



# HILL WEST *Primary*

FOUR OAKS

**Home Learning Pack**

**Year 2**

**Autumn Term Week 6**



## **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/>

## English

To understand how to use commas in lists correctly.

Use the cards below to create a sentence about London.

In

zoos

parks

London

there

are

museums

shops

.

and

there

Let's underline four nouns we can find in London...

In London there are parks museums  
zoos and shops.

To stop confusion, we can add commas after  
some of the items in the list.

In London there are parks, museums,  
zoos and shops.

Now use the cards to create a sentence, adding commas after each item in the list, but not before the word *and*.

In

you

cars

.

buy

Hamleys

teddies

,

yoyos

can

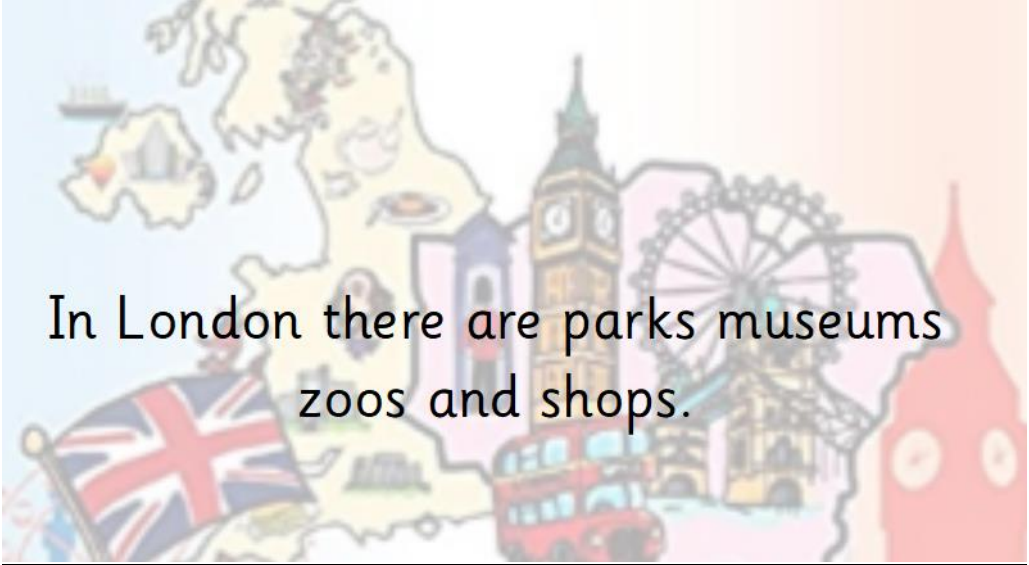
dolls

,

and

To use commas in lists correctly.

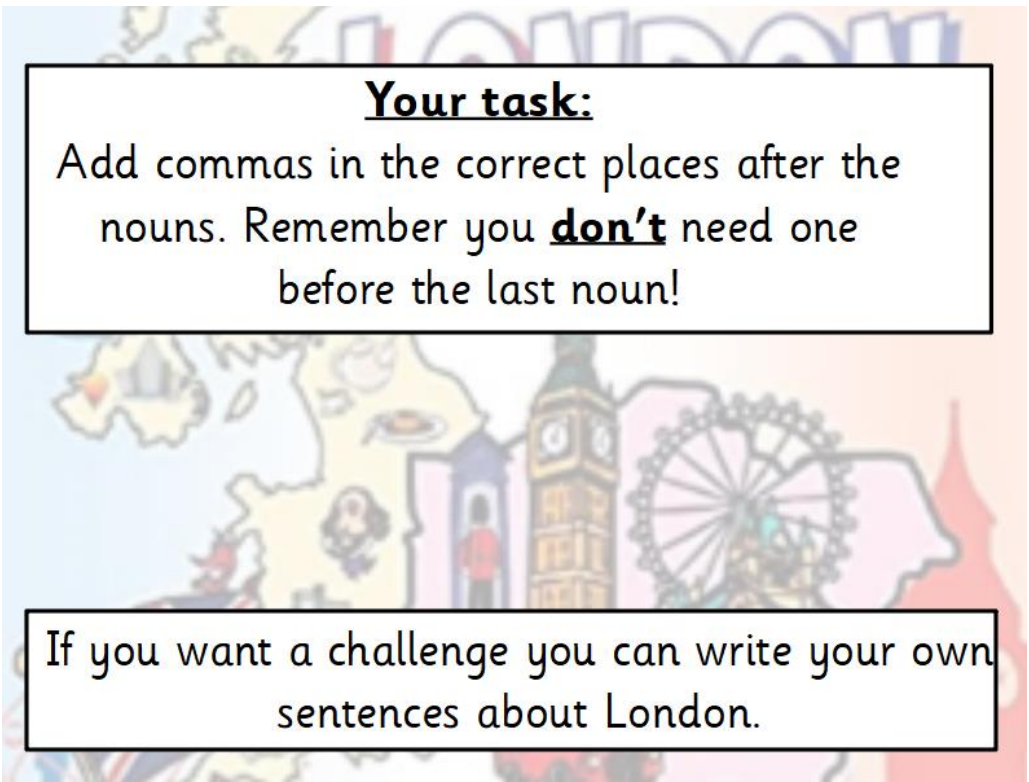
Let's recap our learning from yesterday and add the commas in the correct places...



In London there are parks museums  
zoos and shops.

**Your task:**

Add commas in the correct places after the nouns. Remember you **don't** need one before the last noun!



If you want a challenge you can write your own sentences about London.

1. The fantastic tourist attractions in London include Buckingham Palace the Tower of London Hamleys and the Tate Gallery.
2. Beefeaters wear a black hat a red coat black trousers and a white belt.
3. The animals that live in London Zoo include lions tigers gorillas and monkeys.
4. In Hamleys you can buy teddies cars dolls and yoyos.



## London

Look at the learning journey below. There are blue boxes around the skills you can showcase in this piece of writing.

Handwriting	Transcription	Composition	Vocabulary	Grammar	Punctuation
<ul style="list-style-type: none"> <li>I can form lowercase letters to the correct size relative to one another.</li> <li>I can use some of the diagonal and horizontal strokes to join letters.</li> <li>I am beginning to talk about which letters should and shouldn't be joined.</li> <li>I can use the correct orientation for my letters.</li> <li>I can use sensible spacing between letters.</li> </ul>	<ul style="list-style-type: none"> <li>I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>I can learn the different spellings for phonemes.</li> <li>I can spell a few common homophones such as there/their/they're or here/hear.</li> <li>I can spell most of the year 2 common exception words.</li> <li>I can spell words with contractions using the apostrophe in the correct place e.g. can't.</li> <li>I can use an apostrophe for possession e.g. the girl's book.</li> <li>I can recognise near-homophones e.g. quite/quiet.</li> <li>I can write compound words.</li> <li>I can use the suffixes -ness, -ment, -ful, -less and -ly.</li> <li>I can write sentences dictated by my teacher.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop a stamina for writing.</li> <li>I can write for different purposes: narratives, real events, personal experiences (real and fictional) and poetry.</li> <li>I can plan what I am going to write.</li> <li>I can write down my ideas and vocabulary I may use in my writing.</li> <li>I can make simple additions, revisions and corrections to my work.</li> <li>I can evaluate and improve my writing with a teacher or a peer.</li> <li>I can re-read my sentences to check if they make sense and that I have used the correct tense e.g. verbs in the continuous form.</li> <li>I can proof read my work to check for errors in spelling, grammar and punctuation.</li> <li>I can read aloud what I have written with appropriate intonation to make the narrative clear.</li> </ul>	<ul style="list-style-type: none"> <li>I can use an expanded noun phrase to describe and specify.</li> <li>I can use the subordination; when, if, that or because).</li> <li>I can use co-ordination by using and, or, but.</li> </ul>	<ul style="list-style-type: none"> <li>I can vary sentence forms by using: statement, question, exclamation and command.</li> <li>I can use the past and present tense correctly including the progressive form.</li> </ul>	<ul style="list-style-type: none"> <li>I can use full stops, capital letters, exclamation marks and question marks confidently.</li> <li>I can use commas in a list.</li> <li>I can use apostrophes to mark singular possession.</li> <li>I can use apostrophes to mark contractions.</li> </ul>

Here is an example piece of writing to give you some ideas.

London is a fantastic city! It is the capital of England and home of Queen Elizabeth II. If you think you will be bored in London you are wrong. This is because there are hundreds of exciting things to do! In London you can visit galleries, shops, palaces and much more!

Can you believe Hamleys is the world's oldest toy shop? It opened in 1881. That's over 100 years ago! It is very popular because it sells wonderful, brilliant toys including dolls, cars and teddies. Another interesting landmark is Tower Bridge, which crosses the River Thames. Thousands of cars pass over it every day and it lifts up to let tall boats through.

If you want to travel all over London you can use the Underground. It is made up of 11 lines which can take you all over London. Don't worry about waiting for a train because they arrive every two minutes. How fast!

Your task: write your own information text about London. Try to include the following:

- An exclamation mark.
- A question mark
- Commas in a list.
- An expanded noun phrase.

Once you have finished, re-read your writing and edit it by checking the punctuation you have used and changing the vocabulary so it is incredibly exciting.

## **Geography**

**L.O. To know the four capital cities of the UK and locate them on a map.**



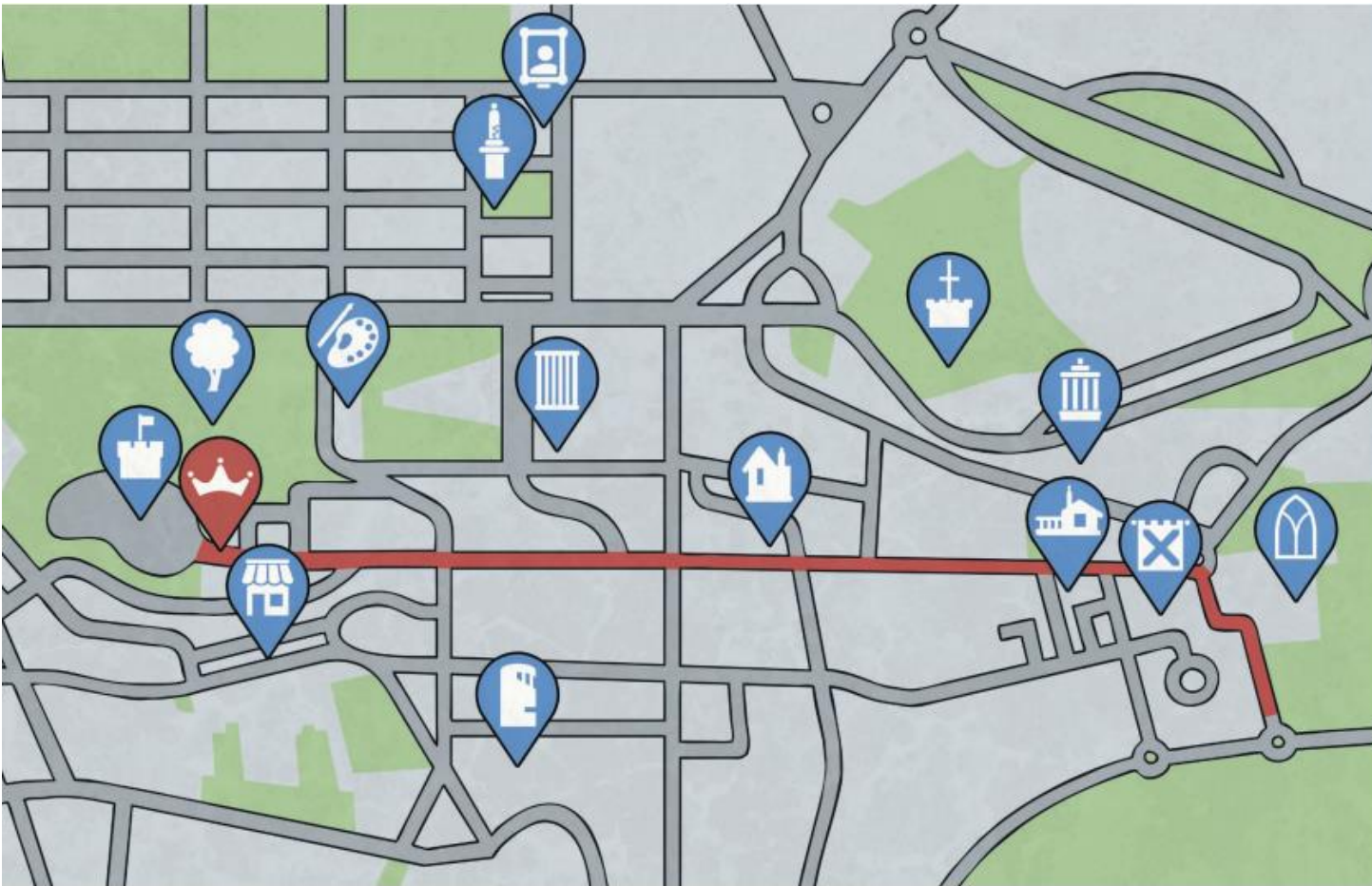
Can you label this map of the UK correctly?












Label:

- England – London
- Scotland – Edinburgh
- Northern Ireland – Belfast
- Wales – Cardiff

Last week, in Geography, you learnt all about London and all the famous landmarks there. Today, we would like you to find out all about the famous landmarks in Scotland's capital city, Edinburgh.

Can you locate each of the famous landmarks on the map?



Landmark	Symbol	Did I find it on the map?	Extra information
Burns Monument			A small, round temple in memory of the famous Scottish poet, Robert Burns.
Edinburgh Castle			Built on huge castle rocks which are believed to have been formed 350 million years ago. The castle has been used as a royal residence, a prison and an army base.
Edinburgh Dungeon			A famous tourist attraction where visitors are part of the dramatic theatre while learning about Scottish history.
Grassmarket			A historic marketplace traditionally used for public executions.
Holyrood			An area of Edinburgh including the Scottish Parliament Buildings, Holyrood Abbey ruins and Holyrood Park.
John Knox House			A residential house of the famous John Knox who was one of the founders of the Presbyterian Church (a type of Protestant Church).
Melville Monument			<p>Built in 1823, this 140ft column was built in memory of Henry Dundas Viscount Melville, also known as "The Uncrowned King of Scotland".</p> <p>In recent years, the statue of Dundas has faced controversy, as his actions to slow the abolition of the Slave Trade faced more scrutiny. In 2020, there were demonstrations against the statue as part of the Black Lives Matter protests.</p>
Royal Mile			This stretch of shops, restaurants and famous whisky shops goes from Edinburgh Castle all the way to the Scottish Parliament buildings.
Scottish National Gallery			A national art gallery housing Scotland's national collection of fine art.
Scottish National Portrait Gallery			An art museum holding the national collections of portraits of Scots.
			Where over 100 members of the Scottish

## Computing

L.O. To recognise features and uses for information technology (IT).

How are these devices similar?



How are these devices different?



Use the slide below to make a mind map of all the things you can use a computer for.



I can use a computer to...



Can you name all of the items?

They are not all computers...



... but they **are** all examples of information technology

## Odd ones out

Which two of these **are not** information technology?





# Information technology is...

... a computer or something that works with a computer.

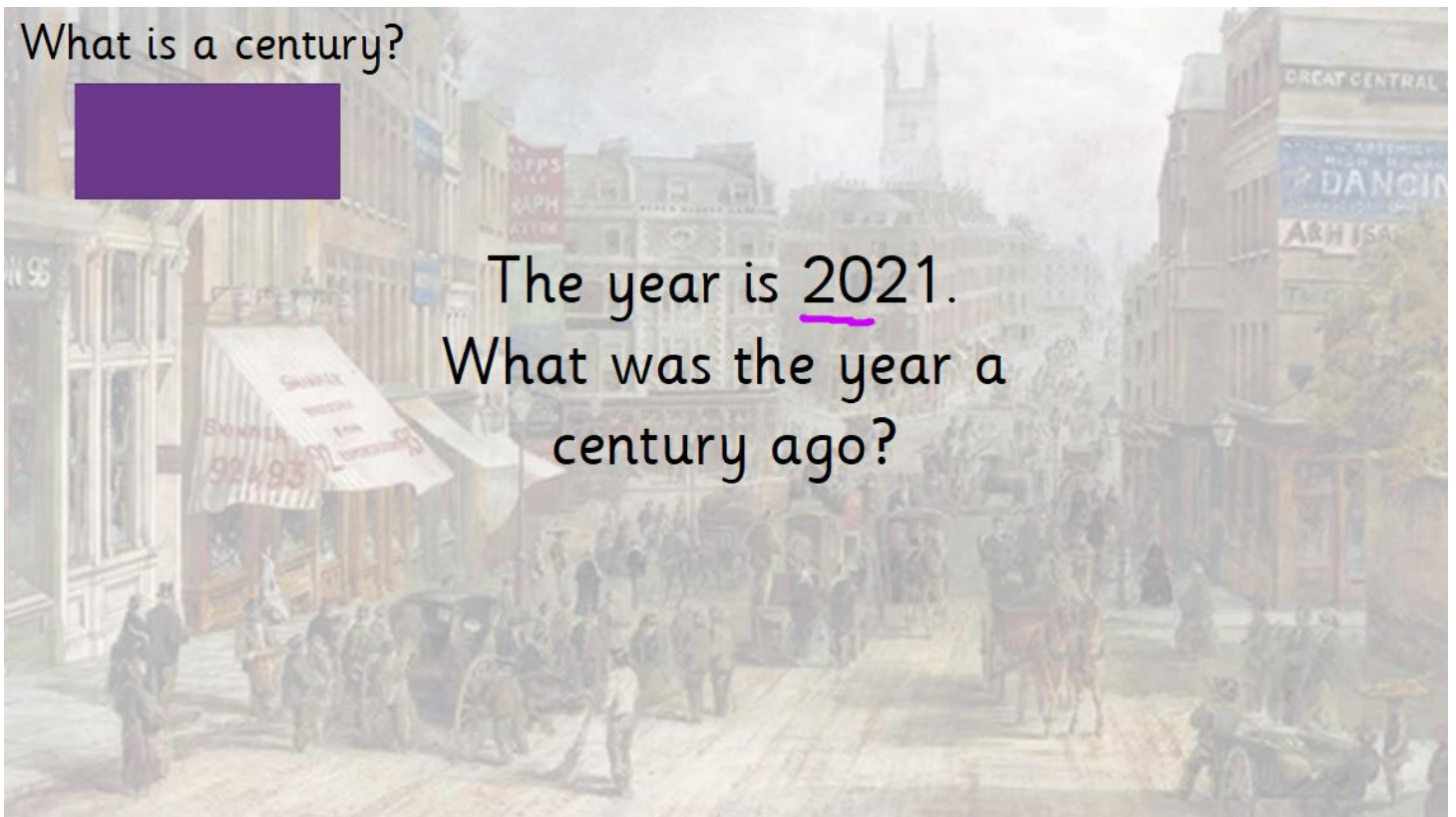
Information technology	<b>Not</b> information technology

Now it's your turn. Draw things that you think **are** information technology and things that you think **are not**. Add labels to your drawings if you have time.

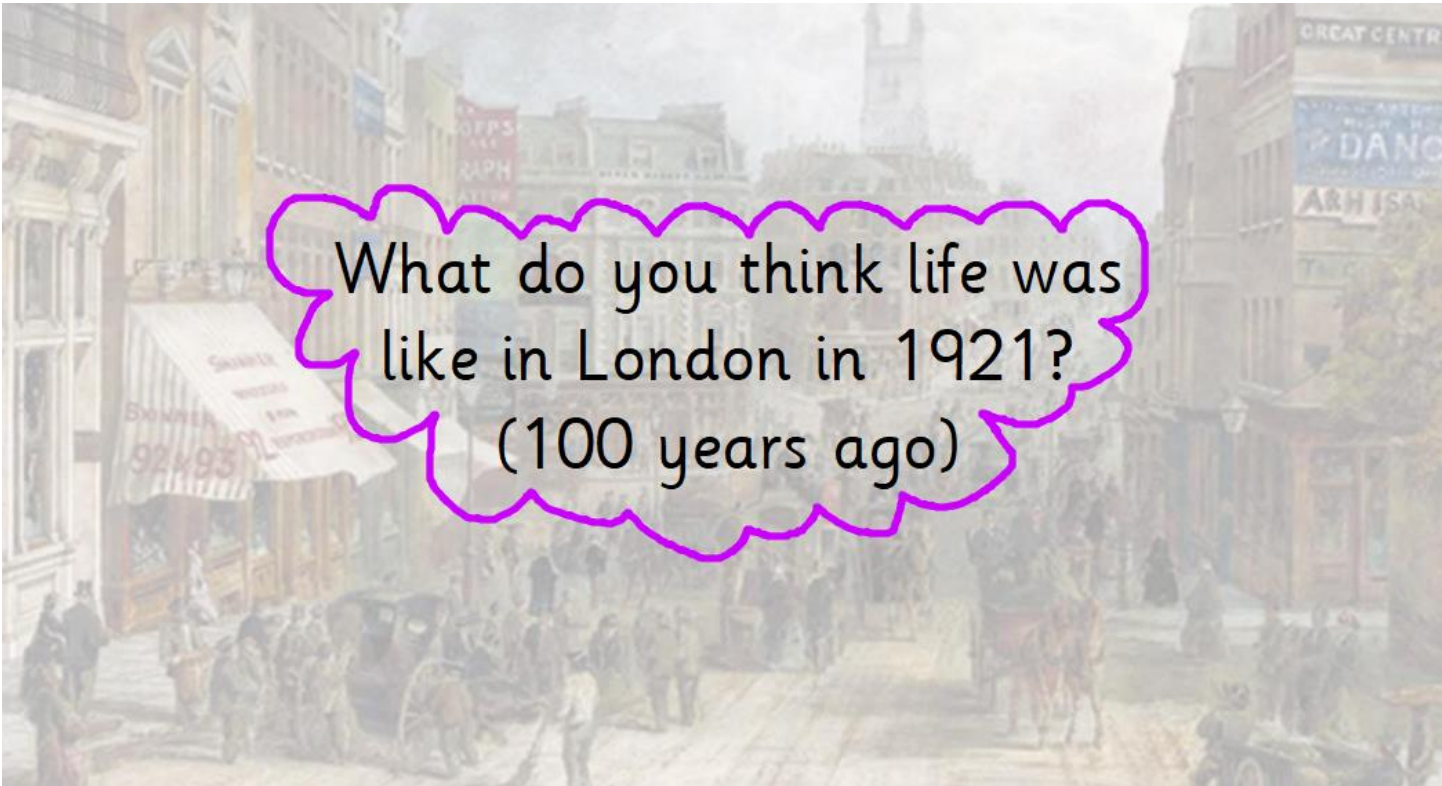
## History

L.O. To understand the term 'century'

What is a century?



The year is 2021.  
What was the year a  
century ago?



What do you think life was  
like in London in 1921?  
(100 years ago)



## 100 years ago... The 1900s

Windsor London, Population 6.5 million.



During the Blitz alone, there were over 30 000 tonnes of bombs dropped on London killing over 40 000 people.

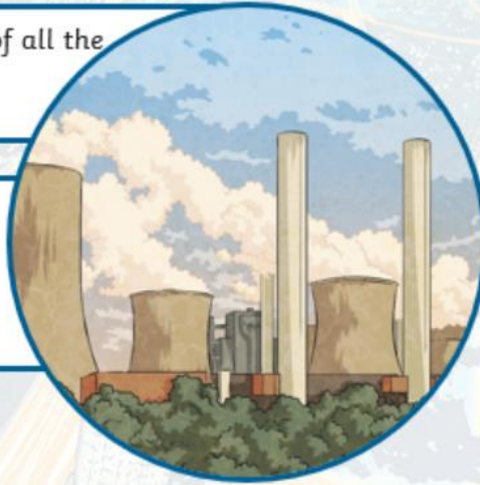


# 100 years ago... The 1900s

Overshadowed in the first half of the century by the first and second World wars, including the Blitz in 1940-1941 when a lot of London was destroyed, especially in the Docklands area.

London was nicknamed 'The Smoke' because of all the pollution caused by coal fires and the Great Smog of 1952 which killed 4000 people.

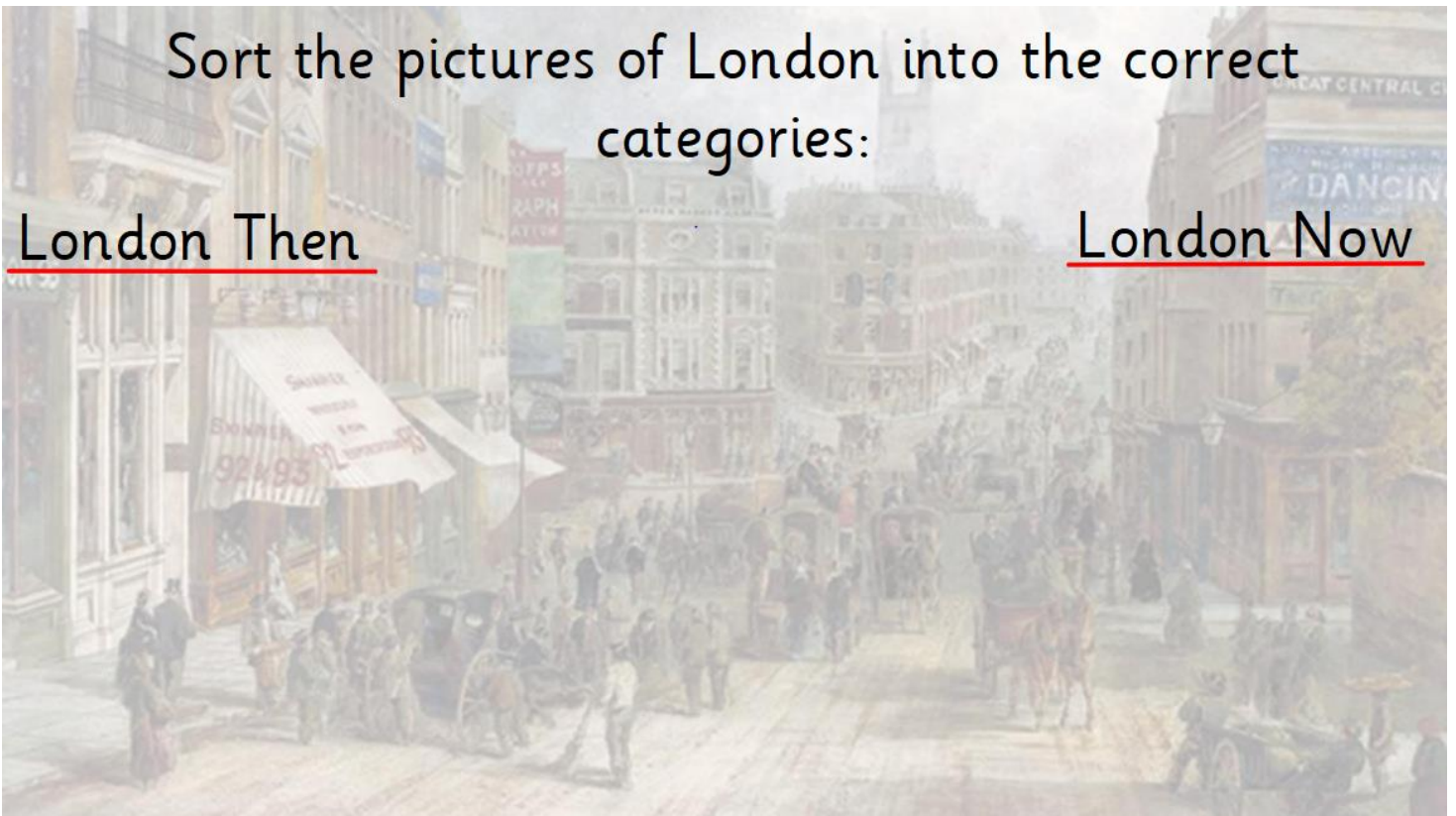
The second half of the 1900s saw more positive events with the 1948 Summer Olympics and a focus for the Swinging 60s. The M25 was also completed in 1986.



Sort the pictures of London into the correct categories:

London Then

London Now





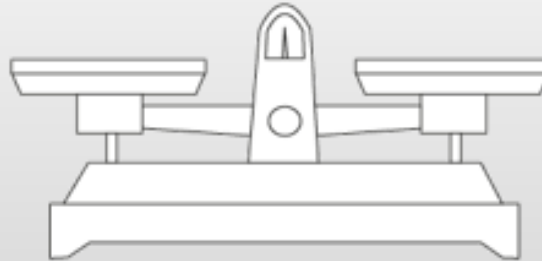
## **Maths**

### **Day 1**

**L.O. To know that weight can be measured in g and kg.**

## Day 1: Know that weight can be measured in kg and g.

Pass round a large bag of cotton wool, a roll of kitchen paper and a bag of pasta. Ask children which do you think is the **heaviest** and which the **lightest**? How could we check?



Look at how to use the **pan balance** both to directly compare the weight of any pair of objects and also to find the number of wooden blocks each weigh.

Hold one object in each hand to compare the weight. Which is the heaviest? Which is the lightest?

Can you become a human scale?

**Day 1: Know that weight can be measured in kg and g.**

Show children two similar shoes and use different **non-standard units** to measure them, e.g. wooden bricks and marbles.

Jason's shoe weighed the same as 24 marbles. Sandip's shoe is the same make and size, but his shoe weighed the same as 11 wooden bricks. Is Jason's heavier? Talk to your partner.



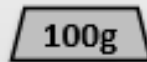
To make a fair comparison, check both shoes using the same object, either marbles or wooden bricks.

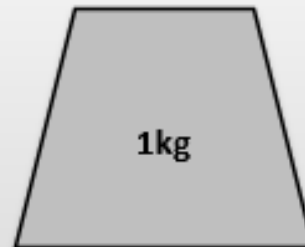
Can you weigh some objects from around your house and compare them?

## Day 1: Know that weight can be measured in kg and g.

Shopkeepers, farmers and factories which package food don't use wooden bricks or marbles to weigh food, they use **grams and kilograms**. This makes weights easy to compare because they all use the same **units of measure**.

  
1g

  
100g

  
1kg

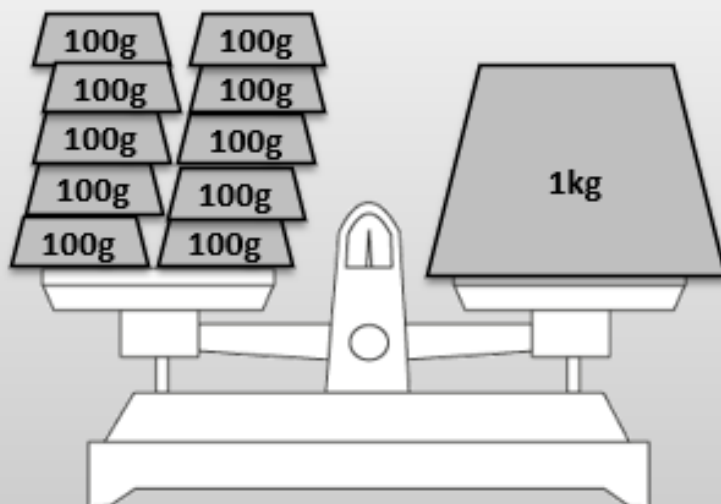
Carefully pass round a kilogram and a gram weight.  
Discuss how light the gram feels and how very heavy the kilogram is. Pass round a 100g weight.  
This weighs the same as 100 of the little grams! The kilogram weight weighs the same as 1000 of those little gram weights!

If you don't have weights at home, have a look at the weights of things in your kitchen cupboards! Try using a bag of sugar to represent 1kg. Or find two 500g bags of pasta.



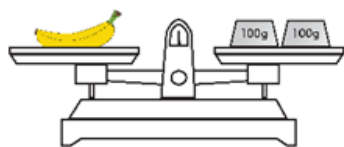
## Day 1: Know that weight can be measured in kg and g.

Use the pan balance to show that ten 100g weights are equal to 1kg. Then use the pan balance to weigh one of the shoes to the nearest 100g.

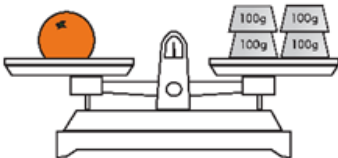


### Weight Sheet 2

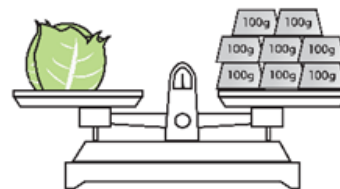
How many 100g weights balance each item?  
Write the number of weights. Count in steps of 100 to find the weight in grams.  
The first one is done for you.



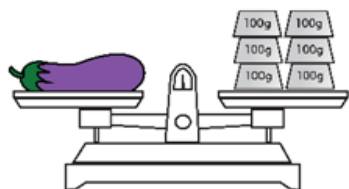
2 weights 200 grams



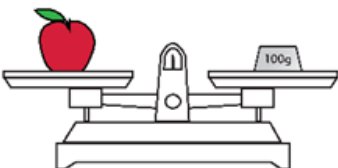
\_\_\_\_\_ weights \_\_\_\_\_ grams



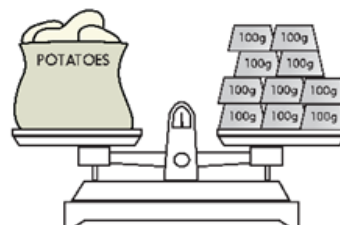
\_\_\_\_\_ weights \_\_\_\_\_ grams



\_\_\_\_\_ weights \_\_\_\_\_ grams



\_\_\_\_\_ weights \_\_\_\_\_ grams



\_\_\_\_\_ weights \_\_\_\_\_ grams

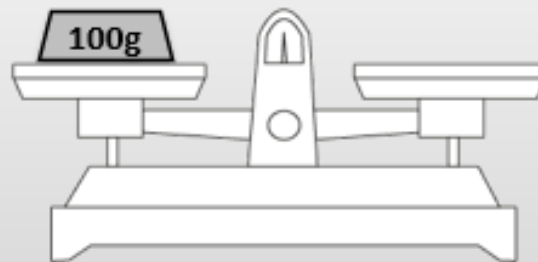


## Day 2

L.O. To compare objects with the 100g and 1kg weight.

### Day 2: Compare objects with the 100g and 1kg weight.

Pass round lots of **100g weights**. Ask children to think of something that might be lighter than one of these weights?  
How can we check?



We can use a 100g weight on the balance. What might be heavier than this weight? How will the balance show that?

If you don't have weights at home, have a look in your kitchen cupboards to find items of different weights. Use your body as a balance scale to compare the weights or get creative and make your own balance scale with 2 bowls, some string and something tall in the middle.

### Day 2: Compare objects with the 100g and 1kg weight.

Lighter than 100g	Heavier than 100g

Weigh different items from around your home and complete this table.

### Day 3

L.O. To measure weight to the nearest 100g, using scales.

#### Day 3: 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.



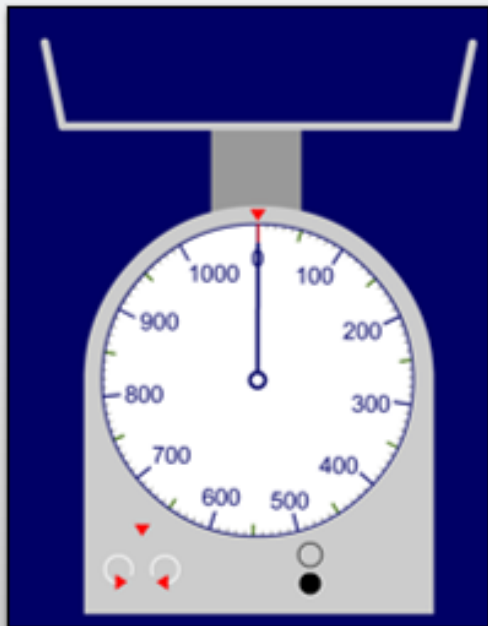
Play 'Mostly Postie' at

<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.

### Day 3: Measure weight to the nearest 100g, reading scales.

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



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

Repeat with a book and other objects.

Read each scale.  
Write the weight of each present.



g



g



g



g



g



g



g



g



g



g

### Day 4

#### L.O. To measure liquid in cupfuls

You will need an empty 2-litre plastic bottle, strip of paper, washing-up bowl, coloured water, plastic cup,

funnel and a water jug.

Show children a large plastic bottle with a strip of paper glued to one side, from the bottom to near the top. Stand the bottle in a washing-up bowl to catch any spillages.

Ask a child to fill a plastic cup with coloured water and pour it into the plastic bottle using a funnel. Then mark the level of the water on the strip of paper and write '1'. Ask another child to do the same and write '2'. Repeat until no more whole cups of water will fit.

Empty the water out and explain that we've made a **measuring bottle**. This can be used to find out how much water other containers can hold. We call this their **capacity**. Show children a water jug and ask how many **cupfuls** of water this might hold.

Ask a child to fill the jug with water and carefully pour the water into the measuring bottle. Read this off the scale to find the capacity of this jug to the nearest cupful. Then fill the cup and tip into the jug until it is full to confirm that this is the same number of cups.



## 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!)*



### Day 5

L.O. To measure liquid in litres and make comparisons.

Shopkeepers, farmers and factories which package or sell liquids such as milk, squash, fruit juice and petrol don't use cupfuls or bottles to measure liquids. They use **litres and millilitres**. This makes life easier as they all use the same units of measurement.

Pass round a 1-litre measuring jug and a 2-litre water bottle. Ask children to look for the measure printed on the jug. Show children that the 2-litre bottle holds 2 litres by filling up the litre measuring jug and emptying it in to the 2-litre bottle twice. Uncover the label on the bottle to show its capacity as 2 litres.

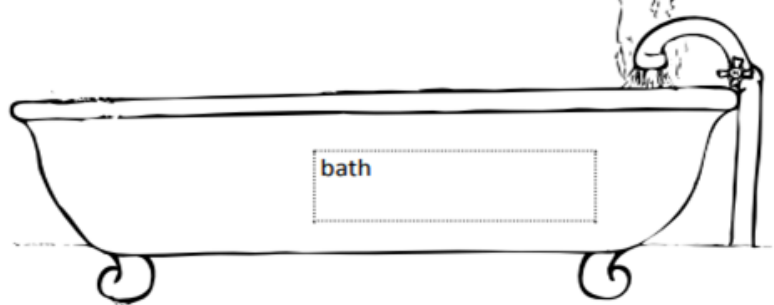
## More or less than a litre

Write **more** under a container if you think it holds more than a litre, and **less** if you think it holds less than a litre.

bucket



bath



yoghurt container



glass



kettle



mug



egg cup



### Challenge

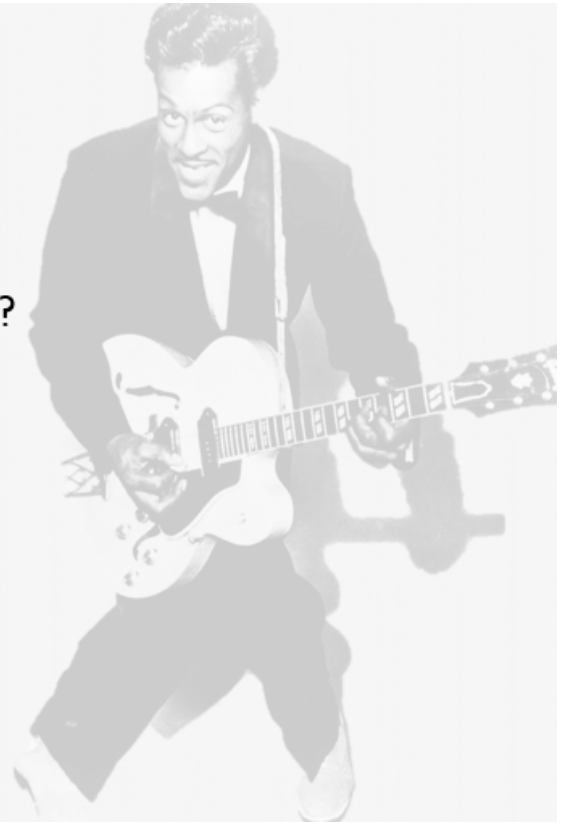
Choose four containers and write the number of yoghurt pots you think each would hold.

### Music

Listen to 'Johnny B. Goode' by Chuck Berry.

- Do you like the song?
- Can you hear the pulse and tap along?
- What style of music is it?
- Is it similar to any songs you have heard before?
- What instruments can you hear?

Find some items around your home to use as instruments. Can you perform your own version of the song? Listen carefully to the rhythm.



## **RE**

### **L.O. To find out about Jewish traditions.**

In RE this week, we will be trying Challah bread. If you would like to buy some or make some to try at home, then that would be great.

Please complete some independent research into Jewish traditions. Find out why Challah bread is eaten and what it represents. What other traditions can you learn about? Compare Jewish traditions to Christian traditions.

## **DT**

### **L.O. To design what I am going to make.**

Next week, we are going to make our very own Challah Bread!

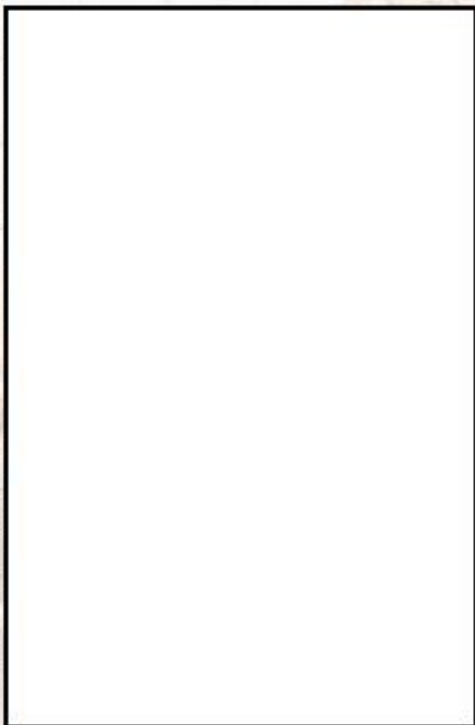
To make sure we are prepared, we need to think about what toppings we are going to use, what recipe we are going to use and how it will look when it is finished.

Traditional Challah bread doesn't use toppings and is plaited but you can put your own twist on it if you would like.

Friday 15th October 2021

L.O. To prepare dishes safely and hygienically

My challah bread will look like:



I will use this topping:



I will make sure my  
bread is prepared  
hygienically by:



**PDW**

L.O. To understand equity v equality.





Scenario:

I work in hospital and 30 people have come in with all different injuries. Some of them have cut their legs, some have broken arms, some feel sick, some have a headache, and some feel very sad.

I want to treat everybody equally, so I give them all a plaster to make them better.

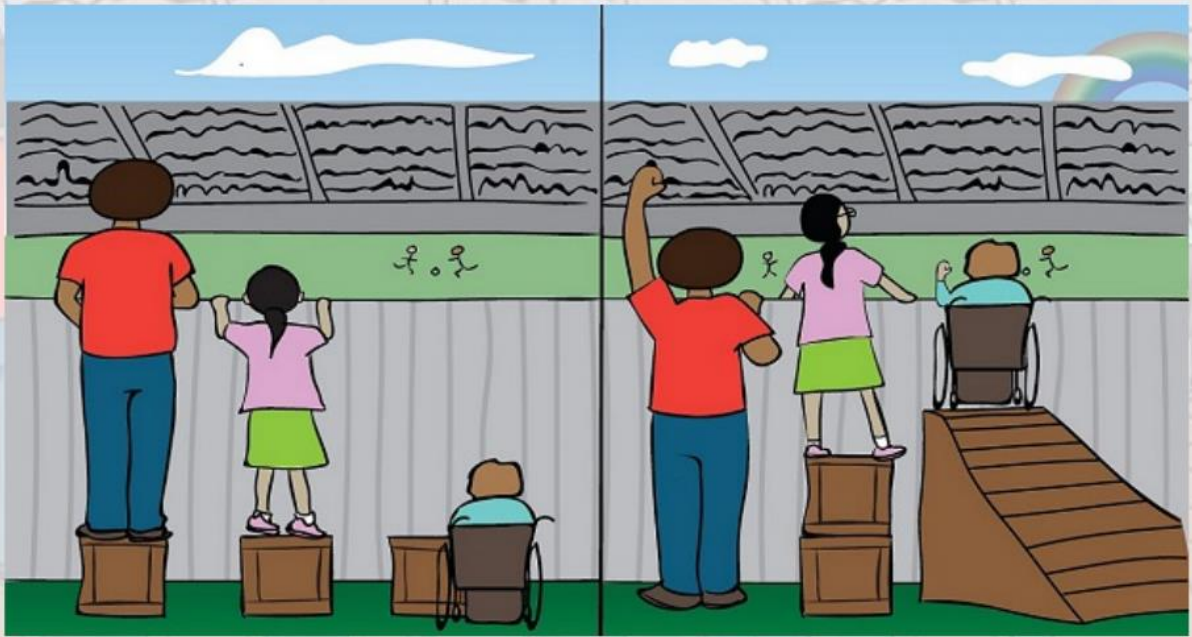
Is this equal?

Is this fair?

Do you think everybody should be treated the same, no matter what their needs?

How could I have approached this scenario fairly?

Take a look at this image and discuss whether each is fair or equal.



### Science

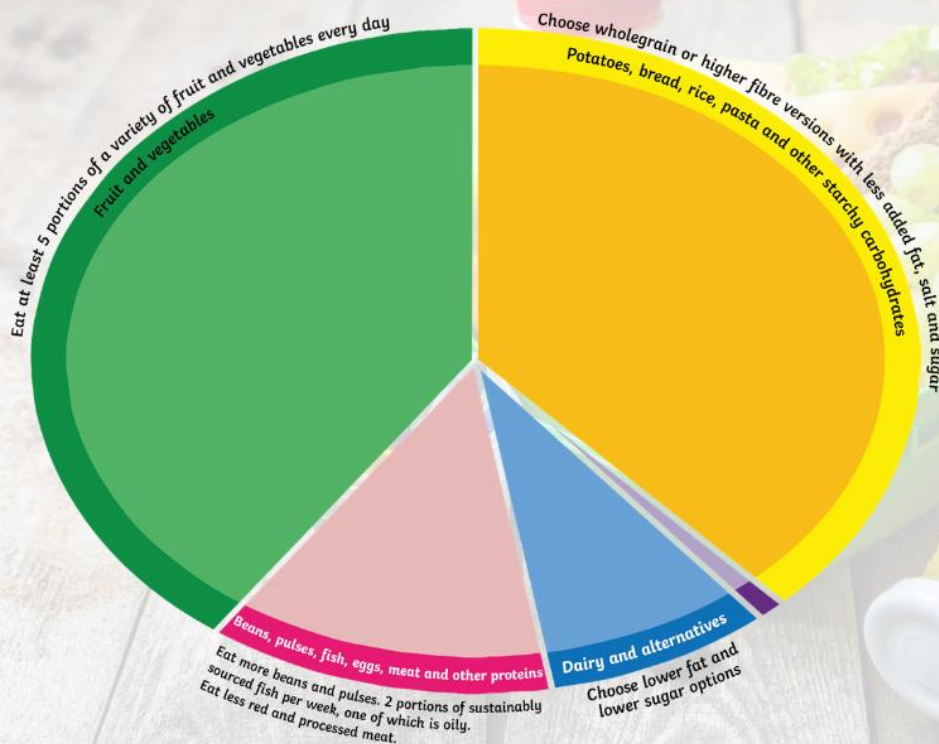
L.O. To describe the importance for humans of eating the right amounts of different types of food.

Let's take a look inside my lunchbox...



Would you like this lunchbox?  
Is it healthy?

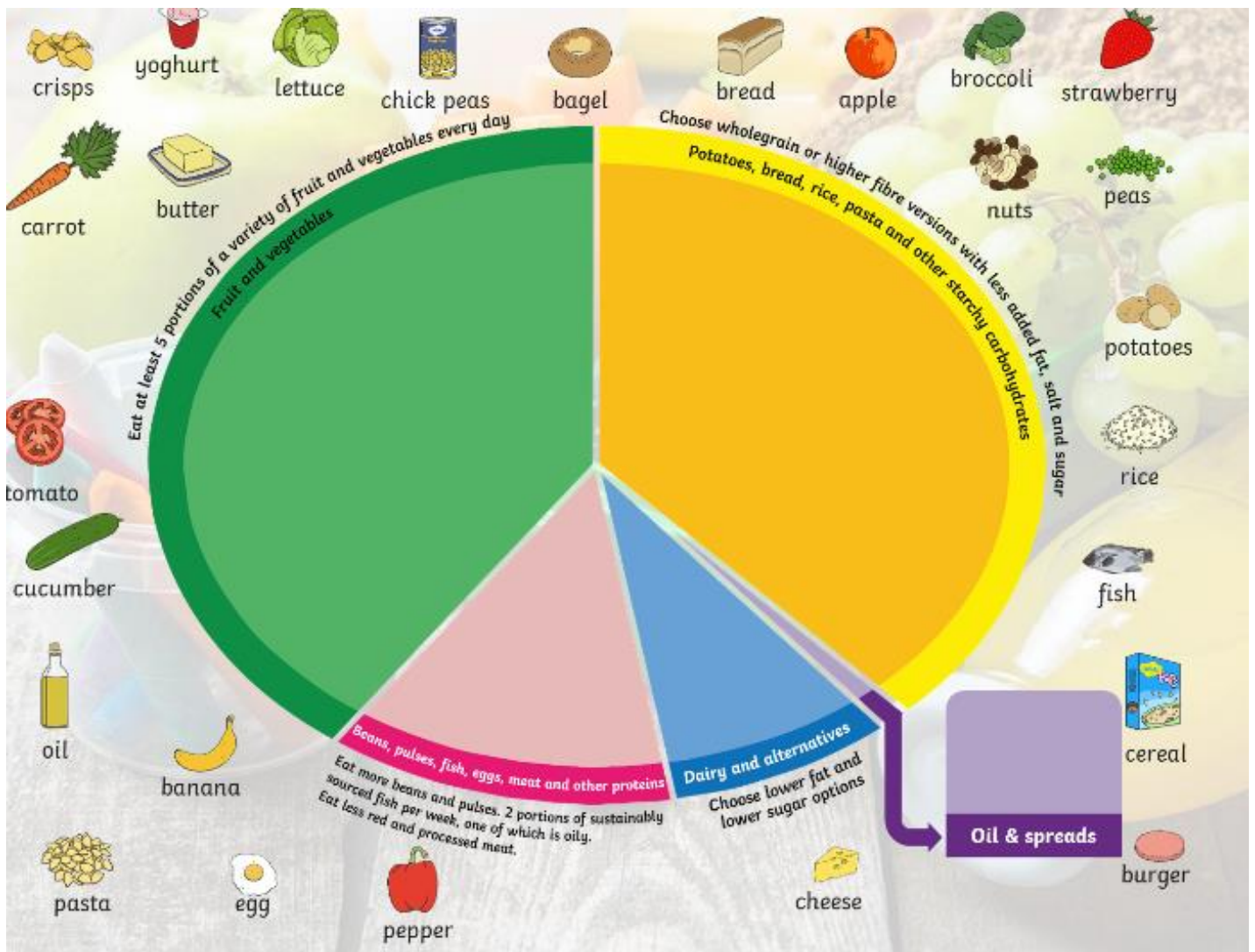
Each meal we eat should include the right amount food from each category.



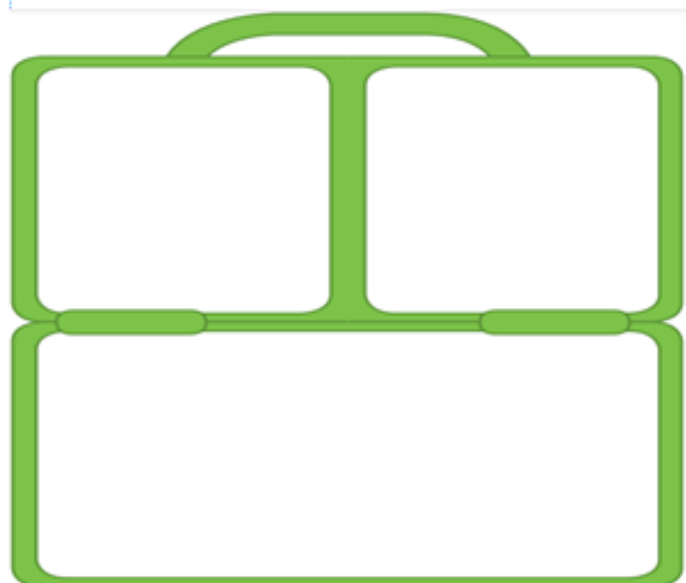
Which type of food should we have the most of? Why do you think this is?  
Does anything on here surprise you?

Can you sort the food into the right section of the plate?





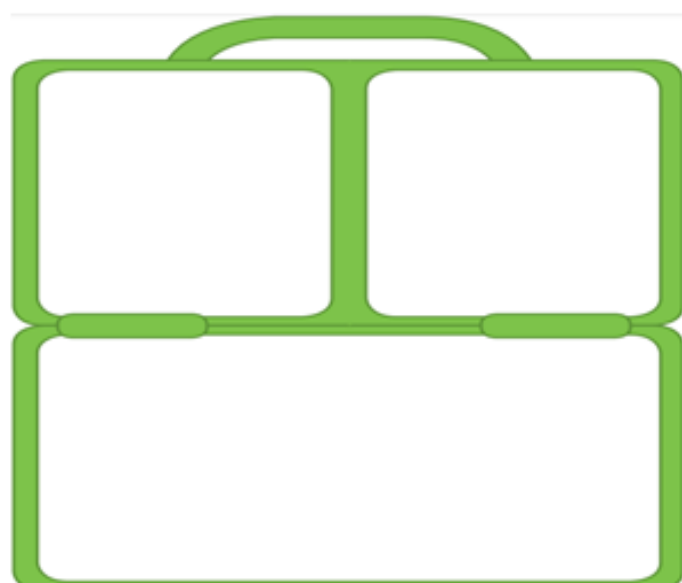
Can you design a healthy and unhealthy lunchbox and explain why they are healthy or unhealthy?



This lunchbox is unhealthy because:

---

---



This lunchbox is healthy because:

---

---













