



# HILL WEST *Primary*

FOUR OAKS

**Home Learning Pack**

**Year 2**

**Autumn Term Week 2**



## **Home Learning Links**

### **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=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw%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/>

### **Twinkl**

Twinkl literally have 10s of thousands of quality resources for all areas of the curriculum. What's better is they are offering a month's free access (with no subscription) for all families. Just search for a topic, e-book, spellings, arithmetic, science – the possibilities are endless.

[www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer)

### **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

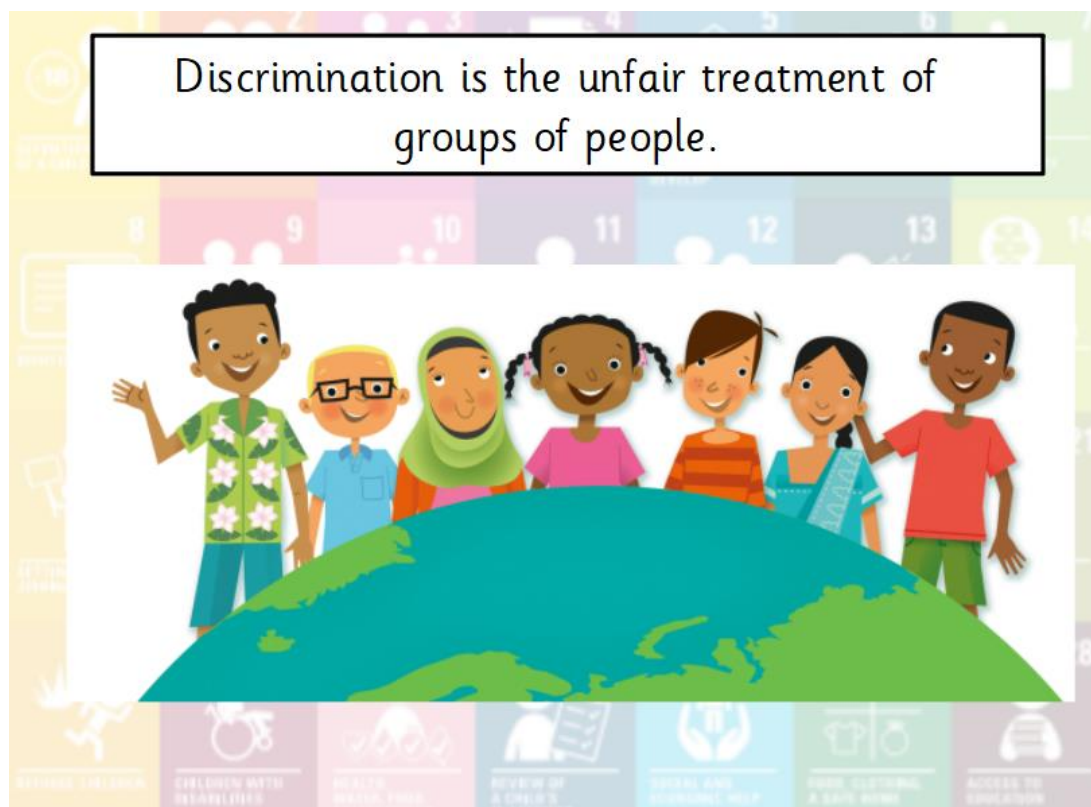
<https://kids.classroomsecrets.co.uk/>

## **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/>

To identify what a stereotype is.



Sometimes we can treat people unfairly and discriminate against them because of stereotypes.



On the following page there are statements. Decide whether they belong to a male, a female or both.

I love playing  
football.



I had a monster  
birthday cake.



My favourite  
colour is pink.



I go to a  
ballet class.



I enjoy  
dressing up.



I wear jeans and  
trainers all  
the time.



I love to play  
with toy cars  
and trains.



My bed is full  
of teddies and  
cuddly toys.



I am growing  
my hair long.



I love making  
paper aeroplanes.



I really enjoy  
drawing and  
painting.



I like to go on my  
skateboard.



Sometimes, people have stereotypes of what males and females can and can't do.



Of course, it doesn't matter whether you are male or female!

Can you think of any other stereotypes that exist in our world?



# Maths

Day One:

**LO: Recognise the place value of each digit in a 2-digit number.**

## Addition and subtraction problems Sheet 2

Answer these problems.

$40 + 3 = \square$

$83 - 3 = \square$

$50 + 7 = \square$

$34 - 30 = \square$

$90 + 2 = \square$

$59 - 9 = \square$

$60 + 5 = \square$

$27 - 7 = \square$

$30 + 9 = \square$

$78 - 70 = \square$



**Challenge**

Write the missing operations in the boxes.

$40 \square 8 = 48$

$72 \square 2 = 70$

$63 \square 3 = 60$

$9 \square 50 = 59$

$27 = 7 \square 20$

**Problem solving and reasoning questions**

Fill in the missing numbers.

$5 + \underline{\quad} = 65$

$30 = 37 - \underline{\quad}$

$10 + \underline{\quad} = 61$

Fill in the missing numbers in each sequence:

$36 \quad 46 \quad 56 \quad \underline{\quad} \quad \underline{\quad}$

$98 \quad 88 \quad 78 \quad \underline{\quad} \quad \underline{\quad}$

$\underline{\quad} \quad 89 \quad 79 \quad \underline{\quad} \quad \underline{\quad} \quad 49 \quad \underline{\quad}$

How many numbers between 0 and 100 have the same number of 10s and 1s?

**Mystery number**

My digits add to 5. I am more than 30.

I am less than 40.

Day Two:

**LO: Recognise all coins.**

**Use coins to make amounts and combine amounts to make a given value.**

### UK Coins



**1p**

one

penny coin



**2p**

two

pence coin



**5p**

five

pence coin



**10p**

ten

pence coin



**20p**

twenty

pence coin



**50p**

fifty

pence coin



**£1**

one

pound coin



**£2**

two

pound coin

### UK Notes



**£5**

5 pound



**£10**

10 pound



**£20**

20 pound

### Counting in Coins



= 5p



= 4p



= 15p



= 20p

**Place value - money**  
**Sheet 2**

Find 3 different ways to make each of these amounts.

5p			
8p			
10p			
13p			
17p			
19p			

**Challenge**

Place coins on this grid.

	< 20p	> 19p
Silver		
Not silver		

Day Three:

**LO: Investigate making totals with money.**

**Use a system.**

**Which coin?**

**Sheet 1**

Using just 2p coins and 5p coins, investigate which of these amounts can be made.

Amount	Coins needed to make amount
1p	
2p	
3p	
4p	
5p	
6p	
7p	
8p	
9p	
10p	

### Challenge

Repeat the activity above, but this time imagine that you have 3p and 4p coins. Which amounts from 1p to 10p can be made? Record your answers below.

Day Four:


**LO: Find total of 2 amounts.**

**Give change from 20p.**


### At the toy shop

#### Sheet 2


You have 20p to spend at the toy shop. Fill each bag with different items that will add up to 20p or less.




5p




6p




9p




3p




15p




12p




10p



2p



7p



11p

**Challenge**

Work out how much change you will get from 20p for each bag. Write your answers below.

**Problem solving and reasoning questions**

How many different ways can you give me 5p?

Mystery coin

It is round. It has milled edges.

It is silver. It is not the smallest coin.

Place coins on this grid.

	< 20p	>19p
Silver		
Not silver		

Write the missing amounts.

$$16p + \underline{\quad} = 20p$$

$$10p + \underline{\quad} = 50p$$

$$20p - \underline{\quad} = 11p$$

Day Five:

**LO: Use coins to make amounts and give change. Find change by counting up.**

**Place value - money**  
Sheet 2

Find the missing amounts.

20p		40p	
13p		17p	
50p		30p	
	20p		16p
15p	25p	19p	21p

**Challenge**

Which coins will I need to give change from 20p if you buy a pen costing 11p?



R.E.

**To identify customs and traditions of Rosh Hashanah.**

To remind yourself of what we learnt last week, watch this video about how Jewish people celebrate Rosh Hashanah.

<https://www.bbc.co.uk/teach/class-clips-video/what-is-rosh-hashanah-jewish-new-year/zdqc8xs>

**Your task:**

Draw lines to connect the traditions of Rosh Hashanah to their explanations.



Shofar

These sweet foods are eaten because people want sweetness in the coming year.



Apples and honey

These are eaten because they have lots of seeds. The seeds represent the good deeds people will do.



Synagogue

This ritual is carried out because people want to get rid of their sins.



Pomegranates

This holy building is where Jewish people pray and celebrate.



Tashlich

This is a ram's horn which is blown to signal the start of the new year.

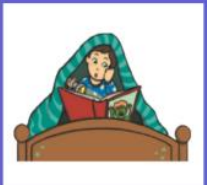
## History

To put my daily events in chronological order using a timeline

Let's recap...

What is a timeline?

Can you put these daily events in chronological order?

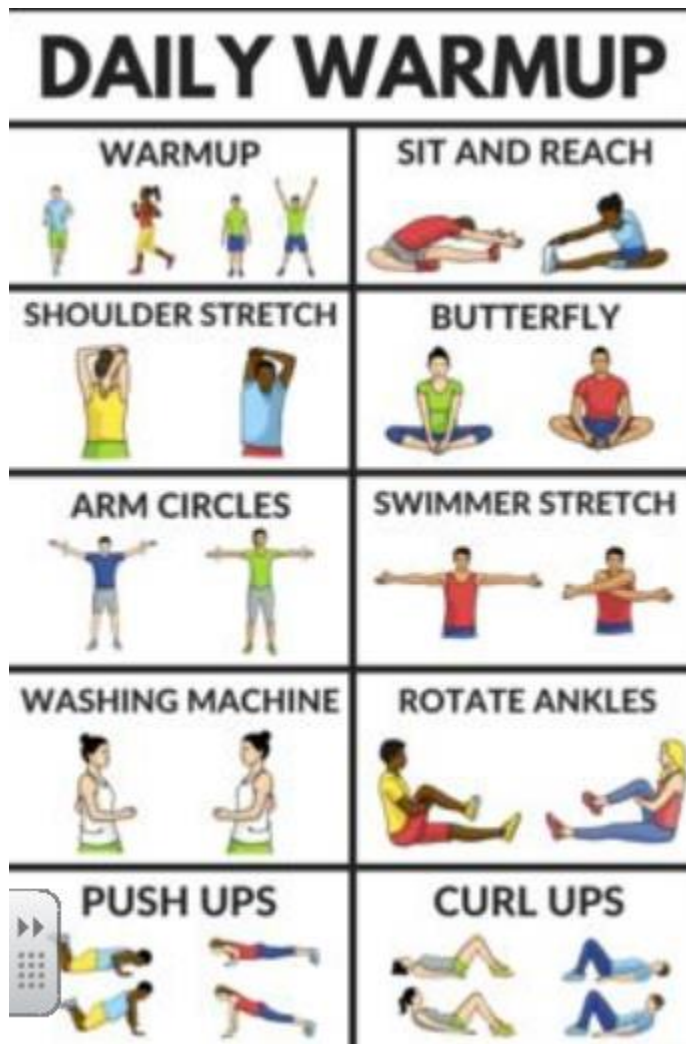


Your task:

On the timeline on the next page, draw pictures of six activities you do each day and label them.



To perform a range of jumps accurately and land safely.



Watch the video below to remind yourself of how we learnt to jump for height last week.

Remember to watch the athlete's knees for safe landing tips.

<https://www.youtube.com/watch?v=lqkCxnSHV7w>

# Landing Safely



With your partner, watch them jumping and practise landing safely. Check that your partner is:

- ▶ bending their knees and pointing their toes forwards;
- ▶ has a straight back;
- ▶ is looking ahead;
- ▶ has their arms out in front of them;
- ▶ landing with control.



It is important to land safely, with control after jumping so that you do not injure yourself or someone else.

Here are a range of jumps for you to try. Make sure you have an open space to do them in.

## Star Shape

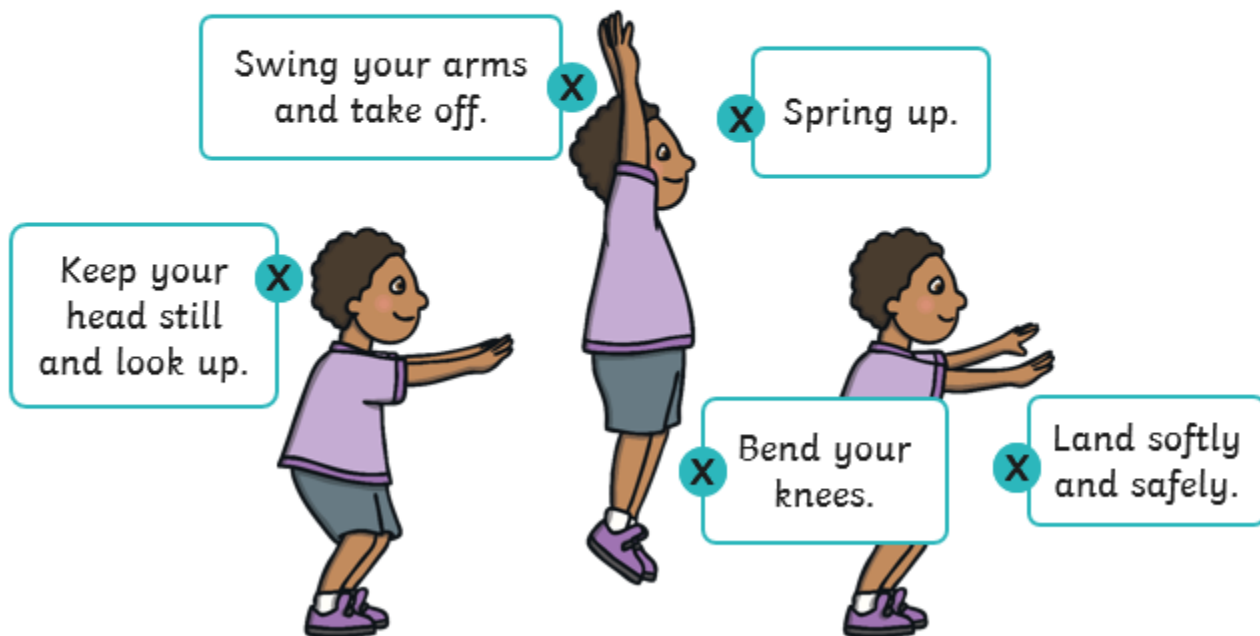


- Take off with two feet.
- Make a wide-starred shape with your arms and legs in the air.
- Extend and stretch through to your fingers and toes.
- Land on two feet with your arms forward for balance.

# Jumping for Height



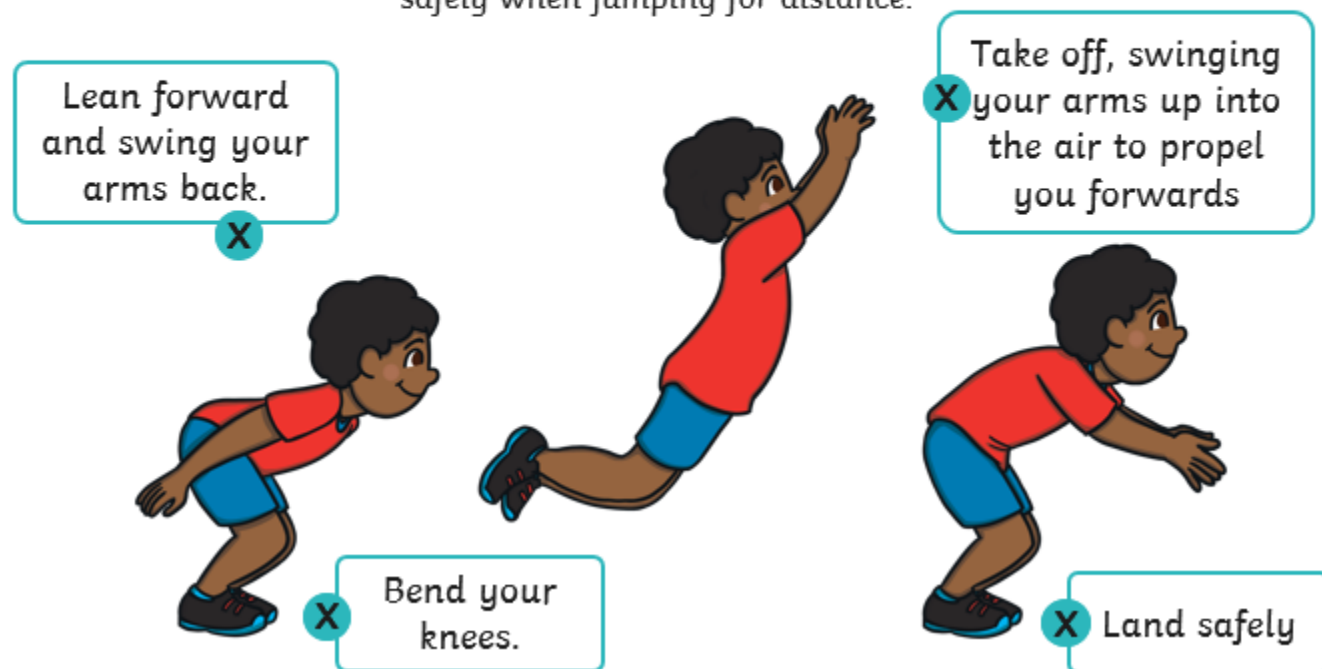
Jumping for height is jumping as high as you can. You need to jump high for many reasons, for example if you were catching a ball up high or jumping over something. Landing safely is very important when jumping.



# Jumping for Distance



Jumping for distance is jumping as far as you can. You need to jump for distance during the athletics activities long jump and triple jump. It is important to land safely when jumping for distance.

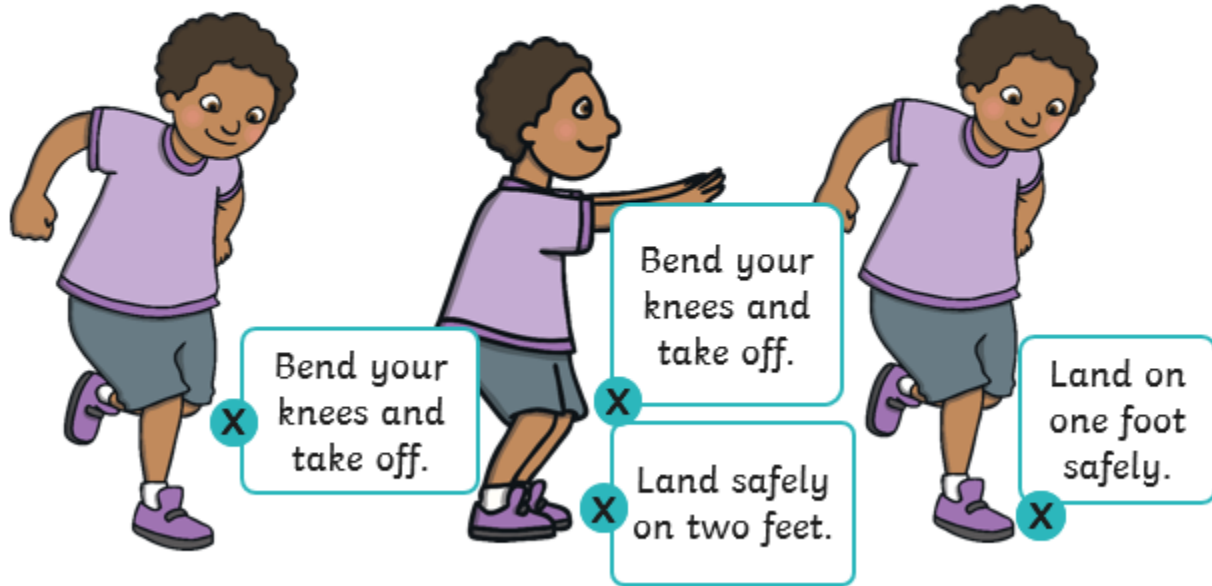




# Hopscotch



Hopscotch is a game which uses different types of jumps - two feet to one foot, and one foot to two feet.



English

DAY 1

Our key text this week is *Voices in the Park* by Anthony Browne. Here is some key vocabulary from the text.

## L.O. To explore key vocabulary.

Use the internet or a dictionary to find out the meanings of these words:

- frightful
- unfortunately
- wimp
- funny
- rough
- mongrel
- pedigree
- stereotype
- class
- shooed

Once you have found out the meanings of these words, fill in the blanks in these sentences.

1. The old lady \_\_\_\_\_ the pigeons away.
2. "What a \_\_\_\_\_" said the man about the scruffy looking dog.
3. My uncle's jokes are so \_\_\_\_\_.
4. Joe's dog is a \_\_\_\_\_.
5. Halloween is such a \_\_\_\_\_ night!
6. To say that everybody that wears glasses is really smart is a \_\_\_\_\_.
7. \_\_\_\_\_ Tracey was unable to attend the Christmas party as she was unwell.
8. Everybody in my \_\_\_\_\_ is so kind.
9. The man's shoes were all ripped and dirty. He looked a little bit \_\_\_\_\_.
10. What a \_\_\_\_\_! Jerry wouldn't even go on the rollercoaster!

### DAY 2

Here are some pictures of characters from our key text, Voices in the Park. Around the outside of each picture, write some ideas about what you think they are like. What do you think their personality is like?



### DAY 3

What does the text tell us about the lady?  
Let's look for specific words that tell us things about her.



When we arrived at the park,  
I let Victoria off her lead.  
Immediately some **scruffy**  
**mongrel** appeared and started  
**bothering her**. I **shooed** it off,  
but the **horrible thing** chased  
her all over the park.



I **ordered** it to go away, but it took no notice of  
me whatsoever. "**Sit,**" I said to **Charles**. "**Here.**"

What do the highlighted parts tell us about the lady?

Annotate this page from the text. What can we infer about the character from the highlighted words?



You get some frightful  
types in the park these  
days! I called his name for  
what seemed like an age.

#### DAY 4

Here is a link to our key text for you to read.

[Voices in the Park \(williammurdoch.bham.sch.uk\)](http://williammurdoch.bham.sch.uk)

If you could meet one character from the story, who would you choose and why?



Now imagine that you were meeting that character, what questions would you ask them?

Write down a list of questions that you would like to ask each character.

#### DAY 5

Imagine that you (or a family member can help) are one of the characters from Voices in the Park. Can you answer the questions that you wrote yesterday as that character?

Think carefully about how that character would speak and what kind of language they would use.