Wickham Church of England Primary School

Home Learning

1.6.20

Year 2

We hope you have been enjoying the beautiful sunshine we have been having and have been able to be outside with your families. As we begin to reopen school, we will be setting home learning every Monday. We have set your activities which are similar to what would be going on in school this term, with space as our new topic, and it would be lovely if you could send us examples of what you have been doing. Remember, you can find all the home learning packs on our website. Click on Teaching and Learning/ Home Learning.

Common exception words of the week.
Practice daily

door

floor

poor

because

find

kind

mind

behind

child

children

wild

climb

High Frequency words of the week.

water

bear

find
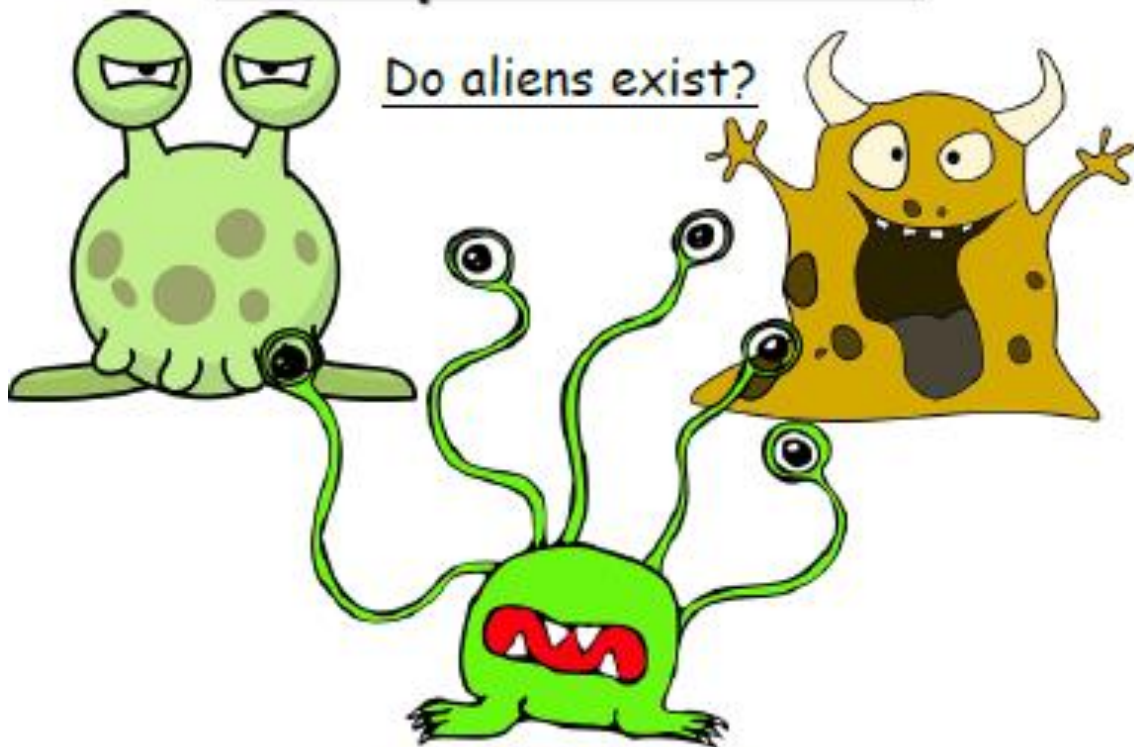
these

live

away

can't

more

began

say

Guided Reading comprehension booklet.

Year 2
Comprehension

Do aliens exist?

Useful words

scientists

discoveries

temperature

Did you know that there are scientists whose job is to research whether aliens might exist? They look at life on Earth, explore planets in our Solar System and even consider planets that might be swirling around in another universe!
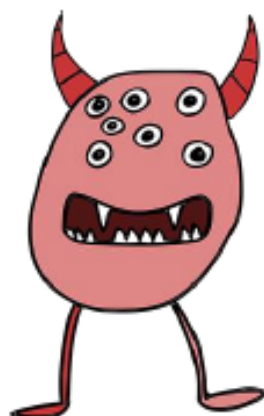
Join Katie, Zog and Mawk in this booklet, as they explain what is known about life on Earth and beyond!

There are three topics covered in this booklet:
- Life on Earth
- Life on Mars
- Future discoveries

Katie	Zog	Mawk

Questions

1. **Tick the three** topics covered in this booklet.

Life on Mars ☐   Life on Jupiter ☐

Life on Earth ☐   Future discoveries ☐

2. What are the names of the **two** aliens in this booklet?

_____

_____

Life on Earth

Did you know?

Earth is the only place in the universe where we know for a fact living things can survive. Read my notebook to find out what makes it so special.

Katie

Earth is the only planet with large oceans full of water. Life on Earth began in the sea 3.8 billion years ago! No life can survive without water.

Some planets, like Venus and Mercury are too near the Sun, meaning they are too hot. But others, like Mars, are too far away and too cold. Earth is just the right distance and the right temperature.

Questions

3. **Find** and **copy one** word meaning 'big.'

_____

4. When did life on Earth begin?

_____

5. **Tick two** planets that are too hot for life to exist.
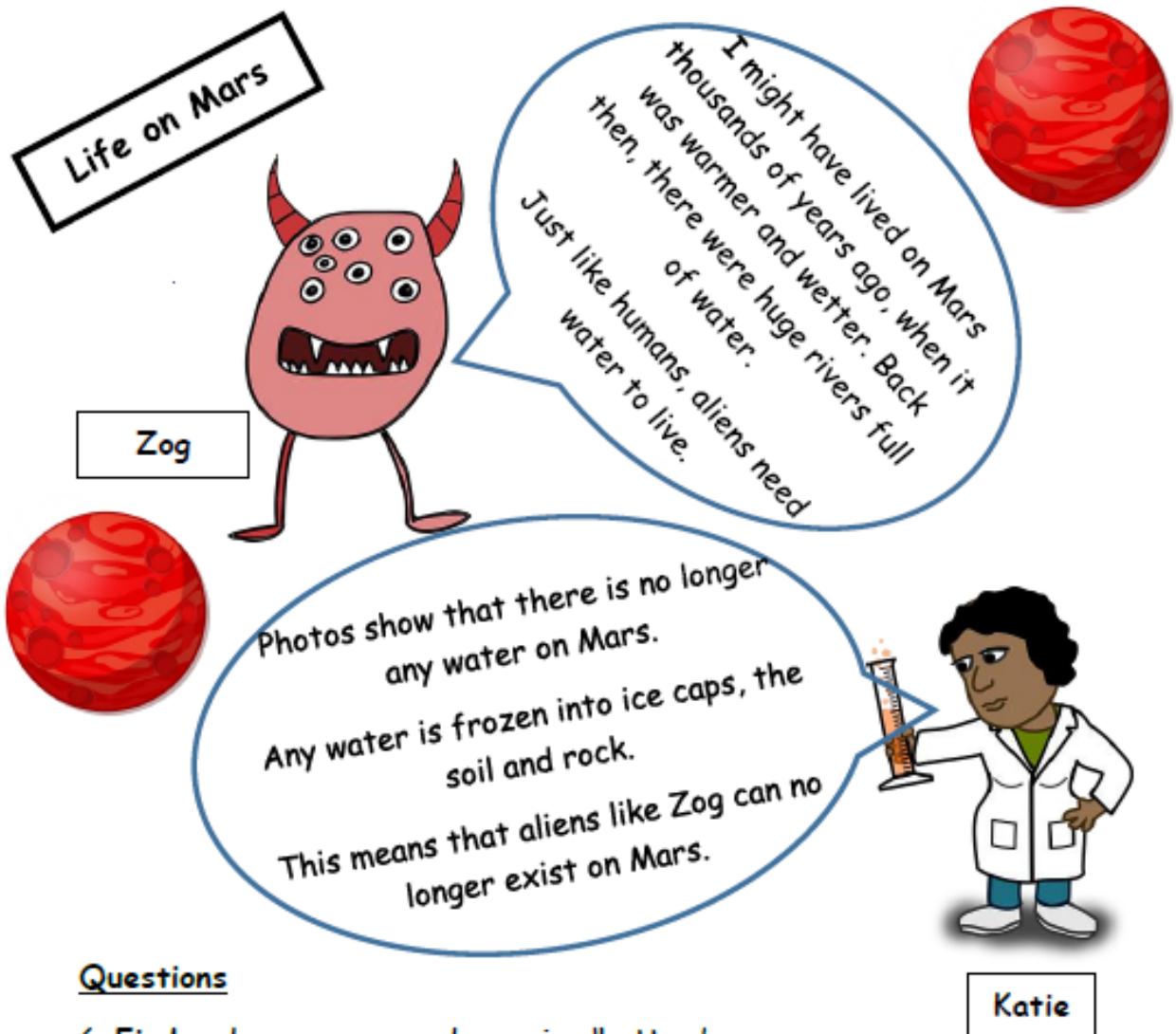
Jupiter ☐   Mars ☐

Venus ☐   Mercury ☐

Life on Mars

Zog

I might have lived on Mars thousands of years ago, when it was warmer and wetter. Back then, there were huge rivers full of water. Just like humans, aliens need water to live.

Photos show that there is no longer any water on Mars.

Any water is frozen into ice caps, the soil and rock.

This means that aliens like Zog can no longer exist on Mars.

Katie

Questions

6. **Find** and **copy** **one** word meaning 'hotter.'

_____

7. How does Katie know that there is no longer any water on Mars?

_____

8. Where can the only water on Mars be found? **Tick** **three.**

Ice caps ☐   *Rivers* ☐

The soil ☐   *The rock* ☐

In the future, scientists might find aliens like me living in the ice-covered oceans on the moons of Jupiter or Saturn. Titan, the largest moon of Saturn, is quite like your planet Earth used to be, but much, much colder!

So do you think I'm there, sleeping at the bottom of a frozen lake?

Mawk

Questions

9. Describe the moon Titan.

_____

_____

10. **Write the names** of **two** planets where aliens might live on the moon.

1. _____

2. _____

11. Answer Mawk's question using facts from anywhere in the booklet to help you.

_____

_____

_____

English

This week our learning is based on the book 'Shark in the Park' by Nick Sharratt.
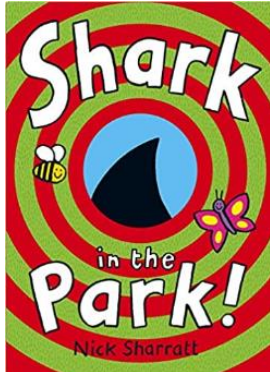
Please read it with your child before you start the learning.

If you do not have a copy of the story at home, then there are plenty of versions read aloud on YouTube.
Here is a one example: https://youtu.be/Ketu-SWDyD0

We will be using this book to practice writing accurate sentences again. Focusing on our letter formation, punctuation, spelling and coherence.
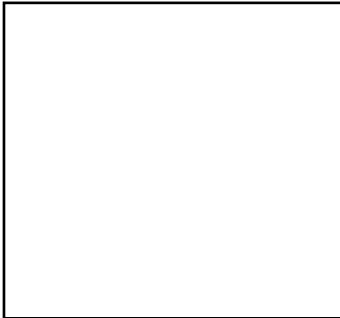
Hook: In school we would make telescopes and then go into the playground and use our telescopes to find 'sharks'

At home you may want to make a telescope with your child and go for a walk or into the garden with it and 'look up, look down....' and see what you can find! Then fill out the next worksheet.

Learning Objective (LO): I can use my phonics – please make sure your child is using their
phonics to sound out and spell their words.

draw   <u>*What did you find that looked like a shark?*</u>

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

LO: We are learning to rhyme – read the book again but this time having your child listen for the rhyming words in the book. What makes those words rhyme?

1. Match the words that rhyme together and underline the sound that is the same.

shark   telescope

toy   park

Pope   around

ground   boy

surprise   that

say   about

Cat   cries

sight   glad

no   might

shout   today

Dad   crow

2. Choose a word and write a list of all the words that could rhyme with it.

Challenge: Can you write sentences that rhyme?

LO: We are learning to use an exclamation mark- Make a poster to warn everybody that there's a shark somewhere; Maybe in your garden? Maybe in the river? Or your bedroom!

Make sure the poster catches people's attentions to warn them. Think about the vocabulary you will use, the letter size, the colours, the picture you may want to add to ALERT people.

What if Timothy Pope wasn't in the Park? What if he was in space! Would he still see a cat?

LO: We are learning to use our phonics.

Label the picture of space with all the things (nouns) you can see.
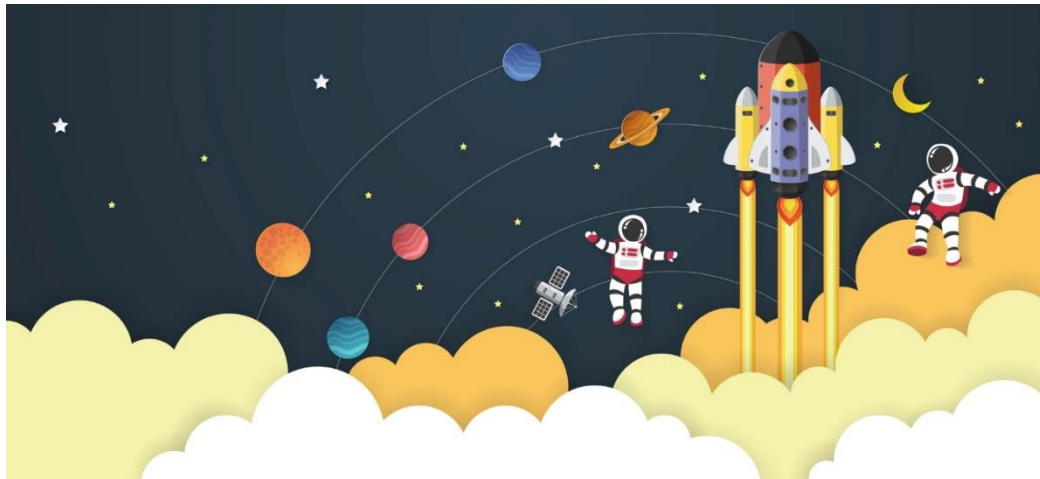
Can you write some 'I can see' sentences? Remember to use coordinating conjunctions –Maybe you can use some expanded noun phrases?

_____

_____

_____

_____

_____

_____

LO: We are learning to describe.

Today's focus is extending vocabulary. Look back at the space picture from yesterday and ask your child to think of some adjectives (describing words) to describe each object. Then use a dictionary/ website thesaurus together, to learn new synonyms and write a list of each.

Finish my list for 'big' and then make a list for two different adjectives.

_____big_____	_____	_____
humungous	_____	_____
huge	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
	_____	_____

Can you now use some of your new vocabulary to write some expanded noun phrases about space.

_____

_____

_____

_____

_____

_____

Maths

Arithmetic:

Achieve: answer the following questions, you can use resources that you can find at home to help you.

Challenge: represent the calculation, you could use bar models, jottings or pictures.

Extend: What other calculations can you create using the one given. E.g for 10+5=15 you could also have; 5+10=15, 15-5=10, 15-10=5.

$39 - 4 =$

$62 + 30 =$

$87 - 51 =$

$16 + 77 =$

$\frac{1}{2}$ of $8=$

$5 + 8 + 8 =$

$11 \times 2 =$

$90 \div 10 =$

Maths – Reasoning

Q1 Achieve-

Write the missing numbers in the sequence.

| 16 | 14 | 12 | | | |

Challenge - What do you notice?

Extend - Make your own sequence

Q2 Achieve –

This diagram shows the number of animals at a farm.
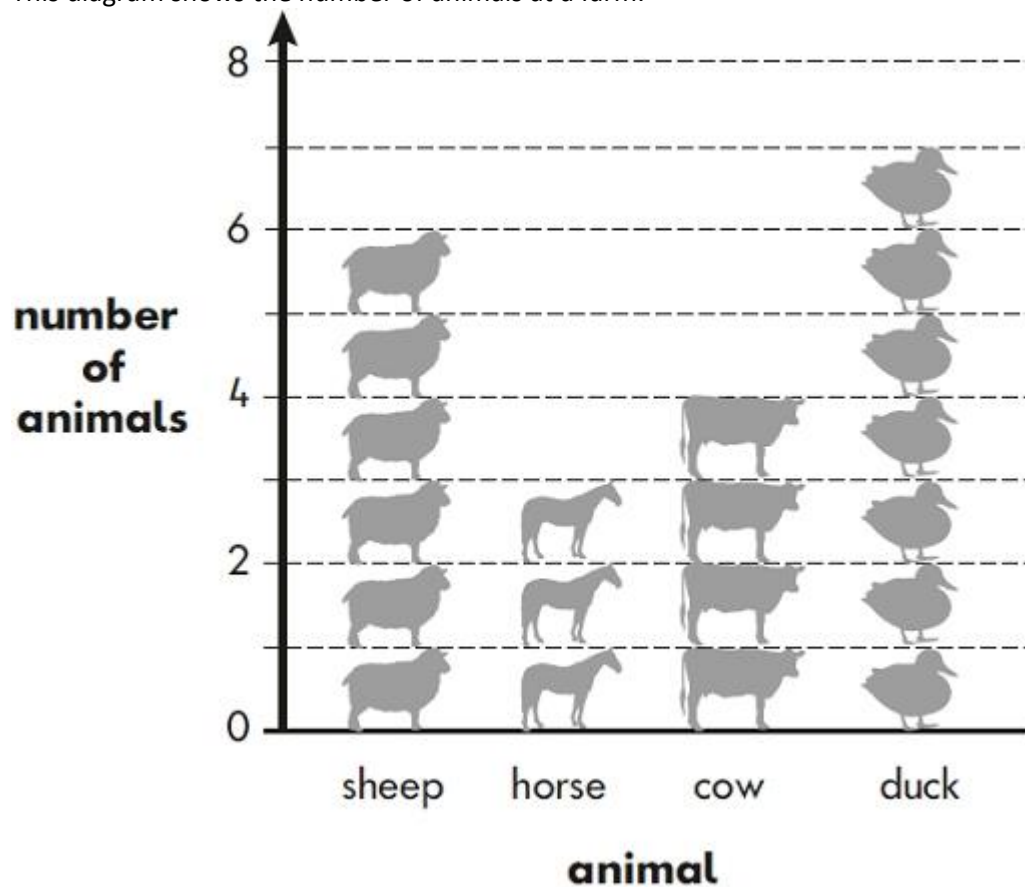
Challenge - How many sheep and cows are there altogether?

(animals)

Extend - There are more ducks than horses. How many more?

[ ]

Q3 Achieve –

Sam is collecting cards.

He wants to collect **100** cards altogether.
Last week he collected **50** cards.
This week he collects **30** cards.
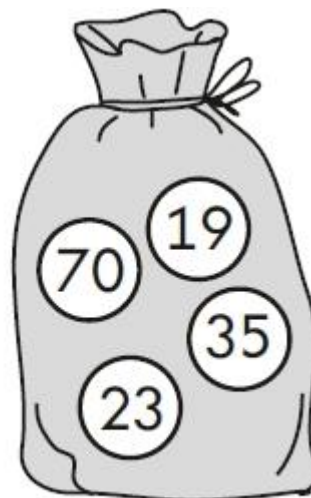
How many **more** cards does he need?

[   ] cards

Q4 Achieve –
Two of the numbers are in the **wrong** bag.
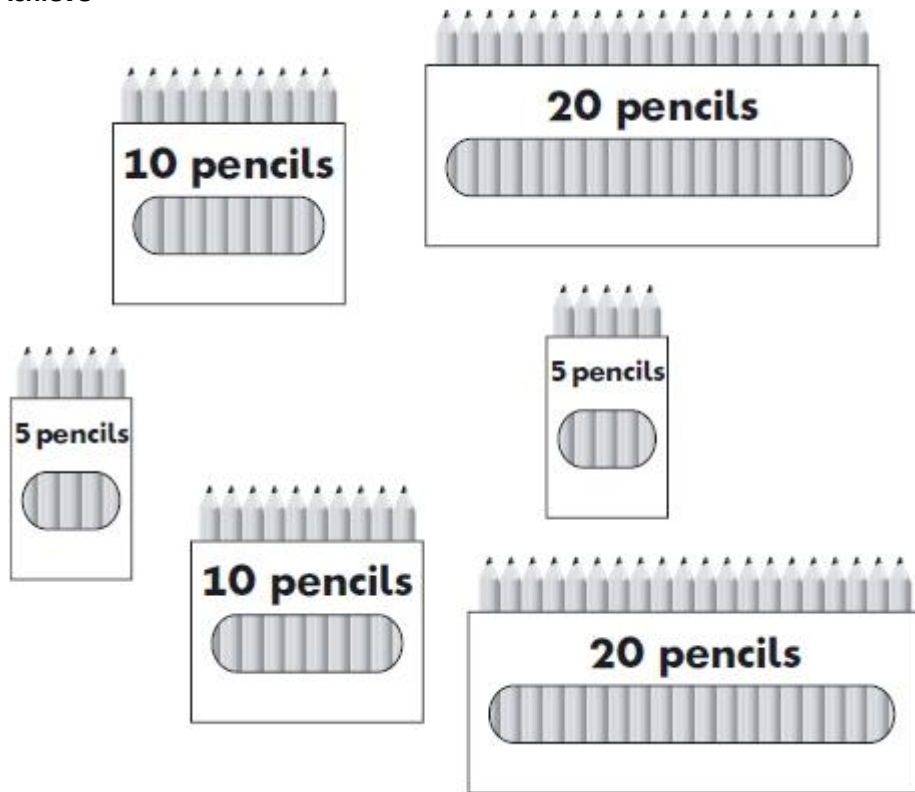Draw a cross (✗) on each of them.

30 12 68 41

even numbers

70 19 35 23

odd numbers

Q5 Achieve -

10 pencils
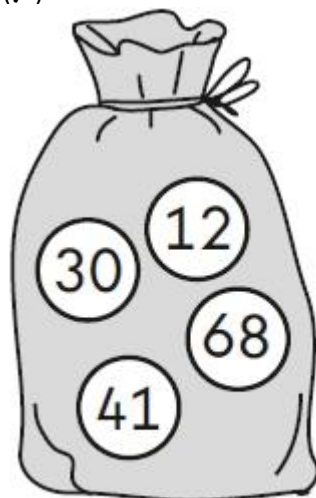
20 pencils

5 pencils

5 pencils

10 pencils

20 pencils

Kemi and Ben share these pencils equally.
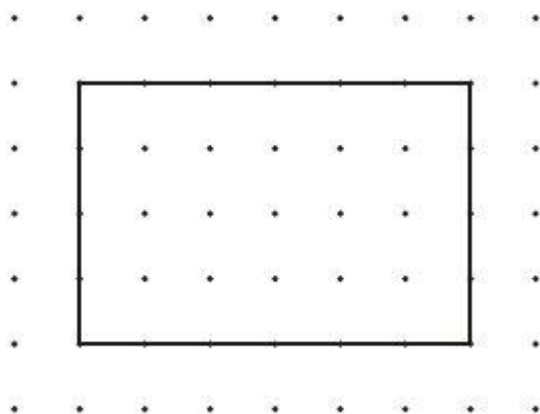How many pencils do they each get?

pencils

Challenge - What do you notice?
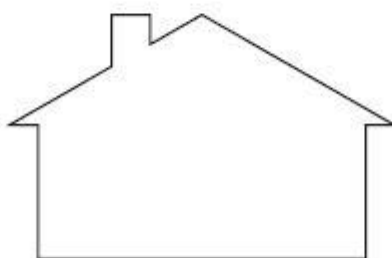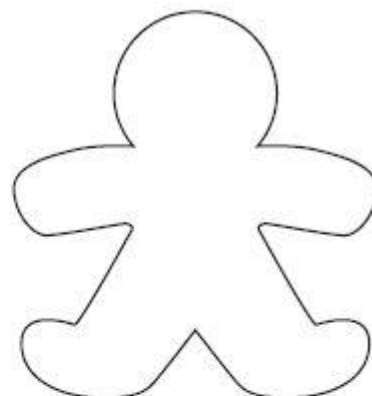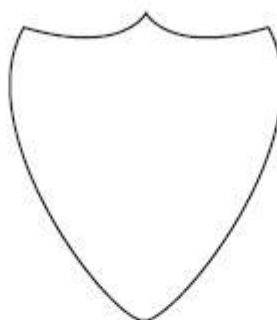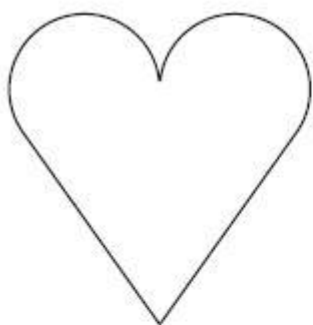
Extend - Make your own sequence

Q6 Achieve -

Draw lines to divide the rectangle into quarters.
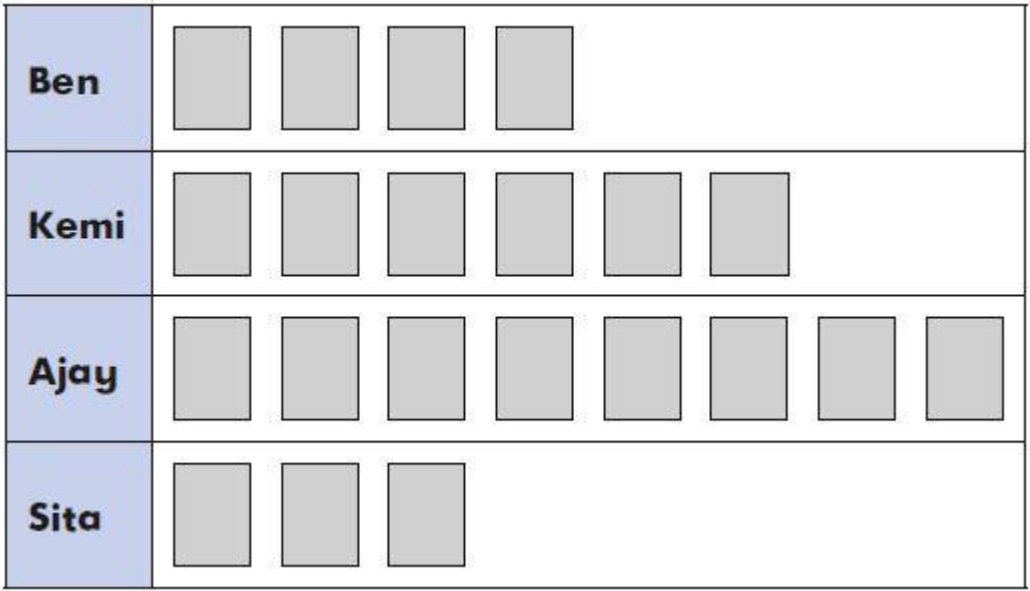Use the dots to help you.

Q7 Achieve –

Tick the shape that does **not** have a line of symmetry.

Q8 Achieve -

Some children make a chart of
how many books they read in a week.

Key: [ ] stands for **1** book

Ben	▢ ▢ ▢ ▢
Kemi	▢ ▢ ▢ ▢ ▢ ▢
Ajay	▢ ▢ ▢ ▢ ▢ ▢ ▢ ▢
Sita	▢ ▢ ▢

Which children read **fewer than 5** books?
Circle them.

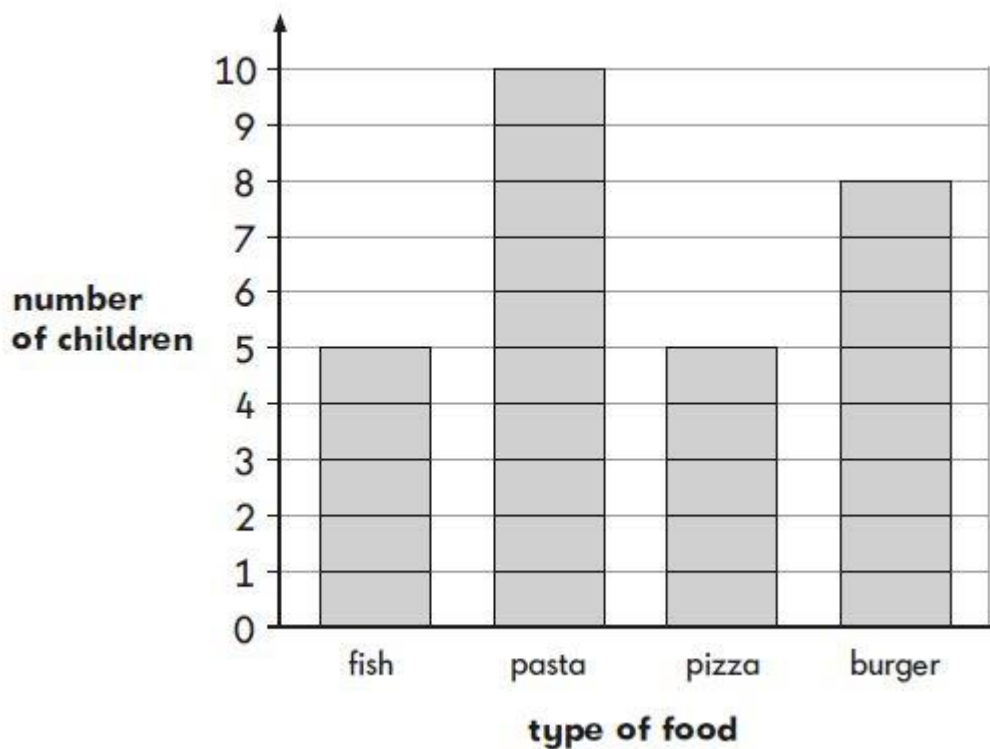**Ben**   **Kemi**

                 Sita
Ajay

Challenge - What do you notice?

Extend - Make your own sequence

Q9 Achieve –

This chart shows what class 2 ate for lunch today.

Fewer children ate pizza than burger.
How many fewer?

children

Extra- There is a lot of maths learning that can be practised and embedded at home. (Use your toys to sort, group, add etc).
Remember to keep practising on Times Tables Rock Stars – Use your log on to practise your times tables, build on speed and fluency.

You can also use websites such
https://www.bbc.co.uk/bitesize   pg8
https://nrich.maths.org/14600
https://www.topmarks.co.uk
https://mathszone.co.uk/

HIAS Maths Problems

This task can be done either on paper, or, if you have room, you could find a space and do it in a space on the floor or in the garden. Wherever you do this task, you are going to be placing numbers on a number line. If you are working on paper, draw a line on your paper.

The number at the start of your number line is 23. If you are working on paper, write this at the start of your number line. If you are working on the floor or in the garden, write 23 on a piece of paper and place it where your number line will start.

The number at the end of your number line is 75. If you are working on paper, write this at the end of your number line. On the floor or outside, place 75 at the other end of your imaginary number line.

This is what you need to do now:

- Place the multiples of ten where you think they would go (write these in a different colour)
- Place 42, 65 and 31 on your number line
- Choose 3 more number that could be on your number line and put them in the right place.
- Talk to someone else about whether they think you have placed the numbers correctly

Amy writes an answer to the calculation below.

$$57 - 31 = \boxed{26}$$

Now write an addition **to check Amy's answer**.

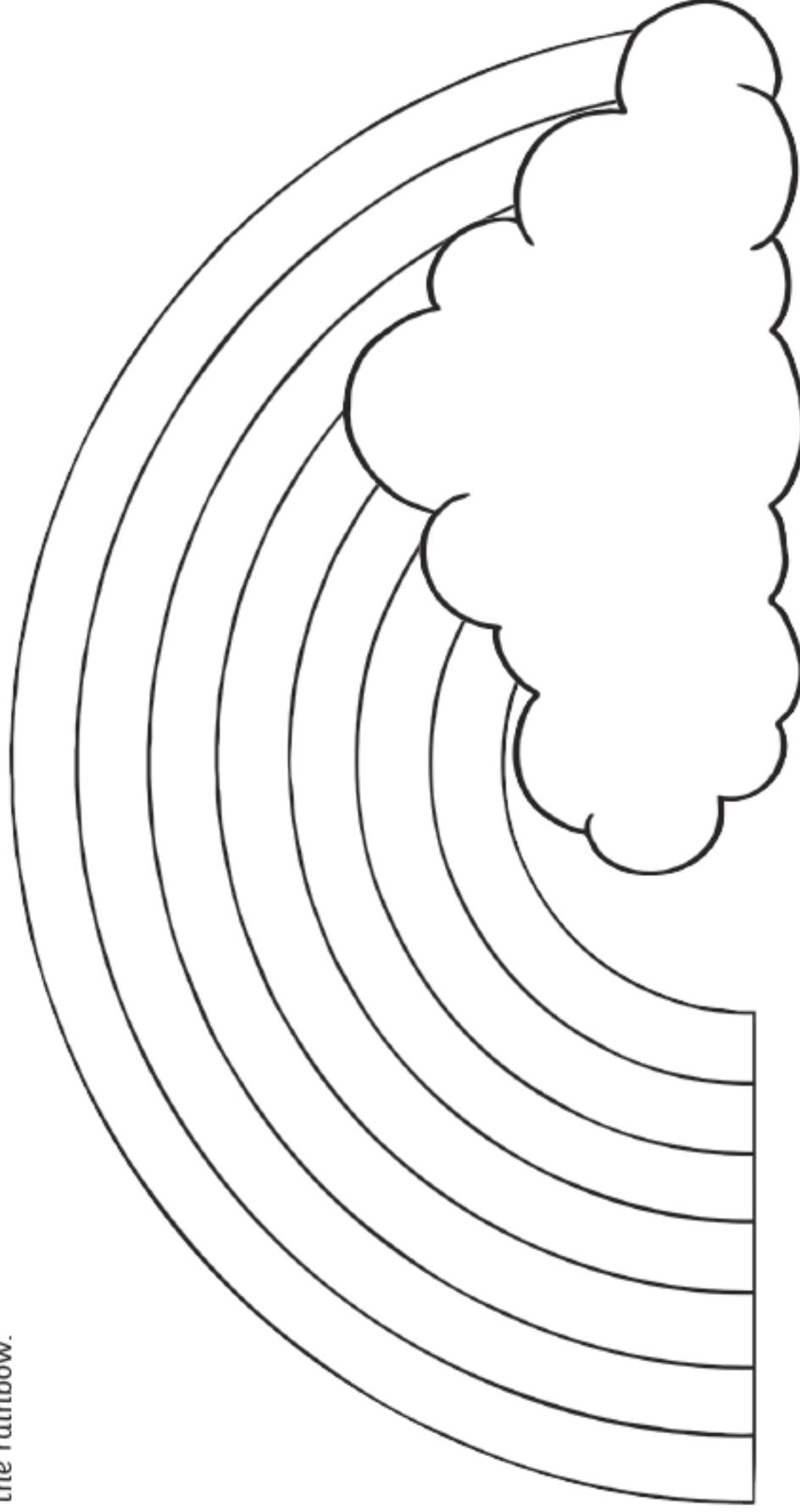$$\boxed{} + \boxed{} = \boxed{}$$

Carrie says there are 2 more calculations that you can write using the numbers 57, 31 and 26. Is she correct? If you think she is, write them down.

Carrie thinks one of them is 31 − 57 = 26.

What do you think? Explain you thinking.

Moving Class

Draw or write something that you are worried about in the cloud and something you are excited about in the rainbow.

In **History** we will be learning about Neil Armstrong! Please research him with your child and have them answer these questions.

There is a PowerPoint about Neil Armstrong on our website for you to use!

1. What was Neil Armstrong famous for?

   _____

   _____

2. Who was on his space crew with him?

   _____

   _____

3. Which country were they from?

   _____

   _____

4. What was the name of the spaceship they travelled in?

   _____

   _____

Science: We will be learning about forces in science this term.

Can your child label what is happening in each picture? Is it a push or a pull?

Push or Pull?

Start

Finish!