

Home Learning Pack – Year 2 – W/B Monday 1st June, 2020

Dear Year 2 parents and carers,

Thank you for your ongoing support during these unprecedented times. The work that has been received is fantastic, so well done to those who have sent some work in. Please also continue to offer any feedback so that we can continue to improve our learning packs.

We have compiled a list of tasks for you to complete as part of your home learning this week. <u>Many of the suggested links will signpost you to the</u> <u>website Twinkl. You will need to log-in to this website to access these.</u> Log-in details are as follows:

Step 1: Go to <u>www.twinkl.co.uk/offer</u> Step 2: Enter the code CVDTWINKLHELPS Step 3: You may need to create an account.

Alternatively, should you need any of these supporting documents e-mailed to you please contact <u>grussell@deanshanger.northants.sch.uk</u> directly and these will be sent to you promptly as attachments. As Miss Peers and Mr Russell will be teaching in school this week it is advised you email <u>head@deanshanger.northants.sch.uk</u> with any comments, queries or concerns.

Please also be advised there are two Zoom meetings that have been organised for this week – <u>Friday 5th June at 1.40pm for pupils in Year 2 – Cardiff and</u> <u>Friday 5th June at 1pm for pupils in Year 2 – Canberra</u>. Meeting details normally remain the same and have been sent to you individually.

If you haven't already done so, please send two paragraphs to your child's teacher to add to their report. We would like a paragraph from your child and another from yourselves. This can encapsulate how they think their year has gone, academically or behaviorally. Feel free to send a message to your child's teacher if you are unsure.

<u>English</u>

Many children have sent us work, making and baking things such as, bread, cookies, cakes, pizza, smoothies, animal houses and bridges. Some of this work has been set in the learning packs for your child or children to complete. Others have been your choice.

For English this week we would like your child or children to write instructions for an activity that they have completed that required them to follow instructions.

The supporting document, below, includes an instruction checklist for your child or children to use when writing their instructions.

Instruction Text Features Key

Name _

Date _

Text Title:

Here are the features of an instruction text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'imperative verbs' box in red, then use the **same colour** to underline all the imperative verbs in your text.

Title which shows what the text is about. It may begin "How to"	Adverbs for how the actions should be done.
Sub-headings to break the text into clear sections.	Chronological order and Adverbs of Time.
An opening sentence which encourages the reader to have a go.	Technical vocabulary which is specific to the task.
A clear list of equipment or ingredients needed.	Diagrams or illustrations with labels.
Simple steps for each action in the method.	Formal, impersonal tone.
Imperative (bossy) verbs telling the reader what to do.	Closing statement which shows or describes what the reader has achieved.
Bullet points or numbers for each step.	

The instructions can be written, typed or said aloud to a sibling or an adult. This could be filmed of you wish.

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.

<u>SPag.com</u>

- KS1 SATs Grammar Test A
- Paper version (below) Year 2 English Grammar and Punctuation Test 1

Year 2 English Grammar and Punctuation Test 1

 Turn these words into nouns by adding -ness or -er. Write the new word, in full, on the line. Remember that some letters might need to be changed or added on to create the correct spelling!

teach	 bright _	
swim	 happy .	

2. Which type of word is beautiful in the sentence below?

The **beautiful** princess danced at the party.

a verb	
an adjective	
a noun	
an adverb	

Tick the best word to complete the sentence below.

You can have a rabbit _____ you look after it.

Tick one.



4. Tick the best word to complete the sentence below.

I really don't like washing my face _____ I have to do it.

Tick **one**.

or	
and	
but	

5. Write the missing punctuation mark to complete the sentence below.

What time is the party starting today

6. The verbs in boxes are in the present tense.

Write these verbs in the **past tense**. One has been done for you.



7. Add commas to the sentence below.

On the farm I saw a sheep cow pig and some chickens.

8. Tick the sentence that is a statement. Tick one box.

Jessica was running. Where are your shoes? Check you have cleared your desk. I don't believe it!



9. Tick the correct sentence. Tick one box.

Mark's car was very clean.

Marks' car was very clean.

Marks car was very clean.

_

10. Underline the verbs in the sentence below.

Yesterday I was walking to the park when I saw my friend riding her bike.

Year 2 English Grammar and Punctuation Test 1 Answers 1 mark took my lunch bag to school. 2 marks 1 teach teacher 6 I. <u>swimmer</u> swim. watched the television. Lucy <u>brightness</u> bright happy <u>happiness</u> 1 mark On the farm I saw a sheep, cow, pig and 2 7 1 mark a verb some chickens. x an adjective a noun an adverb 1 mark 3 1 mark 8 Jessica was running. x | when х if. Where are your shoes? Check you have cleared your desk. that. I don't believe it! because 1 mark 9 1 mark 4 Mark's car was very clean. х or. Marks' car was very clean. and. х Marks car was very clean. but. 5 What time is the party starting today 2 1 mark 10 Yesterday I was walking to the park when I 1 mark saw my friend riding her bike.

<u>Reading</u>

Please ensure that your child is reading 30 minutes a day and that you are reading with your child often and they are recording it in their 'Home School Diary'. Your child could also write reviews of the books they read to share with the class when we return to school. They need to be taking tests in Accelerated Reader as often as possible. Please use the following website to take the Accelerate Reader tests: <u>https://ukhosted73.renlearn.co.uk/1922487/</u>

Please also continue to log-in to Reading Eggs and Nessy Phonics should you have an account. The log-in information of these have either been e-mailed to you or they are in the back of your home learning diaries in the 'Passwords' section. Should you have any issues logging in to any of these please e-mail grussell@deanshanger.northants.sch.uk

<u>MyOn</u>

Hopefully, you have had a chance to Log in to MyOn. In line with our next topic Green Fingers we have suggested books for your child or children to read or listen to on MyOn. Once your child or children have read or listened to each book, they can then take an Accelerated Reading quiz on these books.

Reading comprehension

The Reading Comprehension activity this week is 'Seasons of the world'. (See below for the activity and answers).

Seasons of the World

The Earth circles around the Sun along with the other planets. It takes a whole year to complete one full circle. As the Earth circles round, it is in different positions to the Sun at different times in the year. This causes changes to the number of hours that we see daylight and it also affects the weather. We split these changes up into chunks of time that we call seasons.



As the weather is different around the world, the seasons around the world are different too.

Spring, Summer, Autumn, Winter

Europe, North America, South America, South Australia and China have four seasons in a year. They are known as spring, summer, autumn (or fall) and winter.

	Europe	North	South	South	China	KEY	
		America	America	Australia		spring	
January						summer	
February						autumn	
March						winter	
April							
May							
June							
July							
August							
September							
October							
November							
December							

Dry and Rainy Seasons

Some countries and continents have dry and rainy seasons instead of spring, summer, autumn and winter. Others have some or all of the four main seasons as well as a dry and wet season.

Rainy seasons are usually a few months long and almost all of the year's rain for that country or continent falls very heavily during this time. This rainy season can also be called monsoons.

Dry seasons are times in the year where hardly any or no rain at all falls. Rivers can dry up completely and it can be difficult to grow crops at this time.

It rains heavily almost all year round in the Amazon. They call June to November the "dry season" because there is less rain and flooding than in the other months of the year.

	Equatorial	Southern	North	Amazon	India	KEY	
	Africa	Africa	Australia			spring	
January						summer	
February						autumn	
March						winter	
April						dry	
May						rainy	
June							
July							
August							
September							
October							
November							
December							

As you can see, depending on where you live in the world, your experience of the seasons can be very different indeed.

Seasons of the World - Comprehension

Section A

1. How many times in a year does the Earth circle around the Sun?

2. What do the orange blocks show on the charts?

3. How many Winter months are there in India?

4. How many Autumn months are there in Northern Australia?

Section B

5. What is a season?

6. What is a rainy season?

7. What is the difference between the light blue blocks and the dark blue blocks?

8. How long is the dry season in the Amazon?

Section C

9. What are the Summer months in Europe, North America and China?

10. What are the Summer months in South America and South Australia?

11. What is a dry season?

12. Is there any rain during the Amazon's dry season?

Section D

13. What is a monsoon?

14. Are rainy seasons mostly during summer or winter?

15. Two seasons happen at the same time during November to February in Southern Africa. Which seasons are they?

16. How are the seasons in Europe different from the seasons in Equatorial Africa?

Section A

Highlight the blocks to show which features you can see in the report.

title	rhyming words	sub-headings
pictures	information	address

Section B

Match the features to their purpose.

1. title	a. facts to provide details about the topic		
2. sub-headings	b. a summary of the report's findings		
3. introduction	c. the name of the report		
4. information	d. a summary of what the report will be about		
5. pictures	e. headings to tell you what the next part of the report is about		
6. closing statement	f. photographs or drawings to help explain the topic		

Seasons of the World – Challenge Activity

Section C

Write the purpose of each of the features below.

title	
sub-headings	
introduction	
information	
charts and tables	
keys	
pictures	
closing statement	

Section D

Find and copy an example of each of the features below from the text.

title	
sub-headings	
information	
closing statement	

Seasons of the World - Challenge Activity

Section A

Highlight the blocks to show which features you can see in the report.

title	rhyming words	sub-headings
pictures	information	address

Section B

Match the features to their purpose.

1. title	a. facts to provide details about the topic						
2. sub-headings	b. a summary of the report's findings						
3. introduction	c. the name of the report						
4. information	d. a summary of what the report will be about						
5. pictures	e. headings to tell you what the next part of the report is about						
6. closing statement	f. photographs or drawings to help explain the topic						
1c 2e	3d 4a 5f 6						

6b

Section C

Write the purpose of each of the features below.

title	the name of the report
sub-headings	headings to tell you what the next part of the report will be about
introduction	a summary of what the report will be about
information	facts to provide details about the topic
charts and tables	to show data and evidence
keys	to show what different colours or patterns mean in the chart
pictures	photographs or drawings to help explain the topic
closing statement	a summary of the report's findings

Section D

Find and copy an example of each of the features below from the text.

title	Seasons of the World
sub-headings	Spring, Summer, Autumn, Winter Dry and Rainy Seasons
information	Any fact taken from the text.
closing statement	As you can see, depending on where you live in the world, your experience of the seasons can be very different indeed.

<u>Maths</u>

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 paperbased multiplication:

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

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

We can now access learning through Maths – White Rose available at <u>https://whiterosemaths.com/homelearning/year-2/</u>. Should you need to access these documents, the log-in details are: Username: Parent Password: DeanshangerP1!

Lessons for the week beginning 1st June

- Lesson 1 The 10 times table
- Lesson 2 Sharing
- Lesson 3 Grouping
- Lesson 4 Odd and even numbers
- 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

Additional writing task

Please continue sending in the paragraphs you have both written in support of your end of year report. As the end of year reports should look different this year,

your input is invaluable in writing these. Should you have any questions about this please feel free to make contact.

<u>Topic</u>

Over the next two weeks, the children in Year 2 will be focusing on a unit of work called, 'Green Fingers'. The following activities are for your child or children to complete throughout the week and are based on our current topic.

Task 1 – To discuss and consider if eating more plants could make a difference to the world. Have a discussion with parents/carers, other members of your family or friends. Once this has been discussed, create a mind map to write all of your thoughts and opinions down. This can be created on paper or on the MyOn website in the My Project section, 'Green Fingers'.

Task 2 – To design a watering device. The watering device can be designed for any plant in any country.

<u>Science</u>

Task 1 – To research and find out how to care for a plant. What do plants need in order to grow and stay alive?

Read books suggested on MyOn to find this information out. These can be found in the My Project section, 'Green Fingers'.

Watch the following video: <u>https://www.bbc.co.uk/programmes/articles/Mf5rhbTkHLZ3fbJzScyDvC/primary-</u> <u>science-plants</u>

Ask Parents/Carers, other family members or friends about how they grow and look after plants.

<u>Geography</u>

Task 1 – To research and find out about one plant from your local area. You can create a poster of your findings, discuss your findings with someone or write down your findings.

<u>Art</u>

Look at some flowers. This could be a picture that you have taken of flowers, a picture in a book of flowers or flowers that you can see outside your window. Sketch the flowers that you can see.

Once you have sketched the flowers, choose an art medium such as, colouring pencils, tissue paper, pastels, felt tip pens or water colours (whatever you have

available to you). Then using one of these mediums add some colour to your sketch.

Computing:

This week in computing, we would like your child or children to complete the following activities on Purple Mash:

- Snail Race in 2Code
- Bottom Row Keys in 2Type

<u>RE</u>

In Religious Education this week, we would like your child or children to find out what 'Trinity Sunday' means to Christians.

Here are some questions to consider:

- What does 'tri' mean?
- What does Trinity mean?
- What does Trinity Sunday mean to Christians?
- What does the Holy trinity mean to Christians?
- When is Trinity Sunday for Christians this year?

These are other websites that you may find useful: <u>https://www.bbc.co.uk/teach/supermovers/ks1-collection/zbr4scw</u>

Thank you for taking the time to complete the suggested activities in our learning packs. Should you need any further information please do not hesitate to get in contact with:

grussell@deanshanger.northants.sch.uk speers@deanshanger.northants.sch.uk









How much money do they each have?













Take 20 cubes. a) Share them into 2 equal groups. Complete the sentences. There are 20 cubes. There are groups. There are cubes in each group. b) Share the cubes into 5 equal groups. Complete the sentences. There are 20 cubes. There are groups. There are cubes in each group. c) You can share 20 into other equal groups. Is this true? _____ How do you know?









Talk about it with a partner.

Complete the divisions. **A** 20 ÷ 5 = **B** 20 ÷ 4 =

> Write a letter in each box to match the divisions to the sentences.

Dora has 20 apples. She shares them equally between 4 boxes.

Ron has 20 sweets. He shares them equally between some party bags. There are 2 sweets in each party bag.

Dexter has 20 toy cars. He shares them equally between 5 boxes.

Whitney has 20 dolls. She shares them equally with her sister.

What other sentences can you think of to match the divisions?















Make equal groups – grouping

Annie has 10 apples.

Annie has some plates.

She wants to put 2 apples on each plate.

Show how Annie groups the apples.

Complete the sentences.



Take 15 counters. 2 Put the counters into groups of 3 Complete the sentences. There are 15 counters. The counters are in groups of There are groups. Mo has 20 chairs. a) Circle groups of 5 chairs. F b) How many groups did you circle? c) Complete the number sentence.

Rose Maths















Complete the number sentences.

Use the number line to help you.



Eva is putting 24 pencils into pots. 5 She puts 2 pencils into each pot. How many pots does Eva need? • = Eva needs pots. 6 With 40 counters you can only make equal groups of 4 and 10 Is Ron correct? _____ Use counters to show how you know.













Tick all the numbers that are even. What do you notice about all the even numbers?

- Use counters and ten frames.
 - a) Show that 14 is an even number.
 - **b)** Show that 15 is an odd number.
 - c) Work out whether 18 is even or odd.

Compare answers with a partner.

Draw circles to show the groups. 3 a) Group the shoes in 2s to show that 16 is even.



b) Group the socks in 2s to show that 17 is odd.



Colour all the even numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What do you notice about the last digit of all the even numbers?



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