



## Home Learning

10.7.20

### Year 2

Welcome to your final home learning pack! Well done for the fantastic effort you have put in over the last few months. It certainly has been strange, but you have done remarkably well. Over the summer holidays, whilst things may still seem a bit different, enjoy time with you family and let us hope there is plenty of sunshine to delight in as well.

We can't wait to see you all in September!

Here are your Year 3 common exception words to start practicing ready for September!

<b>Aa</b>	breath	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise
accident	breathe	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accidentally	build	<b>Dd</b>	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actually	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
address	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
answer	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
appear	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
arrive	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
<b>Bb</b>	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
believe	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	

## Our Beautiful Blue Planet

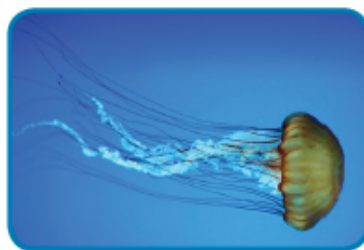
### Jazzy Jellyfish

Step 2 Developing Reading Skills



Jellyfish live in the sea all over the world. They have been on our planet for millions of years. Some kinds of jellyfish were even around before the dinosaurs.

Jellyfish come in lots of different sizes and colours. Some are large and bright. Some can be very hard to see and nearly invisible. Some jellyfish can make their own light and glow in the dark!



A large, brown jellyfish.

**Q1:** Write **one** word to complete this sentence.

Jellyfish have been on our planet for \_\_\_\_\_ of years.

**Q2:** Which of these statements are true? Tick **two**.

Jellyfish live in lakes and ponds.

Some jellyfish glow in the dark.

Jellyfish can be hard to see.

Jellyfish are all the same size and colour.

☐  
☐  
☐  
☐



Even though their name says so, jellyfish are not really fish because they do not have a backbone. There are lots of things that jellyfish do not have. They don't have a brain, a heart, any bones or any eyes. Their body is smooth and can look like an empty plastic bag floating in the water.

One thing that jellyfish do have is long arms called tentacles. They use their powerful tentacles to sting fish or even people.

**Q3:** Which of these does a jellyfish not have? **Circle four** answers.



arms

a brain

a body

eyes

bones

a heart

**Q4:** Match the adjectives to what they describe in the text.

powerful ○

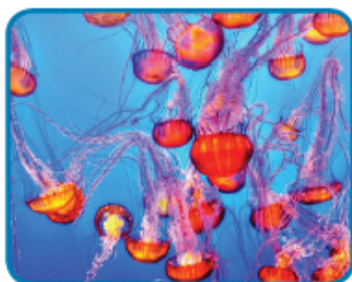
long ○

smooth ○

○ body

○ tentacles

○ arms (called tentacles)



A bloom of jellyfish.

Most jellyfish like to live in groups. A group of jellyfish is called a 'bloom'. Large blooms can have thousands of jellyfish in them. Blooms move together and look for food.

Jellyfish eat lots of different things. They eat fish, shrimp, crabs, tiny plants and sometimes, other jellyfish! But jellyfish need to be careful because some animals eat them. Turtles are always looking for a tasty jellyfish to munch on.

**Q5:** How do you think a jellyfish might feel if it were near a turtle? Explain why.

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**Q6:** Number the facts below in the order that they appear in the text. The first one has been done for you.

- ☐ A group of jellyfish is called a 'bloom'.
- 1** Some kinds of jellyfish were even around before the dinosaurs.
- ☐ They eat fish, shrimp, crabs, tiny plants and other jellyfish.
- ☐ Jellyfish are not really fish because they do not have a backbone.
- ☐ Jellyfish come in lots of different sizes and colours.



# Our Beautiful Blue Planet

## Oddities of the Ocean

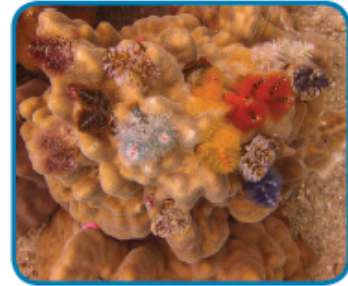
Step 3 Building Reading Skills



The sea is home to millions of weird and wonderful creatures... but some are weirder than others! Find out more about some of the strangest creatures that live in Earth's oceans.

### Christmas Tree Worm

This weird looking creature is not a plant. It is a small worm that lives deep under the sea. Its name comes from the fact that it has two brightly coloured spirals which stick out of its back. The spirals are covered in little hairs, which make them look like Christmas trees.



These worms do not like to move much. Once they find a place they like, they burrow their bodies into it and the hair on their backs is the only thing you can see.

**Q1:** What is the name of this odd creature?

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**Q2:** Which of these statements are true? Tick **two**.

This creature lives in trees.

☐

This creature does not move much.

☐

This creature is a type of plant.

☐

This creature is a small worm.

☐

**Q3:** *'Once they find a place they like, they burrow their bodies into it.'*  
Why do you think they do this?

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### Marrus Orthocanna

This strange creature lives deep within the cold Arctic ocean and can be up to two metres long. The strange thing about this creature is that it isn't just one animal. It is lots of different animals joined together by a long stem. At the front of the creature is a bright orange float that is filled with air. Behind that are lots of stomachs, tentacles and tunnels which spray out water.



Photo courtesy of Elizabeth Haslam (@flickr.com)  
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### Leafy Seadragon

This creature looks like a plant but it is actually a kind of seahorse. It looks like it has lots of leaves stuck all over it but they are a part of its body. They help it to live safely in the seaweed because nobody knows that it is there. Other creatures do not eat the leafy seadragon but lots of divers have taken them home as pets, which means that there are not very many left in the wild.

**Q4:** How long can the Marrus orthocanna grow?



**Q5:** Which word in the text describes how the leafy seadragon lives in the seaweed?



**Q6:** Why do you think that lots of divers took leafy seadragons home with them?



## Blobfish

This fish lives in the cold, deep waters around Australia. If the name blobfish isn't bad enough, this creature belongs to a group of fish known as the fatheads!

The blobfish has no bones, no teeth and no real muscles. It is made from a jelly-like flesh that helps it to float above the ocean floor. They spend their lives bobbing along and scooping up any small crabs or fish that get in their way.



Photo courtesy of NOAA Photo Library (@flickr.com)  
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## Dumbo Octopus

The dumbo octopus gets its name from the fins sticking out of its head that look like big ears. One strange thing about the dumbo octopus is that it has quite big eyes but it cannot see. These creatures live in the dark depths of the sea where there is no light so they do not need to be able to see. They find their way around by feeling using their tentacles.



**Q7:** Why do you think that the blobfish was given that name?

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**Q8:** Do you need to read this text in the order it is written in?

Yes ☐

No ☐

Explain your answer.

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**Q9:** Number the facts below in the order that they appear in the text.

The first one has been done for you.

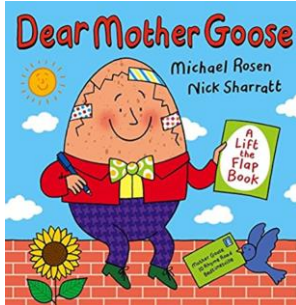
- ☐ The dumbo octopus has big eyes but cannot see.
- ☐ Leafy seadragons lives amongst the seaweed.
- ☐ Blobfish live in the deep waters around Australia.
- ☒ 1 Christmas tree worms have hairy spirals on their backs.
- ☐ The Marrus orthocanna is lots of different animals joined together.



Please make sure that your child continues to read daily  
throughout the summer holidays!

## English

This week, we are still basing our learning on the book 'Dear Mother Goose' by Michael Rosen and Nick Sharratt.



Please read it with your child before you start the learning.

Remember, 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/WAeDk4gffVM>

### Activity 1:

Read the story with your child and see which nursery rhymes they recognise. Can they recite them from memory? Can they predict what advise Mother Goose will give before reading her response?

### Actiity 2

#### Nursery Rhyme Sort!

Cut and stick the correct pictures to the right nursery rhyme!



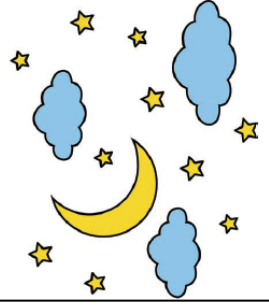
Mary Had  
A Little  
Lamb



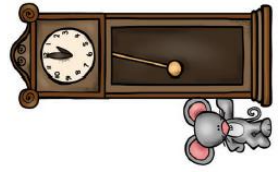
Baa Baa  
Black  
Sheep



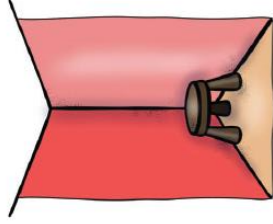
Hey  
Diddle  
Diddle



Hickory  
Dickory  
Dock



Little  
Jack  
Horner




Humpty  
Dumpty



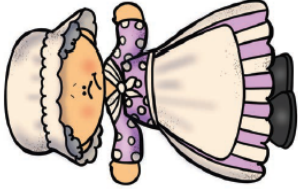

One, Two,  
Three,  
Four, Five



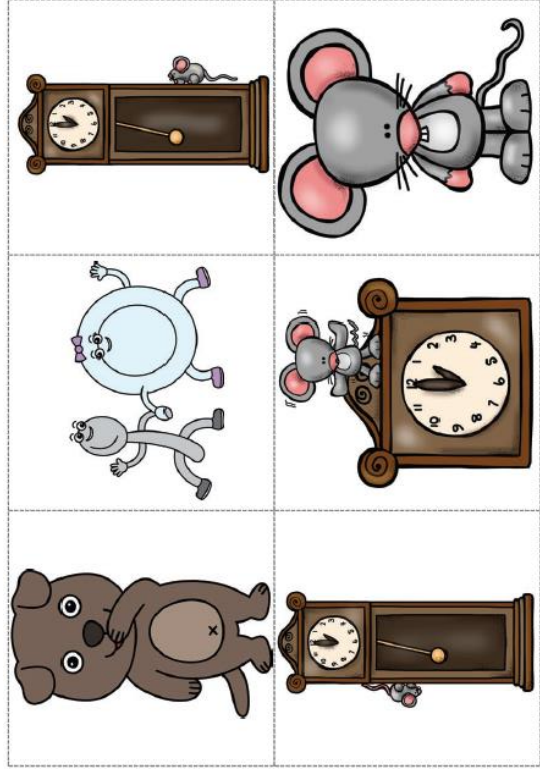

Jack  
and  
Jill




Old  
Mother  
Hubbard



Polly Put  
the  
Kettle On





## Activity 3

We are learning to ask questions.

Talk to your child about any problems/difficulties they may come across in their usual days at school, or what they want to become better at in year 3.

Then have your child write questions asking for help.

How can I ?

[illegible]

#### Activity 4

Read and compare these letters. Find the features of a letter, what do all letters have?



**Letter 1: Humpty Dumpty**

1 Wall Street  
Eggtown

Dear Mother Goose,  
I keep falling off walls.  
What shall I do?  
Humpty Dumpty  
P.T.O.

**Letter 2: Miss Muffet**

3 The Tuffets  
Spiderchester

Dear Mother Goose,  
Every time I sit down to eat  
my curds and whey, a spider  
comes along and frightens  
me. What can I do?  
Miss Muffet  
P.T.O.

**Letter 3: Mother Goose**

10 Rhyme Road  
Bedtimesville

Dear Miss Muffet,  
When you eat your curds and  
whey, do you sit on a tuffet?  
Big mistake. Spiders love tuffets.  
Best place to eat your curds  
and whey is in the bath.  
Spiders don't like bubbles.  
Mother Goose

### Activity 5

Plan your very own letter to your new teacher. Just like the nursery rhyme characters wrote to Mother Goose.  
Then, write it up in neat on the next page.

Address

_____
_____
_____
_____
_____

Who is your new teacher?

<i>Dear</i> _____
-------------------

Problem:

_____
_____
_____

Question:

_____
_____
_____

What else would you like to say to your new teacher?

_____
_____
_____

From

_____
_____





# Count money – pence

1 Match the coin to its value.



20p



2p



50p



1p



10p



5p

2 How much money is there?












3 How much money is there?







- 4 Dexter has this money.



How much money does Dexter have?

- 5 Write <, > or = to compare the money.



- 6 Anne has this money.



Tommy has this money.



I have more money because I have more coins.



Is Anne correct? \_\_\_\_\_  
How do you know?

- 7 Rosie wants to buy this packet of sweets.



She has this money.








Does Rosie have enough money? \_\_\_\_\_

## Count money – pounds

1 Match the coin or note to its value.

	<input type="text" value="£5"/>
	<input type="text" value="£1"/>
	<input type="text" value="£50"/>
	<input type="text" value="£20"/>
	<input type="text" value="£10"/>
	<input type="text" value="£2"/>

2 How much money is there?

a) 	<input type="text"/>
b) 	<input type="text"/>
c) 	<input type="text"/>
d) 	<input type="text"/>
e) 	<input type="text"/>

3 How much money is there?

a) 	<input type="text"/>
b) 	<input type="text"/>
c) 	<input type="text"/>

4 Complete the bar models.



5 Write <, > or = to compare the money.



6 Dora has this money.



Ron has this money.



I have more money because I have notes.



Is Ron correct? \_\_\_\_\_

How do you know?

7 Mo has this money.



I have £25



Do you agree with Mo?

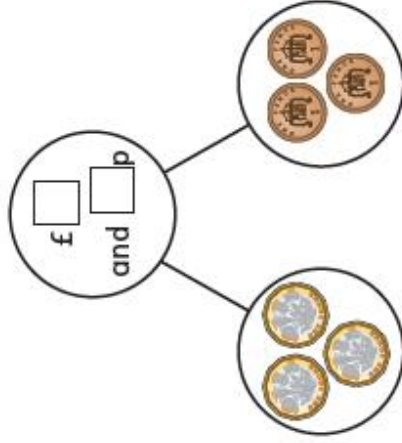
Talk about it with a partner.



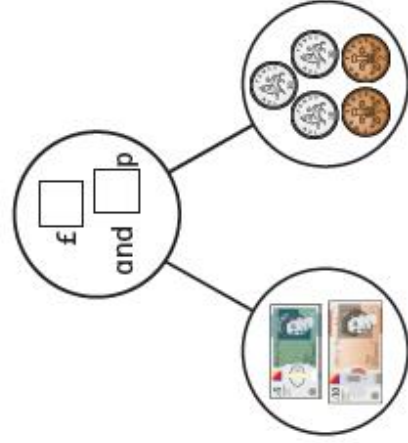
## Count money – notes and coins

1 Complete the part-whole models.

a)



b)



2 How much money is there altogether?

a)



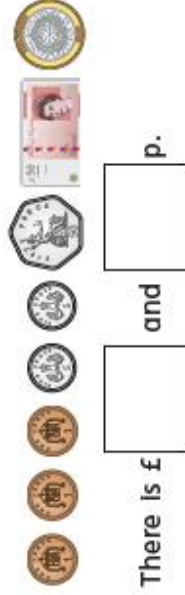
There is £  and  p.

b)



There is £  and  p.

c)



There is £  and  p.

d)



There is £  and  p.

3 Complete the additions.

a)  $£5 + £1 + 50p + 5p = £$   and  p

b)  $£10 + £1 + 2p + 1p = £$   and  p

c)  $£$   and  p =  $£50 + £20 + 50p + 2p$

d)  $£5 + 20p + 2p + £1 = £$   and  p

4 Fill in the gaps to make the statements correct.

a)  $£$   +  $£1 + 50p + 10p = £21$  and  p

b)  $£10 + £2 + 20p +$   p +  $2p = £12$  and  $72p$

c)  $£5 +$   p =  $£5 + 5p + 20p + 50p + 2p$

- 5 Ron has £18 and 63p in his money box. He empties the money onto the table, but some falls on the floor.



How much money falls on the floor?

£  and  p

What coins or notes could they be?

- 6 Annie has some coins in her hand. Amir has some notes in his hand. Who has more money? Circle your answer.

Annie                      Amir                      can't tell

How do you know?

## Select money

1 Circle 67p.



Is there another way to do it?

2 Circle three coins to show 57p.



3 Circle £68



Is there another way to do it?

4 Which pictures do not show £5 and 20p?

Tick your answers.



- 5 Draw coins to show the amount of money.

a) 52p

b) £8

c) £2 and 23p



- 6 Tommy wants to buy this comic book.



He has this money.



Circle the coins Tommy can use.

- 7 Which set of coins is the odd one out?

Tick your answer.



How did you work this out?

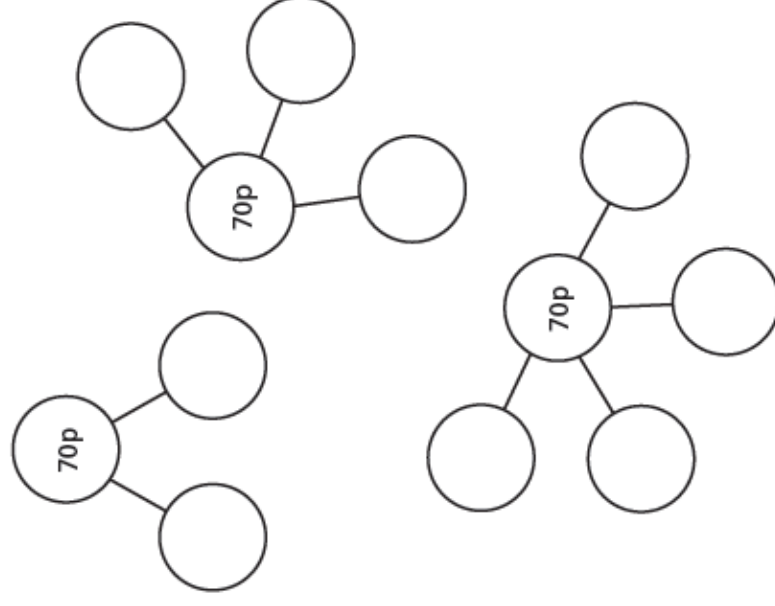
## Make the same amount

1 Match the amounts.



2 Rosie is making 70p in different ways.

a) Complete the part-whole models to show the coins Rosie can use.



b) Can you make 70p in any other ways?

3

I have £30  
in notes.



a) What notes could Ron have?

b) What is the fewest number of  
notes Ron could have?  
Which notes are they?

c) What is the greatest number of  
notes Ron could have?  
Which notes are they?

4

Represent £4 and 51p in two different ways.



5

Dexter, Dora and Rosie each have some money.

a)



I have two 20p coins  
and four 10p coins.

How much money does Dexter have?

b)



I have the same  
amount of money as Dexter,  
but only three coins.

Draw Dora's coins.

c)



I have the same  
coins as Dora and I have  
two notes.

How much money could Rosie have?

£  and  p

Compare answers with a partner.