

Y2 Home Learning Pack - W/B 29.6.20

When in school, your child would usually complete **maths**, **English**, **reading** and **topic** during the day.

Therefore, please complete an **English** or **maths**, **reading** and **topic** sheet daily.

*Remember, play is really important for children, as well as some downtime. If you want more work – take a look at the recommended websites.
Your child may need some support completing this.*

Thank you for your continued support,
Miss Sohrab and Miss Bridge.



This week Maths and English tasks/lessons 1-3 are all video lessons that you can watch online.

Recommended websites:

(some of these sites require a membership but many are offering free membership during school closure)

Phonics/English

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

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<https://www.phonicsbloom.com/>

<http://www.letters-and-sounds.com/>

<https://www.bbc.co.uk/bitesize/subjects/zgkw2hv>

Maths

<https://www.topmarks.co.uk/maths-games/5-7-years/counting>

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

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

Mindfulness and keeping active:

Joe Wicks (PE at 9am every week day) <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

<https://www.youtube.com/user/CosmicKidsYoga>

<https://www.bbc.co.uk/teach/supermovers>

<https://plprimarystars.com/>

<https://app.gonoodle.com/>

English I - Inference - This lesson is online.

Why do you think the snail felt so small?

How do you think the whale felt when he saw all the speedboats?

How to do you think the teacher and children felt when the snail left a trail on the board?

Do you think the whale and the snail are friends? How do you know?

English 2 - Using adjectives - This lesson is online.

Can you find all the adjectives in this text.

This is the whale who came one night
When the tide was high and the stars were bright.
A humpback whale, immensely long,
Who sang to the snail a wonderful song
Of shimmering ice and coral caves
And shooting stars and enormous waves.

Make a list of adjectives to describe this setting.

Now use your adjectives to write a paragraph.

English 3 - Using the suffix -ed - This lesson is online.

Can you find all the words with the suffix -ed in this text.

These are the waves that arched and crashed,
That foamed and frolicked and sprayed and splashed.
The tiny snail on the tail of the whale.

How does adding the suffix -ed to the end of a word change it?

Can you add the suffix -ed to these words and then put them into a sentence?

Play. Spray. Shout. Crawl.

Challenge: How would we change the words 'gaze' and 'cry' into the past tense. Can we just add the suffix -ed?

English Task 4 - Adding the suffix -ed

Can you add the suffix -ed to change these verbs to past tense?

Remember the rules!

Some verbs just add **-ed**.

clean → _____
start → _____
call → _____
gleam → _____

If the verb already ends in the letter '**e**', **remove** the '**e**' and **add -ed**.

notice → _____
recycle → _____

If the verb ends in a **consonant** and a '**y**', the '**y**' becomes an '**i**' before you add -ed.

carry → _____

If the verb ends with **one vowel** and **one consonant**, **double the consonant** before adding -ed.

stop → _____
beg → _____

Challenge: Can you use these words in a sentence?

English Task 5 - Suffix -ed fluency game

Suffix Game

Instructions:

Use counters and a dice to play this fun '-ed' suffix game. Each player rolls the dice and moves their counter along the board. Each time a player lands on a word, they must write down the new form of that word using the '-ed' suffix. Be careful, as sometimes the new '-ed' suffix might mean that you have to only add a '-d', or it might need an extra consonant. Good luck!

Start	play _____	jog _____	crumple _____	sip _____
				↓
dress _____	sprint _____	switch _____	bump _____	paint _____
↓				
shove _____	roll _____	mix _____	open _____	phone _____
				↓
hoover _____	talk _____	tip _____	control _____	push _____
↓				
shop _____	close _____	Finish		

Maths Task 1 - Column subtraction - This lesson is online.



Journal Challenge

Find the missing numbers.

(h)

	tens	ones
	5	3
-	2	7
<hr/>		
<hr/>		

(g)

	tens	ones
	7	2
-	5	8
<hr/>		
<hr/>		

(j)

	tens	ones
	7	6
-	3	9
<hr/>		
<hr/>		

(i)

	tens	ones
	8	6
-	4	7
<hr/>		
<hr/>		

(l)

	tens	ones
	5	2
-	4	7
<hr/>		
<hr/>		

(k)

	tens	ones
	3	1
-	1	4
<hr/>		
<hr/>		

6	2	
-		
<hr/>		
4	2	

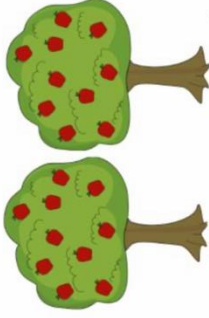
Is this the only possible solution? Explain your answer.

Maths Task 2 - Multiplication as repeated addition - This lesson is online.



Journal Challenge

Spot the mistake.



Alex says, "There are 10 equal groups with 2 in each group. There are ten 2s."

(b)

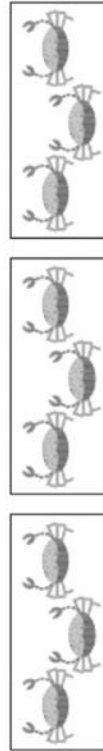
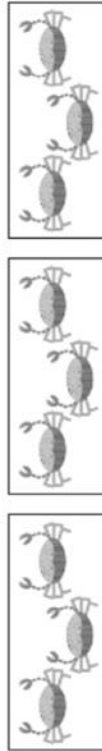


$$\square + \square + \square + \square + \square = \square$$

$$\square \text{ groups of } \square = \square$$

$$\square \times \square = \square$$

(c)



$$\square + \square + \square + \square + \square + \square = \square$$

$$\square \text{ groups of } \square = \square$$

$$\square \times \square = \square$$

Maths Task 3 – Multiplication – This lesson is online.

Solving Word Problems

Solve.

- 1 There are 5 toy cars. Each toy car has 4 wheels.
How many wheels are there altogether?



$$\square \times \square = \square$$

There are \square wheels altogether.

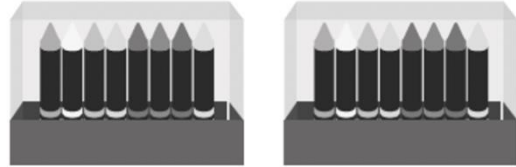
- 2 There are 10 plates. There are 3 pears on each plate.
How many pears are there altogether?



$$\square \times \square = \square$$

There are \square pears altogether.

- 3 Ravi has 2 boxes of crayons.
There are 8 crayons in each box.
How many crayons does Ravi have altogether?



$$\square \times \square = \square$$

Ravi has \square crayons altogether.

- 4 There are 5 cakes.
Hannah's mother cuts each cake into 5 slices.
How many slices of cake are there in all?



$$\square \times \square = \square$$

There are \square slices of cake in all.



Journal Challenge



$$2 \times 5$$

$$5 + 5$$

$$5 \times 2$$

Each calculation could explain the image.

Explain why.

Maths Task 4 - Properties of 2D shapes

1. Complete the statements below. Use the word bank to help you.

A.



= _____ sides. This is called a _____.

B.

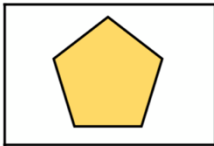


= _____ sides. This is called a _____.

quadrilateral

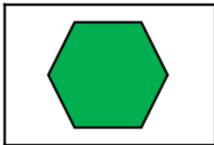
triangle

2. Match each shape to its number of vertices and name.



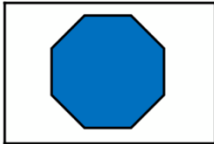
6 vertices

octagon



5 vertices

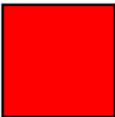
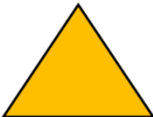
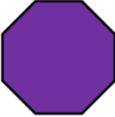



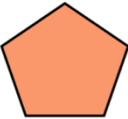
hexagon



8 vertices

pentagon

3. The shapes below have been sorted into the table by their properties. Write an appropriate heading for each of the columns.

Challenge: Can you think of any other ways we can sort shapes?

Maths Task 5 - Properties of 3D shapes

1. Match each shape to the correct description.



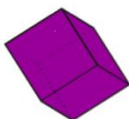
1 flat face, 1 curved surface



6 flat faces, 0 curved surfaces



2 flat faces, 1 curved surface



5 flat faces, 0 curved surfaces

2. Circle all the shapes below with 9 edges.

A.



B.



C.



D.



F.



G.



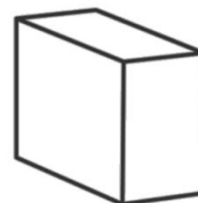
E.



3. Azzam is making 3D shapes. He is using lollipop sticks for the edges and playdough balls for the vertices.



I need 12 balls of playdough and 12 lollipop sticks to make a cuboid.



Is Azzam correct? Explain your answer.

Reading Task 1 and 2 (complete over 2 days)

Task 1 - retrieval questions

Task 2 - VIPERS questions



Hansel and Gretel

Once upon a time, there was a boy named Hansel and a girl named Gretel. They were both very naughty. They never did what their parents told them.

One day, their family ran out of food. Their mother took them into the forest to hunt for mushrooms. When they were far away from home, she turned and ran away. She knew that there wasn't enough food for the children at home, but there might be in the forest.

The two children were annoyed by their mother. Hansel thought he knew the way home, but Gretel wasn't sure. They tried their best but they were soon lost.

Just before the sun set, they stumbled upon a rather unusual house. The walls were made of chocolate and delicious sweets. The roof was made of icing and toffee. They were very hungry by this point and so they both ran straight to the house. It all tasted delicious and soon they were full of sugar.

Suddenly, they heard a cackling laugh from the doorway. "Two more children for my pot!" It was a horrible old woman. "There are even more sweets inside," she said.

Hansel had always been greedier than Gretel, and he sped into the house. Gretel followed him slowly. She didn't like the look of the woman. By the time she was in the cottage, Hansel was already trapped in a cage. He was hanging above a boiling pot of

RETRIEVAL FOCUS

1. What did the children never do?
2. What did they go looking for in the forest?
3. What were the walls of the house made of?
4. What did the old woman promise them was inside the house?
5. What did Gretel say they had seen in the woods?

water. The old woman was planning to eat him!

Gretel had a plan. She told the old woman that they had seen a dragon in the woods, and he might burn down the cottage. The old woman looked worried and fled outside. Quickly, Gretel reached up and released Hansel from his cage.

There was an oven on the other side of the cottage, facing the door. The oven was very hot and now Hansel had an idea. He opened the oven wide and they both hid behind the cottage door.

A few minutes later, the old lady burst into the cottage. Hansel and Gretel jumped out from behind the door and pushed her into the open oven. They slammed the door shut and quickly fled into the forest.

After a while, they found their way home. They told their mother and father about the gingerbread cottage and they never went hungry again.



VIPERS QUESTIONS

I

Why did Gretel enter the house slowly?

V

Which word tells you that Hansel always wanted more food?

V

Which word tells you that the woman came back into the house quickly?

S

What did Hansel do for the first part of his plan?

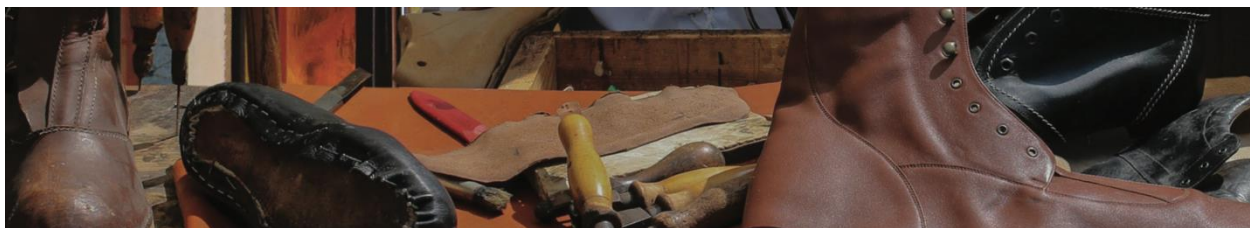
P

What do you think the family did so that they never went hungry again?

Reading Task 3 and 4 (complete over 2 days)

Task 3 - vocabulary questions

Task 4 - VIPERS questions



The Elves and the Shoemaker

Two hundred years ago, an old shoemaker was worried. He didn't have enough money to pay his landlord, and he couldn't afford to buy food. He was a very good shoemaker, but he was old and his fingers were tired. He couldn't make enough shoes any more.

One day, he realised that he only had one pair of shoes left in his shop. The old shoemaker was a kind man and didn't like to see people suffer. On that day, he saw a frail old lady staggering through the snow with bare feet. He rushed outside and gave her his final pair of shoes. Now he had no shoes and no money. Luckily, he had just enough leather left to make one more pair.

It was soon nearly his bedtime. He had cut the leather ready for the next day, and he lay it down on the table. Throughout the night, he heard scuttling and rustling noises coming from the workshop. He assumed it was rats and went back to sleep.

In the morning, the leather had been turned into a bright new pair of shoes. These shoes were so good that the man sold them for twice as much as he normally would. He used the money to buy a little bit of food and some more leather. This time he had enough to make two pairs of shoes.

During the night, he heard the same scuttling and rustling sounds. When he woke up,

VOCABULARY FOCUS

1. Which word in the first paragraph tells you how the shoemaker was feeling?
2. What does the word "suffer" mean?
3. What does the word "staggering" tell you about how the lady was moving?
4. Draw a picture of what a stout pair of boots might look like.
5. Write a word that means the opposite of "crept".

there were two pairs of shiny new shoes. He sold the shoes and bought more food and more leather.

That night, the old man decided to stay awake and see what happened. He was delighted when he saw a group of three small elves scramble down the chimney. They didn't notice him in the corner. Silently, they took the leather and set to work. It didn't take long before three pairs of new shoes, and a pair of stout new boots were sat on the table.

The old shoemaker crept to bed and woke his wife. He explained what he had seen, and they both decided to make the elves a new set of clothes. They worked all through the next day and left the clothes next to another sheet of leather.

Unfortunately, if you give elves clothes, then you set them free. When they awoke the next morning, the clothes were gone and the leather hadn't been touched. They never saw the elves again.



VIPERS QUESTIONS

R

How many pairs of shoes did the elves make on the second night?

I

How did the man and his wife feel when they knew what the elves were doing?
How do you know?

S

What did the man do after he saw the elves?

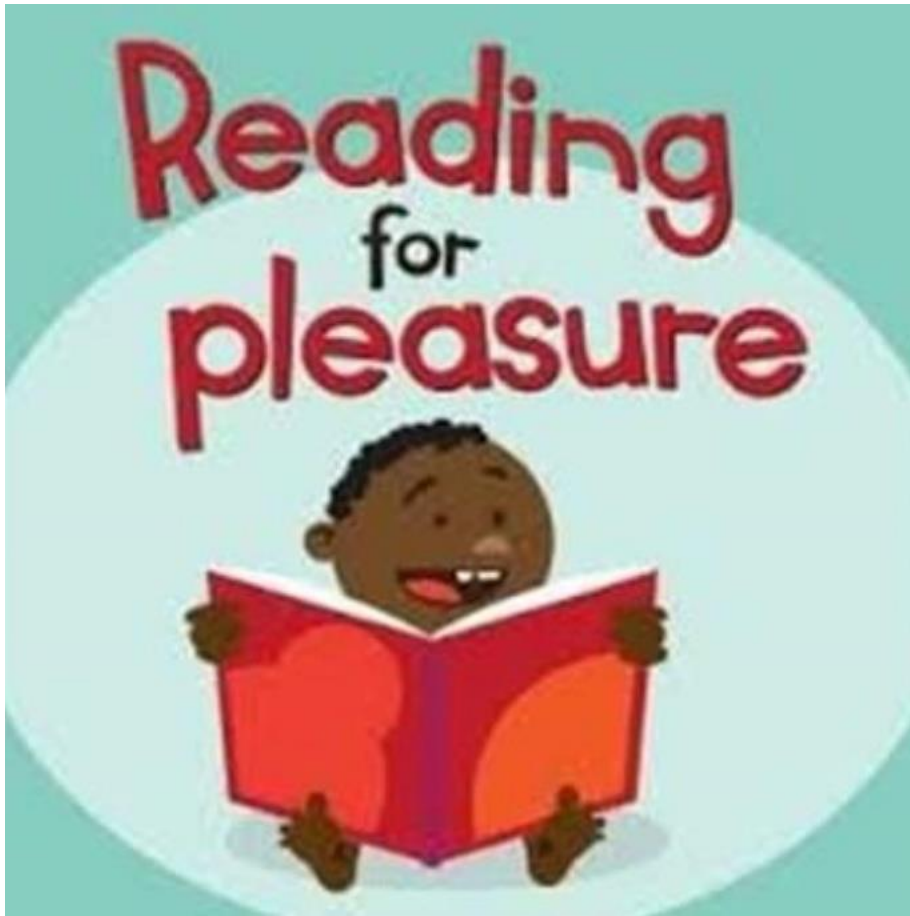
R

Why did the elves disappear?

P

What do you think happened to the shoemaker next?

Reading Task 5



Choose your favourite and book and find somewhere comfy to read it!

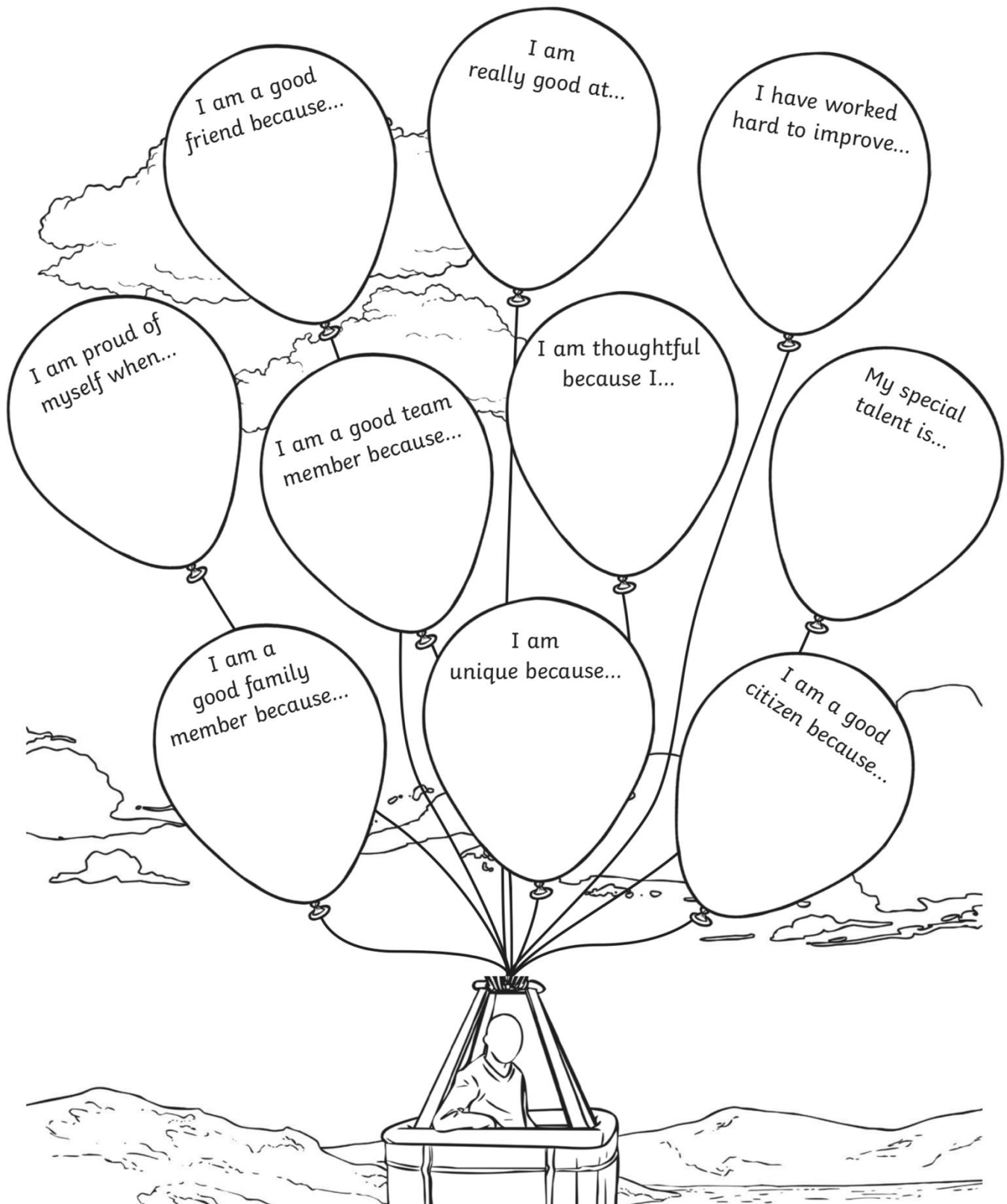
You might want to read your book to someone in your family or your pet.

Remember to try and read using lots of expression!

Topic 1 - Draw or write in the balloons

I Am an Amazing Person!

Read and finish the sentences in the balloons below.

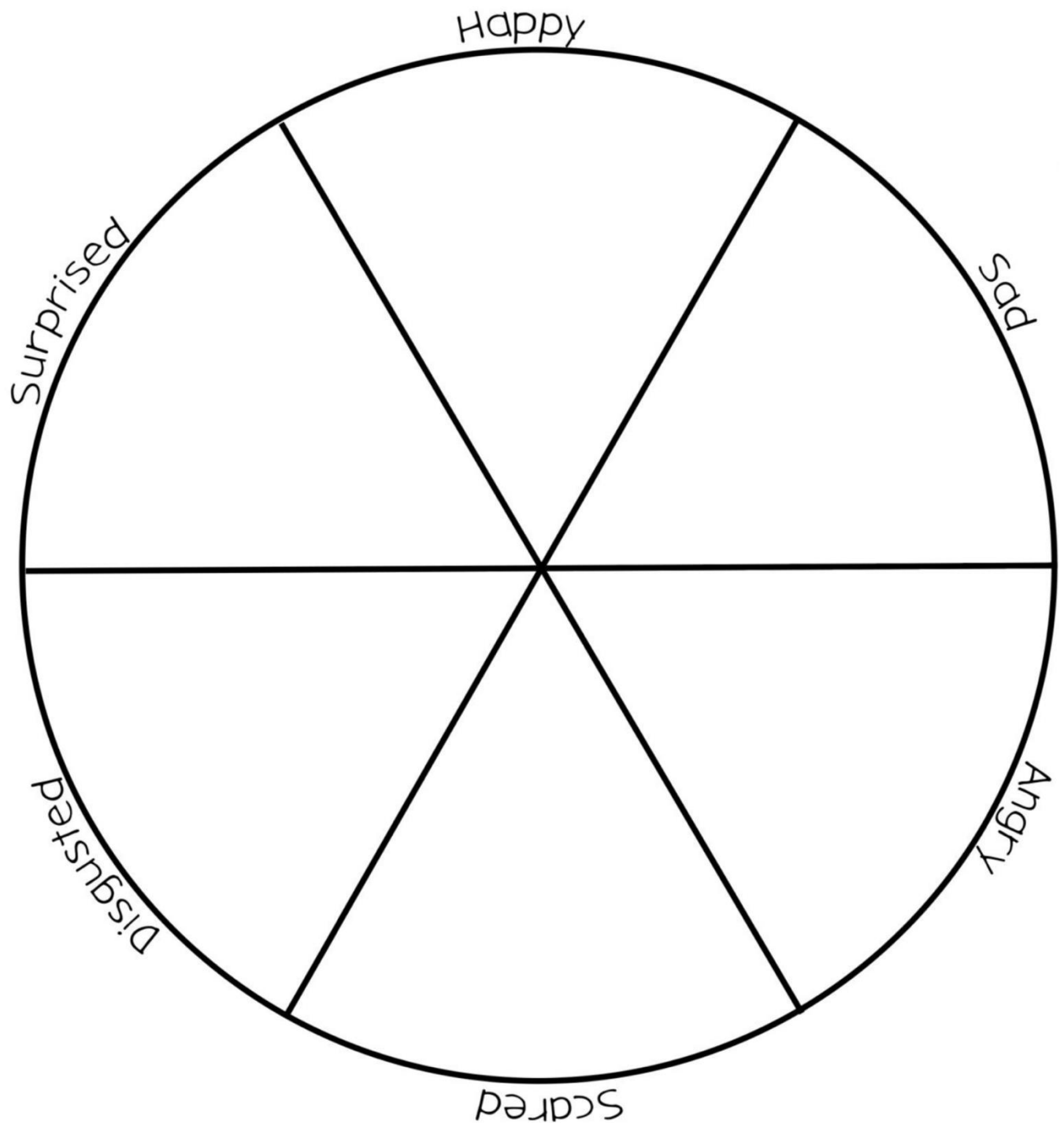


Topic 2 - Find out about ways that you can help look after our earth.



5 Ways I Can Help Our Earth

Topic 3 - Fill in the wheel with colours, shapes and drawings to represent the different emotions.



Topic 4 - Choose an animal to research. Think about it's habitat (where it lives) and how it is adapted to live in that environment.

Habitat Fact File Activity

Name: _____ **Habitat:** _____

Animal (mammal/bird/amphibian/reptile/fish): _____

[illegible]

Types:

carnivore

herbivore

○

omnivore

Food it eats: _____

How it adapts to its environment: _____

Topic 5 - Fill in each section using a different pattern
(e.g. dots, zig zags, lines, waves).

Mindfulness Patterns

