



HILL WEST *Primary*

FOUR OAKS

Home Learning Pack

Year 2

Week Beginning 16.11.20



Home Learning Links

Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

www.thenational.academy

BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

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

Phonics English Hubs

Online phonics lessons for the Letters and Sounds phonics programme.

<https://www.wandleenglishhub.org.uk/lettersandsounds>

World Book Online

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mip1cw%3D%3D>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Beanstalk

Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.

<https://beanstalk.co/>

Tutortastic

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

Classroom Secrets

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Reading Eggs

Monthly Medium Term Overview for November

Reading	Writing	Speaking and Listening (Y2)
<p>Phonics (Y1) I can recognise and read words containing all Phase 3 graphemes. I can recognise and read words containing all Phase 4 blends. I can recognise and read words containing all Phase 5a graphemes. I can recognise and read words containing all Phase 5b graphemes. I can blend sounds in unfamiliar words.</p> <p>Reading (Y1) – focus on nonfiction texts I can listen to and discuss a wide range of non-fiction at a level beyond that at which I can read independently.</p> <p>Reading (Y2) I can listen to and discuss a wide range on nonfiction at a level beyond my reading. I have an awareness of meaning of simple text features, e.g. font style, labels, titles, speech bubbles. I am beginning to visualise when I listen to a text and can draw a picture of what I can see in my mind. I can look back and find easy answers about a text that I have listened to I am beginning to identify VIP words in a text. I have completed a reading survey to begin to identify myself as a reader.</p>	<p>Handwriting – children will begin to blend un um ig id ed eg an ar ing ung up en iv ch sh th tl ll ill sli plus a capital letter each day</p> <p>Spelling Phase 5 GPCs Homophones (blue/blew)(sea/see and be/ bee) dictation common exception words polysyllabic words Apply Proofreading: using word banks for common exception words</p> <p>Writing (Henri Matisse, non chron/fact file) (Y2) To develop visualisation skills when listening to a descriptive text. I can write for different purposes: nonfiction, using the correct features I can plan what I am going to write. I can write down my ideas and vocabulary I may use in my writing. I can write in the third person I can write in the present tense (correct for the purpose of the writing) I can use the correct punctuation</p>	<p>I can confidently listen and respond appropriately to adults. I can ask questions to help my understanding. I am beginning to use simple strategies to build my vocabulary. I can give reasons to explain my opinion. I can confidently express my feelings.</p>
		<p style="text-align: center;">Maths (Y2)</p> <p>I know 2× and 10× tables I can use use × and ÷ signs correctly. I know number patterns for both 2× and 10× tables I can write multiplications and division calculations, using ×, ÷ and = signs and calculating the answers using their multiplication knowledge. I can halve and double numbers up to 20 and solving multiplication and division problems.</p> <p>I can add and subtract in multiples of 10 using a 100grid I can add two 2-digit numbers by counting on in 10s and 1s I can subtract two 2-digit numbers by counting back in 1s or 10s or using number facts to take away e.g. 27-3 = or 54-20 =.</p> <p>I can add and subtract numbers near multiples of 10 using place value and number facts e.g. 36 + 19 or 57 -29. I can add and subtract 2 two-digit numbers and will be solving problems involving addition and subtraction of numbers I can recall of number facts and appropriate models and images.</p> <p>I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line. I can distinguishing between rotation as a turn and in terms of right angles for quarter, half & three-quarter turns (clockwise & anti-clockwise).</p>
Personal Development and Wellbeing	Science	
<p>I can describe how I have changed since I was born. (Y1) I can identify some new opportunities and responsibilities I may have as I grow up.(Y2) I understand and can discuss different religious and cultural traditions. (Y1) I can talk about and be respectful of a range of different religions and beliefs and cultures. (Y2)</p>	<p style="text-align: center;">(4 weeks animals and habitats (Y2)</p> <p>I can demonstrate my understanding that animals, including humans, have offspring that grow into adults (e.g. egg, chick, chicken; egg, caterpillar, pupae, butterfly; spawn, tadpole, frog; lamb, sheep; baby, toddler, child, teenager, adult) I can explain the basic needs of animals, including humans, for survival (e.g. water, food, air) I can observe microhabitats and their inhabitants and understand why they live there. Considering how they provide the basic needs of different kinds of living things. (garden worms)</p>	

	P.E.	
	<u>Nonstop cricket (Y2)</u> I can find space within appropriate situations and time. I can play safely and abide by simple rules of play. I can direct a ball with a degree of accuracy towards a target, when playing non-stop cricket. I can show control and accuracy with the basic actions rolling, underarm throwing and striking the ball. I can strike a ball using a variety of equipment.	

16.11.20
Retrieval

Place Value



How many leaves are there?
Write the answer in words.

+ and -

$$6 + \square = 20$$

× and ÷

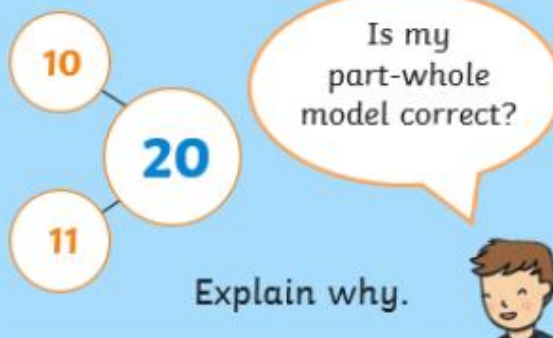
$$7 \times 2 = \square$$

Problem Solving

How much money is there in total?



Reasoning



Measure weight to the nearest 100g, reading scales.

Explain that rather than counting 100g weights to weigh things, we can put items into the pan of weighing scales and read off the dial.



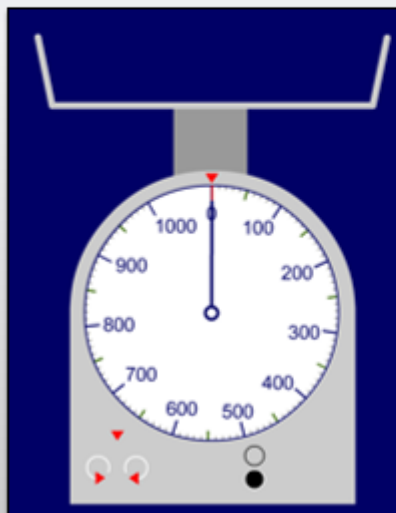
Play 'Mostly Postie' at

<http://www.ictgames.com/mobilePage/mostlyPostie/index.html>

choosing answers in steps of 50g – count round the dial in steps of 50g before playing the game.

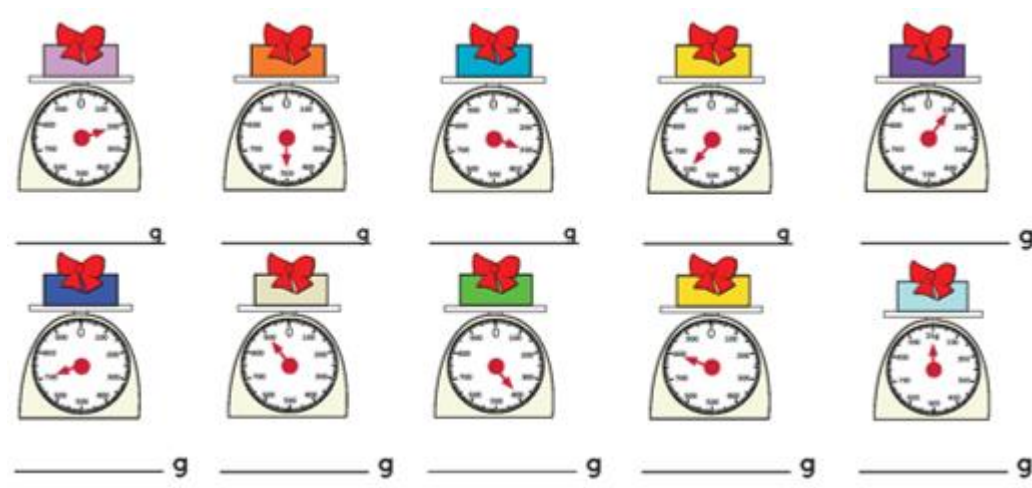
Measure weight to the nearest 100g, reading scales.

Pass around a Book and a 100g weight. Ask children to estimate the weight of the Book.



Place the book on a weighing scale and show children how to read the weight to the **nearest 100g**.

Repeat with a football and other objects.



Challenge

Using your weighing scales, can you find two different items that together weigh exactly 100g? 500g? 1kg?

Problem solving and reasoning questions

Does each of these items weigh more or less than 100g?

- A ruler
- Can of lemonade
- A hard-boiled egg

Check using balances.

Match each object to one of the weights:

tin of beans	1 gram
bag of sugar	3 kilograms
grapefruit	400 grams
feather	1 kilogram
box of books	200 grams

How many 100g weights balance a kilogram?

Fill in the missing numbers on this scale:

17.11.20
Retrieval

Place Value

What is the value
of the underlined digit?

54

Problem Solving

?

How many sides does
a rectangle have?

+ and -

$$20 - 7 = \square$$

× and ÷

$$8 \times 2 = \square$$

Reasoning

If I count in
multiples of
three, I will say
the number 33.

Is Alison correct?
Explain why.



The cats' tea party

Sheet 1

The teapot is full.
Each cat drinks the same number of MUGS of tea.
So, for example, they might drink 4 MUGS each.
Each cat's MUG holds a different number of CUPS.
The teapot is empty at the end.
How many MUGS does each cat drink?



Measuring CUP

*HINT: The best way is to try this
with real mugs and a pretend
teapot (which could be a bottle!)*



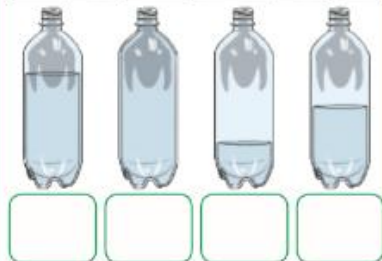
Challenge

What if each cat drank the same amount of tea?
About how many mugs would each of the different cats have to drink to empty the teapot?

Comparing Capacity

Label these bottles to show their volume.

half full	full
quarter full	three-quarters full



Complete these sentences using the words 'more' and 'less'.

Container A is _____ full than container D.

Container C is _____ full than container A.

Write your own statements to compare the containers.

Mastery

Comparing Capacity

It takes 5 bottles to fill the pan with water.



How many bottles will it take to fill 2 pans?



This pot is larger than the pan. It takes 3 more bottles to fill it.

How many bottles of water are needed to fill it half-full?

Find 3 different containers. Use a cup to find out how many it takes to fill each one. Order the containers from largest to smallest capacity.

Comparing Capacity

Look carefully at the containers.



The tallest container has the largest capacity.

Is this always true, sometimes true or never true? Explain your answer.

Find 4 containers of different heights and investigate.

Have you changed your mind?

18.11.20

Retrieval

Place Value

What is the value
of the underlined digit?

54

Problem Solving

?

How many sides does
a rectangle have?

+ and -

$$20 - 7 = \square$$

× and ÷

$$8 \times 2 = \square$$

Reasoning

If I count in
multiples of
three, I will say
the number 33.

Is Alison correct?
Explain why.



Container capacity

Sheet 1

Remember the jug and bottle that held 1 litre...
Sort the containers under these two headings by writing
their letters in the correct column.

More than 1 litre

Less than 1 litre



Challenge

Choose four containers and write the number of yoghurt pots you think each would hold.

Mastery

Always, Sometimes, Never?

The tallest container holds the most liquid.

Identical containers can have a different capacity.

Show me.

Rosie, Teddy and Amir are describing their glasses of water.



My glass has more water than Teddy's.

Rosie



My glass is nearly full.

Teddy



My glass has less water than Rosie's.

Amir

Can you fill in how much water could be in each of the children's glasses?



Rosie



Teddy



Amir

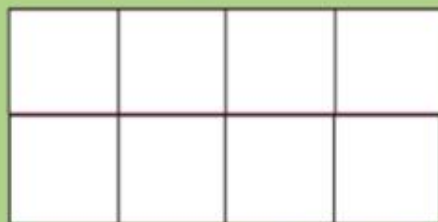
19.11.20
Retrieval

Place Value



Which number is the **smallest**?

Problem Solving



How many parts of this shape need colouring in to show $\frac{1}{2}$?

+ and -

$$20 - 9 =$$

× and ÷

$$11 \times 2 =$$

Reasoning

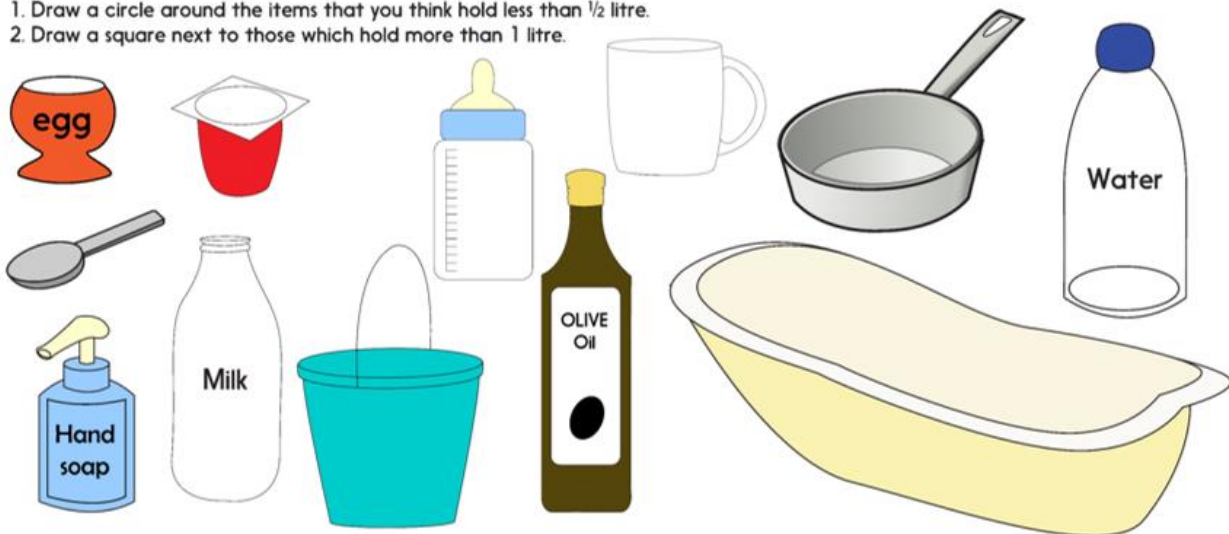
Is Alison correct?
Explain why.

These coins
total 88p.



Capacity Sheet 1

1. Draw a circle around the items that you think hold less than $\frac{1}{2}$ litre.
2. Draw a square next to those which hold more than 1 litre.



3. Write the letters A to L beside the containers so that you order them from the one that holds the least (A), to the one that holds the most (L).
4. Can you estimate which three containers together might fill a litre container?

Challenge

Create a paper container that holds exactly half a litre.

Challenge

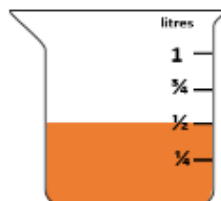
Mastery

Problem solving and reasoning questions

Estimate how many egg cups will fill each of these:

- A yoghurt pot
- A mug
- Half an orange when the edible part is gone!

Laila has just spilled $\frac{1}{4}$ of a litre of juice from this measuring jug. How much juice was in the jug before some was spilled?



Use paper to create a cone. Fill it with dried lentils or beans. Is this less or more than $\frac{1}{2}$ a litre?
Can you make a cone that holds exactly half a litre?

Jay found two part-used bottles of squash in the kitchen cupboard. He poured them both into one bottle and discovered that he had $\frac{3}{4}$ of a litre in total. How much more squash would he need to make 1 litre?

20.11.20
Retrieval

Place Value

6, 9, 12, ...

What are the next 3
numbers in this
sequence?

Problem Solving



How many conkers did Henry
collect in the park?

+ and -

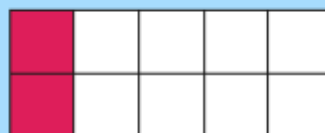
$$10 + \square = 20$$

× and ÷

$$12 \times 2 = \square$$

Reasoning

I need to colour
in 4 more parts
to make $\frac{1}{2}$.



Is Henry correct? Explain why.

Rainbow spritzer



Non standard measure

Is half a cup more or less than a litre?

When all of the ingredients are added is it more or less than a litre?

Ingredients

1/2 cup fresh blueberries

1/2 cup chopped peeled kiwifruit

1/2 cup chopped fresh pineapple

1/2 cup sliced fresh strawberries or fresh raspberries

1 cup chilled ginger ale

1/2 cup chilled unsweetened pineapple juice

1/2 cup chilled lemonade

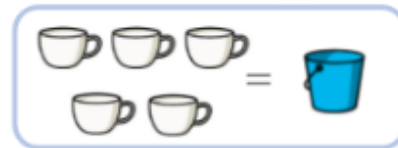
Mastery

Whitney pours her cups into the bottle and they fill it exactly.

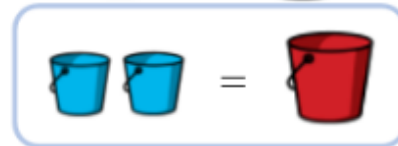


She says the bottle has a capacity of four cups. Do you agree?

It takes 5  to fill 1 



It takes 2  to fill 1 



How many  will fill one  ?

What else can you find out?

Look and say	Look, say and write	Cover and write	Check and write again
door			
floor			
poor			
because			
find			

Fill in the missing word.

1. Please close the _____ .
2. Sit down on the _____ .
3. I am happy _____ it's my birthday.
4. I can't _____ my bag.
5. My _____ cat got wet outside.

.....

Inference

because

- really good guess
- being a detective
- using the words and pictures

Tom stamped his feet and clenched his fist.

What is this sentence telling us?

How is Tom feeling? How do you know?

What can you infer from this picture?



Inference using pictures

read book at the end of the lesson



I think the girl is lonely **because** she is sitting on her own. I think she lives near a beach **because** she is sitting on the sand.



Mom and Dad are looking at the children because they have done something wrong.

What can you infer from the pictures?



"Where are my coins?" the Emperor shouts.
"Where is my golden tree?"
"Where is the magic brush?" he cries,
"Who let the girl go free?"

He climbs on to his fastest horse
And rides with all his men.
Over the fields and desert sands
They gallop after Shen.



Look and say	Look, say and write	Cover and write	Check and write again
wild			
climb			
most			
only			
both			

Fill in the missing word.

1. The _____ lion lives in the jungle.
2. There is _____ one sweet left.
3. We can _____ have some cake.
4. _____ of the popcorn has gone.
5. I can _____ up high.

Inference based on what is said



She jumped up and down
and clapped her hands.

What can you
infer?

Inference based on what is said

She sat alone, tears
rolling down her face.

I can infer that

He walked, the sand
tickling his toes.

I can infer that

"Help!" cried the man.

I can infer that

Inference based on what is said

Shen sits on the shore. A stick in
her hand. She sits there drawing
pictures in the sand.

"No shrimps, no fish, no oysters!"
Shen laughs and runs inside.

Year 2 - Common Exception Words

door	floor	poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	gold	cold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents

Which hidden words can you find?



I have found the letters...

--	--	--	--	--	--	--

The word must be...

Which hidden words can you find?



I have found the letters...

--	--	--	--	--	--	--	--

The word must be...

Which hidden words can you find?



I have found the letters...

--	--	--	--	--	--

The word must be...

Which hidden words can you find?



I have found the letters...

--	--	--	--	--	--	--

The word must be...

Wednesday 18th November

Visualisation

Listen carefully to the description, it will be read through twice.

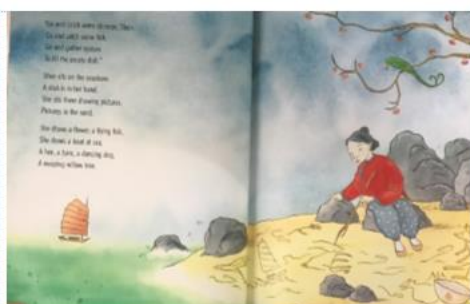
First time: close your eyes and imagine the details and the description in your head. Paint a picture that you can really see in your minds eye.

Second time: Draw what you hear.

A scaly body that snakes up and down with a mouth full of sharp, white, pointed teeth. Fiery red lips and blue tentacle like beard decorate the frightening features of the ferocious beast. Four pink feet and legs hold up the creatures enormous folded body. Each scaly toe has a long, pointed black claw ready to tear open anything that dares get to close. Millions of tiny, circular, golden scales cover the length of the mysterious creatures body and a crown of fiery, red, flickering flames stretch out across its back. The end of it's tail, the same as its beard, has a long fan of bright blue waves that float delicatly in the breeze. The monster moves slowly but surely and scans the room with its huge, round, beady eyes. Don't stand to close, this creature will be waiting for its oportunity to strike!

Task: Make silly sentences using common exception words and phase 5 GPCs

1. My father has a beautiful toe.
 2. The path led to an elephant slide.
 3. Everybody knows you only give a monkey sugar after steak.
 4. The snake was busy and the boy was kind.
-



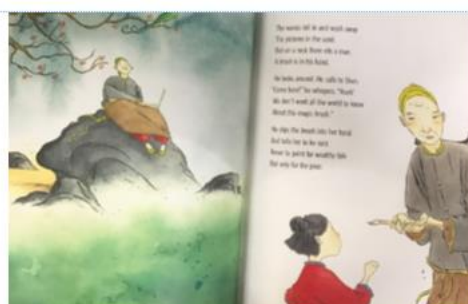
1. What did Shen need to catch? (tick more than one answer)

- ☐ Fish
- ☐ Squid
- ☐ Shrimps
- ☐ sardines

2. Why do you think Shen doesn't catch anything?

3. What does Shen **not** draw in the sand?

- ☐ Dancing dog
- ☐ Boat at sea
- ☐ Floating feather



4. What does the book say happens to the pictures in the sand?

5. Why do you think the old man only wants her to paint for the poor?



6. How do you think Shen's mother felt when she came back with nothing?

7. How do you think Shen's mother felt when she realised what Shen could do?



8. Draw the items Shen painted for the people below.

boy	man	girl



9. Why does Shen refuse to paint for the Powerful Emperor?

10. What does the Emperor want Shen to paint? (copy from the text)

11. How does the Emperor react when Shen says no?



12. How do you think Shen feels about being in prison?

13. Why does Shen agree to paint the tree and say 'come back here in the morning and you shall have your tree' to the Emperor?



14. What did Shen paint to escape the prison cell? (tick more than one answer)

Fish	<input type="checkbox"/>
Key	<input type="checkbox"/>
Horse	<input type="checkbox"/>
Door	<input type="checkbox"/>

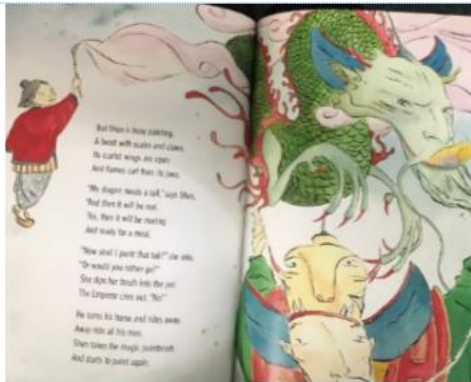
15. What word does the author use to describe how Shen is riding?



16. How do you think the Emperor is feeling when he discovers that Shen is gone? Why do you think this?



17. What does Shen draw to stop the Emperor and his men?



18. What colour were the dragons wings?

19. What part of the dragon does Shen still need to draw to finish?

20. Why does the Emperor shout 'No'?



21. How does the author describe the cakes?

22. What time of day is the party? What words in the story tell you this?

scr

sn

tr

qu

ir
igh

oo

ew

ee

oy

air
are

ll
mp

ft













mp

ip

st
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ld

How many real or nonsense word can we blend.

Words with Digraph (two letters, like ch in chair) and Trigraph
(three letters, like spr in spray) Blends

blab	scram	spray
 thazz	 stroft	wrinkle
chain	 schlep	 strig
 quemp	scallop	 spron
slab	snacking	blank
thrush	splutter	 graff
drain	 scabbard	shroud
slack	scatter	snatched
 thramp	snapdragon	when
flab	 blurst	blinking
sphinx	 planter	drunk
threw	stretch	shrug
flake	threat	scuffle
sprite	platter	scramble
flush	thirsty	smirks
springbok	splutter	 splurt
frank	grim	sprout
shrivel	thread	glitch
throng	thrift	squint
glad	groan	spartan

Blends Chart

bl  blocks	br  brush	cl  clock	cr  crab	dr  drum
fl  flag	fr  frog	gl  glue	gr  grapes	pl  plane
pr  pretzel	sc  scale	sk  skate	sl  slide	sm  smell
sn  snake	sp  spider	st  star	sw  swim	tr  truck
tw  twins	scr  screw	spl  splash	spr  spray	str  strawberry

Made by: Nanda Kaya 2015

My Ending Blends Chart

nd  pond	nk  skunk	nt  ant	ng  ring	mp  stamp
st  nest	sk  mask	ft  gift	ct  elect	pt  slept
lt  belt	lk  chalk	ld  gold	lf  golf	lp  help
lm  palm	rm  worm	rn  yarn	rp  harp	rt  heart
rd  card	rf  scarf	rk  shark	rl  girl	mb  thumb

© Miss Druff

Monday 16th November

LO-to label and classify

We are going outside to explore our environment. Your task is to find something that is living, dead and never been alive and collect it in your sample bag.

We will then come into class and investigate what we have found.



Q. A robot can move, so why is it not alive?

If it magically came to life how could we test to make sure this was true?

Thursday 19th November

features of habitats

What do habitats provide for animals?

What would happen if the animals didn't have a suitable habitat?

Can animals survive in a habitat that is not theirs? Why?



How do these habitats meet the basic needs of the animals that live there?



How do these habitats meet the needs of the animals that live in them.



The polar bear has fur to keep it warm in the snow.