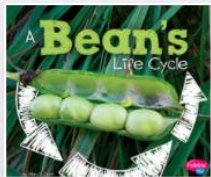








## Home Learning Year 2 - WB: 14<sup>th</sup> December 2020

English		Completed by...						
Spelling/Phonics:	<p>Please practise the Common Exception words attached. Practise reading them and writing them using your spelling techniques.</p> <div><p>Strategies to help you learn your spellings</p><p>Which way of learning spellings do you prefer? Here are some ideas for you to try. Can you think of any others?</p><table><tr><td><p>Have a go!</p><p>Which words did you spell correctly?</p><p>Which words did you find more difficult?</p><p>Look for the 'tricky' bits.</p></td><td><p>Look - Say - Cover - Write - Check</p></td></tr><tr><td><p>Trace/say - Copy/say - Repeat/say</p></td><td><p>Segment - split the word into its constituent phonemes.</p><p>Clap and count - how many syllables does the word have?</p></td></tr><tr><td><p>Draw around the word to show the shape:</p><p>shape</p></td><td><p>Write in capital letters:</p><p>capital - CAPITAL</p></td></tr></table></div>	<p>Have a go!</p> <p>Which words did you spell correctly?</p> <p>Which words did you find more difficult?</p> <p>Look for the 'tricky' bits.</p>	<p>Look - Say - Cover - Write - Check</p>	<p>Trace/say - Copy/say - Repeat/say</p>	<p>Segment - split the word into its constituent phonemes.</p> <p>Clap and count - how many syllables does the word have?</p>	<p>Draw around the word to show the shape:</p> <p>shape</p>	<p>Write in capital letters:</p> <p>capital - CAPITAL</p>	MONDAY 4 <sup>th</sup> January
	<p>Have a go!</p> <p>Which words did you spell correctly?</p> <p>Which words did you find more difficult?</p> <p>Look for the 'tricky' bits.</p>	<p>Look - Say - Cover - Write - Check</p>						
	<p>Trace/say - Copy/say - Repeat/say</p>	<p>Segment - split the word into its constituent phonemes.</p> <p>Clap and count - how many syllables does the word have?</p>						
	<p>Draw around the word to show the shape:</p> <p>shape</p>	<p>Write in capital letters:</p> <p>capital - CAPITAL</p>						
Reading:	<div><p>Log into your MyOn account and read the book: Beans. Complete the grid to tell me what you already know about beans, what you would like to know and what you have learnt from reading the book. If you would rather do it written I have attached a copy of the grid for you</p></div>	MONDAY 4 <sup>th</sup> January						
Writing	<p>Keep a diary for what you have done over the holidays. I would love to hear about what you do with your families at home. Take 5 minutes each day to have some quiet time and write your diary for the week.</p>	MONDAY 4 <sup>th</sup> January						
Handwriting	<p>Practise your handwriting formation for all letters we have learnt so far this week.</p> <p>Remember how we join, use the website teach handwriting to help you remember</p> <div></div> <p>Practise some of your own words once you have completed all letters. Can you write the capital letters of each lower case letter?</p>	MONDAY 4 <sup>th</sup> January						
Maths:								
Maths	<p>Use the maths mats attached to remember everything we have learnt this half term.</p> <p>Keep practising your times tables at home – get an adult to test you on your 2's 5's and 10's. Remember you get 2 minutes and 24 seconds to complete your quiz.</p>	MONDAY 4 <sup>th</sup> January						

	<b><i>Curriculum Areas</i></b>	
<b><u>Science</u></b>	After the holidays, our new learning will be about plants. Take a family walk through Alexandra Park and go on a plant hunt. See if you can see all the plants from our checklist and take some photographs, real life drawings or collect some leaves that have fallen and create a beautiful collage.	<b>MONDAY 4<sup>th</sup> January</b>
<b><u>Geography</u></b>	After the holidays, we will be looking at places people visit around the world. We will be building on our geography skills learnt in Year 1 and our Autumn 1 topic; India.  Use a map and locate where you have visited in the world. Why would you visit a different country? What did you do whilst you were there? Have you visited anywhere in England or Great Britain? Create a travel brochures of where you have visited like we did for our India celebration of learning.	<b>MONDAY 4<sup>th</sup> January</b>

Home learning to be completed on a Wednesday afternoon and over the weekend. Return your learning to your class teacher on the following Monday morning.

Thank you Mrs Greaves & Miss Blake

# My Holiday Diary

A picture of today

Space for doodles...

# My Holiday Diary

A picture of today

Space for doodles...

# My Holiday Diary

A picture of today

Space for doodles...

# My Holiday Diary

A picture of today

Space for doodles...

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A picture of today

Space for doodles...



# My Holiday Diary

A picture of today

Space for doodles...

Year 2 - Common Exception Words

door	floor	poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	gold	cold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents

Spelling practise: Look, say, cover, write, check

Look	Say	Cover	Write	Check	Write	Check	Write	Check
example			<i>exampel</i> <small>oooooooooooooooo</small>	✗	<i>example</i>	✓	<i>example</i>	✓

Now choose four of the words to write in a sentence.

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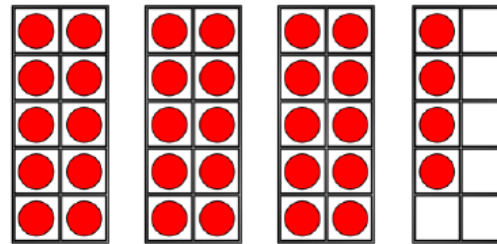
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How many beanbags are there?



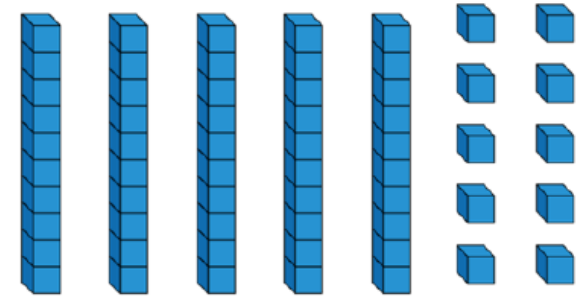
There are \_\_\_\_ beanbags.

How many counters are there?



There are \_\_\_\_ counters.

Circle 35

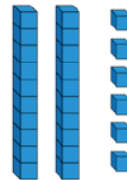


Complete the missing numbers.

44	45	46	47		
----	----	----	----	--	--

26	27	28			
----	----	----	--	--	--

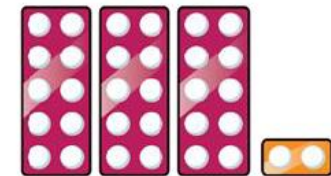
Amy makes a number.



What number has Amy made?

Amy has made the number \_\_\_\_

Sam makes a number.



What number has Sam made?

Sam has made the number \_\_\_\_

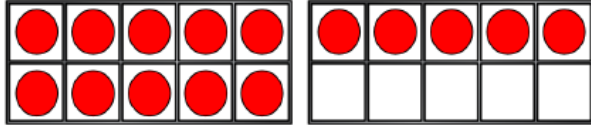
Complete the sentences.

1 less than 30 is

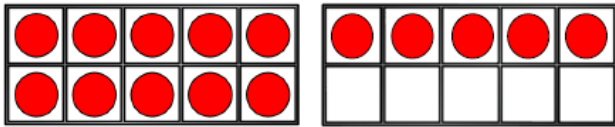
1 more than 38 is

24 is 1 less than

Work out  $15 + 4 = \square$



Work out  $15 - 4 = \square$



Join the number sentences which have the same total.  
One has been done for you.

$15 + 3$

$9 + 10$

$10 + 9$

$11 + 5$

$12 + 4$

$13 + 5$

There are 7 birds in a tree



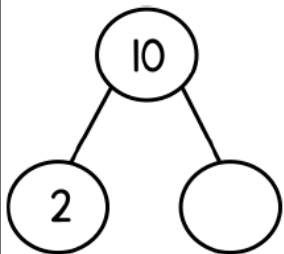
5 more fly into the tree.



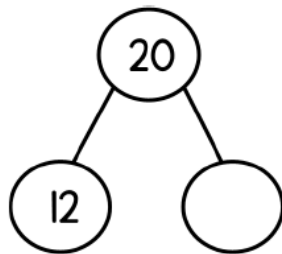
How many birds are there now?

There are \_\_\_\_ birds now.

Complete the part-whole models.



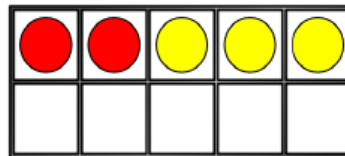
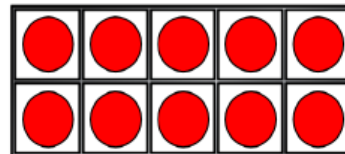
$10 = 2 +$



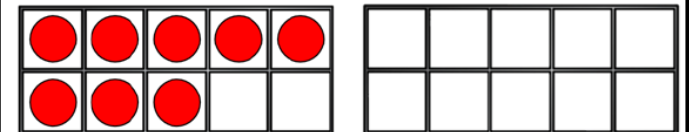
$20 = 12 +$

Complete the number sentence.

$12 + 3 = \square$



Mo has 8 counters



He adds 6 more counters.

How many counters does he have now?

Mo has \_\_\_\_ counters now

- 1 Count the money.



p

p

- 2 Mo has this coin.



Alex has these coins.



Who has the most money?

\_\_\_\_\_

- 3 Match the money to the correct amount.



£10



£20



£5

- 4 Tick coins that make 61p

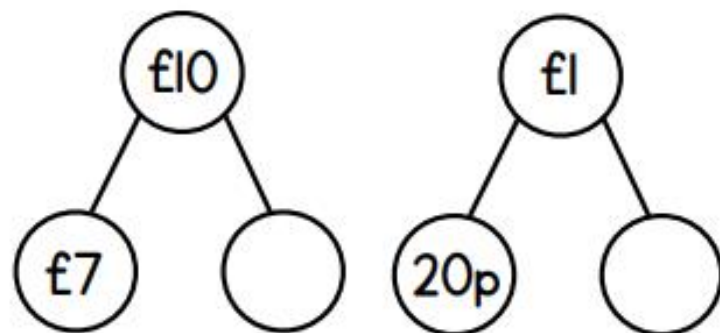


- 5 A bag costs £35  
A coat costs £62  
How much more does the coat cost?

£

\_\_\_\_\_

- 6 Complete the part-whole models.



- 7 Eva has 80p.  
Dora has 12p **more** than Eva.  
Circle the coins Dora has.



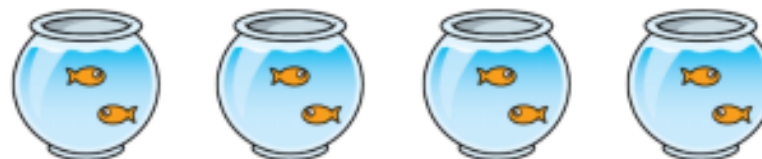
- 8 Amir has 4 different coins in his money box.  
He has less than 60p altogether.  
Tick 4 different coins which could be in his money box.



- 1 Complete the sentences.

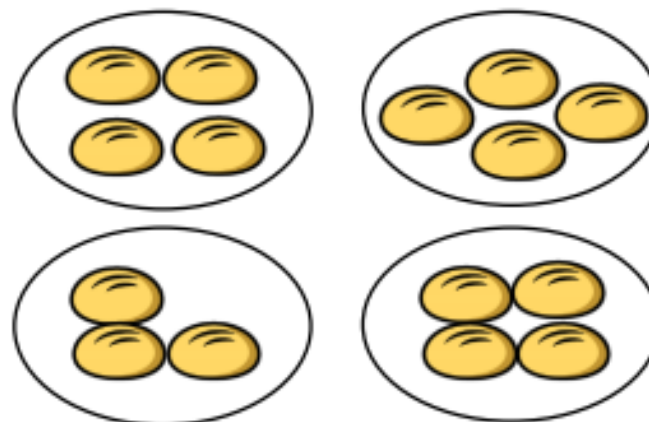


There are \_\_\_\_\_ equal groups of 5 bananas.



There are \_\_\_\_\_ equal groups of \_\_\_\_\_ fish.

- 2 Tick the group that is **not** equal to the others.



3



Complete the addition sentence to work out how many apples in total.

$$\boxed{3} + \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

Complete the multiplication sentence to work out how many apples in total.

$$\boxed{\phantom{00}} \times \boxed{3} = \boxed{\phantom{00}}$$



Where to go...

Things to see...

What to eat...



## A Bean's Life Cycle

Main topic

text

What I know

text

What I want to know

text

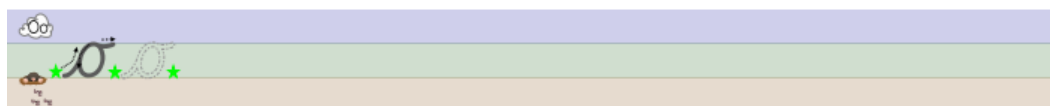
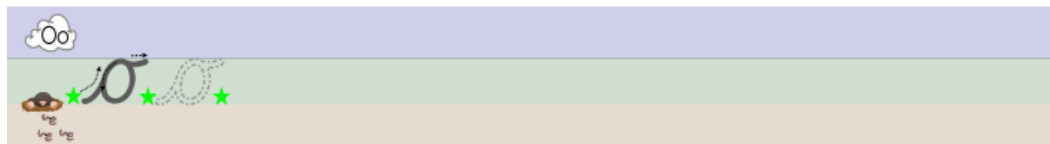
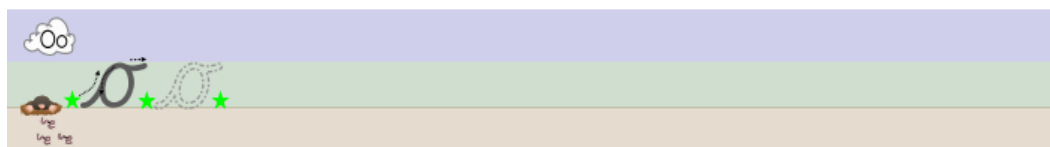
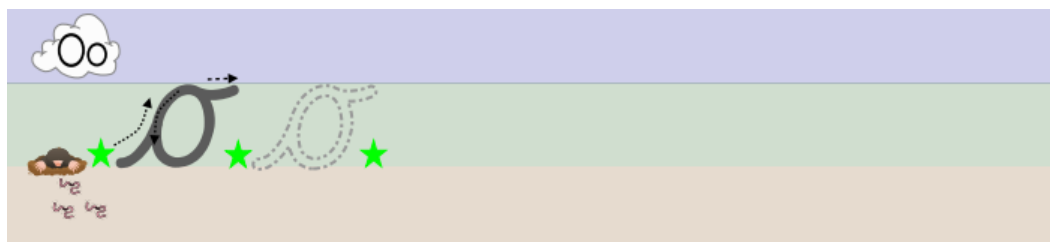
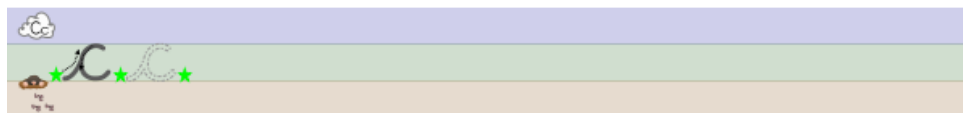
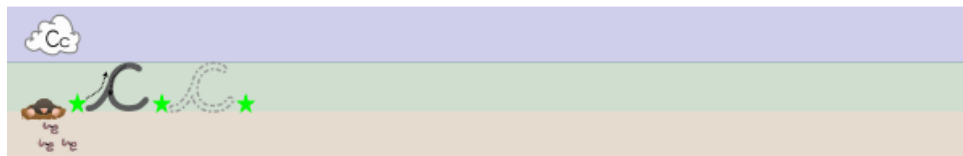
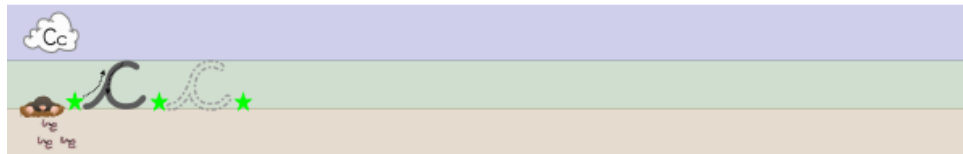
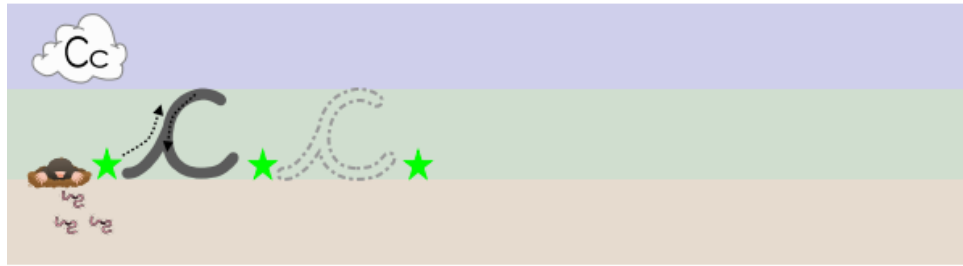
What I learned

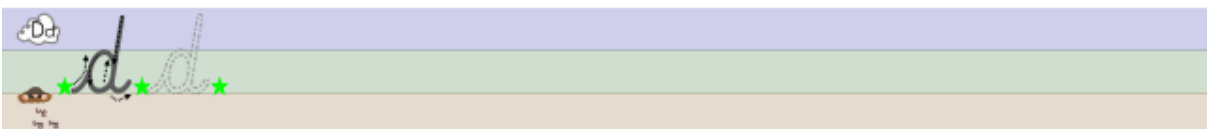
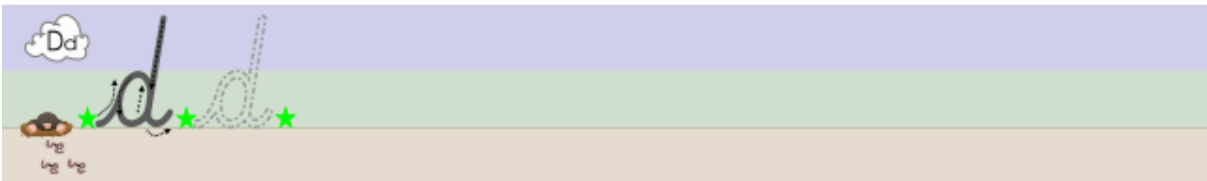
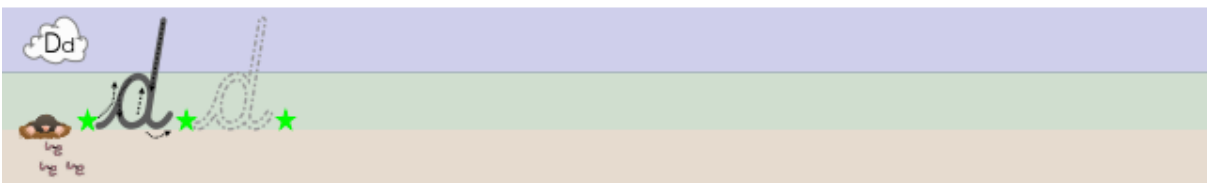
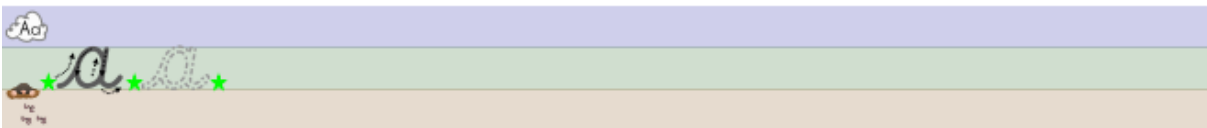
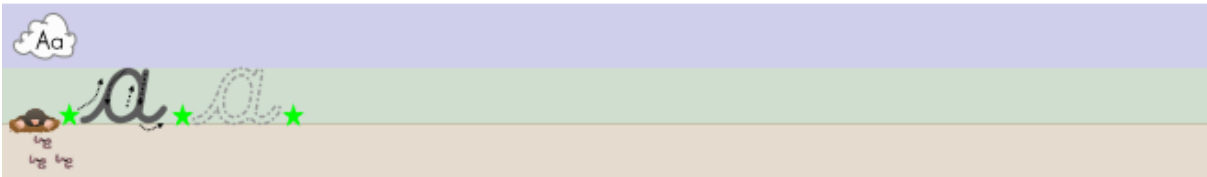
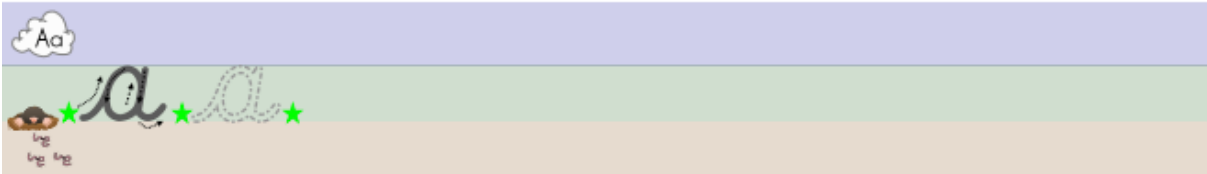
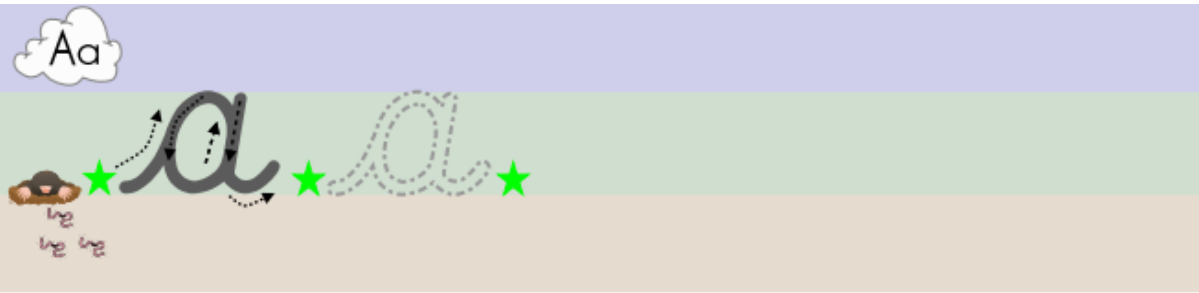
text

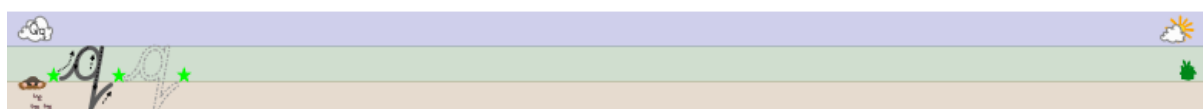
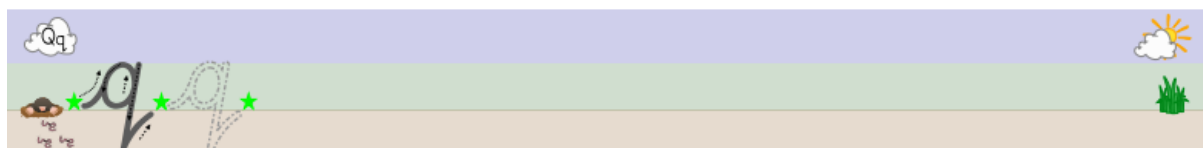
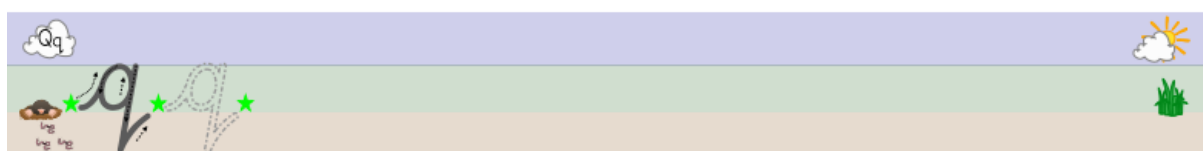
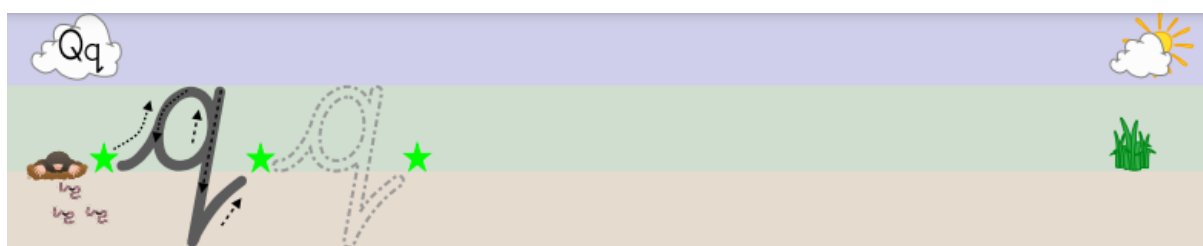
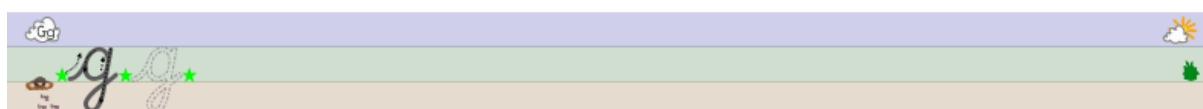
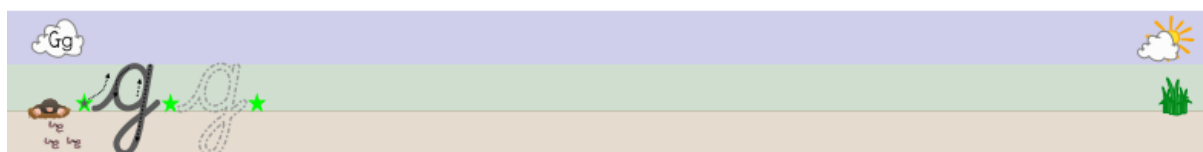
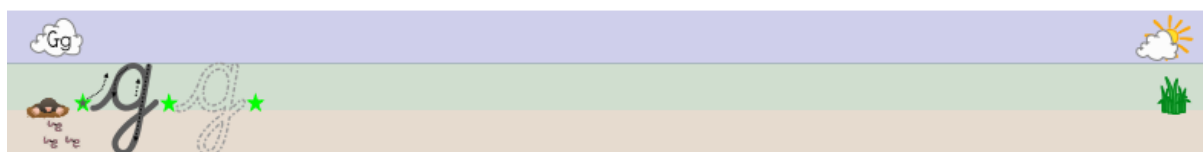
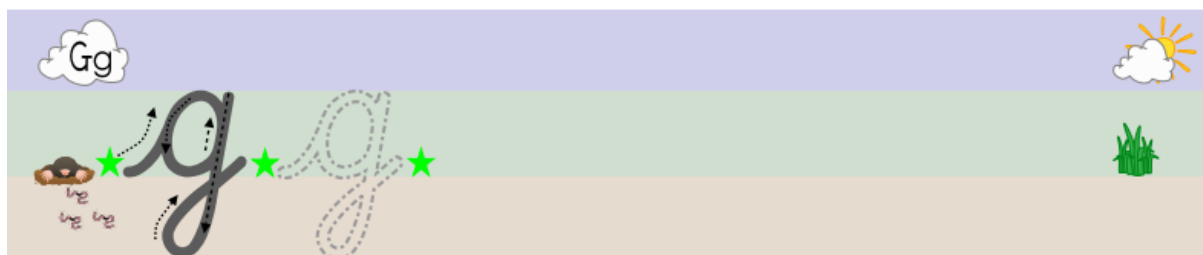
What I still want to  
learn

text

# HANDWRITING PRACTISE







# Tree Identification Sheet



# Sheet for Real life plant sketching