

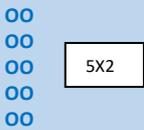
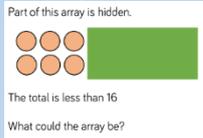
## Year 2 Lockdown Home Learning: 18<sup>th</sup> – 22<sup>nd</sup> January 2021

<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> 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 ai/ee. Complete the activity and send back to your teacher.</p> <p><b>Tuesday</b> See Purple Mash phonics 2DO activity linked to oa/oo. Complete the activity and send back to your teacher.</p> <p><b>Wednesday</b> See Purple Mash phonics 2DO activity linked to ar/or Complete the activity and send back to your teacher.</p> <p><b>Thursday</b> See Purple Mash phonics 2DO activity linked to ur/ow Complete the activity and send back to your teacher.</p> <p><b>Friday - Grammar:</b> Look through your reading book and look for adjectives, verbs, nouns and discuss them.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid purple; padding: 5px; width: 30%;"> <p style="text-align: center; color: purple;"><b>adjective</b></p> <p style="font-size: small;">Adjectives describe nouns or pronouns.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> delicious cake</div> <div style="text-align: center;"> sparkly diamond</div> <div style="text-align: center;"> beautiful flower</div> </div> </div> <div style="border: 1px solid green; padding: 5px; width: 30%;"> <p style="text-align: center; color: green;"><b>verb</b></p> <p style="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 style="text-align: center;"> run</div> <div style="text-align: center;"> jump</div> <div style="text-align: center;"> talk</div> </div> </div> <div style="border: 1px solid green; padding: 5px; width: 30%;"> <p style="text-align: center; color: green;"><b>noun</b></p> <p style="font-size: small;">Nouns are used to name people, animals, things, places, or ideas.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> butterfly</div> <div style="text-align: center;"> dice</div> <div style="text-align: center;"> pirate</div> </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> <div style="text-align: center; margin-top: 10px;">  </div> <p><a href="https://www.phonicsplay.co.uk/resources">https://www.phonicsplay.co.uk/resources</a></p>	<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 - Words ending in 'y'</b> Practise reading and write the words on the list that end with the 'y'. Can you think of anymore? If you are unsure of the meaning of any of these words find them in the dictionary or on the internet to help you write your sentences.</p> <p><b>Tuesday - Contractions</b> Look at the words in the list. Add in the contraction to turn the two words into one word by adding in the apostrophe where the letters have been removed. E.g. does not would become Doesn't</p>	<p>30 minutes each day</p>

	<p><b>Wednesday – Contractions 2</b> Look at the words in the list. Remove the contraction and apostrophe to turn the one word back into two words. E.g. It's would become it is.</p> <p><b>Thursday - Words ending 'le' following a consonant</b> Practise reading and write the words on the list that end with 'le' following a consonant. Can you think of anymore? If you are unsure of the meaning of any of these words find them in the dictionary or on the internet to help you write your sentences.</p> <p><b>Friday - Words ending 'el' following a consonant</b> Practise reading and write the words on the list that end with 'el' following a consonant. Can you think of anymore? If you are unsure of the meaning of any of these words find them in the dictionary or on the internet to help you write your sentences.</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> <p><b><u>MyOn</u></b> Log into your MyOn account and check which book your teacher has assigned to you to read this week. We will be ringing you during the week to discuss your reading tasks and talk about the book you have been asked to read on MyOn.</p>	<p>15 minutes each day</p> <p>15 minutes each day</p>
<b>English</b>		
<b>Monday</b>	<p style="text-align: center;"><b>LO: To act in role</b></p> <p><b>Opener</b> - Introduce the text 'The Lighthouse Keeper's Breakfast'. Read the story on the PowerPoint.</p> <p><b>Main</b> - Explain to the children that today they will be thinking about how they would act if they were Mr and Mrs Grinling taking part in the tests. Explain aspects of drama that we have used before. Body Language/Facial Expressions/Sounds and Voices.</p> <p><b>Activity</b> – After reading the story of The Lighthouse Keeper's Breakfast, think about what you would do to act out these different pirate events. Think about the three aspects of drama and record what you would do using simple sentences and adjectives.</p>	45 minutes
<b>Tuesday</b>	<p style="text-align: center;"><b>LO: To describe a character</b></p> <p><b>Opener</b> - On Friday in Big Write, we are going to be writing a diary entry in role (discuss what this is) as Mr Grinling explaining what happened with the pirates.</p> <p><b>Main</b> – Record the features of a diary entry - first person, chronological order, past tense, start with date and Dear Diary, chatty tone, feelings, descriptive features,</p>	45 minutes

	<p>time connectives etc. Explain the similarities with a diary entry and retell but how in a diary entry, you'd focus on the key events.</p> <p><b>Activity</b> – Write your own character description of the pirate using all the learning we have done over the last couple of weeks. Make sure you describe appearance, personality and feelings and add in any other interesting information to add extra detail. Remember your non-negotiables – capital letters, full stops, finger spaces and spellings.</p>	
<b>Wednesday</b>	<p style="text-align: center;"><b>LO: To record experiences and feelings</b></p> <p><b>Opener</b> – Recap plot in The Lighthouse Keeper's Breakfast. Who are our new/recurring characters? What happened in the beginning, middle and end?</p> <p><b>Main</b> – Today we need to get into role to get ready for our diary entry. For the rest of the lesson, you need to stay in role as Mr Grinling. To help us get into the mind set of Mr Grinling, we need to focus on how he felt during the story and during the different tests. However, today we are going to ban 'happy' and 'sad' – we need to think of better adjectives to describe our emotions.</p> <p><b>Activity</b> – Children to have speech bubbles to record their experiences and feelings in role as Mr Grinling of the three pirate tests picked from the story. Remember to write the speech as if you are Mr Grinling.</p>	45 minutes
<b>Thursday</b>	<p style="text-align: center;"><b>LO: To plan a diary entry</b></p> <p><b>Opener</b> – Remind the children that when you use more than one adjective next to each other you are creating a list and that a list must have a comma between each word.</p> <p><b>Main</b> – Look at a planning pro-forma. See video link on website for PowerPoint with guidance. Read the opener and explain they can keep this one or change it and right their own. Discuss each column and ensure your clear about what is needed in each one.</p> <ul style="list-style-type: none"> <li>- Opener – Inc. date of entry and dear diary</li> <li>- Time connectives – range</li> <li>- What happened? Chronological order. Feelings - adjectives. Past tense. First person pronouns.</li> <li>- Expanded noun phrases to describe/similes.</li> <li>- Conjunctions – range</li> <li>- Ending</li> </ul> <p><b>Activity</b> – Complete the plan ready for tomorrow. Look at each of the pictures as a guide and add in the relevant information to help you write a super diary entry tomorrow.</p>	45 minutes
<b>Friday</b>	<p style="text-align: center;"><b>LO: To write a diary entry</b></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 a diary entry 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 diary entry as Mr Grinling.</p>	45 minutes

	<b>Activity</b> – Complete your diary entry 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.	
	<b>Comprehension</b>	
<b>Comprehension</b>	<p><b>Before</b> – Look at the layout of the picture story. What can you see as part of the layout? E.g. Pictures, Numbers, Introduction, Interesting facts, Speech Bubbles etc. What is the title of the picture story? Record the title on your recording sheet.</p> <p style="text-align: center;"><b>Look at the PowerPoint of Life in a Maasai Village.</b></p> <p><b>During</b> – Look at the introduction. Where would we find the Maasai Villages? Record your answers. Look at the different aspects of Maasai life in this story and discuss with a family member what you can see and read about their life and the traditional customs.</p> <p><b>After</b> – Sequence the pictures linked to the story you have read and write a sentence to explain each aspect in your own words.</p>	45 minutes

<b>Maths</b>		
<p><b>Monday</b></p> 	<p><b>Starter</b> – Practise counting by 5: Use the song to support your understanding of counting by 5  <a href="https://www.youtube.com/watch?v=cJ4jV14Oz5I">https://www.youtube.com/watch?v=cJ4jV14Oz5I</a></p> <p><b>LO: To multiply using arrays</b>  <a href="https://whiterosemaths.com/homelearning/year-2/week-12-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-2/week-12-number-multiplication-division/</a></p> <p><b>Main</b> – Show x to the children: What is the new sign/symbol what words can we remember for this symbol: multiplication, multiply, equal groups of, lots of etc. Does your answer get bigger/smaller? How would we work out the answer? What does lots of mean? Use key questioning and encourage correct full sentences and correct vocabulary.</p> <p>Explain that today we are going to be using <b>arrays</b> to help us solve our Multiplication calculations. Use 2x5 example and model on IWB drawing the array e.g. 5 circles across then 2 down. Count with the children as you create this, clearly checking that you have drawn the correct amount:</p> <p>  </p> <p>  </p> <p>How many equal groups we have goes down and then how many in each group goes across. Watch the attached video to support understanding</p> <p><b>Activity</b> Complete circling the correct array activity then drawing their own. Use manipulatives such as cubes and coins to help and visually create the array. Then, they can draw onto their sheet.</p> <p><b>Plenary:</b> To solve the problem:</p> 	45 minutes

Tuesday



**Starter** – Count by 5 using the poster to remind yourself of the calculation sentences

1 x 5 = 5
2 x 5 = 10
3 x 5 = 15
4 x 5 = 20
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50
11 x 5 = 55
12 x 5 = 60

**LO: To double numbers**

<https://www.youtube.com/watch?v=At0quRa9Ors>

**Main -**

What does double mean? – to add something again like a pattern we repeat the addition

e.g. double 3 is 3+3

We can show this like...

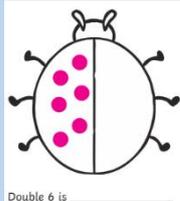


Use the number cards attached to double the numbers. You could use pasta shapes, counters, beads or try drawing each number to double it.

Challenge yourself by using what you have learnt from the number cards:

If double 2 is 4, what is double 20?

Look at the number of dots on the ladybirds wing. Make sure you copy the same patterns on the other wing to double the amount.



Double 6 is \_\_\_\_\_

Model how to represent this as an addition e.g.

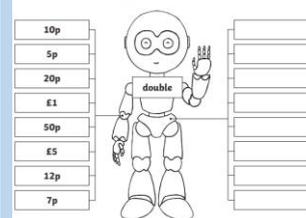
$$2+2=4$$

$$20+20=40$$

**Challenge:**

**Challenge**

Double these amounts of money.



**Activity** – To complete doubles on the activity sheet.

**Plenary-**

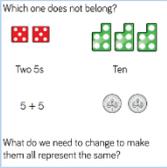
Play

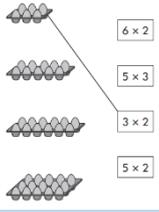
<https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication>

Select number 1 or 5 to play.



45 minutes

<p style="text-align: center;"><b>Wednesday</b></p> 	<p><b>Starter</b> – Play counting by 5 bingo</p> <p>Cut up the attached multiplication statements and create your own using plain paper</p> <p style="text-align: center;"><b>LO: To multiply with repeated addition</b></p> <p style="text-align: center;"><a href="https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/</a></p> <p><b>Main</b> – Introduce the understanding of equal groups of being the same as adding. We are finding the total of the groups. This is the same as adding all the groups we are repeating it like a pattern.</p> <p>Show the pictorial representation of two groups of three cupcakes.</p> <p>Using the vocabulary from the week so far:  How many groups do we have?  How many are in each group?  Complete the statement:  There are ___ equal groups with ___ in each.  There are _____s  How could we show this as an addition?  ___ + ___ =</p> <p>Model this for a range of examples using different pictorial representations and manipulatives.</p> <p><b>Activity</b> – to complete statements and move onto different groups of e.g. 2 5 10 and 3</p>  <p><b>Plenary:</b> Solve the problem solving challenge</p>	<p style="text-align: center;">45 minutes</p>								
<p style="text-align: center;"><b>Thursday</b></p>	<p><b>Starter</b> – Quick fire quiz- use the poster and ask someone to ask you the questions quick fire – see how many you can answer correctly in 1 minute</p> <p style="text-align: center;"><b>LO: To multiply by 2, 5 and 10</b></p> <p style="text-align: center;"><a href="https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-2/spring-week-2-number-multiplication-and-division/</a></p> <p><b>Main</b> – recap the x symbol. What does this mean?  Model a range of questions the children will complete today. Explain this is not new learning – we did this before Christmas – let’s remind ourselves. When we multiply what happens to our number? Which other calculation is friends with multiplication? Who is the inverse to multiplication?  Show the children a pictorial representation:</p>  <p>What does this picture of the eyes show us?  How many groups are there? How many are in each group – model how to record this as a multiplication calculation – how can we use our multiplication understanding to complete the calculation?</p> <table border="1" data-bbox="453 1868 815 1957"> <thead> <tr> <th>Three 2s</th> <th>Draw It</th> <th>Addition</th> <th>Multiplication</th> </tr> </thead> <tbody> <tr> <td>There are 3 equal groups with 2 in each group.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Three 2s	Draw It	Addition	Multiplication	There are 3 equal groups with 2 in each group.				<p style="text-align: center;">45 minutes</p>
Three 2s	Draw It	Addition	Multiplication							
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<table border="1" style="margin-bottom: 5px;"> <tr><td>2</td><td>4</td><td>8</td><td>12</td></tr> </table> <table border="1" style="margin-bottom: 5px;"> <tr><td>14</td><td>16</td><td>18</td><td>24</td></tr> </table> <table border="1"> <tr><td>2</td><td>4</td><td>6</td><td>8</td></tr> </table>	2	4	8	12	14	16	18	24	2	4	6	8	<p>Use &lt;, &gt; or = to make the statements correct.</p> <p><math>2 \times 5</math> ○ <math>5 \times 2</math></p> <p><math>3 \times 2</math> ○ <math>4 \times 5</math></p> <p><math>10 \times 5</math> ○ <math>5 \times 5</math></p>	
2	4	8	12											
14	16	18	24											
2	4	6	8											

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

**Plenary:** Complete the challenge

**Friday**

Multiplication sentences using pictures

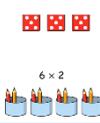


**Starter:** Use the attached timetable quiz to complete in 2 minutes and 24 seconds

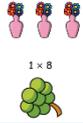


**LO: To understand multiplication sentences using pictures.**  
<https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/>

**Main** – Lets look at some pictures today. What multiplication are they showing? Can we write the calculation for each picture?



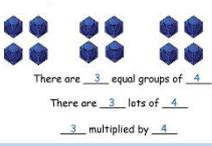
$6 \times 2$



$1 \times 8$

Lets try recording what we see..

What do you see?

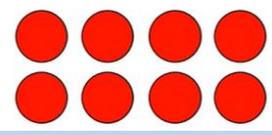


There are 3 equal groups of 4

There are 3 lots of 4

3 multiplied by 4

What do you see now?



Use the above language to support your understanding.

**Activity** – To complete the [pictorial calculation sheet.



**Plenary** - Complete the end of block assessment now that we have completed our multiplication learning

45 minutes

## Foundation Subjects

**Topic 1**

**LO: To locate costal locations**

**Starter** - Using the map look at the blue around the map - what is this showing us? If we see blue on a map what is it? – sea or ocean. What do we know about great Britain then by looking at the map - it is an island as we are not attached to any other countries.

**Main** - Today we are going to look at the seas and the towns around the edge of the country - what do we know about some of the towns we can see on the edge of the land where it meets the sea? What might there be here? Locate Blackpool on the map - who has been to Blackpool? What does Blackpool have? What might other towns around Great Britain have? We call these towns coastal towns - link back to understanding of costal habitats – what do we know about the word coast?

45 Minutes

	<p><b>Activity</b> – locate the different costal locations in England. 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 costal location in a different colour so they stand out on the key and the map.</p>	
<p><b>Topic 2</b></p>	<p><b>LO: To create a 3D map of Great Britain</b></p> <p><b>Starter</b> – Make a list of things you will need to include in your 3D map. E.g. land, water, cliffs, beaches etc.</p> <p><b>Main</b> – Look at the map of Great Britain and discuss the features you can see using the knowledge of map vocabulary we have learnt so far. E.g. Physical features - beach, cliff, coast, mountain, country, ocean etc.</p> <p><b>Activity</b> – Use paper, pens, colours, collage materials and anything else you have at home to create your 3D map of Great Britain. Create a key to go with it and label the key aspects of the map.</p> 	<p>45 Minutes</p>
<p><b>Science 1</b></p>	<p><b>LO: To explore and compare plants and seed in a local area</b></p> <p><b>Starter</b> – Recap what plants need to grow strong and healthy. E.g.light, water, soil, temperature, etc.</p> <p><b>Main</b> - Go for a walk around Alexandra Park and look for flowers and seeds. Before going on the walk discuss how to take care of the plants they are studying. Do not pick the flowers – leave them for others to enjoy and for the seeds to develop and grow into new plants. Try to avoid walking on the plants.</p> <p><b>Activity</b> – draw and label some of the plants and flowers you see whilst your there. Take care to observe exactly what they look like and draw them carefully.</p>	<p>45 Minutes</p>
<p><b>PSHE</b></p>	<p><b>LO: To understand how working with other people can help me to learn</b></p> <p><b>Connect us</b> Go to each member of your family give them a smile and say something that you like about them.</p> <p><b>Calm me</b> Everyone, including adults, should be sitting on chairs. Remind the children that at the beginning of each lesson we will help our minds calm down so that we are ready to learn. An adult to read the 'Calm Me' Script to the children giving them chance to relax, close their eyes and listen to the script allowing their mind to calm and be ready to complete their task.</p> <p><b>Let Me learn</b> Think about who has been helping you with your learning at home. As an adult helped you? Have you worked by yourself? Think about what you have achieved whilst working at home. Not just your school learning but have you learnt something else whilst being on lockdown?</p> <p>Children design a certificate for themselves or someone that has been helping them at home using the template. Encourage them to think about</p>	<p>30 Minutes</p>

	the ways in which this person has helped them to achieve their goal and to illustrate the certificate showing some of these ways (caring, sharing, listening, etc.).	
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	<b>Vocabulary</b> – Learning, Together, Success, Celebrate, Achievement, Goal, Partner, Team work.	
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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