



HILL WEST *Primary*

FOUR OAKS

Home Learning Pack

Year 2

Week Beginning 23.11.20



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.	

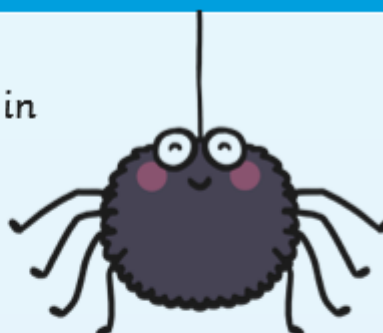
Wednesday 25th November

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

There was a spider in
the bathroom.

+ **adjectives** =



There was a **huge, hairy** spider
in the bathroom.

A slug was in my kitchen.

+ **adjectives** =

A **slimy**, **sticky** slug was
in my kitchen.



I found a ladybird on a leaf.

+ **adjectives** =

I found a **tiny** ladybird
on a **big** leaf.



A butterfly flew into my house.

+ adjectives =

A **blue** and **white** butterfly
flew into my house.



The worm dug through the soil.

+ adjectives =

The **wiggly**, **pink** worm
dug through the soil.



Sorting Adjectives

We have in our vocabulary lots of different words that we could choose from to improve the impact of a sentence.

These words are synonyms.

They are different words that mean the same or similar thing.

afraid	elegant	glum	large	petrified	tearful
amused	enormous	gorgeous	merry	short	terrifying
beautiful	fearful	handsome	miniature	little	thin
cheerful	gigantic	haunted	minute	smart	tiny
creepy	glad	huge	miserable	spooky	upset
cute	gloomy	jolly	pleased	tall	wide

Sort the above adjectives into the correct boxes below.

Happy Words	Small Words	Pretty Words
Sad Words	Big Words	Scary Words

Worksheet below:

Sorting Adjectives

afraid	elegant	glum	large	petrified	tearful
amused	enormous	gorgeous	merry	short	terrifying
beautiful	fearful	handsome	miniature	little	thin
cheerful	gigantic	haunted	minute	smart	tiny
creepy	glad	huge	miserable	spooky	upset
cute	gloomy	jolly	pleased	tall	wide

Sort the above adjectives into the correct boxes below.

Happy Words	Small Words	Pretty Words
Sad Words	Big Words	Scary Words

This week our focus text is *Coming Home* by Michael Morpurgo

Listen to the story on youtube:

<https://www.youtube.com/watch?v=8rs9Im2kNkQ>



Task: Can you use adjectives in sentences to describe this setting from the story?



Thursday 26th November

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

Look closely at these spelling words, what do you notice about the sounds.

because

friend

could

should

beautiful

Find the spelling mistakes in these sentences:

1. It was a bewtiful morning.
2. The childrun are at school.
3. We shud be outside but it's raining.
4. I wish we cud go on holiday.
5. I'm happy becus it is nearly christmas.

Your turn...

Can you find and correct the common exception words in these sentences?

1. It was a beyutiful sunny day.
2. I am happy becus it is sunny today.
3. The childrun are going to school.
4. It culd be a very long meeting.
5. I shuld be on holiday but instead I am at work.

Let's learn about apostrophes for possession

Shortened Words

Sometimes, we join two words together to make them shorter.

We call these contractions.

In today's lesson, we will learn some rules for using contractions correctly.



I am

If 'I' is one of the words in the contraction, the 'I' must be a capital letter.

When shortening 'am' with 'I', remove the 'a' and replace it with an apostrophe.

I am

=

I'm

Are

If 'are' is one of the words in the contraction, remove the 'a' and replace it with an apostrophe.

we are

you are

they are

=

=

=

we're

you're

they're

Is

If 'is' is one of the words in the contraction, remove the 'i' and replace it with an apostrophe.

he is

she is

it is

that is

=

=

=

=

he's

she's

it's

that's

Will

If 'will' is one of the words in the contraction, remove the 'w' and the 'i' and replace them both with an apostrophe.

I will

you will

he will

she will

=

=

=

=

I'll

you'll

he'll

she'll

it will

we will

they will

=

=

=

it'll

we'll

they'll

Has

If 'has' is one of the words in the contraction, remove the 'h' and the 'a' and replace them both with an apostrophe.

she has

he has

it has

that has

=

=

=

=

she's

he's

it's

that's

Had

If 'had' is one of the words in the contraction, remove the 'h' and the 'a' and replace them both with an apostrophe.

I had

you had

she had

=

=

=

I'd

you'd

she'd

he had

they had

we had

=

=

=

he'd

they'd

we'd

Have

If 'have' is one of the words in the contraction, remove the 'h' and the 'a' and replace them both with an apostrophe.

I have

you have

we have

they have

=

=

=

=

I've

you've

we've

they've

Not

If 'not' is one of the words in the contraction, remove the 'o' and replace it with an apostrophe.

could not	do not	does not	had not
=	=	=	=
couldn't	don't	doesn't	hadn't
have not	is not	should not	would not
=	=	=	=
haven't	isn't	shouldn't	wouldn't

But watch out!

can **not** = can't (remove one n) will **not** = won't

Task:

Rewrite the passage by using contractions.

[Click for the answer](#)

I am going shopping today. My friend Lucy will be going too. She is a lovely girl. She will get the bus there but I will go by train. We are going to get lunch in town. I am going to bring an umbrella because it is going to rain. We will be meeting my sister and her friends this afternoon because they are going shopping too. My mum can not collect us so we will get the bus home. We will have to be home at seven o'clock this evening and we will not be late.

Literacy:

Writing in first person

First person means to write from your point of view, using your voice.

You would use words such as:

I, me

Example:

I went to the shops and I bought a loaf of crusty bread, a bag of juicy, green grapes and a bottle of smooth, cold milk. I spent £6.75 at the shops and carried my shopping home in a blue, plastic bag.

Task: Write a diary entry from the view point of the Robin as it flew over the ocean and landed on the fishing boat.



Dear diary,



From the Robin

Friday 27th November

Spelling

Polysyllabic words - phase 5

Polysyllabic words are words that have more than one syllabol.

Think of as many as
you can and record them.

Choose 10 of these polysyllabic words and record them in your book.

thundering 	wicked 	farmyard 	handstand 
helicopter 	longer 	children 	desktop 
towel 	lightning 	jacket 	softest 
visit 	woodland 	poison 	seventh 
feeling 	wagging 	windmill 	August 
market 	forget 	little 	automatic 
boatman 	chicken 	amaze 	nephew 
zigzag 	twisting 	escape 	turkey 

Extension: Can you put any into sentences?

SPAG - Apostrophes for possession

What is an apostrophe?

What does it look like in a word?

Does it sit on the line or above it?

If we are using an apostrophe for possession (when an object belongs to someone or something) then we need to add in an apostrophe.

Where do they go?

1. The teachers book.

Who does the book belong to?

2. The boys lunchbox.

Who does the lunchbox belong to?

3. The cats paws were saw.

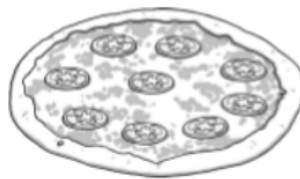
Who do the paws belong to?

Which sentence is correct and why?

1. The bikes brake's were very squeaky. ☐
The bikes' brake were very squeaky. ☐
The bike's brakes were very squeaky. ☐



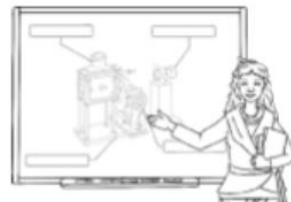
2. Jimmy's pizzas are the tastiest. ☐
Jimmys pizza's are the tastiest. ☐
Jimm'ys pizzas are the tastiest. ☐



3. Yorkshires' weather can be wet and cold. ☐
Yorkshire's weather can be wet and cold. ☐
Yorkshires weather's can be wet and cold. ☐



4. Mrs Walsh's lessons are always interesting. ☐
Mrs Walshs lesson's are always interesting. ☐
Mrs Walshs lessons are alway's interesting. ☐



5. The shoes' sole had been eaten by mice. ☐
The shoe's sole had been eaten by mice. ☐
The shoes sole's had been eaten by mice. ☐



6. In 2020, it will be Japans turn to host the Olympic's. ☐
In 2020, it will be Japans turn's to host the Olympics. ☐
In 2020, it will be Japan's turn to host the Olympics. ☐



Task in books: Share the sheet with your partner. Underline the word that should have the apostrophe in then rewrite it correctly into your book.

Rewrite the sentences with the apostrophe in the correct place.

1. The bikes brake's were very squeaky.

The bike's brakes were very squeaky.

2. Jimm'ys pizzas are the tastiest.

3. Yorkshires' weather can be wet and cold.

4. Mrs Walshs lesson's are always interesting.

Task: Can you write an alternative ending to the Coming Home story?



23.11.20
Retrieval

Place Value



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

Problem Solving

How much money is there in total?



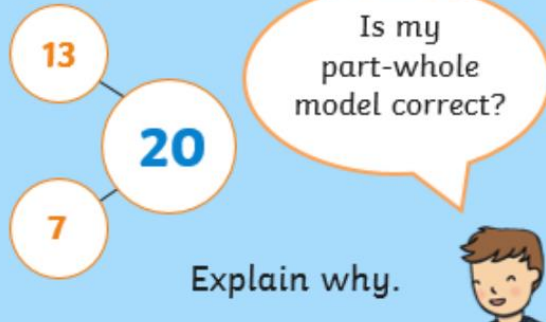
+ and -

$$10 + \square = 100$$

× and ÷

$$2 \times 5 = \square$$

Reasoning



Is it possible? Sheet 1

Read the table below line by line.
Put a tick under possible or impossible.
Write an estimate for the time in seconds.

Activity	Possible in 30 seconds	Impossible in 30 seconds	Estimate time in seconds	Check your estimates
Write the alphabet once				
Write the numbers 1 to 10 twice				
Build a tower of 18 blocks				
Stand up and sit down 5 times				
Count aloud to 100				
Draw a square with a circle inside it				
Cut out a square				
Count backwards to 20 to 0				
Draw a house				
Colour a rainbow				
Write the even numbers to 20				
Tie a bow				

Check some of your estimates using a stopwatch.

Challenge

Write this sentence as many times as possible in one minute:
The quick brown fox jumps over the lazy dog.
What is special about the sentence?

Mastery



Quarter past is always later than quarter to.

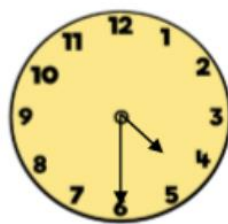
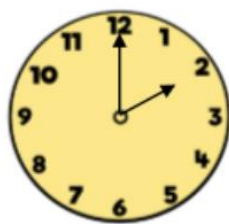
Do you agree with Teddy?
Explain why.

How many quarters of an hour are between 7 o'clock and 9 o'clock.

Explain how you found the answer.

The train to Blackpool leaves at quarter past and quarter to every hour.

Make a list of the times of the trains Oliver can catch if he gets to the train station between 2 o'clock and half past 4



24.11.20
Retrieval

Place Value

What is the value of the underlined digit?

61

Problem Solving



How many sides does a pentagon have?

+ and -

$$100 - 20 = \square$$

× and ÷

$$3 \times 5 = \square$$

Reasoning

If I count in multiples of three I will say the number 20.

Is Alison correct?
Explain why.



Minute measuring

Sheet 1

1. Write this sentence: The quick brown fox jumps over the lazy dog.
2. How many times you can write it in a minute?
Ask a partner to time you.
3. Create a sentence of your own that takes EXACTLY one minute to write.
4. Start writing all the numbers, 0, 1, 2, 3, etc.
Stop when you think you have been going for 1 minute.
What number did you reach? How close to 1 minute were you?

Problem solving and reasoning questions

In 1 minute, I can Sometimes/ Always/ Never:

- Tie both shoelaces;
- Count to 100;
- Roll ten 6s on a 0-9 dice;
- Toss a coin and get five heads.

How many minutes until playtime? Can you estimate?

Give your most accurate estimates to complete these sentences:

In 30 seconds, I can...

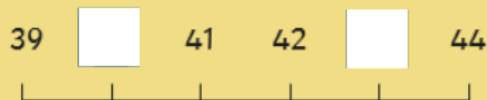
- drink cups of water;
- climb up steps;
- run times across the playground.

In 1 minute, I can...

- walk there and back across the classroom times;
- do push-ups;
- write Tyrannosaurus Rex times.

25.11.20
Retrieval

Place Value



Put the missing numbers on the number line.

Problem Solving



Find three different ways to complete this part whole model.

+ and -

$$30 + \square = 100$$

× and ÷

$$4 \times 5 = \square$$

Reasoning



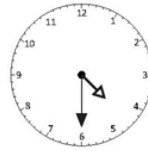
I have drawn a line of symmetry on this square.

Is Henry correct?
Explain why.



Telling the time Sheet 1

1. Write the time in words under each clock.



03:00

05:00

06:30

12:30

03:30

Mastery



Who is telling the time correctly?



Dora

The time is half past 6



Amir

The time is half past 3



Alex

The time is half past 2

Can you spot the mistakes they've made?

It is half past 11 so the hour hand should be on the 11

Is Alex correct?
Explain your reasoning.



Oh no! The minute hand has fallen off the classroom clock!

Lunchtime is at 12:00

Have the children missed their lunchtime?

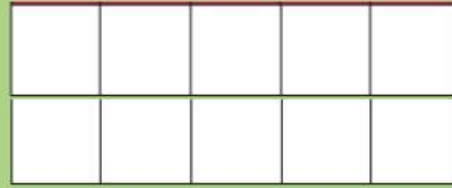
26.11.20
Retrieval

Place Value

Use either greater than or less than to complete this statement:



Problem Solving



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

+ and -

$$100 - 40 = \square$$

× and ÷

$$5 \times 5 = \square$$

Reasoning

Is Alison correct?
Explain why.

These coins
total 69p.



Ordering times

Sheet 1

1. Look at the times below. Start at 1 o'clock. They are all times in the morning.

10:30

Eight o'clock

Half past two



Half past five

09:30




Seven o'clock

Half past 6

Earliest time

Latest time

Mastery




Dora: It is ten to one.

Amir: It is ten past ten.

Alex: It is ten to two.

Who is correct? Explain your answer.



Rosie: Four lots of 5 minutes is the same as quarter of an hour.

Do you agree with Rosie? Explain why.

Sophia starts her Maths questions at 10 past 11



Each question takes her 5 minutes to complete.
She completes 7 questions.

What time does Sophia finish her Maths questions?
Explain how you found the answer.

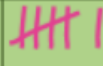
27.11.20
Retrieval

Place Value

5, 10, 15, ...

What are the next 3 numbers in this sequence?

Problem Solving



How many leaves did Henry collect in the park?

+ and -

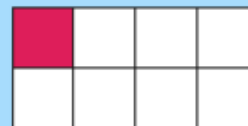
$$50 + \square = 100$$

\times and \div

$$6 \times 5 = \square$$

Reasoning

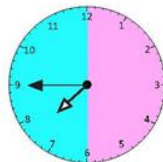
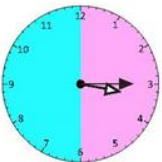
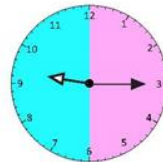
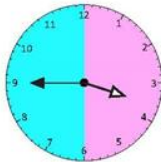
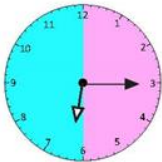
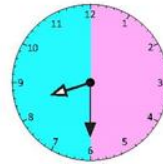
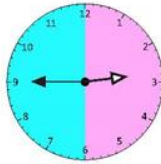
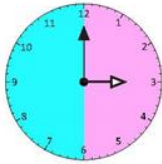
I need to colour in 4 more parts to make $\frac{1}{2}$.



Is Henry correct? Explain why.

Writing the time Sheet 2

1. Write the time in words under each clock.



Mastery

Sarah decides to do some skipping for 10 minutes.
She starts at twenty to 4.



I'll stop at
quarter to 4.

Explain why Sarah won't have completed 10 minutes of skipping.

Draw the hands on the clock to show the time that she should have stopped skipping.



Match the times to the correct clock.

20 past 6



5 to 9



10 to 2



20 to 11



25 to 3



10 past 1



Draw the minute and hour hand on the clock to show these times. Use a ruler.



five past 9



five to 4



ten past 1



twenty-five to 3



twenty past 6



ten to 12

Science food chain - Make a food chain by linking the loops together

