



Home Learning Pack – Year 2 – W/B Monday 13th July, 2020

Dear Year 2 parents and carers,

This year has been like no other - what a story to tell when we get older. We talked a lot about 'Silver Linings' last week. It's always important to try and spot those silver linings - there are many.

Please continue to send any queries directly to head@deanshanger.northants-ecl.gov.uk or if urgent to grussell@deanshanger.northants.sch.uk.

We have compiled a list of tasks for you to complete as part of your home learning this week.

Maths

Please continue to access 'Times Table Rockstars' and 'NumBots'. Your log in details for both these websites should be the same.

If you cannot access TTRockstars, the link below should help you with paper-based multiplication:

<https://www.twinkl.co.uk/resource/t2-m-1706-year-3-beat-the-clock-editable-times-tables-grid>

Should you have any trouble accessing any document please do not hesitate to get in contact with grussell@deanshanger.northants.sch.uk

We can now access learning through Maths – White Rose available at <https://whiterosemaths.com/homelearning/year-2/>. Should you need to access these documents, the log-in details are: Username: Parent Password:

DeanshangerP1!

Lessons for the week beginning 13th July :

Lesson 1 – Telling time to 5 minutes

Lesson 2 – Hours and days

Lesson 3 – Durations of time

Lesson 4 – Compare durations of time

Lesson 5 – Friday Maths challenge (to be updated on the website)

These learning tasks have been affixed at the bottom of this document. If you would like paper copies of these documents please make contact with us so that we can prepare sufficient copies and place them outside the front gate.

Please also be advised, the answers and videos are available directly from the website. Should you need anything emailed over to you or need any support with accessing anything, send an email to grussell@deanshanger.northants.sch.uk.

Should you need any further work, please check on the BBC Bitesize website as there is a new lesson uploaded daily (please be advised however these aren't always in line with our learning journey):

<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8>

English

Now you know who your new teachers are, this week in English we would like your child or children to write a letter to their new teacher. This can be about anything of your child's choice. For example, it could be about looking forward to Year 3, reflecting on Year 2, something regarding Lockdown or something they have achieved or do outside of school. The letter could be written down, typed on to an electronic device or said aloud to a sibling, parent or carer.

Remember to include features of a letter:

- Address
- Date
- Dear
- Opening sentence
- First person
- Paragraphs of your own writing
- From

SPag.com

- KS1 SATs Grammar Test – official sample
- Paper version (supporting document) – Year 2 English Grammar and Punctuation Test 7.

Reading comprehension

The Reading Comprehension activity this week is 'Planting bulbs'. (Supporting document).

Additional writing task

The following link provides daily tasks for writing and grammar with images for inspiration: <https://www.pobble365.com/>

Select an image that interests your child or children. Then complete activities about the picture that appear below, such as, 'Perfect picture', 'Story starter', 'Question time', 'Sick sentences' or 'Sentence starter'. Your child or children can then write a story about that picture. The pictures and/or daily tasks can be printed out, if you need to print them off. This activity can be written on paper, filmed, typed into a word document or said aloud to an adult or sibling.

International task

Recall the different ways in which we use plants (recall the previous tasks). Focus on plants as food and ask the children if they think we should eat more plants or more meat products. What is a vegetarian? Do you know any vegetarians?

Consider how meat is produced from farm animals. Link the type of meat to the animal it comes from using pictures or photographs from books and the internet. On a map, locate where different domestic animals might be found, e.g. dairy cattle on lower, grassy pastures, and goats and sheep on higher ground.

Think about the following big question: would it help the world if we all ate less meat and more plants? How? Why?

Possible things to discuss could be the clearing of the rainforests for meat production. What is the connection between eating meat and cutting down trees? Draw a flow diagram that shows how deforestation leads to loss of wildlife habitats, endangered animals, species extinction, climate change, water shortages, floods, soil degradation, etc. Different mileposts could look at different aspects, as appropriate to their age and ability.

meatfreemondays.com – Meat Free Monday website explains how eating no meat for one day in the week could make a difference to the world.

Once you have discussed these the children could collect and create vegetarian recipes to try and make at home.

Science - exit point

For your Science learning this week we would like you to review the plants you previously planted and re-pot these externally - how successful were they at growing? What could you do differently next time? How could you make them grow quicker? Make a list of all the things you will need to re-pot these outside and with a grown-up's help and permission go ahead and re-home your plants.

Some other possible learning points could be:

- Creating cress heads using cress seeds, soil and stockings.
- Plant a sunflower seed or a bean and see how tall it can grow. Write a diary to record the difference each day.

Virtual trip

We may not be going on a physical school trip to mark the end of the school year but please feel free to take yourselves on a virtual trip. You could pop along to the Botanic Garden of Wales:

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

Or even just visit Wales:

<https://www.visitwales.com/info/travel-trade/fact-sheets/virtual-tours-and-short-films>

If you could, perhaps you could write a recount on this.

Computing

'Sounds' in 2Code

'Left index finger words' in 2Type

PE


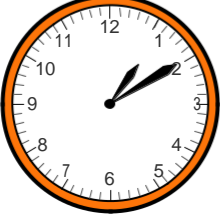




ACTIVE LIVES SURVEY: Please look out for an important e-mail regarding an online survey we would like your child to take part in. It is completely optional but the school receives vouchers depending on how many children complete it.

Parents, you don't get away with it either, there is also a survey for you to complete too which will also result in vouchers for the school too!

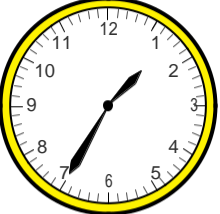

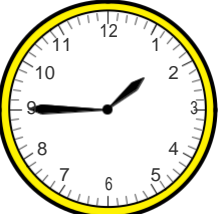

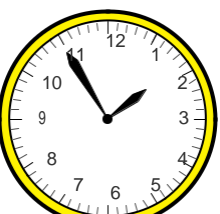
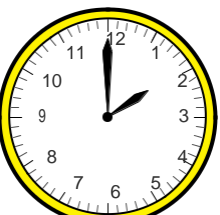
If you have a chance this week and if you have enough participants, please try and play a game of 'Rounders'. We often play nice fun games like this towards the end of term.

Telling time to 5 minutes

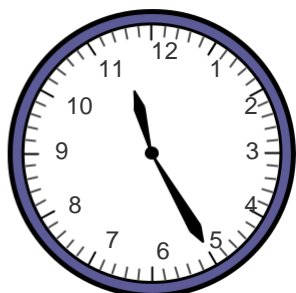
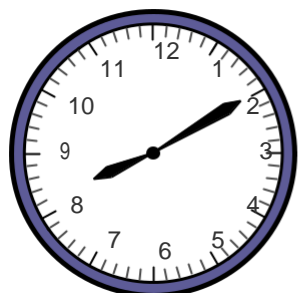
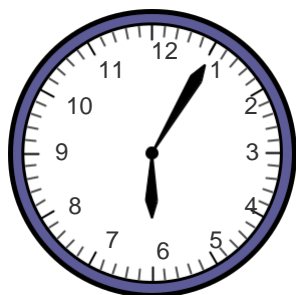
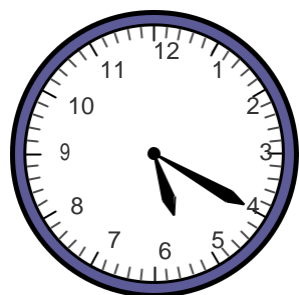
1 Complete the table.

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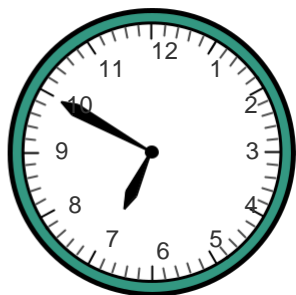
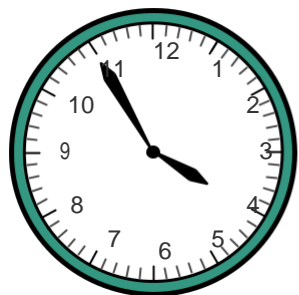
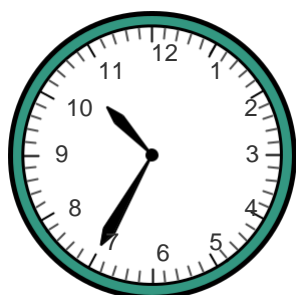
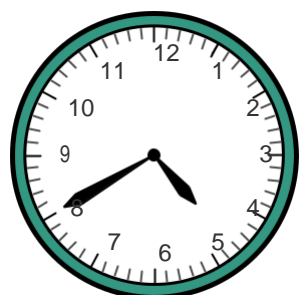
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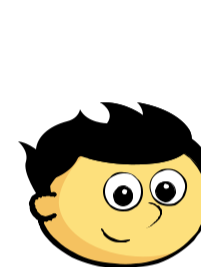
3 Write the time shown on each clock.



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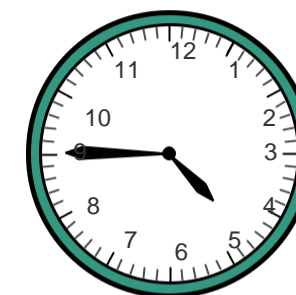


5 Jack and Mo read the time on the clock.



It is quarter to 5

Jack



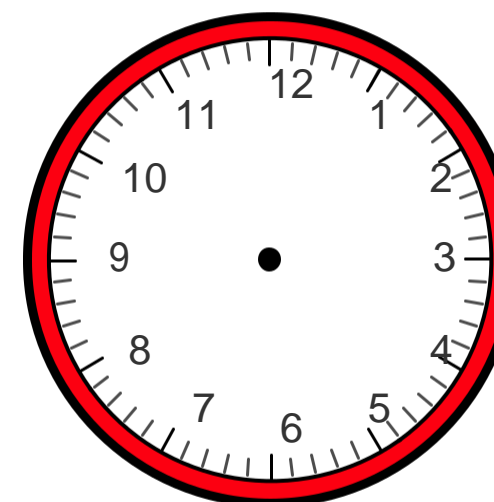
It is 15 minutes to 5

Mo

Who is correct? _____


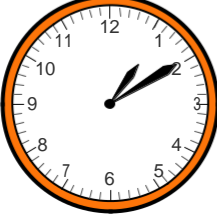




How do you know?

6 Draw on the clock to show 25 minutes past 3

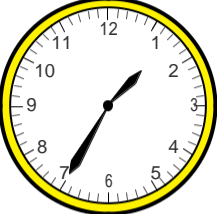

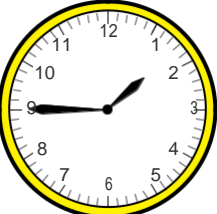
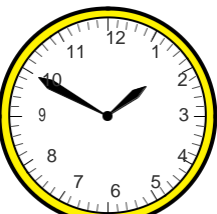
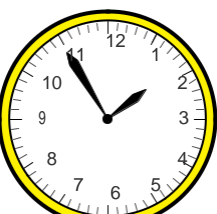
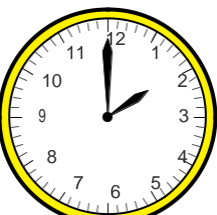


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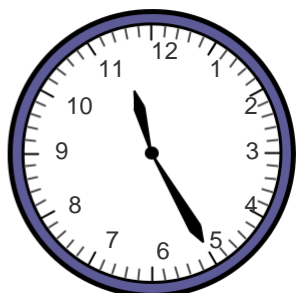
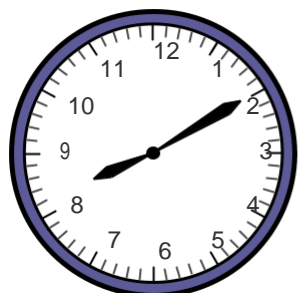
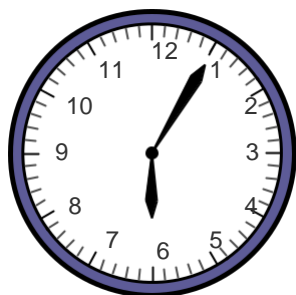
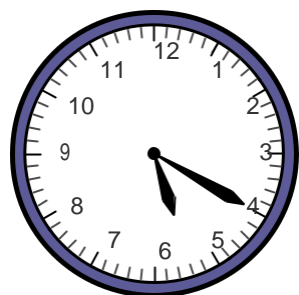
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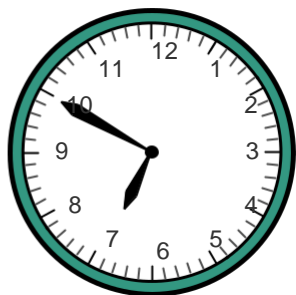
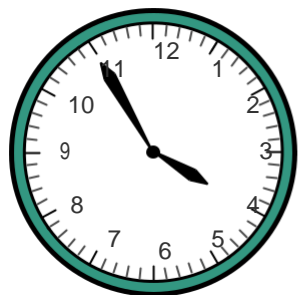
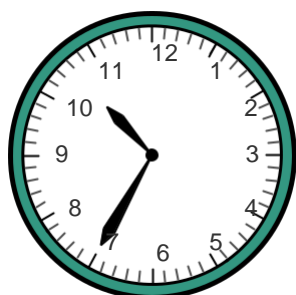
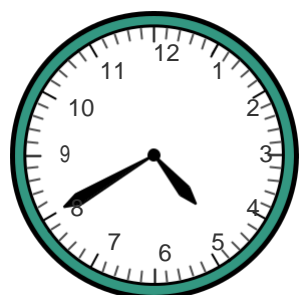
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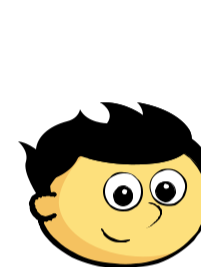
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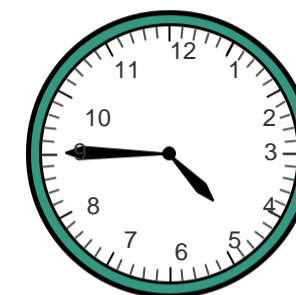


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It is quarter to 5

Jack



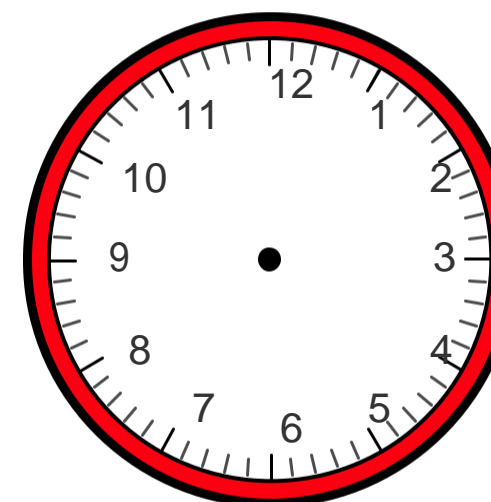
It is 15 minutes to 5

Mo

Who is correct? _____

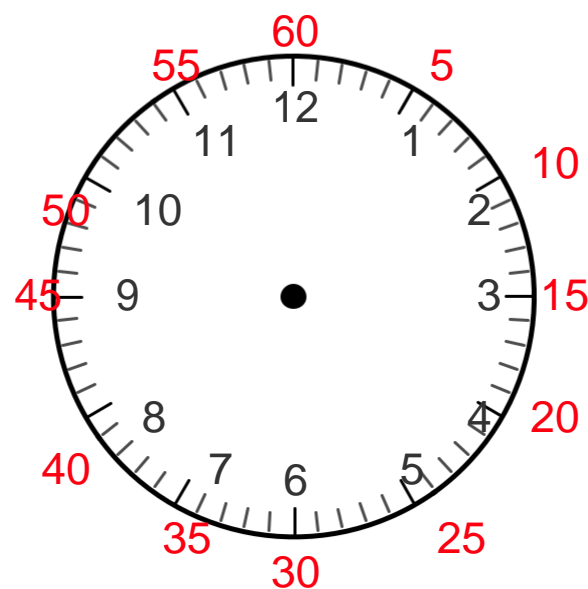
How do you know?

6 Draw on the clock to show 25 minutes past 3



Hours and days

- 1** Complete the sentences.
You can use the clock to help you.



- a) There are minutes in 1 hour.
- b) There are minutes in half an hour.
- c) There are minutes in quarter of an hour.
- d) There are minutes in one and a half hours.

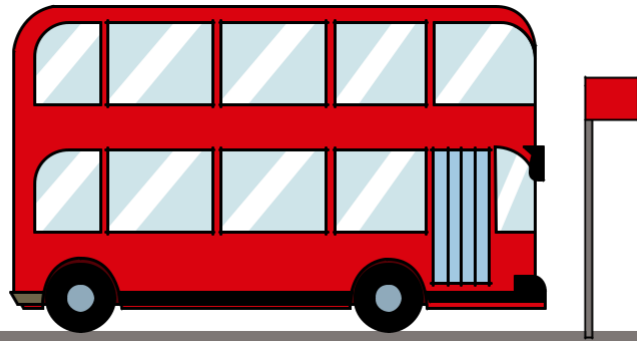
- 2** Complete the table.

60 minutes earlier	Time now	30 minutes later
3 o'clock		half past 4



- 3 Annie and her mum take the bus to Gran's house.

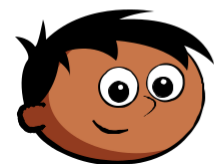
The bus ride takes one hour.



- a) What time will Annie and her mum arrive if the bus leaves at 9 o'clock?

- b) Annie and her mum get the bus home.
They get off the bus at quarter to 2 What time did they get on the bus?

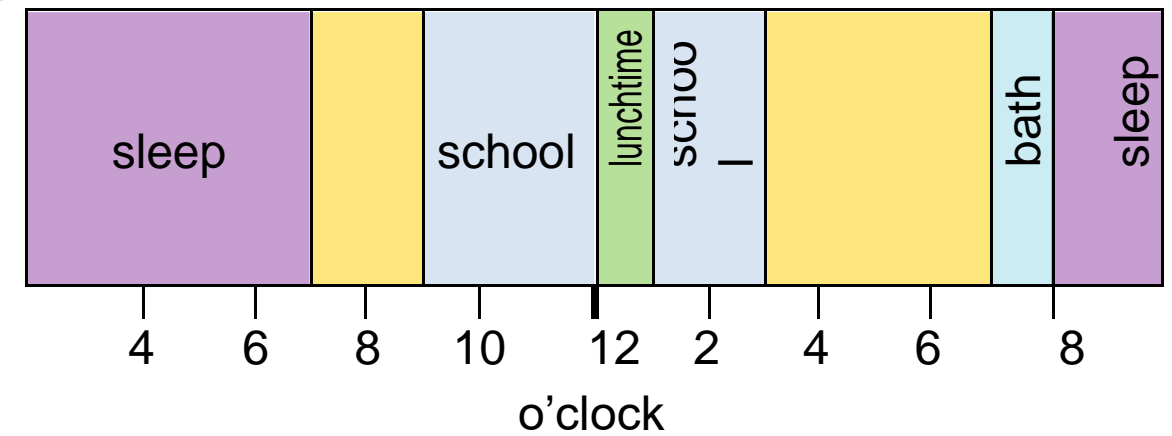
- 4 Amir went to the cinema.



The film started at half past two and lasted for 90 minutes.

What time did the film end?

- 5 The bar model shows a section of Dexter's day.



- a) What time did Dexter go to bed?

- b) What time did Dexter get up?

- c) What do you think Dexter did between 7 o'clock and 9 o'clock in the morning?

- d) What was Dexter doing at 6 o'clock in the morning?

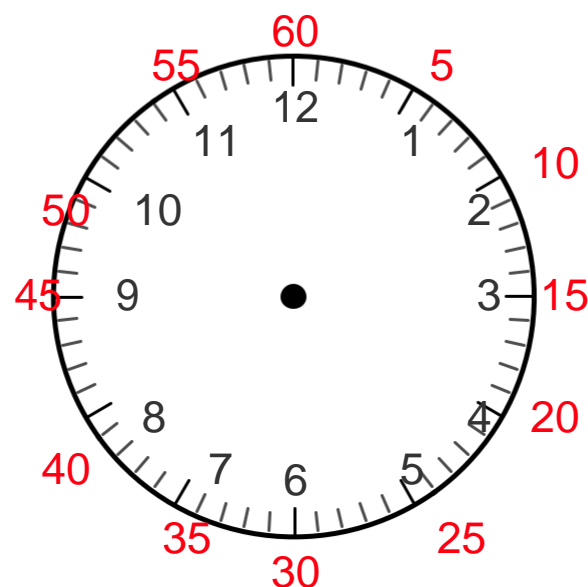
- e) What could Dexter have been doing at 6 o'clock in the evening?

- 6 Work with a partner to draw a bar model showing your day.



Hours and days

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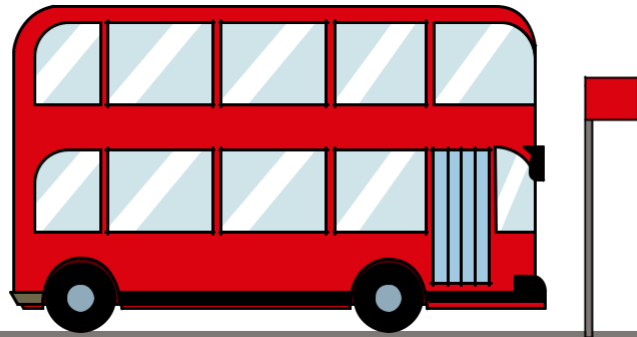
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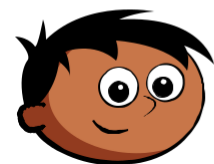
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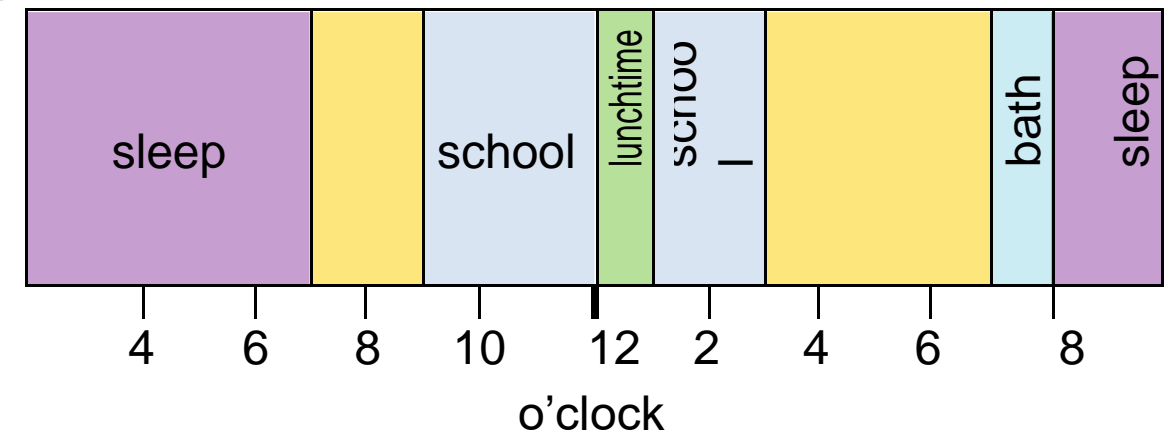
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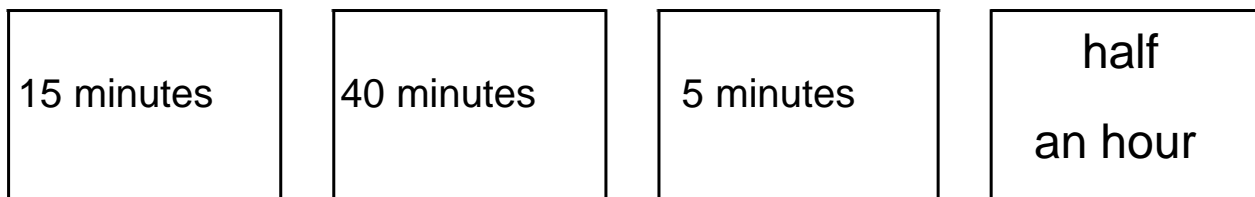
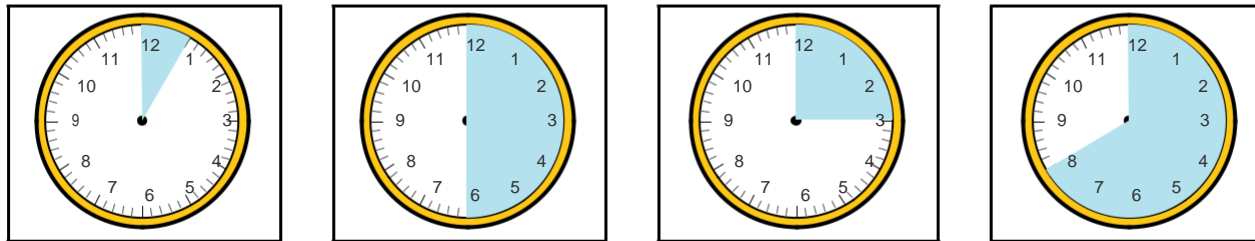
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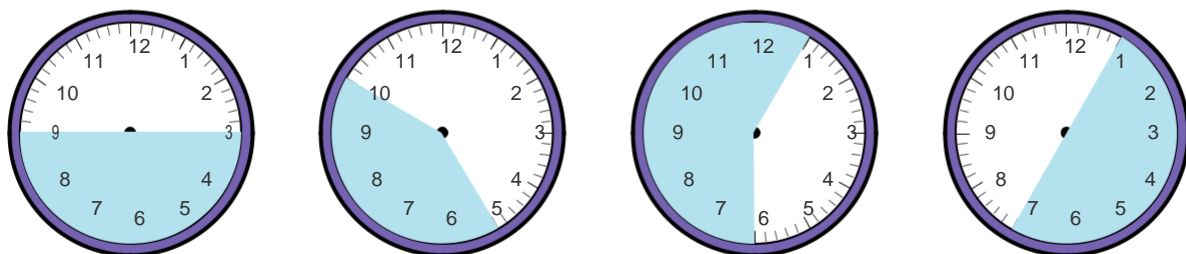


Find durations of time

1 Match the durations on the clocks to the labels.

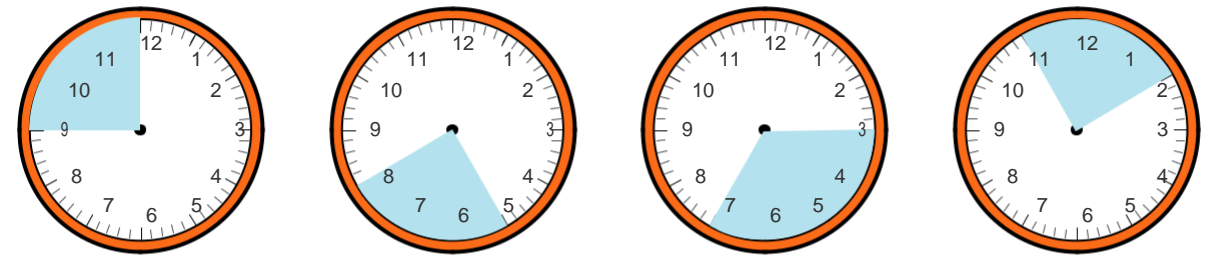


2 Tick all the clocks that show a 30-minute duration.

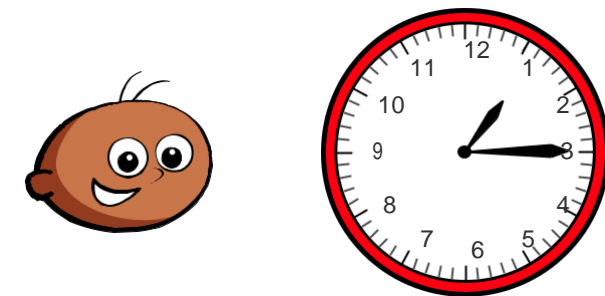


Talk to a partner about what you notice.

Tick all the clocks that show a 15-minute duration.

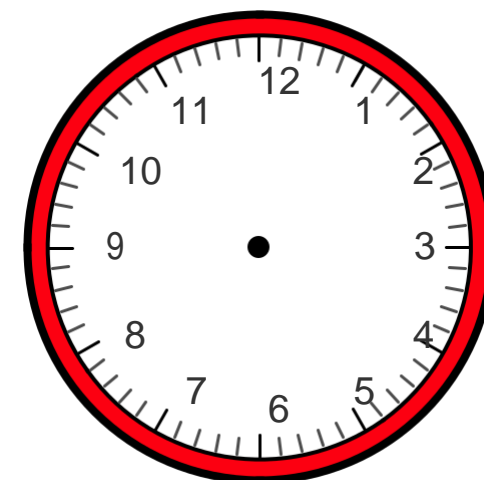


4 Tommy sat down to play a game at quarter past 1

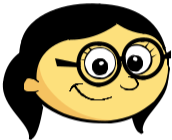
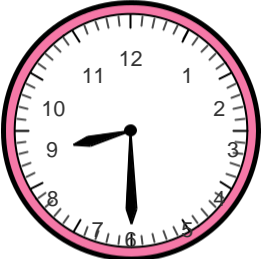
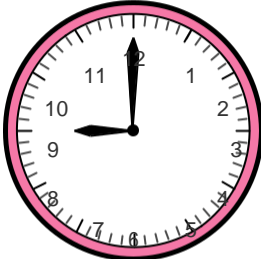
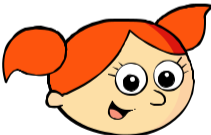
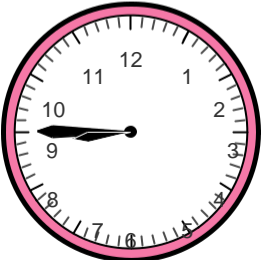
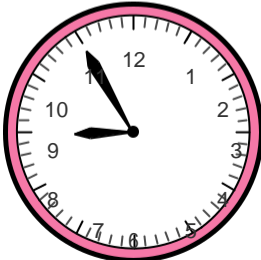

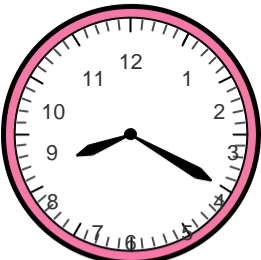
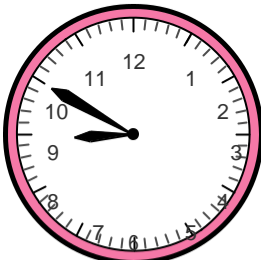


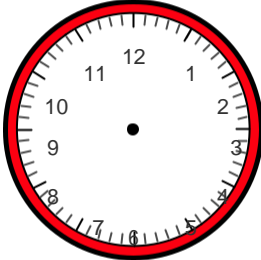

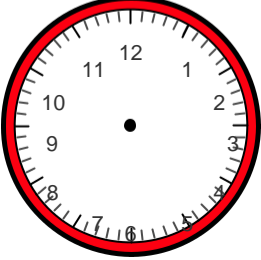
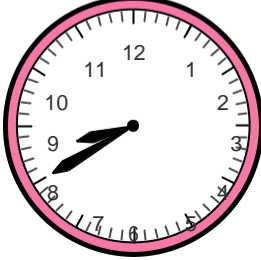


The game took 20 minutes.

Draw the hands on the clock to show what time the game finished.



5 The table shows information about some children's journeys to school.

Name of child	Left home	Arrived at school	Journey time
 Annie			30 minutes
 Alex			
 Jack			
 Mo			20 minutes
 Dexter			15 minutes

a) Complete the table.

b) Is each statement true or false?

Circle your answers.

Annie arrived at school first. **true** **false**

Jack left home first. **true** **false**

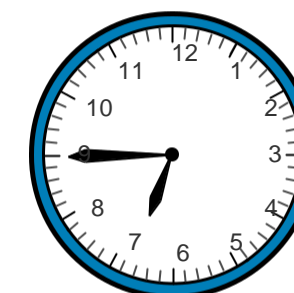
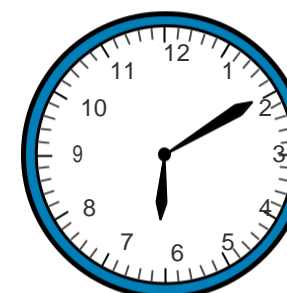
Mo and Dexter left home at the same time. **true** **false**

Annie left home before Jack. **true** **false**

Alex arrived at school after Jack. **true** **false**

Make up your own true or false question about the table to test your partner.

6 Whitney watched TV from 10 past 6 until quarter to 7

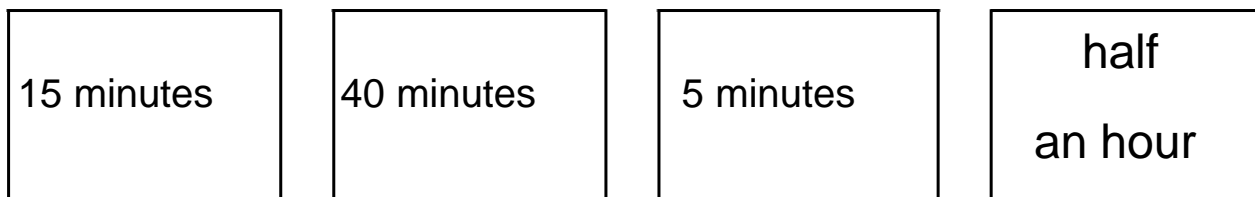
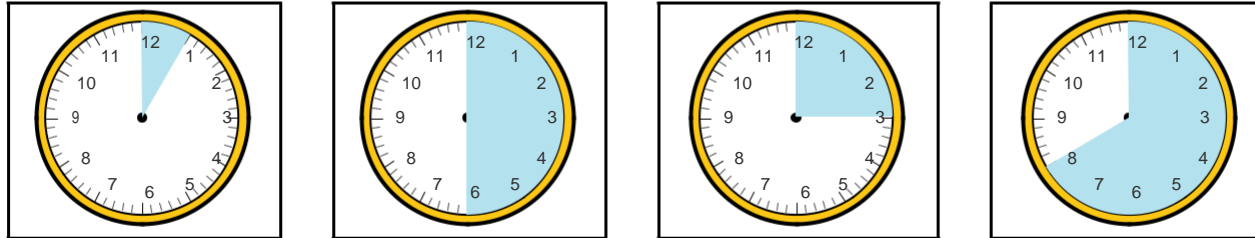


How long did she spend watching TV?

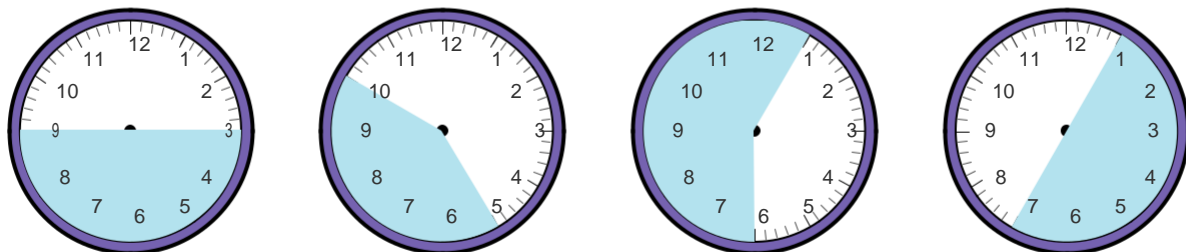
minutes

Find durations of time

1 Match the durations on the clocks to the labels.

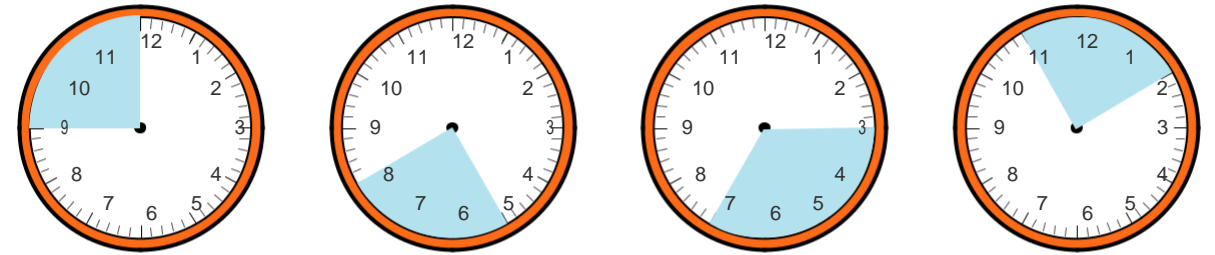


2 Tick all the clocks that show a 30-minute duration.

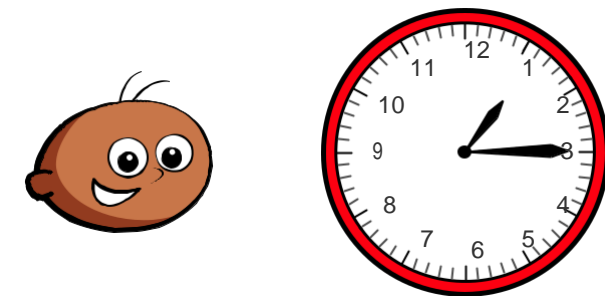


Talk to a partner about what you notice.

Tick all the clocks that show a 15-minute duration.

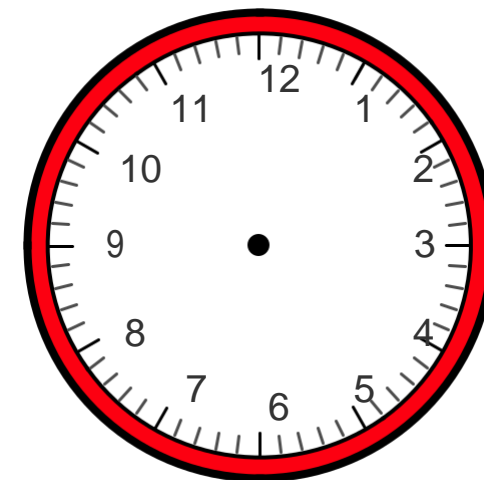


4 Tommy sat down to play a game at quarter past 1

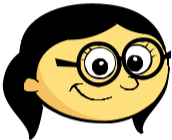
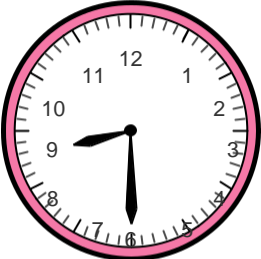
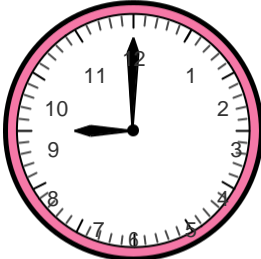
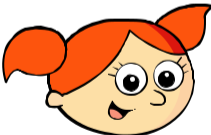
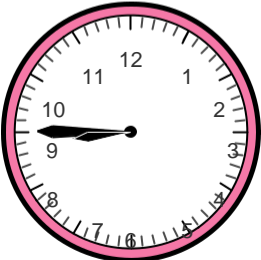
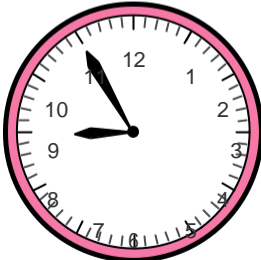

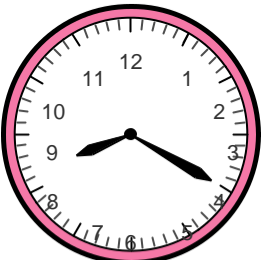
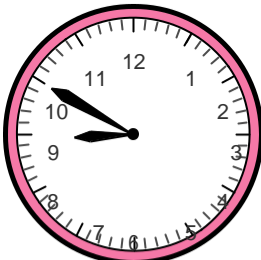



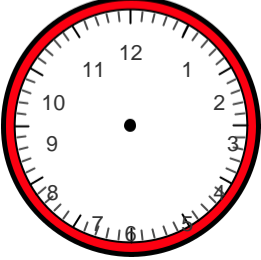
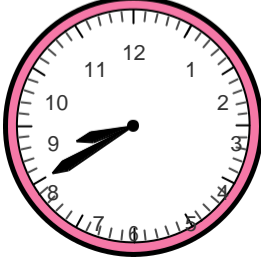


The game took 20 minutes.

Draw the hands on the clock to show what time the game finished.



5 The table shows information about some children's journeys to school.

Name of child	Left home	Arrived at school	Journey time
 Annie			30 minutes
 Alex			
 Jack			
 Mo			20 minutes
 Dexter			15 minutes

a) Complete the table.

b) Is each statement true or false?

Circle your answers.

Annie arrived at school first. **true** **false**

Jack left home first. **true** **false**

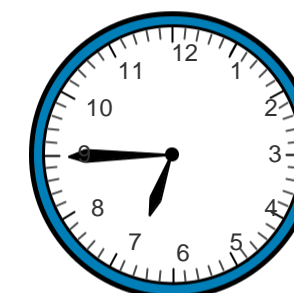
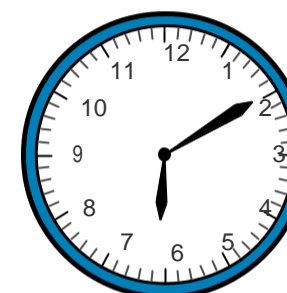
Mo and Dexter left home at the same time. **true** **false**

Annie left home before Jack. **true** **false**

Alex arrived at school after Jack. **true** **false**

Make up your own true or false question about the table to test your partner.

6 Whitney watched TV from 10 past 6 until quarter to 7



How long did she spend watching TV?

minutes

Compare durations of time

1 Write $<$, $>$ or $=$ to compare the durations of time.

a) 50 minutes 1 hour

b) quarter of an hour 15 minutes

c) half an hour 25 minutes

2 Write the times in order from shortest to longest.

90 minutes

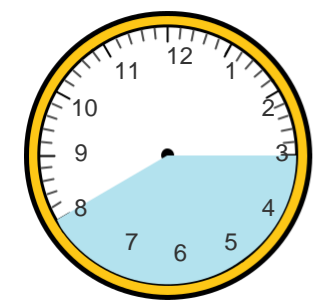
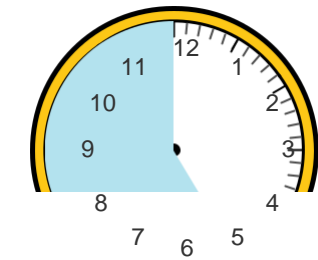
one hour
45 minutes

shortest

longest

3 Circle all the durations of time that are longer than half an hour.

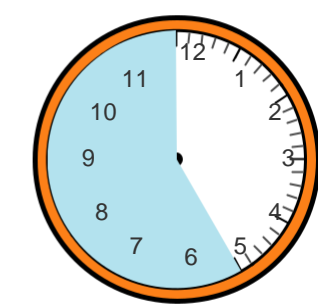
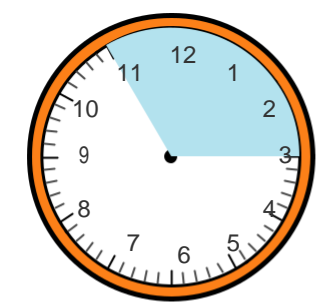
35 minutes



three-quarters of an hour

4 Circle all the durations of time that are shorter than half an hour.

25 minutes



three-quarters of an hour

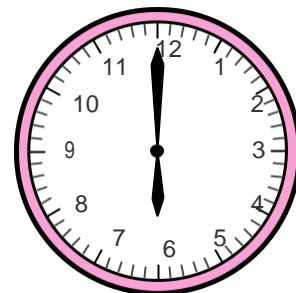
- 5 The clocks show the times that Ron and Teddy started and finished tidying their rooms.



Who tidied their room in the shortest amount of time?

How did you work this out?

- 6 Aisha and Kim both started their homework at 6 o'clock.



Aisha finished her homework at 25 past 6

Kim's homework took her 10 minutes longer.

What time did Kim finish her homework?

- 7 The children in Class 2 ran around the edge of the school field.

The table shows their start and finish times.

Name	Start time	Finish time
Tommy	10 past 2	half past 2
Amir	quarter past 2	half past 2
Dora	20 past 2	quarter to 3
Rosie	20 past 2	20 to 3

Use the information in the table to complete the sentences.

- a) _____ took the longest time.
- b) _____ took the shortest time.
- c) Tommy ran faster than _____.
- d)



Tommy

Amir and I took the same length of time because we finished together.

Is Tommy correct? _____

How do you know?

Compare durations of time

1 Write $<$, $>$ or $=$ to compare the durations of time.

- a) 50 minutes 1 hour
- b) quarter of an hour 15 minutes
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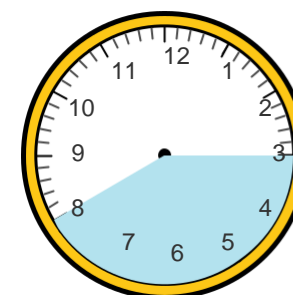
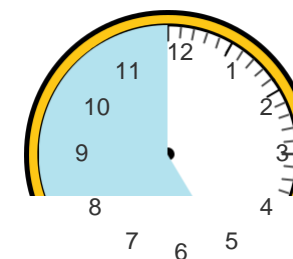
one hour
45 minutes

shortest

longest

3 Circle all the durations of time that are longer than half an hour.

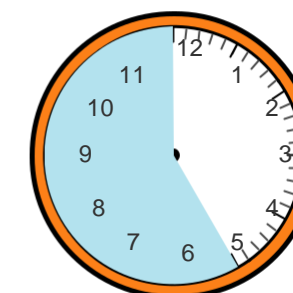
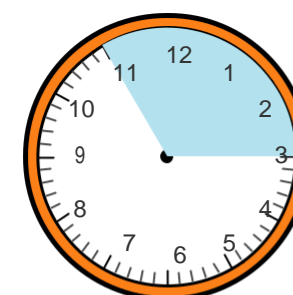
35 minutes



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25 minutes



three-quarters of an hour

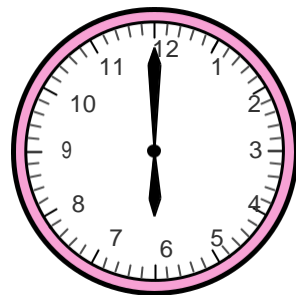
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Amir and I took the same length of time because we finished together.

Is Tommy correct? _____

How do you know?

Practice text: Planting Bulbs

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Why are most spring flowers grown from bulbs? Tick one. So the flowers have bright colours. So you plant them in the autumn. So the flowers have food to grow. So they flower in the spring.	So the flowers have food to grow.	1b 1 mark	<i>Question focus: identify information.</i> <input type="checkbox"/> Carefully read the question, marking key words. <input type="checkbox"/> Consider where in the text to look for the answer. <input type="checkbox"/> Carefully read the paragraph to find your answer. <input type="checkbox"/> Reread the options in the question and choose the best one.
2. Find and copy two places you can plant a bulb.	in the garden in a pot	1b 1 mark	<i>Question focus: identify information.</i> <input type="checkbox"/> Carefully read the question, marking key words. <input type="checkbox"/> Consider where in the text to look for the answer. <input type="checkbox"/> Carefully read the paragraph to find your answer. Both answers are needed for one mark
3. Tick the instruction. Have you ever noticed the bright colours of spring flowers? How to plant a bulb: Planting Bulbs Dig a hole that is three to four times as deep as the bulb.	Dig a hole that is three to four times as deep as the bulb.	1b 1 mark	<i>Question focus: identify information.</i> <input type="checkbox"/> Carefully read the question, marking key words. <input type="checkbox"/> Consider what you know about instructions. <input type="checkbox"/> Read the options carefully and identify the key features.
4. “The roots will grow down and the bud will sprout up.” The word “ <i>sprout</i> ” in this sentence is closest in meaning to (tick one): green vegetable grow stem leaf	grow	1a 1 mark	<i>Question focus: draw on vocabulary to understand text.</i> <input type="checkbox"/> Carefully read the question, marking key words. <input type="checkbox"/> Consider where in the text to look for the word. <input type="checkbox"/> Scan the text to find the word. <input type="checkbox"/> Carefully read that part of the text, thinking about what the word might mean.

Practice text: Planting Bulbs

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
5. "Wait and watch." Write what you think will happen next.	Possible answers could include: The flowers will grow./The stem/stalk/shoot will appear above the ground.	1e 1 mark	<i>Question focus: predict what might happen.</i> <input type="checkbox"/> Carefully read the question, marking key words. <input type="checkbox"/> Consider where in the text to look for information. <input type="checkbox"/> Think about what has happened so far and what you think might happen next.
6. Number these events to show the order they happen in. Enjoy the spring flowers. Plant the bulb. Let the leaves turn yellow. Let the roots grow down.	Enjoy the spring flowers. 3 Plant the bulb. 1 Let the leaves turn yellow. 4 Let the roots grow down. 2	1c 1 mark	<i>Question focus: identify order of information.</i> <input type="checkbox"/> Carefully read the question, marking key words. <input type="checkbox"/> Scan the text for the actions in the question. <input type="checkbox"/> Carefully read the text and number the events

Name:**Class:****Date:**

1. Why are most spring flowers grown from bulbs? Tick

one. So the flowers have bright colours.

So you plant them in the autumn.

So the flowers have food to grow.

So they flower in the spring.

1b

☐

1 mark

2. Find and copy two places you can plant a bulb.

1b

☐

1 mark

3. Tick the instruction.

Have you ever noticed the bright colours of spring

flowers? How to plant a bulb:

Planting Bulbs

Dig a hole that is three to four times as deep as the bulb.

1b

☐

1 mark

4. “*The roots will grow down and the bud will sprout up.*”

The word “*sprout*” in the sentence is closest in meaning to (tick one):

green vegetable

grow

stem

leaf

1a

☐

1 mark

5. “*Wait and watch.*”

Write what you think will happen next.

1e

☐

1 mark

6. Number these events to show the order they happen in.

Enjoy the spring flowers.

Let the leaves turn yellow.

Plant the bulb.

Let the roots grow down.

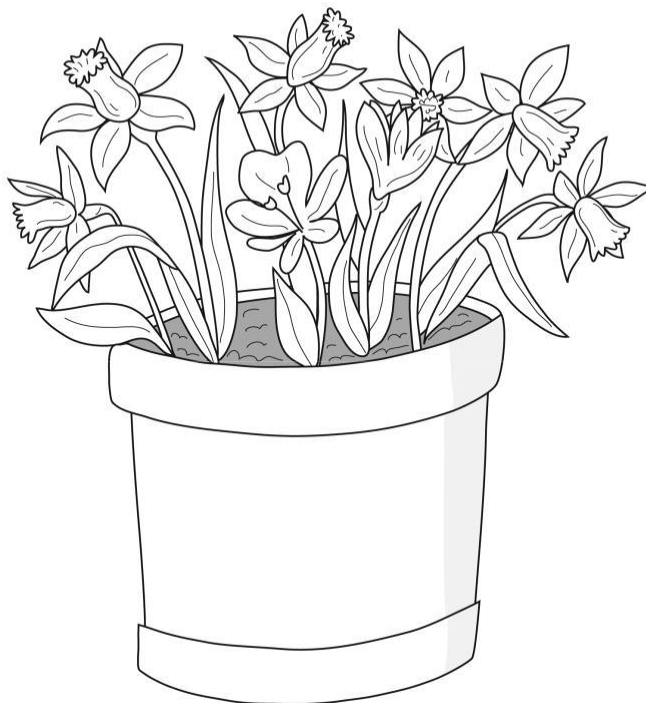
1c

☐

1 mark

Planting Bulbs

- 1 Have you ever noticed the bright colours of spring flowers? Most of them are grown from bulbs, which contain the food that the flower needs to grow. If you want your flowers to appear in the spring, you will need to plant your bulbs in the autumn, either in the garden or in a pot.
- 6 How to plant a bulb:
 - 7 1. Dig a hole that is three to four times as deep as the bulb.
 - 8 2. Plant most bulbs with the round bit facing down and the pointy bit facing up. If you're not sure which is which, plant the bulb on its side. The roots will grow down and the bud will sprout up.
 - 12 3. If you're growing bulbs in a garden, mark the spot where you have planted the bulb. Write the name of the flower on a lollipop stick and push it into the ground above the bulb.
 - 15 4. Wait and watch.
 - 16 5. Once the bulbs have finished flowering, leave the leaves until they begin to turn yellow. This lets the bulb make the food it needs to flower again next year.



SPaG

I can use regular past tense verbs.

Add either 'ed' or 'd' to make the verbs in bold into the past tense.

1. Axel **need**..... to do something.
2. He **ask**..... his dad if he could help.
3. His dad **answer**....., "No!"
4. He **want**..... to cook with his Mum.
5. She **laugh**..... and said, "No!"
6. He **like**..... to play with his little sister.
7. She **chew**..... on her rock and said, "Go away."
8. Axel **walk**..... sadly away.

Write your own sentence including a word in the past tense.
