



Wickham Church of England Primary School

Home Learning

15.5.20



Year 2

We are missing so much! It has been fantastic being able to speak to you on the phone over the last couple of weeks and hearing what you have all been up to! You are all having so much fun. It has been so lovely to see your home learning over the last few weeks so thank you to those of you who have sent us photos and examples of your outcomes. If you would like to send us some, you can email us at this address:

adminoffice@wickham-primary.hants.sch.uk

Handwriting Skills

Fine motor skills: hand and finger games to improve hand strength. Developing coordination to enable pencil to be held without the hand tiring / hurting. E.g. cutting with scissors, tracing, drawing, squeezing, sticking, folding paper, colouring, threading.

<p>Lego / building toys Utilise toys at home. Why not print off a '30 day Lego challenge'!</p> 	<p>Craft activities Any idea that requires cutting and sticking is going to develop hand strength and coordination. Choose ideas from books and online. This website is very useful: https://thehappyhandwriter.co.za/fine-motor-skills-practice/</p> 	<p>Hama beads Any games requiring fine finger movements are excellent. How about picking up beads with tweezers to sort the colours?</p> 
<p>Pegging Take pegs / bull dog clips, stationery clips etc on and off an item. The smaller the harder! The more the harder! The faster the harder!</p> 	<p>Sewing Find sets from home or create from items around the house. The smaller the threads and needles the harder it is!</p> 	<p>Threading Try a variety of items available in the house. Eating a cereal necklace can be the reward!</p> 
<p>Play Dough Use a small amount to roll between each finger into a ball / skinny sausages / make an animal etc.</p> <p>Salt Dough Recipe 500g plain flour 250g salt 2 tablespoons of oil 300ml of water</p> 	<p>Artwork / craft Use any materials available at home to paint, draw, colour, trace. Use felt tips, crayons, colouring pencils which all require different pressures and skills with the hand. Cutting with age appropriate scissors is vital.</p> 	<p>Elastic bands Take bands on and off a tub. Can they twist, stretch, put on and take off? Hairbands could be used instead.</p> 

Common Exception Words

d o o r d f l o o r y s
h w f r b e h i n d w z
p z i s c d z f g h c j
o l n n o p q r s t h v
o x d m z z c w z f i h
r j k i n d o i q r l t
e v w n s z a l j d d f
g j i d k z m d o p r z
c l i m b x y z a b e d
z f g h c h i l d n n p
q r t z d j y x z z a b
b e c a u s e j k z m n

door
floor
poor
because

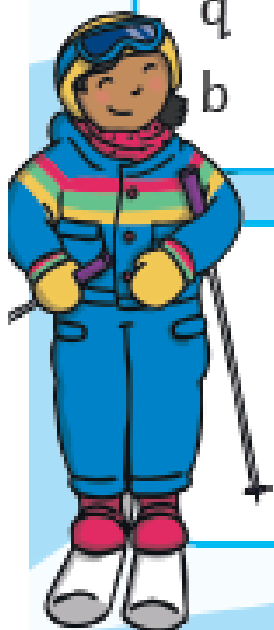
find
kind
mind
behind

child
children
wild
climb

Common Exception Words



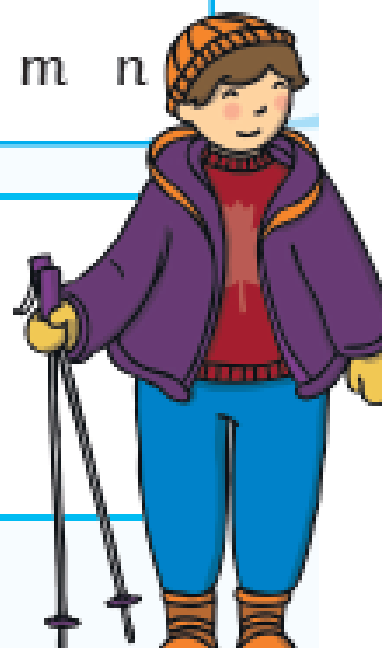
m	o	s	t	e	f	t	h	i	p	k	l
m	n	o	p	q	r	o	t	u	r	w	x
o	z	a	b	c	d	l	f	g	e	i	j
n	l	m	g	o	l	d	r	s	t	u	v
l	x	y	z	l	b	c	d	t	t	g	h
y	j	k	l	d	n	o	p	e	y	r	t
u	v	w	x	y	z	a	b	a	d	e	f
g	h	i	j	b	r	e	a	k	p	a	r
o	l	d	v	w	x	y	z	a	b	t	d
e	f	g	h	i	j	k	l	m	n	o	p
q	r	s	t	e	v	e	r	y	z	a	b
b	o	t	h	g	h	i	j	k	l	m	n



most
only
both
old

cold
gold
told
every

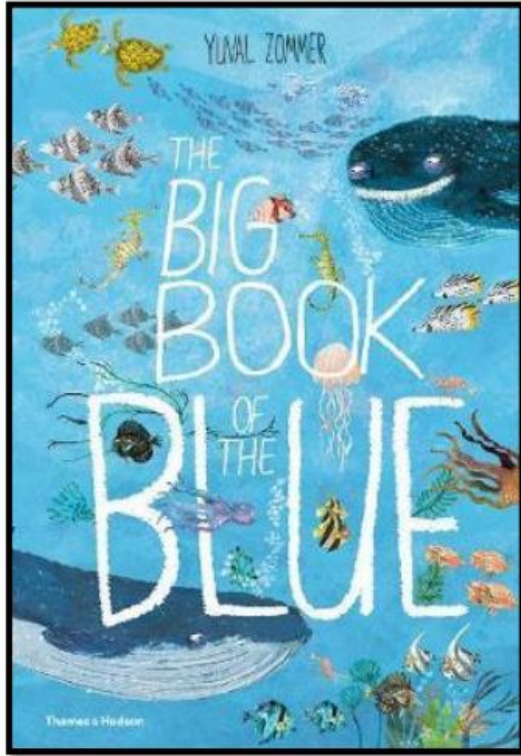
great
break
steak
pretty



Reading

- Read the extracts aloud with your child
- Check your child understands any new or unfamiliar vocabulary
- Adapt any of the resources and materials as you feel necessary to support your child's needs

The Big Book of the Blue by Yunal Zommer



If a copy of the text is unavailable, follow this link to

lovereading4kids.co.uk

where you can download a free extract:

<https://www.youtube.com/watch?v=JVg-lyF3Brk>

1. Word Reading Pre-teach

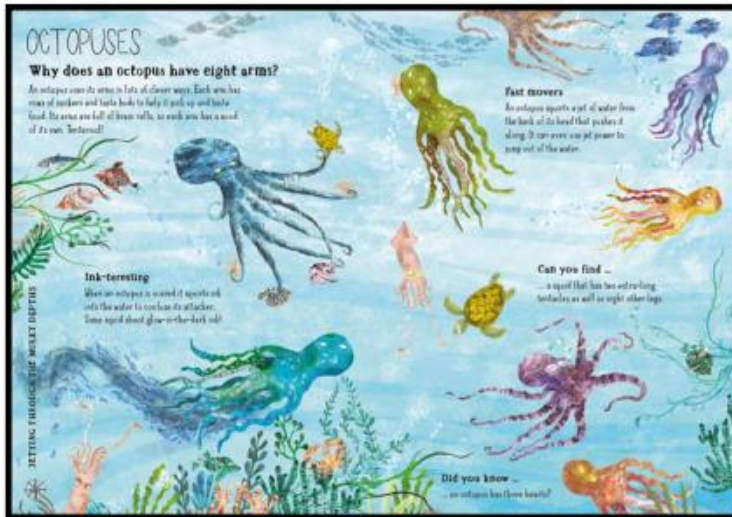
Practise reading these words from the text, and discuss their meaning to support the comprehension of the text. How many sounds can the child hear or identify in each word? Can they sound talk the word? Can they add sound buttons? Write down the meaning of each word.

octopuses (o-c-t-o-p-u-s-es)	tentacles (t-e-n-t-a-c-le-s)	drifts (d-r-i-f-t-s)
current (c-u-r-r-e-n-t)	predators (p-r-e-d-a-t-or-s)	vibrations (v-i-b-r-a-tion-s)
gills (g-i-l-l-s)	stomach (s-t-o-m-a-ch)	extinct (ex-t-i-n-c-t)

Some children may need support in reading some of the other more technical vocabulary in the non-fiction text.

2. Developing Fluency

Explore the contents page together. Discuss the sea creatures that the child already know about, what would they like to find out more about from the contents? Navigate the book together, flipping through the pages before selecting a page of interest.



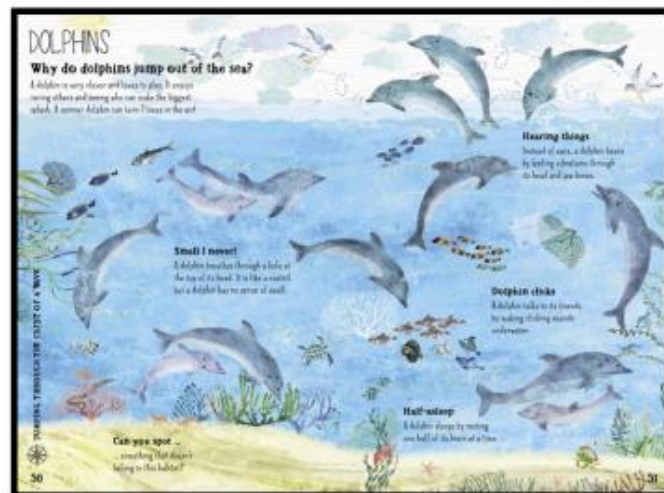
Read the text aloud to the child.

Re-read the text together.

Ask the child to read the text independently in their head, then read aloud.

3. Question & Discussion

Read the 'dolphins' page together, stop and discuss the questions below



Q.1.	Why do dolphins jump out of the sea?
Q.2.	How do dolphin's breath, hear, sleep and talk?
Q.3.	What's the most interesting thing you've found out about dolphins?

Read the 'Oceans in Danger' page together, stop and discuss the questions below











Q.1.	What do humans do that causes damage to the oceans and the creatures who live there?
Q.2.	What does 'pollute' mean?
Q.3.	What could we do to help protect our oceans and the sea creatures who live there?

4. Responding to the text


Select a favourite information page from the text. Read again and make a note of the most important (key) bits of information. Then summarise the most relevant information on the page in their own words.

Capturing the Nuggets

Sieve the text for the key points or moments. What are the golden nuggets to summarise?



Summary



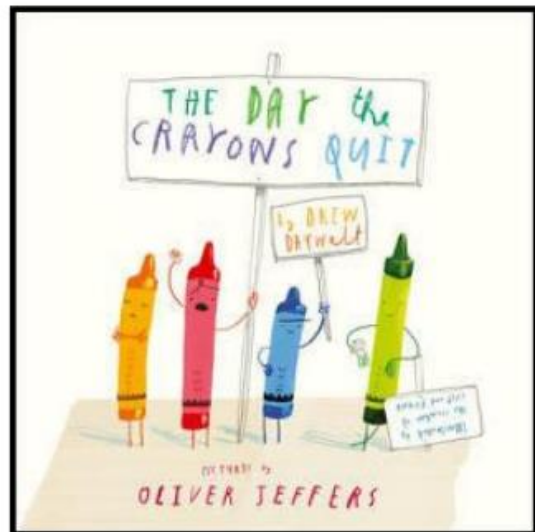
Writing

- Read the extracts/text aloud with your child
- Collect interesting words and phrases on paper / post-its as they read
- Talk to your children about their ideas before they write
- Adapt any of the resources and materials as you feel necessary to support your children's needs

The Day the Crayons Quit

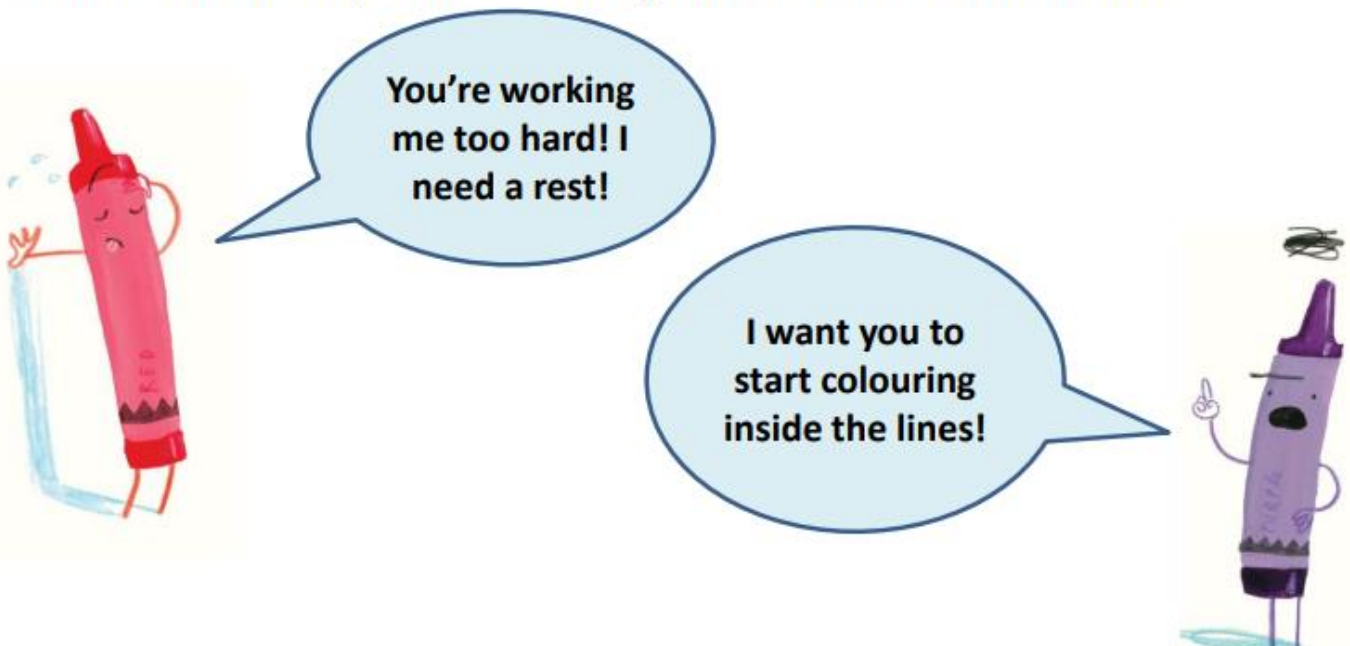
If a copy of the book is unavailable, please explore these other useful links:

- <https://www.youtube.com/watch?v=Hrd-Wdxbg-Q>
- <https://www.lovereadings4kids.co.uk/extract/10795/The-Day-the-Crayons-Quit-by-Drew-Daywalt.html>



Lesson 1 – Response to Reading

Read the story together. Ask the children to summarise each coloured pencil's complaints and comments.



Lesson 2 – Vocabulary

Create a colour dictionary. Find items in school or at home for sorting into colour categories. Verbally describe each item, eg the lilac curtains, the sapphire cushion.

red scarlet cerise claret	purple violet plum lilac	orange carrot bronze amber
green olive sage emerald	yellow gold blonde lemon	blue azure indigo sapphire

Lesson 3 – Exploring the writing

Explore and discuss the use of adjectives with ‘er’ and ‘est’ suffixes within the collection of letters. Write your own sentences about the different coloured crayons, and/or an object of your choice, using the ‘er’ and/or ‘est’ suffixes.



The harder I work, the shorter I become!

I know I'm the greatest pencil in the pack, but I'm also the messiest!



Lesson 4 – Practice & Play

Explore the four different sentence types: **statements**, **questions**, **commands** and **exclamatory** sentences. In role as one of the pencils, or an inanimate object of their choice, write four sentences of each type.



I am an overused red crayon.

Give me a rest!

How exhausted I am!

Will you give me a break?

Lesson 5 – Writing Challenge

Write a letter in role as an inanimate classroom or household object that has a complaint to make to its user.



I wish you'd stop leaving my lid off! I dry out and die!

Please turn me off properly! It's exhausting dripping all day! And it's such a waste!



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; $5+10=15$, $15-5=10$, $15-10=5$.

Q1.

$$7 + 22 = \boxed{}$$

Q2.

$$\begin{array}{l} 78+14 \\ = \end{array} \boxed{}$$

Q3.

$$54 + 32 = \boxed{}$$

Q4.


$$8 \times 5 = \boxed{}$$

Q5.

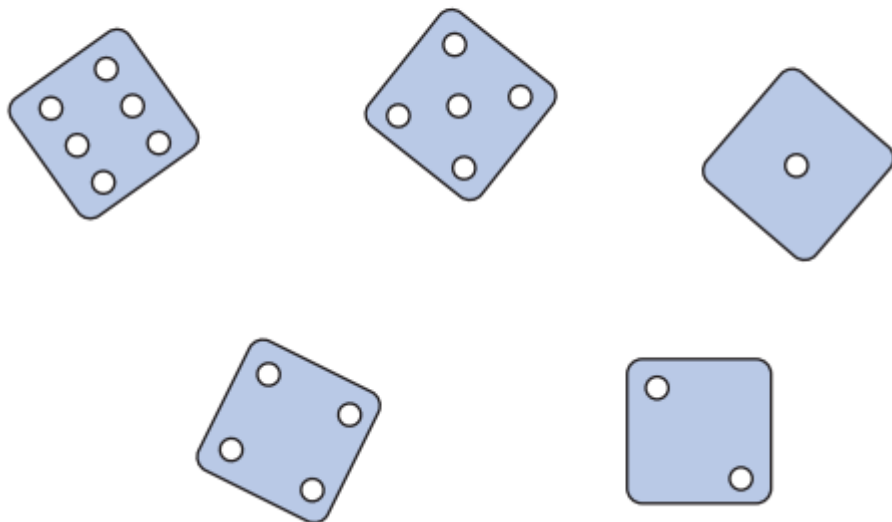
$$93 - \boxed{} = 33$$

Match each shape to the correct description.

One is done for you.

shape		description
triangle		has 8 vertices
square		has 3 sides
octagon		has 4 right angles
circle		has no vertices

Circle the **three** dice that add up to **13**



Write the missing numbers in the sequence.

16	14	12			
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Amy has 50p.

She buys a pencil for **30p**.



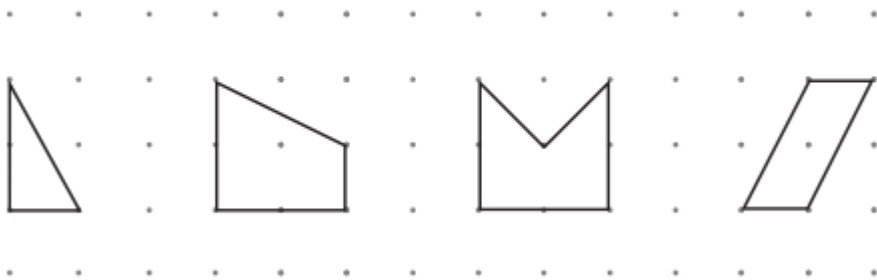
Tick the purse that shows how much money Amy has **left**.



Challenge: Explain how you know.

Extend: What about if the pencil cost 35p

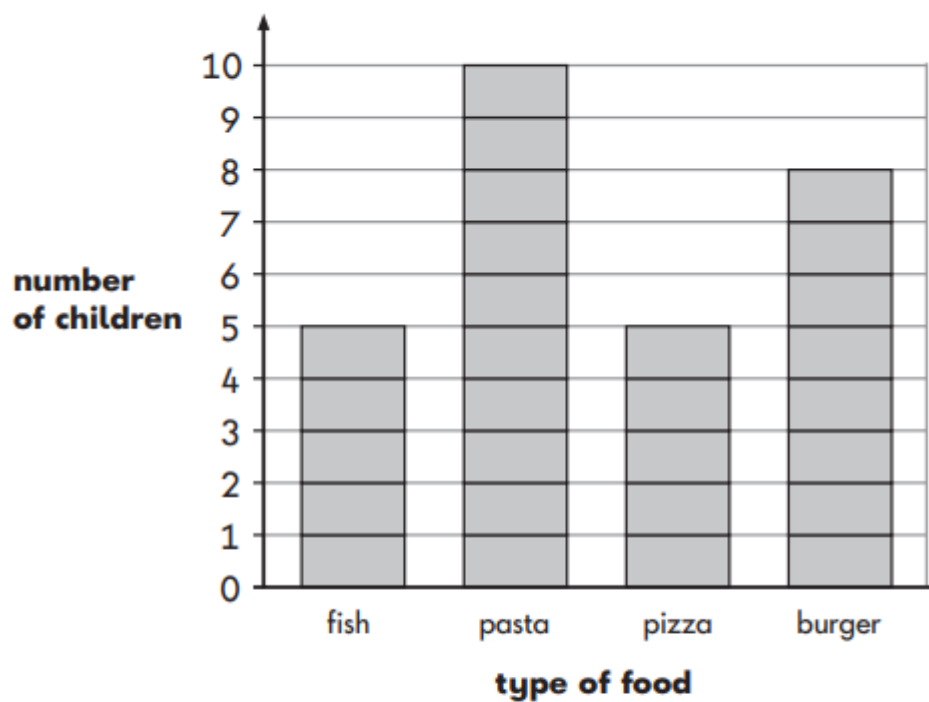
Tick the shape that has a line of symmetry.



Challenge: Explain how you know.

Extend: what is the same and different between the second and fourth shapes?

This chart shows what class 2 ate for lunch today.



Fewer children ate pizza than burger.

How many fewer?

children

A shop has 12 bags of crisps.

It sells $\frac{1}{4}$ of the bags.

How many bags of crisps
did the shop **sell**?



bags

Challenge: Explain how you know.

Extend: What fraction of crisps did the shop not sell?

Ben has **63** beads.

He gives **37** beads away.

How many beads does Ben have **left**?

beads

Challenge: Explain how you know.

Extend: Could Ben equally share the beads he has left? Explain your answer.


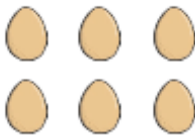

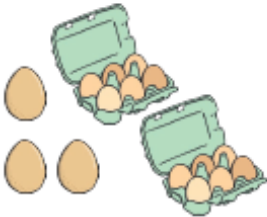



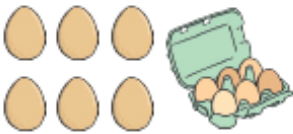


Answer:	1-10	11-20	21-30	31-60	61-80	81-100
Colour:	Red	Skin colour of your choice	Yellow	Green	Blue	Brown

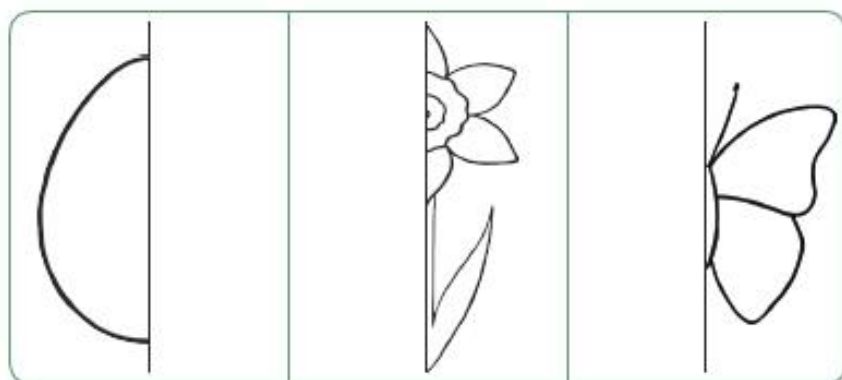
Answer:	1-12	14-35	40-55	60-80
Colour:	Green	Yellow	Orange	Brown

				$37 + 15$				
		$22 + 10$	$20 + 20$	$39 + 11$	$50 - 10$	$35 - 12$		
	$15 + 14$	$11 + 12$	$80 - 30$	$44 + 6$	$55 - 12$	$18 + 12$	$19 + 8$	
		$35 - 9$	$34 - 10$	$30 - 5$	$29 + 3$	$13 + 10$		
				$10 + 10$				
	$3 + 8$			$6 + 6$			$7 + 3$	
		$15 - 4$		$10 - 8$		$3 + 3$		
			$5 + 5$	$5 + 3$	$19 - 10$			
$30 + 30$	$90 - 20$	$55 + 25$	$70 - 9$	$11 - 1$	$55 + 11$	$56 + 15$	$35 + 35$	$80 - 12$

Use the $>$, $<$ or $=$ symbol to compare the number of eggs.

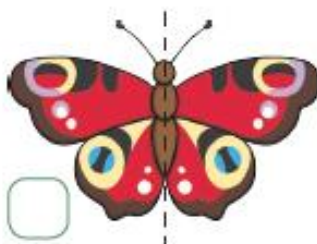
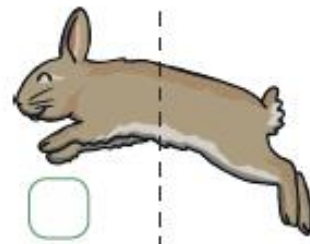
		
		
		
		

Complete the other halves of these spring pictures.

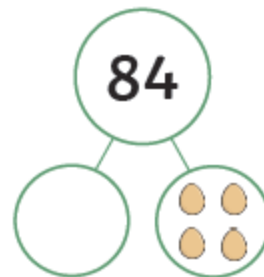
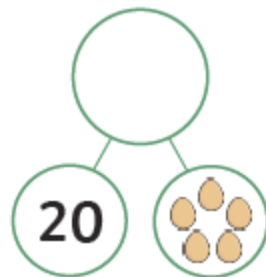
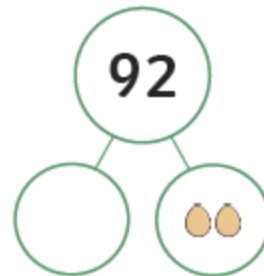
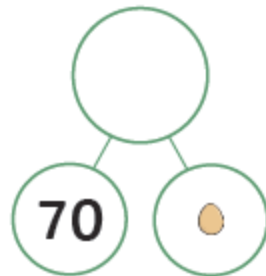
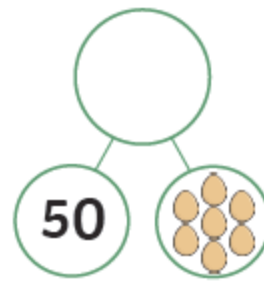
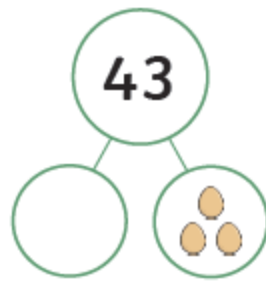


Are these lines of symmetry correct? Tick or cross.


☐

☐

☐

☐

Complete the part-part-whole pictures by adding the missing number.



Line of symmetry

You need:
some squared paper,
a red pen, a green pen and a blue pen.

Gopal had six squares: two red, two green, two blue.
He put them in a line.

The squares made a symmetrical pattern.

red	blue	green	green	blue	red
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Arrange six squares in a line.

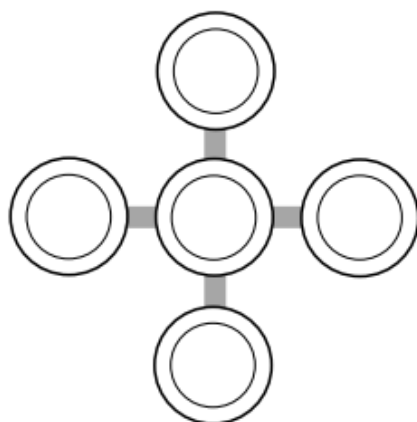
Make two squares red, two green and two blue.

Make the line of squares symmetrical.

How many different lines can you make like this?

Cross-road

You need 5 paper plates and 15 counters.
Put the plates in a cross.

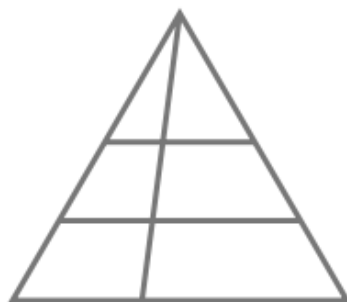


Use all 15 counters.
Put a different number on each plate.
Make each line add up to 10.

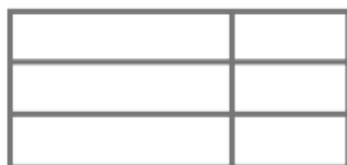
Do it again.
This time make each line add up to 8.

Spot the shapes 1

1. How many triangles can you count?



2. How many rectangles can you count?



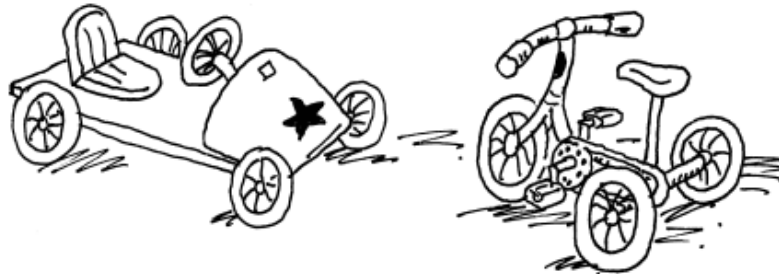
3. Draw your own diagram to count triangles.
How many can a friend find?
Can you find more?

At the toy shop

The toy shop stocks tricycles and go-carts.

The tricycles have 3 wheels.

The go-carts have 5 wheels.



Suna counted the wheels.

He counted 37 altogether.

How many tricycles are there?

How many go-carts?

Find two ways to do it.

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>

<https://nrich.maths.org/14600>

<https://www.topmarks.co.uk>

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



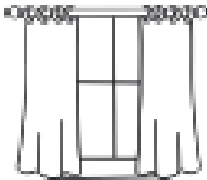


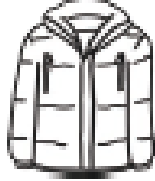
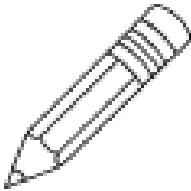

Project:

Science: Materials

This word bank will come in useful

material		transparent
wood	hard	opaque
paper	soft	shiny
fabric	rigid	dull
rock	flexible	bend
glass	strong	stretch
plastic	waterproof	twist
clay	brittle	squeeze

Find the following objects around your home. For each object, write what material it is made from, and one property of that material which makes it suitable for this object. You will find the words you need on the key vocabulary page (page 6).

	A window is made from glass because it is transparent.
	A fork is made from _____ because it is _____.
	An umbrella is made from _____ because it is _____.
	A coat is made from _____ because it is _____.
	A pencil is made from _____ because it is _____.
	A house is made from _____ because it is _____.

Challenges

Think of another property for each of these materials. For example, 'A window is made from glass because it is waterproof.'

Find six new objects and put them on a tray. Describe two properties of the material each one is made of and see if your helper can guess which object you describing.

Look in your toy box or around your bedroom. Can you find a toy made out of each material you have learnt about? Why is each material used?

How many objects can you find around your home that are made of two or more materials? Can you talk to your helper about why this is?

Plastic is a very popular material, as it can have lots of different properties. How many different forms of plastic can you find in your home?

Ask your helper to talk to you about recycling. Have a look at what goes into your recycling bin at home. Find out why we recycle lots of materials.

Make a poster encouraging people to recycle. Explain why we do this and what can be made by recycling different materials.

Can you find examples of the same material having different properties, for example rigid/flexible, transparent/opaque? Hint: try metal, plastic and glass.

Use books or the Internet to find out where paper comes from.

Use books or the Internet to find out how glass and plastic are made.

Investigate which materials would be best to make a cage for a hamster, who is trying to escape. Which materials will stand up to being nibbled by a hamster's teeth?

Which materials are best for making a mirror? Look at a window on a dark night, can you see your reflection? Investigate backing a piece of clear plastic with different materials to see which would make the best mirror.

Investigate objects which can be made of different materials- for example, can you find spoons made of metal, plastic and wood? Find out and talk about why the same object might be made from different materials.

Imagine you have woken up one day and all the materials have gone wrong! The properties they used to have are all changed. Glass is now flexible, fabric is rigid and plastic isn't waterproof. Write a diary to show what happens to you as a result.

A spiral-bound notebook with a black cover and a silver spiral binding on the left side. The notebook is open to a blank page with horizontal ruling lines. The page is framed by a double black border.

Some objects can be changed by bending, stretching, squashing or squeezing them. Can you find any objects made from each of these materials, which can be changed by bending, stretching, squashing or squeezing? Can you find another object which cannot be changed? Talk to your helper about why one can be changed but one cannot.

Material	Objects	Can it be changed?	Why/why not?
plastic			
wood			
rubber			
fabric			
glass			
clay			

Challenge: Find out which of your objects can go back to the way they were after being twisted or stretched, and which stay in their new shape.

Further challenge: Make some biscuit dough or pastry with your helper. How do the properties of the dough or pastry change when it is baked?



Mindfulness Yes I Can!



Taking a moment to be calm and relaxed during a busy day can help us to feel settled and happy.

Taking slow and gentle breaths, in and out, can help us to feel better if we are worried, frightened or sad.

This relaxation is one way that we can help to keep our minds healthy. Another way we can look after our mental health is to take time to think positively about ourselves.

Find a comfortable sitting position. Breathe in and out, gently, slowly and smoothly. Let your body relax. As you sit quietly, think about all of the wonderful things you can do. What can you do that you are proud of? Have you got any special talents?

Now, in the box, draw or write down some of these things that you can do.



Well done for taking a mindful moment in your busy day! How do you feel?

Bee-Bot at the Zoo

Bee-Bot is having a lovely day at the Zoo! It is so hot that he has had to stop for an ice cream! But Oh-no! Bee-Bot has lost his map of the Zoo! Can you help him find his way around the animals? Start every activity at the ice cream van and draw the arrows in sequence to build your algorithm.



Forwards



Backwards



Left Turn



Right Turn



Go



Visit the Lions

Visit the Pandas

Visit the Tigers and then the Meerkats

Visit the Polar bears and then the Penguins



Information Technology all around us!

Information technology is all around us in our everyday lives!



It's in our pockets.....

It helps us pay for our food at the supermarket.

We take it on holiday to take photos and record our memories digitally...



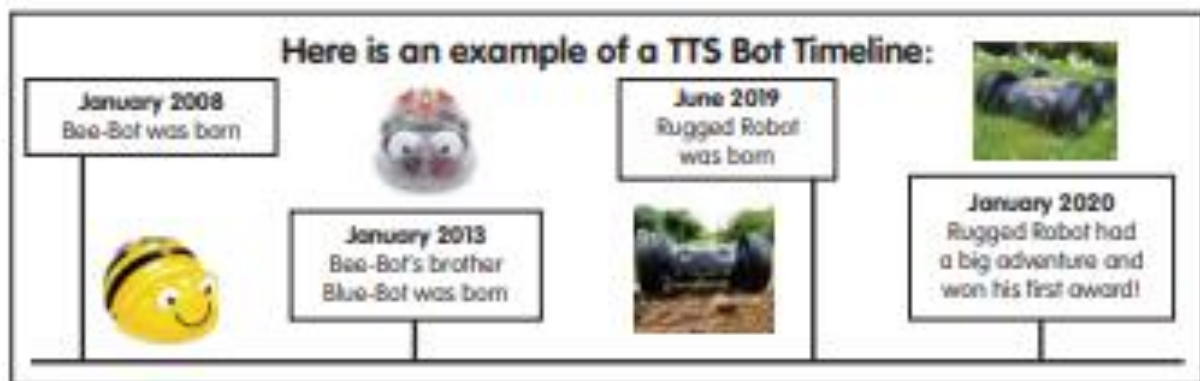
What examples of information technology do you have in your house?



Draw and label some of the technology found in your home:

My Timeline

A **timeline** is a listing of events in **chronological order**. This means that the events are shown in the order that they happened.



Think about your life and write a list of key events that have happened, for example when you were born, a special birthday, starting school.

Sock Puppets and Sock Caterpillars

When you sort the washing out and find the odd sock that is always there! Put it to good use and make a puppet. If you have any odd buttons laying around then they will make great eyes, if not use what ever you can find in the house and felt tip pens!

If you have any more socks use these to stuff one sock and then use elastic bands to turn this into a sock caterpillar, maybe use tights to make a really long worm. You can use newspaper to stuff the tights with.



Tissue Box Monsters

Tissue boxes offer a variety of opportunities. They can be turned into crazy little monsters that can then be used in children's play. Information on how to make these can be found on 'The Best Ideas for Kids' website.

