join in with Jack and sing along with him....

'A noun is a person, place or thing'

<https://www.youtube.com/watch?v=PDMkOXrQvV4>

Then go on a 'Noun Hunt' around your houses and make a list using the worksheet below.

After that complete the 'Recognising Nouns Worksheet', this will help you to understand and recognise different types of nouns. Use different colour pens/pencils to highlight words to show if they are 'people', 'place' or 'thing' nouns.

Support- Read the text with a parent and only look for one type of noun e.g 'thing' nouns.

Challenge- Once you have completed both activities choose your favourite reading book and make a list of the nouns in the book.

Phonics- This week you need to use your good looking! Read through the texts below and circle the sounds that you need to find.

Activity 1 Phase 3 support- Can you spot the igh sound in the story?

Activity 2 Phase 5 - Can you spot the ie sound in the postcard?

Activity 3 Phase 5 challenge- Can you spot the 'igh, ie and i-e' family in the text?

Words of the week- This week our words of the week are **elegant**, **scurry**, **gaze** and **sigh**. We would like you to find out what they mean by looking in a dictionary or online. **Challenge-** can you write some sentences that include these words?

Noun Hunt

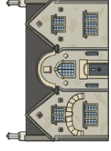
Look around and write down all the nouns you can find.
Make sure you write them in the correct column!



People



Places



Things



Recognising Nouns

Is it a
person?



highlight yellow

Is it a
place?



highlight orange

Is it a
thing?



highlight pink

Steven was getting ready for school. He brushed his teeth and ate his breakfast. He got his bag ready, put his jacket on and shouted 'see you later!' to his mum as he headed out the door and walked to the bus stop.

Steven met his friends, Kevin and Jim, at the bus stop and they waited for the bus together. Kevin and Jim lived quite close to Steven. Jim stayed in a house in Green Street, and Kevin lived in a flat on Sandy Road. They didn't wait too long for the bus to come. When the bus came, they gave the bus driver their money and went to find a seat. There were lots of people on the bus - it was very busy!

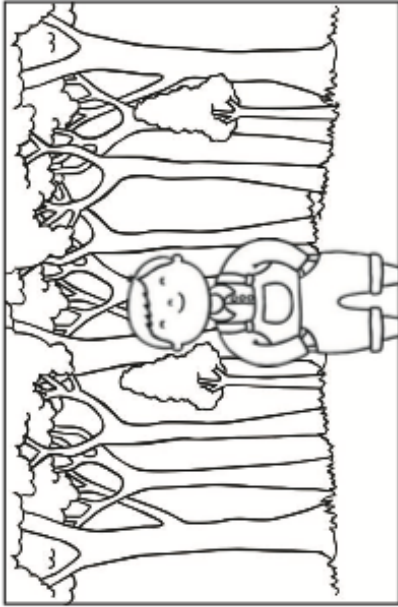
Steven's first class of the day was science. He liked science because his teacher, Miss Jackson, was very funny. At lunchtime, Steven went to the dinner hall to buy his lunch. He bought himself some pasta and an apple, and went to sit beside his friends.

After lunch, Steven, Kevin and Jim had art and then history. In history, they learned about William Wallace and about Scotland's past.

At home time, Steven and his friends walked to the bus stop to get the bus home. They were all tired after their busy day!

The Light in the Night

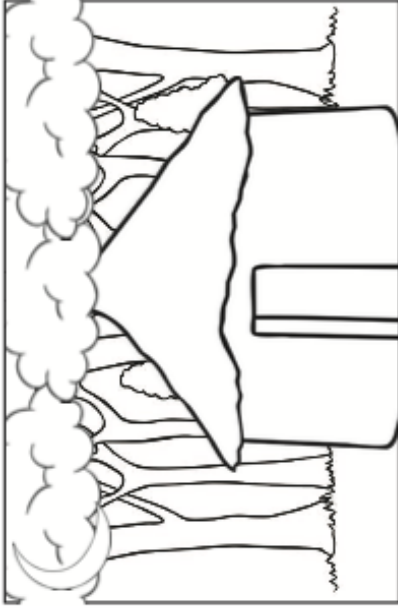
Activity 1 (Support)



Dwight was in the woods. He often went to the woods with his mum and dad.



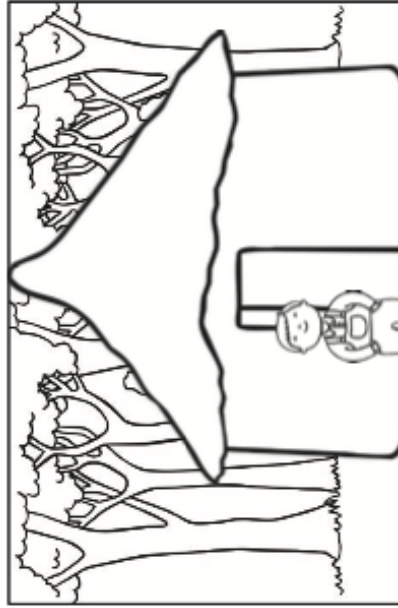
They had a hut that had beds in it. In the summer, they slept in the hut.



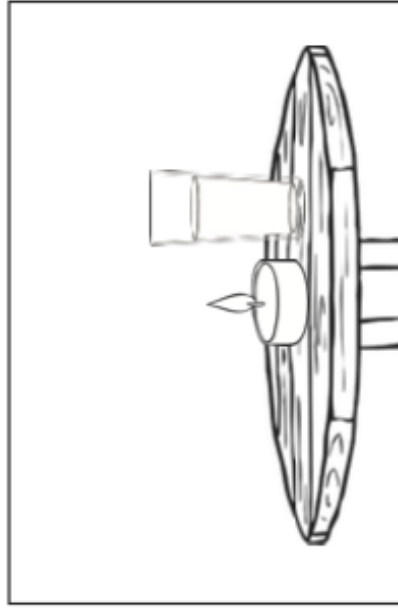
The wood was dark at night. The hut was dark too. It did not contain a light.



Dwight slept next to his mum and dad, as he often got a fright.



One night in winter, Dwight had to sleep in the hut, as his mum and dad went to hunt for food.



Then, he did see a bright light. His mum and dad had put it next to his bed. He did not need to feel afraid.

Activity 2



Dear Diana,

I know you love my dog Kylie (we call her Kie for short) so I will tell you about her funny day yesterday.

First, Kie tried to eat Dad's tie! She was in big trouble so we put her in the kitchen. Then, she jumped up and ate the fried egg that was cooking in the pan.

Next, she ate the pie that Gran had made! What a naughty, hungry dog!

When gran came round later, she said "Did you like that pie I made?" I couldn't lie so I replied "I think Kie liked it!"

Mum told Kie off and she cried. We all felt very sorry for her. Then, Gran spied a bump on Kie's tummy.

Now we know why Kie was so hungry... She's going to have puppies!

"It feels like just the other day that Kie was a puppy," said Gran. How time flies!

Lots of love,

Ellie

Diana Green,

42 Plied Drive,

Ireland

IP2 DR9

Activity 3 (Challenge)

Ned the Knight

Ned had always dreamed of being a knight. Every night, he would look up at the stars and he would wonder what it would be like to fight for his king and his queen.



One day, Ned decided that it was time to follow his dreams and try. He gave his armour a shine, he made himself some fried egg sandwiches for breakfast, he packed a slice of pie for lunch and then he set off to the royal castle high in the hills.

Five hours into his journey, Ned was deep inside a forest. Suddenly, he heard someone crying nearby. Sitting in the bright sunshine, which radiated from out of the sky, he saw a bride in tears sitting on a log.

“What’s wrong?” asked Ned, giving her a tissue from his bag. “Why are you crying out here and all alone?”

“Oh dear,” sighed the bride. “I am supposed to be getting married tonight but I am lost in these woods and I don’t know which is the right way! I have tried and tried. I am so frightened!”

“Never fear!” replied Ned. “I am a knight and I shall get you to your wedding on time!”

He helped her onto her feet and he began to guide her through the forest. They walked side by side for hours. The bride told Ned that her name was Caroline and that she was going to marry Prince Ryan.

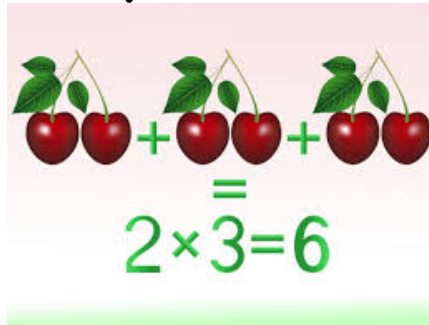
After walking for nine miles, they reached the royal castle. Ned called to the guards instructing them to open the drawbridge so that he and Caroline could enter. The king and Prince Ryan were delighted to see that she was unharmed and they rewarded Ned with any wish he desired.

Now, Sir Ned rides along with the king’s other knights, fighting terrible monsters and saving those in need.



Year 2 Week 11

Numeracy Home Learning



Mental Maths

- Practise saying doubles of all numbers up to at least 15 (30 for a **challenge**), for example, double 14 is... ($14 + 14 =$).
- Add three numbers by putting the largest number first and/or find a pair totalling 10 for **support**, 20 and 30 for a **challenge**.
- Continue to revise quarter past/quarter to/half past on an analogue clock.
- Find small differences within 20 (**then extend to bigger numbers**) by using counting on strategies. For example, $20 - 6 = \underline{\quad}$ (count on from 6 up to 10 first ($= 4$), then subtract 10 from 20 ($20 - 10 = 10$) ($10 + 4 = 14$)).
- Practise counting in 2s 5s and 10s (**challenge**- 3's).

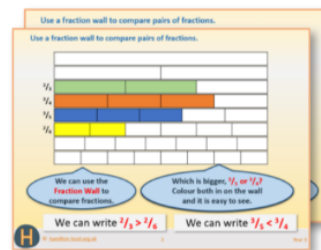
Main activities

Before beginning the activity sheets below please look at the 'Learning Reminders' which will introduce the concept of **Multiplication and Division**. Also, there a Powerpoint presentation uploaded onto Google Classroom which should be watched before attempting the activity sheets. These will explain the concepts in greater detail.

Multiplication

Each day covers one maths topic. It should take you about 1 hour or just a little more.

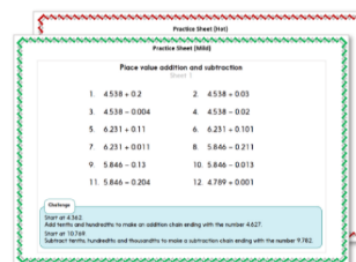
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



OR start by carefully reading through the **Learning Reminders**.



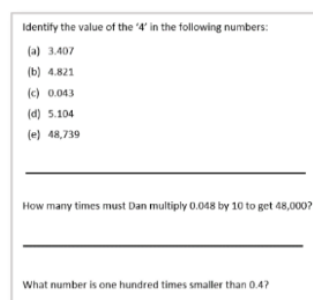
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either **Mild** (easier) or **Hot** (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!



Learning Reminders

Use multiplication sentences to describe an array and make links to division.



$$5 \times 3 = 15$$

The array has been rotated.
How many in each row?
How many rows?
What number sentences
can we write?

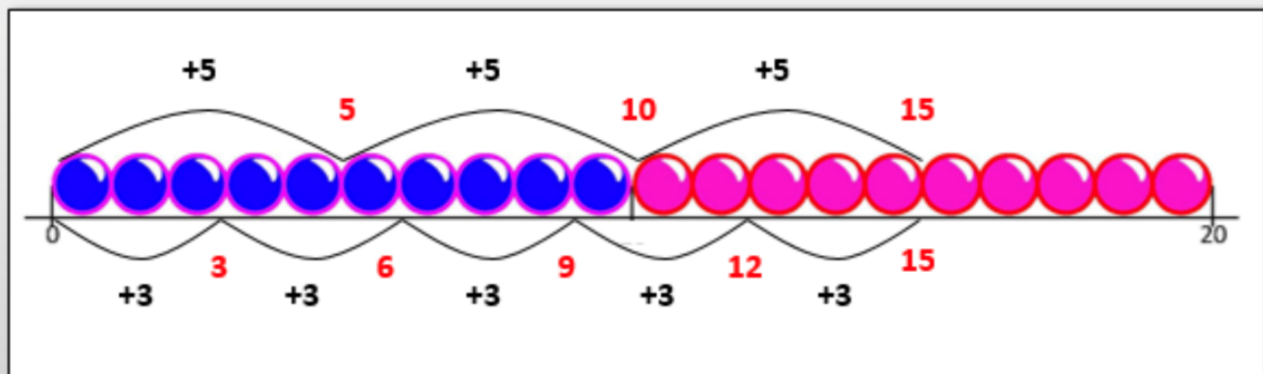


We can read this as 5 lots of 3,
or 5 times 3.

Learning Reminders

Use multiplication sentences to describe an array and make links to division.

3×5 and 5×3 have the same
answer! Let's check back on the
beaded line...



3 lots of 5 and 5 lots of 3
are the same, can you
see why?

Practice Sheet Mild

Match the multiplication

Draw a line to the matching multiplication sentence for these arrays then write the matching multiplication sentence next to it.

$6 \times 4 = 24$



$7 \times 5 = 35$



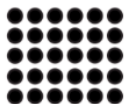
$5 \times 4 = 20$



$5 \times 6 = 30$



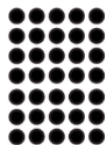
$8 \times 3 = 24$



$4 \times 8 = 32$



$4 \times 10 = 40$



$3 \times 9 = 27$



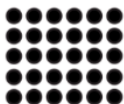
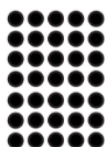
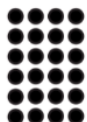
Challenge

For each array can you write another multiplication fact?

Challenge

Practice Sheet Hot Match the multiplication

Write the two multiplication sentences for each of these arrays.



Challenge

Choose two of the arrays and write a maths problem story for each.

Support

A Bit Stuck? Clever counting

Work in pairs

Things you will need:

- Ten 10p coins
- 1-10 cards
- A pencil



What to do:

- Take a 1-10 card. Take that number of 10p coins.
- Count in 10s to find the total.
- Fill in a number sentence, lots of 10p is p.
- Put the coins back.
- Take another card and repeat as many times as you can.
- You score 10p for each correct answer! Count in 10s to find your total score.

<input type="text"/>	lots of 10p is	<input type="text"/>	p
<input type="text"/>	lots of 10p is	<input type="text"/>	p
<input type="text"/>	lots of 10p is	<input type="text"/>	p
<input type="text"/>	lots of 10p is	<input type="text"/>	p
<input type="text"/>	lots of 10p is	<input type="text"/>	p
<input type="text"/>	lots of 10p is	<input type="text"/>	p
<input type="text"/>	lots of 10p is	<input type="text"/>	p
<input type="text"/>	lots of 10p is	<input type="text"/>	p

S-t-r-e-t-c-h:

Write your own number sentences using the x sign, e.g. $7 \times 10p = 70p$.

Learning outcomes:

- I can count in 10s to 100.
- I am beginning to understand multiplication.
- I am beginning to use the multiplication sign.

Support

A Bit Stuck? Clever Counting

1

2

3

4

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10

All children should then complete this once they have finished the activity to check their understanding.

Check your understanding Questions

The same number is missing from each number sentence.

What is it?

$$\square \times 3 = 15$$

$$1 \times \square = 5$$

$$30 = 6 \times \square$$

Write each addition as a multiplication.

Work out the total.

$$5 + 5 + 5 + 5 + 5 + 5 + 5 = \square$$

$$\square = 2 + 2 + 2 + 2 + 2 + 2$$

$$10 + 10 + 10 + 10 = \square$$

-
- How many groups of 3 make 18?
 - How many groups of 6 make 12?
 - How many groups of 5 make 45?
-

Division

Each day covers one maths topic. It should take you about 1 hour or just a little more.

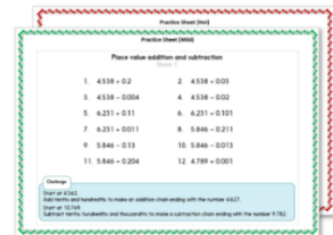
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



OR start by carefully reading through the **Learning Reminders**.



2. Tackle the questions on the **Practice Sheet**. There might be a choice of either **Mild** (easier) or **Hot** (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

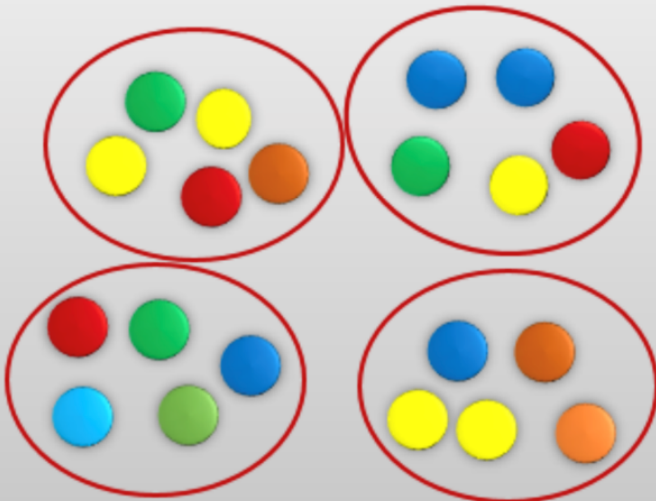


4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation...**

Learning Reminders

Understand grouping as one model of division.

How many groups of 5 can we make from these 20 counters?



Twenty grouped in 5s makes 4 groups. We can record the grouping like this:

$$20 \div 5 = 4$$

Learning Reminders

Understand grouping as one model of division; Begin to understand that there may be 'some left over' after division.

How many groups of 10 in this line of 23 counters?



We can make 2 groups, but we've got some left over.
How many?

Learning Reminders

Understand grouping as one model of division; Begin to understand that there may be 'some left over' after division.

How many groups of 5 in this line of 23 counters?



Sometimes this happens when we want groups of 5 for PE, if we haven't got a multiple of 5, all the groups can't be 5s, we have some left over!

Practice Sheet Mild

How many groups?

Answer the following questions by making groups.
Write the corresponding division number sentence.

1. How many groups of 4 are in 24?

2. How many groups of 6 are in 30?

3. How many groups of 3 are in 15?

4. How many groups of 4 are in 32?

5. How many groups of 10 are in 90?

6. How many groups of 5 are in 45?

7. How many groups of 7 are in 35?

8. How many groups of 10 are in 33? How many are left over?

Challenge

Make up two more division questions of your own.

Challenge

Practice Sheet Hot How many groups?

Answer the following questions by making groups.
Write the corresponding division number sentence.

Which questions have some left over?

1. How many groups of 4 are in 32?

2. How many groups of 6 are in 30?

3. How many groups of 5 are in 35?

4. How many groups of 4 are in 44?

5. How many groups of 3 are in 16?
How many left over?

6. How many groups of 10 are in
90?

7. How many groups of 5 are in 45?

8. How many groups of 3 are in 21?

9. How many groups of 4 are in 26?
How many left over?

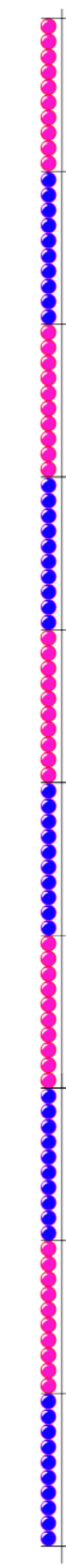
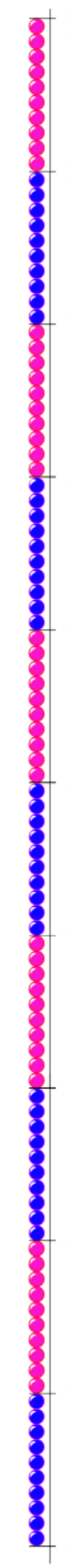
10. How many groups of 3 are in 27?

Challenge

Make up three more division questions of your own, including one with some left over.

Practice Sheets Resource

How many groups?



Support

A Bit Stuck? Hopping maths

Work in pairs

Things you will need:

- 0 to 50 beaded lines
- 1 to 10 cards
- A pencil



What to do:

- Shuffle a set of 1-10 cards.
Place face down.
- Take the top card.
Draw this number of hops of 5 on the beaded line.
Fill in the number sentence.
- Repeat four more times.
- Score 5 points for each correct number sentence.
- At the end, count in 5s to work out your final score.

S-t-r-e-t-c-h:

Write your own number sentences using the x sign, e.g. $7 \times 5 = 35$.

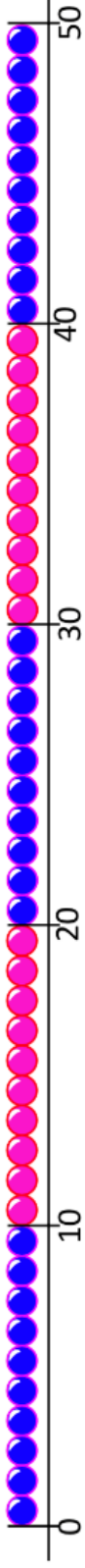
Learning outcomes:

- I can use 'clever counting' in 5s.
- I can fill in matching multiplications.
- I am beginning to use the multiplication sign.

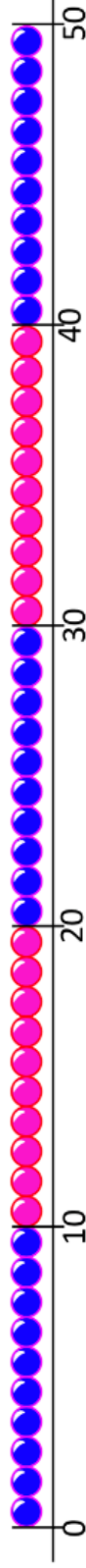
A Bit Stuck?

Hopping maths

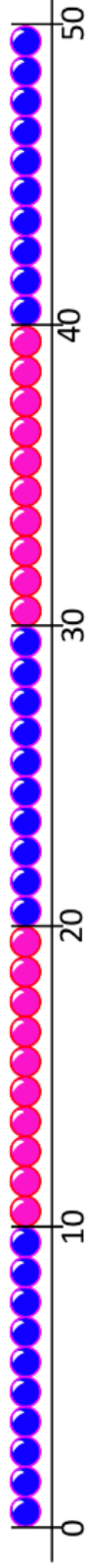
lots of 5 is



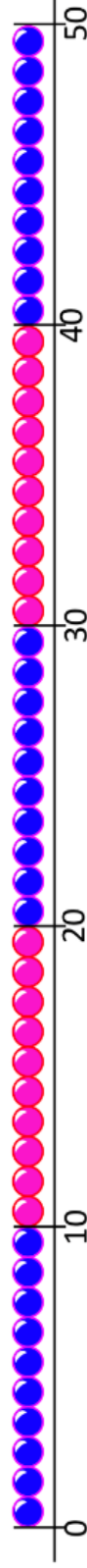
lots of 5 is



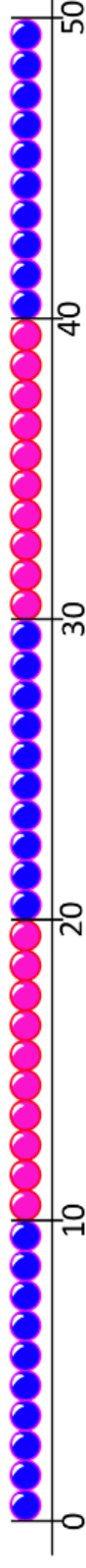
lots of 5 is



lots of 5 is



lots of 5 is



A Bit Stuck?
Hopping maths

1

2

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10

Maths Investigation!

Investigation Left Overs Anyone?



Find a whole number less than 20...

It must:

- leave 1 left over when you divide it by 2
- AND leave 1 left over when you divide it by 5
- AND leave 1 left over when you divide it by 10.



Now use what you've learned to find other numbers, less than 50, which leave 1 left over when divided by 2, 5 and 10...

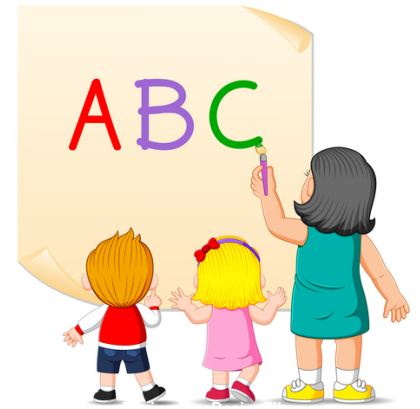
Can you explain what this family of numbers all have in common?

Lottie thinks that 99 will be in this family of numbers. Is she correct?



Year 2 Week 11

Topic Home Learning



PHSE-

PARENTS- This week we would like you to focus on talking to your child about feeling worried. Some children may be worried about returning to school and this activity explores what worries might look like and how talking about them can help us feel better.

Read the book- 'The Huge Bag of Worries ' and then discuss it using the questions below.

<https://www.youtube.com/watch?v=8QwEOSBjOt8>

Things to think about...

- What happens if we don't listen to our feelings? (Using an example of worries or anger).
- Identify who helped Jenny in the story.
- Talk about how it is better if we tell someone about our worries.
- Talk about there is no such thing as a bad feeling, they all need to be listened to.

The introduce a 'worry bag' for your child and explain that if they are upset or worried about someone or something they can write or draw it on a piece of paper and put it in their worry bag. Then plan a time in your daily routine where you can sit together and choose a worry out of the bag and talk about it.

If your child is worried about returning to school please continue to read the story 'Coming back to school in a bubble' that was emailed to you last Friday.

ICT

This week we would like you to practise (with support) sending and responding to an email. You have all now received your Hwb usernames and passwords and this is the email address that we would like you to practise using.

Firstly, think about the ways that people can communicate to one another using digital technologies.

Then watch the BBC Bitesize video which explains how email works <https://www.bbc.co.uk/bitesize/clips/zwp3r82>.

After you have watched the video, log into your Hwb account and click on 'Outlook'. Look at your '**inbox**' (it should be filled with emails from Miss Bees or Miss Evas updating your Google Classroom).

Look at how to create a new message and show your child where they should enter their email, where they enter the receiver's email, how to type in a subject, a message and then how to send it.

Choose someone in your family who you could send an email to. You could send a picture of you wearing your African mask to a family member? Maybe you have family living in a different country and you could email them?

Please remember to complete this activity with support.

Science

This half term our theme is Growing Things.

We have uploaded onto Google Classroom a fantastic parts of a plant PowerPoint to learn about the parts of a plant including: **petal, anther, stem, leaf and roots**.

Please also watch the BBC Bitesize clip below.

'What are the parts of a plant?'

<https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z3wpsbk>

To help your child understand the different parts of a plant thoroughly, use these plant part worksheets to talk them through the task and to encourage them to ask questions about Living Things in particular, so they feel more confident in their understanding.

As a practical activity, you could 'dissect' a flower and look at the parts of the plant. The best flower types to dissect include lilies and tulips.

Take care 😊

Parts of a Plant

Amazing Fact

There are 80,000 edible plant species in the world. This means you could try something new every day for 220 years!

Challenge

Label the parts of the plant using the words in the box.

stem

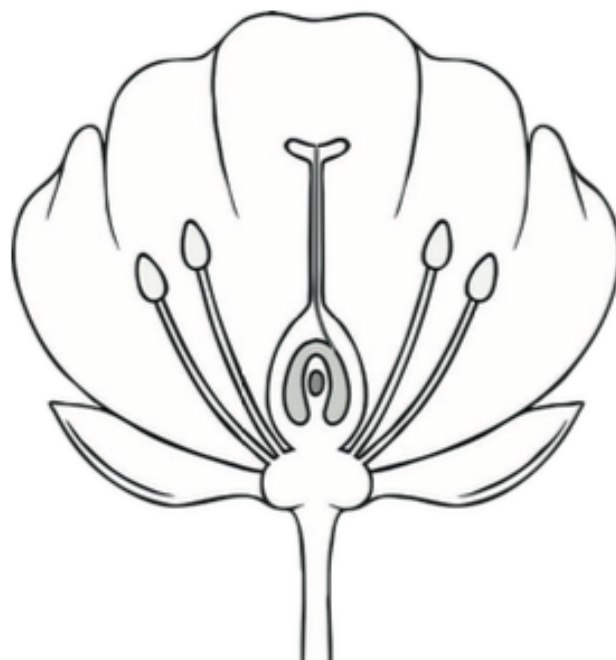
petal

sepal

pollen

anther

filament



You could also try to find out:

- how many plants are actually used for food;
- why so few plants account for so much of our food;
- why so many plant species are endangered;
- how much of the earth's original rainforest has been cleared.

Parts of a Plant

Amazing Fact

There are 80,000 edible plant species in the world. This means you could try something new every day for 220 years!

Challenge

Draw your own diagram of a flowering plant and label the parts of the plant using the words in the box.

stem petal sepal roots pollen anther filament

Draw your diagram here:

You could also try to find out:

- how many plants are actually used for food;
- why so few plants account for so much of our food;
- why so many plant species are endangered;
- how much of the earth's original rainforest has been cleared.

Parts of a Plant

Amazing Fact

Figs contain digested fig wasps, which crawl inside as part of the pollination process and can't get back out.

Challenge

Match up the words and their meanings.

petals

releases pollen which brushes onto insects when they land on a flower

leaves

absorb water and minerals from the soil

stem

attract insects and birds to the plant

roots

make food for the plant from CO₂ and sunlight

anther

transports water around the plant

You could also try to find out:

- about the unusual life cycle of the fig wasp and how figs depend on them;
- about other extraordinary life cycles;
- what pollination is;
- methods used by other plants for pollination.

