

Year 2 Home Learning

Friday 8th January 2021

I hope you enjoyed the online learning yesterday and the zoom session. I will be arranging daily zoom sessions from Monday to assist you with your learning.

I am really enjoying receiving your work, you are working extremely hard. Some of your pieces of Art were excellent. I would like to remind you all to make sure your work is the best that you can do, this includes your handwriting. I know how hard you can work so please continue to do this at home too. I have given all children 5 pride points who have sent work in this week, a big well done to all of you.

Please work hard at home today and then enjoy your weekend.

Mrs Farrier

9am	9:30am	10:30am	11am	12am	1pm	1:30pm	3pm
Spelling and Phonics	English	break	Maths	dinner	Reading	Child Directed Time	Story Time

Spelling

Here are the spellings for this week:

bagel, camel, cruel, hazel, jewel, label, panel, travel, vowel, oval, loyal, medal, total, arrival

played, looked, jumped, painted, walked, kicked, because, they, then, there

Spelling activity:

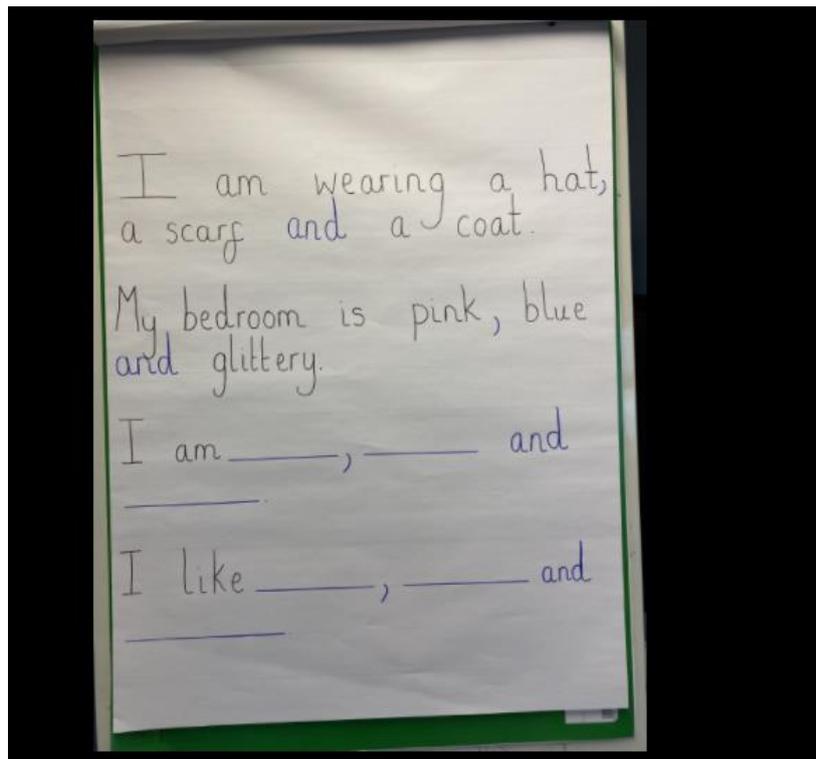
Today is spelling test day.

Please ask someone in your household to complete your spelling tests and remember to send me your score so I can add it to our spreadsheets.

After your spelling test, please choose 4 of your spellings and put them into sentences.

English 20 minute starter activity

Today, I want you to practise writing lists of 3. I am sure you can all remember how to do them. If not, have a look at my examples below. Remember when you write a list of 3, you need to use a comma and an and, and you need to list 3 things. You also need to check your sentence makes sense and it includes a full stop and a capital letter.



Look at the list of 3 sentences I have created above. Look carefully at where the comma and the and go. When you have completed the two above, create two of your own.

Challenge – Can you create a sentence of 3? Remember a sentence of 3 is created by using 3 clauses instead of 3 words.

I enjoy playing with my friends, riding my pink bicycle and eating lots of delicious chocolate.

English Task

Traction Man

Talk to someone from your house about what you think a hero is. Do you think Traction Man is a hero? If you do, please write me a sentence to say why.

Traction Man is a hero because _____.

Is Traction Man a hero because he saves the farm animals?

Is Traction Man a hero because he saves the dollies?

Is Traction Man a hero because he saves the spoons?

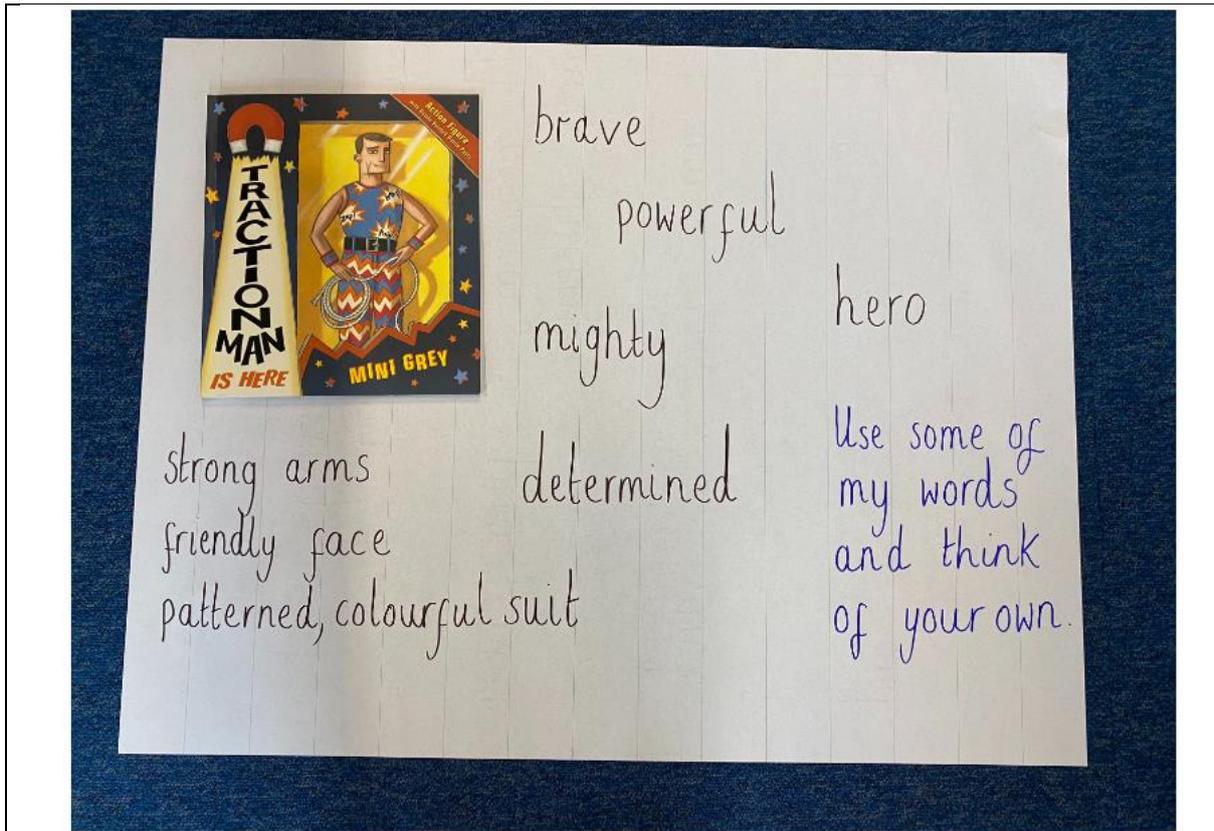
Who else is a hero? Is the scrubbing brush a hero for saving Traction Man?

[Traction Man is here - Books Alive! Read Aloud children's book - YouTube](#)

Today, we are going to be writing descriptive sentences to describe Traction Man.

Your learning challenge is:
L.C To write a character description

Start by creating a plan like the one I have put below. Use the picture of Traction Man and label with key words which you can use in your character description.



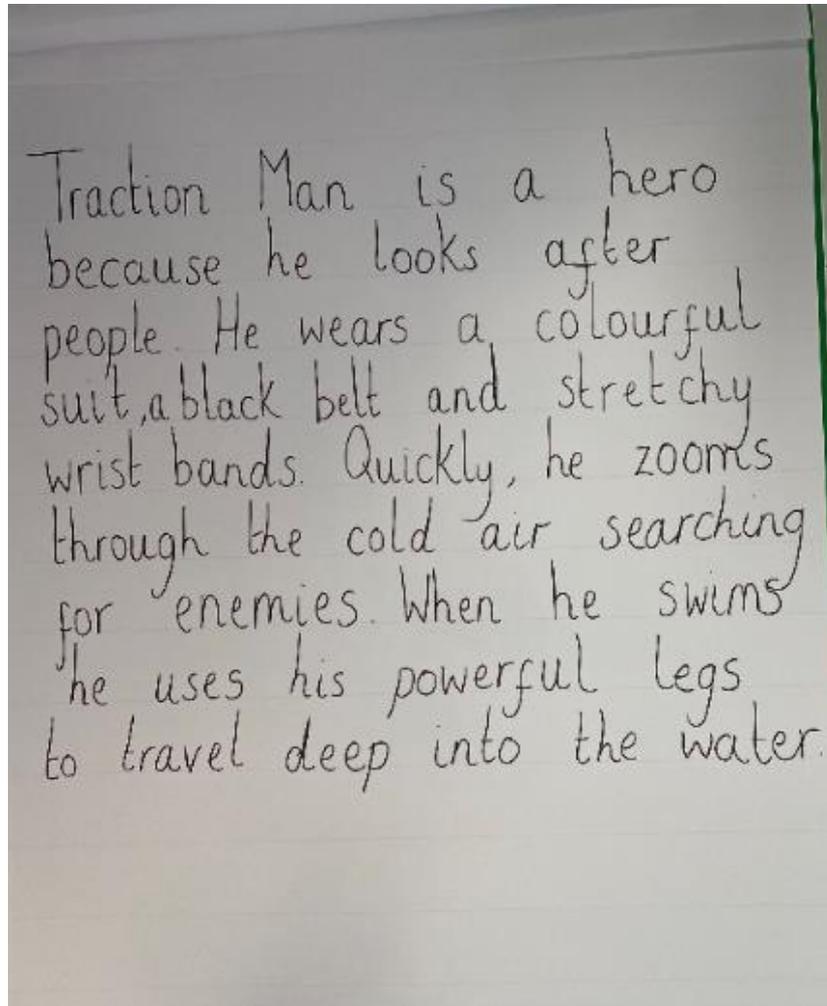
Now it is your turn to write sentences to create a character description. Use the key words you have created and use mine if you need to.

When you write your character description, I want you to use the skills below. If you need any help with any of them, please get in touch.

Skills – all children please include these	Challenge – use in addition to the skills
<ul style="list-style-type: none"> - use and - use because - use a list of 3 - use capital letters - use finger spaces - use full stops - use when - use adjectives - use a question mark 	<ul style="list-style-type: none"> - use while, if, after, but, so - use a sentence of 3 - use adverbs - use similes - use an exclamation sentence - use different sentence openers

Have a look at my sentences below, I know you can make them even better.
Show me how fabulous you are at writing.

I can't wait to read your work.



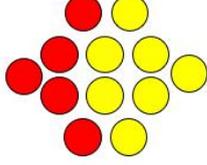
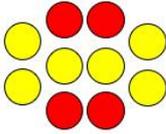
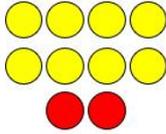
Traction Man is a hero because he looks after people. He wears a colourful suit, a black belt and stretchy wrist bands. Quickly, he zooms through the cold air searching for enemies. When he swims he uses his powerful legs to travel deep into the water.

Maths Meeting

Please spend the first 10 minutes of your maths session completing the maths meeting task below.

Create six calculations from the pictures below and see which ones represent a number bond to 10.

Which of these represent a bond to 10?



White Rose Maths

In Maths today you are going to be working on multiplication. See how long it takes you to complete the calculations below. If you cannot do them in your head, use your fingers and count in either 2s, 5s or 10s.

$8 \times 2 =$	$3 \times 5 =$	$2 \times 10 =$
$3 \times 2 =$	$11 \times 5 =$	$8 \times 10 =$
$6 \times 2 =$	$1 \times 5 =$	$5 \times 10 =$
$10 \times 2 =$	$4 \times 5 =$	$7 \times 10 =$
$4 \times 2 =$	$6 \times 5 =$	$3 \times 10 =$
$5 \times 2 =$	$5 \times 5 =$	$4 \times 10 =$
$7 \times 2 =$	$7 \times 5 =$	$9 \times 10 =$
$9 \times 2 =$	$9 \times 5 =$	$11 \times 10 =$
$12 \times 2 =$	$10 \times 5 =$	$10 \times 10 =$

Have a look at the tasks below and try to find the missing answers. Read the questions carefully.

Recognise equal groups

White Rose Maths

1 Complete the sentences.

a)



There are pairs with mittens in each pair.

There are mittens altogether.

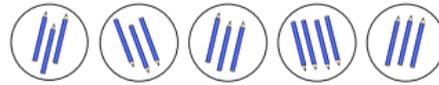
b)



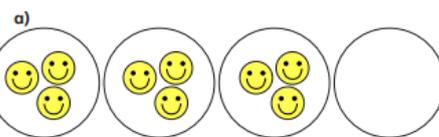
There are groups with counters in each group.

There are counters altogether.

2 Tick the unequal group.

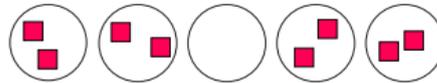


3 Complete the equal groups and sentences.



There are groups with in each group.

b)



There are groups with in each group.

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Have a look at the final two questions and discuss them with your parents. Remember to explain why.

Are the groups equal or not equal?



Are the groups equal or not equal?



Reading

For your reading task today, I would like you to choose one of the comprehensions below and complete the questions. Remember to use the text to find the answers.

Unit focus: Dinosaurs
Text focus: Narrative (280L)

STAGE 1



Ben The Dinosaur

Ben is a dinosaur. He is a diplodocus. Ben is still very small. This means he finds some things hard.

Ben's family eat leaves from the big tree. Ben can't reach the leaves. This makes him upset.

R: What kind of dinosaur is Ben?

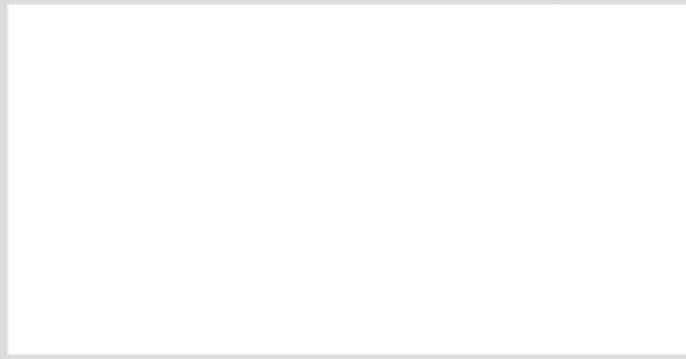
Diplodocus Tyrannosaurus Rex Triceratops

V: Which word tells you that Ben is sad?



His mummy pulls the leaves off to give to him. This makes him smile.

S: Draw a picture of Ben and his mummy eating the leaves.



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If you need an adult to help you read the text, that is absolutely fine but try and read some of it yourself too.

When you answer the vocabulary questions, you might need to use a dictionary to help you find the definitions.



After The Fire

Before the fire, 400,000 people lived in London. The city was crowded. The streets were narrow and packed with houses.

Afterwards, there were thousands of homeless people.

About 100,000 people lost their homes. They had nowhere to live. Their houses had burned down. These people lived in tents. The tents were in the fields around London. These people became refugees. A refugee is someone who is forced to leave their home because of danger. They don't have a choice.

After the fire, London had to be rebuilt. This wasn't easy. There were a lot of arguments. The arguments were about money. Rebuilding a house cost a lot of money. People didn't know who should pay for it.

The ruins of the fire were dangerous. Walls sometimes fell down. There were thieves and robbers who lurked there. This part of the city was dark and gloomy.

It wasn't all bad. The Great Fire of London changed the city. Some of the changes were good.

Houses were built with stone and brick. This made them harder to catch fire. The streets were made wider. There was more space between the houses. This made London safer.

VOCABULARY FOCUS

1. How many people lived in London before the fire?
2. Name two reasons London was dangerous after the fire?
3. Name two ways that London was made safer?
4. How many people lived in London by 1711?

Before the fire, there was a plague in London. Lots of people got sick and died. The plague spread easily from person to person. It was carried by fleas. The fleas lived on rats. The rats were everywhere. They spread the plague.

Some people say the fire stopped the plague. The plague faded away afterwards but there is no evidence it was the fire that did it.

After the Great Fire, everybody was a lot more careful. London never caught fire in the same way again. The city recovered and grew strong again. By 1711, over 500,000 people lived there.

VIPERS QUESTIONS

- V** What does the word 'refugee' mean?
- V** Which of these words means 'hiding'?
dark **gloomy** **lurking**
- I** Why was there never another 'Great Fire of London'?
- S** What happened to the plague after the fire?

Child Directed Time

If we were in school, you would be enjoying golden time. I would like you to spend the next hour doing something of your choice which you enjoy.

It could be:

- baking a cake
- creating a dance
- doing more artwork

I am really looking forward to seeing what you get up to.

Work hard and I look forward to hearing from you. Remember to email me on rprice@handale.rac.sch.uk with your work.