



Wickham Church of England Primary School



Year 2 Home Learning

Expectations

A period of school closure is a new situation for all of us. We do not expect anyone to work at home as if they were at school. We recognise that parents may be juggling work and childcare and that access to the internet and other resources may be limited. These activities will provide some structure to your day and endeavour to ensure children do not fall behind in their learning.

Writing Ideas

You are all amazing at writing in different forms (narrative, setting or character description, diary or recount, letter, information, poem or instructions) now. Why not have a go at writing one or more of the following;

Narrative (include a setting and/or character description)

Why not start your narrative with one of these story starters;

It was so late at night that there was hardly a noise to be heard.

Jessica Puddleworthy was not in a very good mood.

She was as quick as lightning.

She gasped. or He gasped.

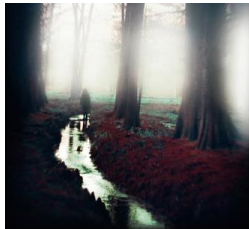
Frustrated, Joe let out a loud scream.

Excited, Vikki ran up the path.

Long ago, in a far away land, there was a mysterious castle.

Poem

Why not write a poem about one of these pictures;



Diary or recount

Can you write a diary entry based on an adventure you had in a world like 'The Journey' by Aaron Becker (we have been looking at the book in English). I have added a few photos to give you an idea of where your journey could start.



Letter or email to a friend

Could you write a letter or email to a friend or family member who you have not been able to see because you are having to stay at home. Can you tell them how you feel and what you have been doing to keep yourself occupied at home.

Information booklet/Poster

Choose something you know you are interested in e.g. football, an animal, cars, trains, LOL dolls... and write a fact file, information leaflet or poster about it to pass on your knowledge to someone else.

Instructions

Why not spend some time making some cakes (the weighing would be great for maths). Can you write a set of instructions and send to your friend with your letter so that they can have a go at making them? Don't forget you will need a title, introduction, you will need list, instructions with numbered bullets and a concluding sentence.

All your writing should now include;

- Capital letters and full stops, question marks, exclamation marks and commas in lists.
- Co-ordination conjunctions (or / and / but) to join clauses.
- Subordination conjunctions (when / if / that / because) to join clauses.
- Spelling many common exception words correctly (we send these home at the end of every term and you can also search for them in the internet and you will find them).
- Form capital letters and digits of the correct size.
- Using spacing between words that reflects the size of the letters.
- Make simple additions, revisions and proof-reading corrections to their own writing.
- Spelling some words with contracted forms (e.g. don't I'll, she'd etc..)
- Adding suffixes to spell most words correctly in your writing, e.g. ment, ness, ful, less, ly

Reading – Scarp Book

Please document every rich text your child reads over their time off. 'Rich texts' include library books and Hampshire Library ebooks (<https://www.hants.gov.uk/librariesandarchives/library/whatyoucanborrow/ebooksaudiobooks>); fiction story books and non-fiction fact books. You do not need to document their decodable book band books (unless they want to). There will be PRIZES for the best scrap books.

In this book on a 2 page spread, get them to answer at least 4 questions on the book whilst/ after reading. You may scribe their answers for them. They can make this pages as creative as they like, maybe they will draw a picture behind all their answers, maybe they could attach a painting that relates to the story? They may include photos of them reading it or physically doing some of the activities the characters do in the book (baking, bike riding etc.)

- Is this book fiction or non-fiction? How do you know?
- What do you predict will happen next?
- How is that character feeling and why?
- Have you ever seen/ done something like this?
- Once they have read the whole story, ask them to retell the story to you (summarise what happened).
- They may like to make a story map to do this, drawing the key parts of the story.
- Can they write a new ending? What do they predict would happen if the author wrote a sequel?
- What did you like and dislike about the book?
- Were there any adjectives (describing words) used? Can you find them and list them?
- Which whizzy words were in the book? List them.
- Who was your favourite character and why?
- Do they have any questions to one of the characters?

To encourage your child's enjoyment of reading, or if you feel you have ran out of new books at home, <https://storylineonline.net> is a free resource and has many of the world's best storytellers reading books aloud. Each video also includes an activity guide with lessons for students to do at home!

Likewise, if you read all your child phonetically decodable books, then <http://www.oxfordowl.co.uk/for-home/find-a-book/library-page/> is an online resource that has plenty more. You will need to make an account, but it is free.

Year Two Reading Assessment Statements

Working at the expected standard

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read most common exception words.
- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- Sound out most unfamiliar words accurately, and without undue hesitation.
- check it makes sense to them, correcting any inaccurate reading.
- Answer questions and make some inferences.
- Explain what has happened so far in what they have read.

Working at greater depth within the expected standard

- Make inferences on the basis of what is said and done.
- Predict what might happen on the basis of what has been read so far.
- Make links between the book they are reading and other books they have read.

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Maths

There is a lot of maths learning that can easily be practised and embedded at home. We encourage children to practise their counting skills, number re-call facts and calculations, as well as shape and measure knowledge. This can be done practically using resources at home (toys, food etc) or by using online games, we have put together a list of appropriate links below....



Times Tables Rock Stars – Use your log on to practise your times tables, build on speed and fluency.

<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8>



<https://whiterosemaths.com/resources/>

<https://nrich.maths.org/13778>

<https://nrich.maths.org/13780>

<https://nrich.maths.org/13782>

<https://nrich.maths.org/13784>

<https://nrich.maths.org/13785>

<https://nrich.maths.org/13843>



<https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=2>

<http://www.snappymaths.com/>

<https://mathszone.co.uk/>

You can question your child to expand their reasoning skills and explain the problem solving strategies that they have used. You could also ask your child to draw a representation of how they have worked out the answer.

Year Two Maths Assessment Statements

Working towards the expected standard

- Read and write numbers in numerals up to 100.
- Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them.
- Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- Recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- Count in twos, fives and tens from 0 and use this to solve problems

- Know the value of different coins
- Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard

- read scales in divisions of ones, twos, fives and tens
- Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- Identify 1 4 , 1 3 , 1 2 , 2 4 , 3 4 , of a number or shape, and know that all parts must be equal parts of the whole
 - use different coins to make the same amount
- Read the time on a clock to the nearest 15 minutes • name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.
- Read the time on the clock to the nearest 15 minutes.
- Describe properties of shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square - 2D, 3D shapes).

Project learning

During this term, we have been completing work based on our Project 'Enchanted Forests'. Perhaps you could extend your learning in this area. Here are some ideas;

Can you design and make a fairy door? Perhaps you can write instructions on how you made it.	Can you design and draw a map of your enchanted forest?	Can you write a postcard to your teacher about your visit to your enchanted forest?	Can you make a list of some of the items in your house and decide what material they are made from and their properties?
Draw a picture and write a character description of who lives inside your fairy door.	Can you write a story about your enchanted forest – what happens?	Can you create a magical spell using poetry?	Can you design a castle using appropriate materials?

Why not take this opportunity to start your learning about our new project for the first Summer Term. We will be learning about the 'Amazing Antarctica'.

Can find out where Antarctica is on a world map?	Can you create a nutritious menu for an Antarctica explorer?	Can you research and make a fact file about an animal who lives in the Antarctica?	Can you compare Antarctica to England?
Paint or draw a picture/landscape	Can you draw what makes you happy and what makes you feel sad? Explain why.	Can you create a poster about how to be a good friend?	Can you list the adaptations animals have to survive in Antarctica. Then create a made up animal that would survive. Draw it, name it, label its features.