



Wickham Church of England Primary School

Home Learning

8.6.20



Year 2

Thank you for all of your hard work last week. It was really lovely to receive some of your learning!

Common exception words of the week. Practice daily

most

only

both

old

cold

gold

hold

told

every

everybody

even

great

High Frequency words of the week.

good

again

I'll

boy

soon


want

cat

round

animals

night

A for an 

English

This week our learning is based on the book 'Animalphabet' by Julia Donaldson.



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/O4e31cOBQtk>

We will be using this book to practice writing capital letters, revising the order of the alphabet, writing questions and adding -er and -est to adjectives.

Hook: Read the book and predict what animal is coming next each time.

Activity 1:

LO: We are learning to form capital letters.

LO: We are learning to name the alphabet in order.

Activity: *Create a poster.*

The children will have to cut and stick their animals down the page in alphabetical order writing 'A is for, B is for, C is for' beforehand. They must write their letters capitalized whilst matching them to the right animal and in the right order.

Example:

A is for



ant

B is for



butterfly



ant



elephant



deer



x-ray fish



zebra



flamingo



caterpillar



whale



yak



goat



butterfly



vole



hedgehog



umbrella bird



iguana



tiger



jelly fish



octopus



kangaroo



nightingale



mole



ladybird



pig



snake



rabbit



quail

Activity 2

LO: We are learning to add –er and -est

-er	root word	-est
	big	
	large	
	long	
	hairry	
	fluffy	
	short	
	tall	

Activity 3

LO: We are learning to read accurately.

Independently read and answer these questions using your knowledge of animals.

Who is smaller than a dog? _____

Who is pinker than a monkey? _____

Who is longer than a cat? _____

Who is shyer than a snake? _____

Who swims deeper than a frog? _____

Who has shorter legs than a giraffe? _____

Who has the tallest neck? _____

Who has the longest trunk? _____

Activity 4

LO: We are learning to use question marks.

LO: We are learning to add -er and -est to adjectives.

Have your child look at the page of animals and using these adjectives to come up with questions just like in the book. Remember to use a question mark.

longest

shortest

shyer

smaller

pinker

smarter

deeper

rounder

sharper

Who has the shortest legs?



Mouse



Hippopotamus



Rabbit



Giraffe



Newt



Toad



Shark



Lion



Alligator



Crocodile



Sea Turtle



Tortoise



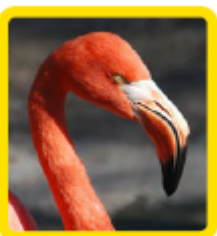
Clown Fish



Sting Ray



Sea Horse



Flamingo



Dragonfly



Bee



Wasp



Ladybird

Reading-

Year 2

Comprehension

Neil Armstrong



Useful words

aeroplane

astronaut

Neil Armstrong



Neil as a child

Neil Armstrong was born in 1930 in America. Neil always loved flying. When he was just six, he flew on his first aeroplane. He began taking flying lessons at age fourteen.

He also loved space and used to use a neighbour's powerful telescope to look at the stars, moon and planets.

Questions

1. When was Neil born?

2. What did Neil look at through his neighbour's telescope? **Tick three.**

Stars

☐

Neighbours

☐

Moon

☐

Planets

☐

Early career

During university, Armstrong was called by the navy to serve as a pilot. At age twenty he was the youngest pilot in his squadron!

After the war, Armstrong went to university. He learnt how flying vehicles work.



After university, Neil got a job testing lots of new aeroplanes! He broke height and speed records for the time.

Questions

3. Find and copy one word that means the opposite to 'oldest'.

4. What did Neil learn about at university?

5. What records did Neil make in his first job? Tick two.

Height

☐

Speed

☐

Distance

☐

Time

☐

Becoming an astronaut



In 1962 Neil decided to become an astronaut. What a thrilling job!

A special mission took place in 1966 on the *Gemini 8* spacecraft. The *Gemini 8* landed on another vehicle, but things went wrong and they ended up landing in the Pacific Ocean.

Armstrong became known for being cool and professional.

In 1969, Armstrong was chosen to be commander for the first mission to land on the moon.

Questions

6. Find and copy one exclamatory sentence.

7. Where did *Gemini 8* end up landing? Tick one.

Atlantic Ocean

☐

America

☐

Pacific Ocean

☐

The moon

☐

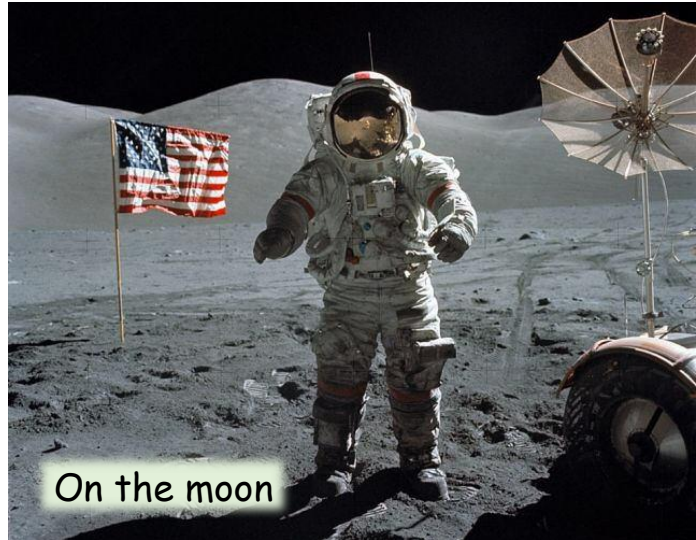
8. What did Armstrong get picked for in 1969?

Becoming an astronaut

On July 16 Armstrong, and two other astronauts lifted off from the Kennedy Space Center.

The spacecraft landed on July 20th, while 600 million people watched live on Earth.

DID YOU KNOW?
Neil used the very famous words "That's one small step for man, one giant leap for mankind."



Armstrong and Aldrin spent nearly two and a half hours walking on the moon. They also left behind a plaque reading, "Here men from the planet Earth first set foot upon the Moon. We came in peace for all mankind."

Questions

9. How many people watched on television?

10. Write two things that Armstrong and Aldrin did on the moon.

1.

2.

11. What do you think Neil's famous words mean? Write in your own words.

Ordinal numbers

Sheet 1

Answer the questions about these coloured circles:



Which colour is third?

Which colour is 5th?

Which colour is second?

Which colour is 8th?

Which colour is first?

Which colour is fourth?

Which colour is 7th?

Which colour comes after the 9th?

Which colour comes between the 8th and 10th?

Now colour these circles to match the descriptions:



The third circle is green.

The fifth circle is blue.

The first circle is red.

The fourth circle is black.

The sixth and ninth circles are purple.

The tenth circle is the same colour as the first.

The circle that comes after the first circle is orange.

The circles between the sixth and ninth circles are pink.

Ordinal numbers

Sheet 2



Which colour is fifth?

Which colour is fifteenth?

Which colour is 3rd?

Which colour comes after the eleventh?

Which colour comes before the seventh?

Which colour comes two after the twelfth?

Which colour comes before the 2nd?

Which colour comes between the eighth and the tenth?

Which colour comes between the thirteenth and fifteenth?

Now colour these circles to match the descriptions:



The colour that comes after the fourth circle is green.

The twelfth colour is red.

The colour that comes between the sixth and eighth circle is red.

The colour that comes two before the twelfth is green.

The first and second colours are the same as the ninth colour.

The 2 colours that come between the second and fifth circle are purple.

The colour that comes before the ninth circle is the same as the fifth.

The colour that comes before the tenth circle is blue.

The colour that comes after the fifth colour is orange.

The colour that comes after the tenth is the same as the colour that comes before the tenth.

The 2 colours that come between the twelfth and fifteenth circle are brown. The fifteenth circle is yellow.

Challenge

Create your own colouring instructions for a friend to try.

Finding inequalities

Sheet 1



Mark each number on your beaded line. Suggest a number that it is greater than and a number that it is less than.

Number to mark on beaded line	My number is greater than >	My number is less than <
22	$22 > 19$	$22 < 25$
47		
35		
51		
26		
39		
14		
	$\square > 93$	$\square < 100$
	$\square > 71$	$\square < 72$

Challenge

Suggest two numbers for the last two rows.

Rounding prices

Sheet 1

What multiple of 10p would you round each price to?

Book shop

33p

14p

56p

32p

29p

45p

Supermarket

53p

44p

58p

72p

99p

65p

81p

55p

97p

Challenge

Three items cost 24p, 13p and 34p. Round them each to the nearest 10p then add the rounded numbers.

What is the difference between the total of the rounded prices and the total of the actual prices?

Rounding up and down to a ten

Sheet 1

Write 6 numbers that will round to each of the following:

Remember some will round up and others will round down.

20

30

40

50

60

70

80

90

100

Challenge

Look at the numbers you have suggested and reverse the digit order of each (e.g. if you chose 19 and 23 for the first answer, 19 would become 91 and 23 would become 32). What would they round to now?

Problem solving and reasoning questions

In a race...

Ali came 4th, Bella came 2nd, Carrie came 6th and Dave came 3rd.

Draw the children (using stick drawings!) in the order they arrived.
Draw and give names to the ones who came before and between them.

Draw a line. Mark the ends 0 and 100. Draw marks for 59, 71, 19 and 91.

Write numbers to make these sentences true.

$$\square < 35$$

$$73 < \square$$

$$13 < \square < 17$$

How many numbers are less than 40 and more than 31?

History

Neil Armstrong Timeline- cut out and order the events of Neil Armstrong's life. Then fill out the timeline with what you think are the 5 most significant events of his life **in order**.

In 1945, he got his pilot's licence.

He joined part of the NASA Astronaut Corps in September 1962.

He was born in 1930, in Ohio in America.

He died in 2012 in Ohio, America.

Then in 1969, he went on **Apollo 11**
and became the first
man to walk on the Moon.

After university, he became a pilot and
flew over **200 different aircrafts**.

He went into space for the first time
on **Gemini 8**.

Fill out and draw a picture for each event.

Neil Armstrong Timeline

The diagram shows a horizontal timeline with a double-headed arrow. Six rectangular boxes are arranged along the timeline, each divided into two sections: 'Event:' on the left and 'Date:' on the right. The boxes are intended for recording specific events and their corresponding dates.

Science

Investigate; A big push can make an object travel further or/and faster. Use different size balls, if I apply a small force, put carefully on floor, what happens? If I apply a large force, push hard into the ground what happens? Investigate at home with different objects, or outside.

Relate to other places, what happens at the park when you have a big/small push on the swings.

PDL

We are learning to know that things change as we get older.

Discuss change with your child. Some changes are in our control, some are not.

Learning outcomes:

I can tell you some things about me that have changed and some things that will not change.

I can tell you how I might change in the future.

I know that some changes are natural and happen 'by themselves'.

Have your child then complete the following worksheet by finishing the two sentences and drawing a picture for each.

PDL

If I want to I could change



Even if I wanted to I couldn't change

