















## Year 2 Lockdown Home Learning: 11<sup>th</sup> – 15<sup>th</sup> January 2021

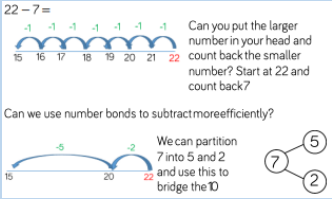
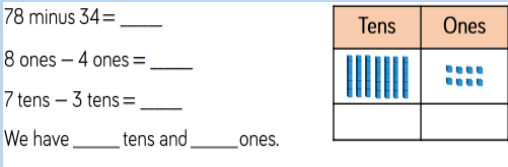
<b><u>Spelling/Phonics/Reading</u></b>		<b><u>Time to spend on activity</u></b>
<p><b><u>Phonics</u></b> Blue and Red Groups</p>	<p><b>How to start each session:</b> Recap all sounds on your sound mat from phase 2 and 3 sounds taught so far.</p> <p>Sing the alphabet song – we like this one... </p> <p><a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a></p> <p>Practise tricky words from your tricky word book mark – see attachment on the website</p> <p><b>Monday</b> See Purple Mash phonics 2DO activity linked to j/v/w/x. Complete the activity and send back to your teacher.</p> <p><b>Tuesday</b> See Purple Mash phonics 2DO activity linked to y/z/zz/qu. Complete the activity and send back to your teacher.</p> <p><b>Wednesday</b> See Purple Mash phonics 2DO activity linked to ch/sh. Complete the activity and send back to your teacher.</p> <p><b>Thursday</b> See Purple Mash phonics 2DO activity linked to th/ng. Complete the activity and send back to your teacher.</p> <p><b>Friday</b> - Grammar: Look through your reading book and look for adjectives, verbs, nouns and discuss them.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;"><b>adjective</b></p> <p style="text-align: center; font-size: small;">Adjectives describe nouns or pronouns.</p> <div style="display: flex; justify-content: space-around;">    </div> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;"><b>verb</b></p> <p style="text-align: center; font-size: small;">Verbs are doing or action words. (This includes 'to be' and 'to have').</p> <div style="display: flex; justify-content: space-around;">    </div> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p style="text-align: center;"><b>noun</b></p> <p style="text-align: center; font-size: small;">Nouns are used to name people, animals, things, places, or ideas.</p> <div style="display: flex; justify-content: space-around;">    </div> </div> </div> <p>Try using phonics play daily to test your phonic understanding through using some fun games. Lots of these games are free to play.</p> <p><a href="https://www.phonicsplay.co.uk/resources">https://www.phonicsplay.co.uk/resources</a></p> <div style="text-align: center;">  </div> <div style="display: flex; justify-content: center; align-items: center;"> <p style="font-size: small;">Our most popular resources</p> <div style="display: flex; gap: 10px;">    </div> </div>	<p>30 minutes each day</p>
<p><b><u>Spelling</u></b> Orange/Yellow/Green Groups</p>	<p><b><u>No Nonsense Spelling</u></b></p> <p><b>Monday</b> Practise reading and writing the common exception words listed below and add them into a sentence. <b>fast/last/past class/grass/pass money</b></p> <p><b>Tuesday</b> Practise reading and writing the common exception words listed below and add them into a sentence. <b>move/prove/improve could/should/would</b></p> <p><b>Wednesday</b></p>	<p>30 minutes each day</p>

	<p>Practise reading and writing the common exception words listed below and add them into a sentence.  <b>whole clothes busy people water again half</b></p> <p><b>Thursday</b>  Practise reading and writing the common exception words listed below and add them into a sentence.  <b>Mr/Mrs parents Christmas plant hour who</b></p> <p><b>Friday</b>  Practise reading and writing the common exception words listed below and add them into a sentence.  <b>any/many path/bath sure sugar eye</b></p>	
<b><u>Reading</u></b>	<p><b><u>Accelerated Reading</u></b>  All children have their login information in the front of their YELLOW reading diary in their book bags.</p> <p>Children to log on daily to read their books and quiz after they have completed the book 3 times.</p> <ul style="list-style-type: none"> <li>• Read 1 – children to read the book to themselves</li> <li>• Read 2 – children to read with an adult</li> <li>• Read 3 – children to read with an adult asking them questions about the book.</li> </ul> <p>Now you can complete your QUIZ!</p>	15 minutes each day

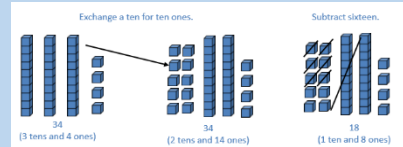
## English

<b>Monday</b>	<p><b>LO: To create a story map</b>  <a href="https://youtu.be/1VHsurioR6s">https://youtu.be/1VHsurioR6s</a>  <b>Opener</b> - Re introduce the text 'The Lighthouse Keeper's Lunch. What can they remember of the story from last week?</p> <p><b>Main</b> - Look at the different pictures from the story showing the different events. Discuss each picture with a parent or family member. Who are the characters? What is happening in each picture? How did the characters feel?</p> <p><b>Activity</b> – sequence the pictures along the S to show the order of the events from the story of The Lighthouse Keeper's Lunch and add in your own sentence to explain each event.</p>	45 minutes
<b>Tuesday</b>	<p><b>LO: To use descriptive language</b>  <a href="https://youtu.be/0fAKGDMBCy0">https://youtu.be/0fAKGDMBCy0</a>  <b>Opener</b> - Recap our Y2 endings –ful, -ness, -ly, -ment and –less. Look at the word mat and make a list of some of the words you think you could use this week to help us with our retell of the story.</p> <p><b>Main</b> - In order to make our story as interesting as possible we will need to include some exciting descriptions. Look at each picture and think of 2/3 adjectives you could use to describe the object.</p> <p><b>Activity</b> – Write an exciting sentence to describe the object in the picture. Make sure your sentence included an expanded noun phrase using the adjectives you have picked.</p>	45 minutes
<b>Wednesday</b>	<p><b>LO: To use speech</b>  <a href="https://youtu.be/viEs4YZ6o2k">https://youtu.be/viEs4YZ6o2k</a></p>	45 minutes

	<p><b>Opener</b> – Look at the text of The LHKL. Read the direct speech and the children should highlight the different synonyms for ‘said’ that they spot.</p> <p><b>Main</b> – Look at the pictures on your sheet, discuss with a family members what each of these characters might be saying and why. Think about the punctuation that will be needed when recording direct speech. E.g. “” Inverted commas.</p> <p><b>Activity</b> – complete the speech bubbles and record direct speech for each character in a sentence using inverted commas and a variety of alternatives to ‘said’.</p>	
Thursday	<p><b>LO: To plan a retell</b></p> <p><a href="https://youtu.be/n2hZK8ubIP4">https://youtu.be/n2hZK8ubIP4</a></p> <p><b>Opener</b> – Write the children some sentences from the story with the tense muddled up. What do they notice when they are reading it? Does it make sense? Why/why not? RECAP PAST/PRESENT.</p> <p><b>Main</b> – Explain to the children that today we are going to create a plan in order to help us with our Big Write tomorrow - a ‘memory jogger’. Look at each section of the planner and ensure the children understand what they need to include at each stage.</p> <p><b>Activity</b> – Complete the plan ready for tomorrow. Look at each of the pictures as a guide and add in the time connectives, adjectives, keywords, speech and simple sentences.</p>	45 minutes
Friday	<p><b>LO: To write a retell</b></p> <p><a href="https://youtu.be/VOvhDThgi50">https://youtu.be/VOvhDThgi50</a></p> <p><b>Opener</b> – Look back at the different things you have done this week to build up to the retell of this story.</p> <p><b>Main</b> – Look at the success criteria linked to your retell and make sure you are aware of what you need to include. Have your plan with you to refer to from yesterday and use this to help complete your retell of our story.</p> <p><b>Activity</b> – Complete your retell of the Lighthouse Keeper’s Lunch using all the learning you have built up this week. Check the success criteria and make sure you have included all the different things listed on there.</p>	45 minutes
<b>Comprehension</b>		
Comprehension	<p><b>Before</b> – Look at the front cover of the book. Where is the title of the book? What is the title of the book? Where is the author’s name? What does the author do? Do you think this is a fact or fiction book? Why?</p> <p><b>Look at the PowerPoint of Paddington</b></p> <p><b>During</b> – Look at the questions sheet linked to this book to help you identify the information you’re looking for to help you make your predictions. Read the first part of the story and look closely at the pictures.</p> <p><b>After</b> – Complete the prediction sheet linked to the story of Paddington. Use the information you have read and the pictures from the book to help you make sensible predictions that make sense.</p>	45 minutes
<b>Maths</b>		

Monday	<p><b>LO: To subtract a one digit number from a two digit</b></p> <p><b>Starter</b> - Today we are going to be subtracting a two digit and one-digit number Link to place value – tens/ones. Ask children to partition a few independently using <b>part-whole model</b> focusing on the language of tens and ones).</p> <p><b>Main</b> – <math>56-9 =</math> Show number line from 40 to 60  Circle the number you are starting your subtraction with – 56.  How many do we need to subtract in order to get back to the previous 10 - as we are subtracting. (=6). Complete the part whole model – in total we are subtracting 9 we have already subtracted 6 to get back to 50 now we need to count back 3 more to complete the part whole model.</p> <p><b>Activity</b> – See activity sheet. Complete the calculations subtracting two-digit and one-digit numbers using bridging on the number line.</p> 	45 minutes
Tuesday	<p><b>LO: To subtract two 2 digit numbers</b></p> <p><b>Starter</b> – Look at the number line and find the smallest number on it. Now find the largest number on it. Count how many numbers are on the number line. Recap counting the jumps back on a number line and not the actual numbers when subtracting.</p> <p><b>Main</b> - Show the calculation <math>25 - 13 =</math>  model to the children how to subtract the ones and then just the ten (always start with the smallest place value as this will support future column methods)  <math>25-3= 22</math>  <math>22-10 = 12</math></p> <p><b>Activity</b> - See activity sheet. Complete the calculations subtracting two-digit and two-digit numbers using bridging on the number line.</p>	45 minutes
Wednesday	<p><b>LO: To subtract two 2-digit numbers.</b></p> <p><b>Starter</b> – Today we are going to be subtracting two 2-digit number. Look at a selection of mixed up numbers say which are 2 digit numbers.</p> <p><b>Main</b> – model how to draw the dienes correctly so children can do this independently (fish fingers and peas). Ensure when subtract, children are aware they <b><u>ALWAYS</u></b> need to start at the <b>lowest place value - in our case the ones.</b></p> <p><b>Activity</b> – See activity sheet. Complete the calculations to subtract two 2digit numbers using pictorial representations of dienes.</p> 	45 minutes
Thursday	<p><b>LO: To subtract two 2-digit numbers. (Crossing ten - exchanging)</b></p>	45 minutes

**Starter** – Today we are going to be subtracting two 2-digit numbers. Look at the picture and recap exchanging.



**Main** – Lets lay our numbers out pictorially – using the place value chart draw our values  
 $34 = 3 \text{ tens and } 4 \text{ ones}$   
 $16 = 1 \text{ ten and } 6 \text{ ones}$

tens	ones
III	....
-10	-6

Discuss how we cannot take away 6 from 4 (4-6) we need to exchange a ten

tens	ones
III <span style="color: red;">→</span>	.....
-10	-6
$20 - 10 = 10$	ABOVE NOW SHOWS: $14 - 6 = 8$
So:  recombine you tens and ones  $10 + 8 = 18$ answer!	

**Activity** - See activity sheet. Complete the calculations to subtract two 2digit numbers using exchanging as above if needed.

Friday

**LO: To solve subtraction problems**

45 minutes

**Main** – Using the learning we have been doing this week the children will look at a variety of subtraction word problems and solve them. Have a look at the first one, read it through with them highlight the key information and then solve the calculation.

**Activity** – Complete the subtraction word problems. Make sure you read them carefully and do exactly what it is asking you to do. Explain you answers where needed and count carefully to make sure your being accurate.

## Foundation Subjects

Topic 1

**LO: To locate mountain ranges in Europe.**

45 Minutes

**Starter** - Zoom in to a European map can we recognize any countries? What do we know about them?

	<p><b>Main</b> - Looking at a map and a key discuss what each part of the key tells us. Today we are going to be looking at mountains - what can we remember from last year about a mountain we learnt about in Great Britain?</p> <p>Snowdon          -snowdon means snow hill          -people hike and rock climb          -there is a train          -it is in Wales</p> <p>Snowdonia          -is a national park          -it is home to 9 mountain ranges</p> <p><b>Activity</b> – locate the different mountain ranges in Europe using the page from the Atlas. Write the name of each in the correct place and colour in the box on the key and with your label in it. Make sure you colour each mountain range a different colour so they stand out on the key and the map.</p>	
<b>Topic 2</b>	<p><b>To understand why people visit mountain ranges</b></p> <p><b>Starter</b> - Have a selection of pictures of holidays people may go on e.g. beach, camping, walking, hiking, city break, skiing etc. Label each one.</p> <p><b>Main</b> – Discuss some of the different activities you could do on each of these types of holidays. Make a list of the activities for each.</p> <p><b>Activity</b> – Write a postcard from Barnaby bear who is visiting a mountain range from one of the mountains of your choice. Include where he is, some of the exciting things he was doing whilst on holiday and if he is enjoying his time there. Make sure you put the address on the postcard of who he is writing to on the right hand side.</p>	45 Minutes
<b>Science 1</b>	<p><b>To observe seeds closely</b></p> <p><b>Starter</b> – Complete the label a plant activity on Purple Mash to remind yourself of the key parts of a plant.</p> <p><b>Main</b> – Look out of your window and look at the different plants and trees. Do they all look the same? Why/Why not? Are they all at the same stage of growth? Can you see any flowers? Can you see any dead plants/trees?</p> <p><b>Activity</b> – Complete the Growing Plants activity on Purple Mash to sequence the growing process and show the different stages of growth. Sequence the pictures and write about each stage.</p>	45 Minutes

Please support your children at home and if you require printed copies of home learning please don't hesitate to contact the school reception who will inform us and we can arrange for this to get to you. We love seeing your children's learning so please ensure you bring this learning in for us to see!

Thank you for your support.

Mrs Greaves and Miss Blake