

## Year 2 Lockdown Home Learning: 25<sup>th</sup> – 29<sup>th</sup> January 2021

<b>Spelling/Phonics/Reading</b>		<b>Time to spend on activity</b>
<p><b>Phonics</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... <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 oi/er. Complete the activity and send back to your teacher.</p> <p><b>Tuesday</b> See Purple Mash phonics 2DO activity linked to igh 'ear' as in ear. Complete the activity and send back to your teacher.</p> <p><b>Wednesday</b> See Purple Mash phonics 2DO activity linked to air/ure Complete the activity and send back to your teacher.</p> <p><b>Thursday</b> See Purple Mash phonics 2DO activity linked to ch/sh/ai/ar/ee/er/or Complete the activity and send back to your teacher.</p> <p><b>Friday - Grammar:</b> Look through your reading book and look for verbs and adverbs.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid green; padding: 5px; width: 45%;"> <p style="text-align: center; color: green; font-weight: bold;">verb</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; text-align: center;"> <div> run</div> <div> jump</div> <div> talk</div> </div> </div> <div style="border: 1px solid cyan; padding: 5px; width: 45%;"> <p style="text-align: center; color: cyan; font-weight: bold;">Adverbs</p> <p style="font-size: small;">An adverb describes a verb, adjective or another adverb.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> She ate her dessert <u>slowly</u>.</div> <div style="text-align: center;"> The cheetah ran <u>quickly</u>.</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> <p><a href="https://www.phonicsplay.co.uk/resources">https://www.phonicsplay.co.uk/resources</a></p> <div style="text-align: center;">  </div>	<p>30 minutes each day</p>
<p><b>Spelling</b> Orange/Yellow/Green Groups</p>	<p><b>No Nonsense Spelling</b></p> <p><b>Monday – Homophones</b> Practise reading and writing the different homophones. Try using the picture to help you understand the meaning of each word.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid orange; padding: 5px; width: 40px; text-align: center;">   <small>Week 2</small>  <small>Y2 SPR1 WK2 - Quiz</small> </div> <div style="margin-left: 10px;"> <p><b>Tuesday - Homophones Quiz</b> Complete the 2do quiz for your spellings today to embed and practise your homophone understanding from yesterday.</p> </div> </div> <p><b>Wednesday – Words with the 'al' sound.</b> Last week we looked at le and el words. Look at the words for today and think about the end sound. Use the online dictionary: <a href="https://kids.britannica.com/kids/browse/dictionary">https://kids.britannica.com/kids/browse/dictionary</a> to find the meaning of each word for today.</p>	<p>30 minutes each day</p>



	<p><b>Activity</b> – Record the key aspects of information from the event in the story using bullet points and the grid provided. Take the information from the book and add in the details needed for a newspaper report.</p>	
Wednesday	<p style="text-align: center;"><b>LO: To write a quotation</b></p> <p><b>Opener</b> – What is a headline? How does it grab attention? Come up with a snappy headline we could use this week and names for our newspaper. Write a couple of ideas for each down.</p> <p><b>Main</b> – Have the picture of the whale and the other people there. Tell the children we are going to pretend to interview these other characters to get more information about the rescue – the butcher, baker, electrician, schoolchildren and teachers. What information do they tell us? How they felt, what they saw, what they think of what happened opinions. “Mr Grinling was a hero, he saved the whale!”</p> <p><b>Activity</b> – Children to have a picture strip of the characters – write a quote for each character. Make sure you are using the correct punctuation when recording your quotations.</p>	45 minutes
Thursday	<p style="text-align: center;"><b>LO: To plan a newspaper report</b></p> <p><b>Opener</b> – Have a simple sentence about the rescue written and the children have one minute to improve it with extra details and better vocabulary.</p> <p><b>Main</b> – Orally discuss the rescue using images from the story. For each pic children to discuss what happened and then link to the next part with super time connectives. Look at the planning proforma for the newspaper report and ensure the children know what is needed in each section of the plan.</p> <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 newspaper report tomorrow.</p>	45 minutes
Friday	<p style="text-align: center;"><b>LO: To write a newspaper report</b></p> <p><b>Opener</b> – Look back at the different things you have done this week to build up to writing a newspaper report.</p> <p><b>Main</b> – Look at the success criteria linked to a newspaper report 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 newspaper report of the rescue in the story.</p> <p><b>Activity</b> – Complete your newspaper report 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 style="text-align: center;"><b>Watch the video before completing the activity</b></p> <p><b>Before</b> – Look at the layout of the text. What features of a book do you already know? E.g. blurb, title, author, spine, front cover, back cover, writing, pictures etc. What is the title of the book? Record the title on your recording sheet.</p> <p style="text-align: center;"><b>Look at the PowerPoint of See inside Famous Buildings.</b></p> <p><b>During</b> – Look at the fact sheets. Discuss the features and share some of the</p>	45 minutes

facts about the buildings.

**After** –Label the features of the text you can see and then use some of the facts you have learnt to create a fact sheet about a famous building.

## Maths

Monday



**Starter** – To match numerals to words  
Place the game set as your 2do today for maths:



45 minutes

**LO: To make equal groups – share equally**  
<https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/>

Show children the division symbol  $\div$  – what do we know about this symbol? Generate vocabulary – divide, share equally, division, divided by, group

Share the LO for the day: To share  
What does this mean? (We need to share an amount equally between a set amount of groups)

Show the calculation:  $12 \div 2 =$   
Model how to recognize how many we have to begin with. Collect 12 cubes.  
How many are we sharing it by? – invite two people to the front to share the cubes between.  
How many are in each group? Ask the children to count their cubes and share their answer.  
How do we know we have shared the objects equally? – they should both have 6.

Model how we can draw this – draw two circles with 12 counters shared between.  
Ensuring you share the counter symbol between the two groups whilst drawing.

Language to explain your understanding:

Children's responses:  
\_\_\_ has been shared equally into \_\_\_ equal groups.  
I have \_\_\_ in each group.  
\_\_\_ groups of \_\_\_ make \_\_\_

Activity: To share using language above and model understanding using equal groups

Challenge:

Jack says,  
I can work out  $40 \div 2$  easily because I know that 40 is the same as 4 tens.

This is what he does:

$40 \div 2 = 20$

Is it possible to work out  $60 \div 3$  in the same way?  
Prove it.

Tuesday



**Starter** – To find one more and one less  
Place the game set as your 2do today for maths:

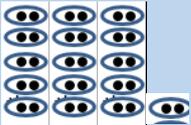


45 minutes

**LO: To make equal groups – grouping**  
<https://whiterosemaths.com/homelearning/year-2/spring-week-3-number-multiplication-and-division/>

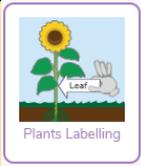
Recap yesterday's learning – choose a two digit number e.g. 36

Divide this by 2 – Exaggerate that it will take us a long time to do this. Is there a quicker way?

	<p>Model how we can use our 2 times table to support our understanding using arrays</p>  <p>Now count how many groups of two you have made. model how to use squares within their books to complete understanding.</p> <p>Activity: To group the images using the circle function on the insert tab across the top of the word document. Alternatively – you could use hands on materials at home like pasta shapes or counters or coins as a support.</p> <p>Plenary: Arithmetic division questions</p> <p>12 / 2</p> <p>24 / 2</p> <p>35 / 5</p> <p>40 / 5</p> <p>70 / 10</p> <p>100 / 10</p> <p>Model how to count on your fingers to solve these quick fire questions.</p>	
<p><b>Wednesday</b></p>	 <p><b>Starter – counting by 2 5 and 10</b></p> <p><b>LO: To divide by 2, 5 and 10</b></p> <p><b>Main –</b> recap the ÷ symbol. What does this mean? Model a range of questions the children will complete today. Explain this is not new learning – we have looked at this before – let’s remind ourselves. When we divide what happens to our number? Which other calculation is friends with division? Who is the inverse to division?</p> <p>Today we are going to embed our learning from the last two days to show our understanding and apply it to the 2, 5 and 10 timetables.</p> <p>Activity: Complete the division calculations and use the language to support you understanding.</p> <p>Challenge: Quiz your understanding on Purple Mash quizzes</p>  <p>Division - 2, 5 &amp; 10</p>	<p>45 minutes</p>
<p><b>Thursday</b></p>	 <p><b>Starter – Counting up within 100</b></p> <p><b>LO: To solve calculation problems</b></p> <p>Using all calculation understanding from the three weeks model how to complete a range of different strategies to solve calculation problems: Watch the video from Mr Grinling explaining that he has lost the key to the lighthouse and cannot remember where he has put it.</p>	<p>45 minutes</p>

	<p>Can we solve the puzzles to find the location of Mr Grinling's key and the person who hid it there so he can clean the light to make sure it is perfect for this evening...</p> <p>Model how to complete one of each of the puzzles in order to be aware of the strategies.</p> <p>You might want to use some scrap paper to solve each puzzle. Message your teacher at the end where the key was found in order to return it to Mr Grinling!</p>	
Friday	<p><b>Starter:</b> Use the attached timetable quiz to complete in 2 minutes and 24 seconds</p> <p><b>LO: To recognise odd and even numbers</b>  <a href="https://www.youtube.com/watch?v=WacilGHhS4">https://www.youtube.com/watch?v=WacilGHhS4</a></p> <p>What do you notice about the odd numbers? What are even numbers then? What do you notice?</p>  <p>Using the 100 square children to use two coloured pens and have a 5 minute timers to highlight odd and even numbers. You could always use this interactive 100 square like we have used in class and take a photo of your screen to show me your understanding: <a href="https://www.topmarks.co.uk/learning-to-count/paint-the-squares">https://www.topmarks.co.uk/learning-to-count/paint-the-squares</a></p> <p>What do we notice about the pattern of odd and even numbers?</p> <p>Children will read the following statements and use the numbers from the 100 square to explore whether the statements are always true, sometimes true or never true.</p> <p>Choose one statement and have a class discussion about whether it is true. Ask children to think of some examples to illustrate the statement and decide whether it is always, sometimes or never true. If they decide it is sometimes true, they could think about what conditions make it true.</p> <p>Are the following statements always true, sometimes true or never true?</p> <ul style="list-style-type: none"> <li>• When you add two even numbers together the answer is even</li> <li>• When you add two odd numbers together the answer is odd</li> <li>• If you add an even number to an odd number the answer is even</li> <li>• Adding three consecutive numbers results in an even number</li> <li>• Doubling a number results in an even number</li> </ul>	45 minutes

## Foundation Subjects

Topic	<p><b>Starter:</b> Name that landmark – look at the pictures of landmarks and discuss with your family if you have visited or know someone who has visited these famous buildings. Can you name any of them?</p> <p><b>Main-</b> Watch the video for today's learning.</p> <p>Look through the powerpoints and discuss with your family why people would visit different countries? What reasons would they need to visit? To see family, go on a holiday, to work, to explore different cultures etc.</p> <p><b>Activity-</b> Create a fact sheet by using the online tool.</p>	45 Minutes
Science	 <p><b>Starter-</b> Start by reminding yourself of what features a plant has by completing the labelling a plant quiz on purple mash.</p> <p><b>Main-</b> Watch the video:  <a href="https://www.bbc.co.uk/bitesize/clips/z3wsbk7">https://www.bbc.co.uk/bitesize/clips/z3wsbk7</a>          Discuss the meaning of the word germinate with your family.</p>	45 Minutes

	<p><b>Germinate</b> means start growing (seeds &amp; bulbs have enough goodness contained in them to start growing (this is why seeds from the food section of a supermarket are so healthy to eat) - once they develop their first true leaves, photosynthesis takes over and the plant produces its own food).</p> <p>Activity: Complete a process sheet for what a plant needs during the process of germination</p>  <p><b>Fun Activity:</b> Why not have a go at planting some cress seeds – you can buy these from the local supermarket when you next do your food shop. <a href="https://www.bbc.co.uk/cbeebies/makes/mr-blooms-nursery-cressheads">https://www.bbc.co.uk/cbeebies/makes/mr-blooms-nursery-cressheads</a></p>  <p>Use the website above to follow the instructions to create your own cress head .</p>	
<p><b>Art</b> You activity is on Purple Mash</p>	<p><b>Starter-</b> match sculpture ideas to the correct landmark.</p> <p><b>Main-</b> look at the different landmark examples for sculptures- what do we like about this art? What would we change? What could be better? Model how to design their own sculpture and ensure children are labelling their sculpture explaining what medium they are going to use and what colour it is going to be. Etc.</p> <p><b>Activity-</b> Children to design their own sculpture they have chosen and label what they will use to describe and explain why they have chosen this.</p>	<p>45 Minutes</p>
<p><b>PSHE</b></p>	<p><b>LO: work cooperatively in a group to create an end product</b></p> <p><b>Connect us</b> Go to each member of your family give them a smile and say something that you have enjoyed doing with them this week.</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> As a class we are creating a 'Garden of Dreams and Goals' for the end of this Puzzle. We are going to then put some of the best designs into the courtyard to make it more inviting to the birds in the Spring and Summer.</p>	<p>30 Minutes</p>

Your challenge is to make some imaginary birds or creatures for 'The Garden of Dreams and Goals'. You can work with your family as a team.

This is a garden of dreams and goals so they can use their imaginations. It is a happy, safe garden with nothing scary in it.

Share your learning with us on purple mash or use one of the 2Paint apps to create your design and send it back to us. You can even email a photography to school email account [info@greenhill.theharmonytrust.org](mailto:info@greenhill.theharmonytrust.org)

**Vocabulary** – Learning, Together, Success, Celebrate, Achievement, Goal, Partner, Team work.



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