

Year 2 Home Learning Spring 1 Week 6

Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.

Home learning is planned to:

- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



English

Live explanations at 9.30am each day – See link on Parentmail

Monday [Explanation video](#)

WRITE – the opening

Listen and read along to *Two Sides – part 6* by Polly Ho-Yen [here](#).

Today you will write the opening for your own story about two best friends.

Re-read your plan from last Friday. Focus on the first box, which introduces the characters. See [English resource 1](#) for a model text.

Write the opening of your story (we will write the problem tomorrow).

Look at [English resource 2](#) for a word bank of longer words with suffixes to use in your stories.

Try to include expanded noun phrases and longer words with suffixes to describe your characters in lots of detail.

Tuesday [Explanation video](#)

WRITE – the problem

Listen and read along to *Two Sides – part 7* by Polly Ho-Yen [here](#).

Today you will write the problem for your own story about two best friends.



Re-read your plan from last Friday. Focus on the second box in your plan, which introduces the problem (the argument) and describes how each character reacts. Then re-read your story opening.

Write the story problem and the character's reactions today (we will write resolution and ending tomorrow).

Look back at [English resource 2](#) for a word bank of longer words with suffixes to use in your stories.

Try to include thinking and feeling details as well as description details to help the reader understand what the characters are going through.

[Watch this](#) to remind yourself of expanded noun phrases.

<p>Wednesday <u>Explanation</u> <u>video</u></p> 	<p>WRITE – the resolution and ending</p> <p>Listen and read along to <i>Two Sides – part 8</i> by Polly Ho-Yen here.</p> <p>Today you will write the resolution and ending for your own story about two best friends.</p> <p>Re-read your plan from last Friday. Focus on the final box in your plan, which describes how the problem is resolved and how the story ends. Then re-read your story so far.</p> <p>Write the resolution and ending for your story today.</p> <p>Try to include different sentence types and interesting sentence starters in your writing to help hook your reader.</p> <p>Watch these videos to remind yourself about the different sentence types (statement sentences, command sentences, exclamation sentences and question sentences).</p>
<p>Thursday <u>Explanation</u> <u>video</u></p>	<p>IMPROVE AND PRESENT – edit and revise</p> <p>Read your writing carefully and use your clause bubble to check it makes sense.</p> <p>Revise and edit your work using the improvement checklist to help you (see English resource 3).</p> <p>Present your work by reading it aloud to an adult at home. Remember to read it clearly with lots of expression to entertain them.</p> <p>WWW - Give yourself a 'what went well' by writing down something you are proud of from your writing underneath your story.</p>
<p>Friday <u>Explanation</u> <u>video</u></p> 	<p>WRITE – make inferences</p> <p>Today you will answer some comprehension questions about <i>Two Sides</i> by Polly Ho-Yen.</p> <p>Making inferences is when we use clues from the text or the pictures to answer questions.</p> <p>Look at the illustration in English resource 4. How are the characters feeling? How do you know? What clues can you see that help you know this? Write down some sentences describing their feelings using evidence from the picture to help you.</p> <p>Complete the comprehension (see English resource 5 or English resource 6 for support). Remember to read the questions carefully and answer them in full sentences.</p>
<p>Words to learn</p>	<p>Practise reading and spelling these words.</p> <ul style="list-style-type: none"> • find • mind • kind • behind • wild • climb <p>Use the spelling grid to help you.</p>
<p>Spelling</p>	<p>Click here to watch this week's spelling lesson (tenses)</p>



[Click here](#) for this weeks spelling resource.

You can find additional Phonics and spelling resources by clicking on the following links (free resources):

<https://www.lettersandsounds.org.uk/for-home/year-1>

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

Reading group links – please attend on your child’s usual reading day.

2B	1.30pm	See link on Parentmail
2P	1.30pm	See link on Parentmail
2W	3.00pm	See link on Parentmail
2M	3.00pm	See link on Parentmail




Maths



Live explanations at 11am each day – See link on Parentmail

For Wednesday Lesson B:

Live explanation at 1.30pm for 2M and 2W – See link on Parentmail


Live explanation at 3pm for 2B and 2P – See link on Parentmail


Monday <u>Explanation</u> <u>video</u> 	Textbook 2B, Chapter 10: Money, Lesson 5: Showing equal amounts of money
	Learn the strategy
	Consolidation: see maths resource 1 Deepening: see maths resource 2
Tuesday <u>Explanation</u> <u>video</u> 	Textbook 2B, Chapter 10: Money, Lesson 6: Exchanging money
	Learn the strategy here Or Here
	Consolidation: see maths resource 3 Deepening: see maths resource 4
Wednesday A <u>Explanation</u> <u>video</u> 	Textbook 2B, Chapter 10: Money, Lesson 8: Calculating Total Amounts (no lesson 7 this week)
	Learn the strategy
	Consolidation: see maths resource 5 Deepening: see maths resource 6
Wednesday B <u>Explanation</u> <u>video</u>	Textbook 2B, Chapter 10: Money, Lesson 9: Calculating Change (part 1 – no workbook today)
	Learn the strategy
	Quiz: see maths resource 7 Consolidation: see maths resource 8
Thursday <u>Explanation</u> <u>video</u>	Textbook 2B, Chapter 10: Money, Lesson 9: Calculating Change (part 2 – workbook and deepening)
	Learn the strategy
	Deepening: see maths resource 9

	
Friday <u>Explanation</u> <u>video</u> 	Textbook 2B, Chapter 10: Money, Lesson 10: Solving words problems
	Learn the strategy about bar models here or here . Year 2 subtraction & addition
	Consolidation: see math resource 10 Deepening: try the mind workout (in your workbooks)

<h3>Curriculum</h3> <p>Live explanations at 1.30pm for 2M and 2W – See link on Parentmail Live explanations at 3pm for 2B and 2P – See link on Parentmail</p>

Science Monday <u>Explanation</u> <u>video</u>	<p>How do offspring look like their parents?</p> <ul style="list-style-type: none"> • Watch this clip all about adult animals and their offspring. • List as many animals and their offspring as you can think of in one minute. Time yourself! For example: Dog and puppy. • Match the animal to their offspring on the worksheet below OR write out the name of the animal and the offspring name next to it (science resource 1).
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Science Tuesday <u>Explanation</u> <u>video</u> 	<p>How do animals change throughout their life?</p> <ul style="list-style-type: none"> • Complete this quiz to test your knowledge from last week about animals and their offspring. • Watch the lifecycle of an animal clip. • Choose one lifecycle to create out of the three options (science resource 2). Either cut and paste OR draw your own lifecycle to show each stage.
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History Thursday <u>Explanation</u> <u>video</u> 	<p>Who do you think should be remembered?</p> <ul style="list-style-type: none"> • At the start of this unit we looked at the people remembered on our bank notes for their achievements. • Not everyone gets remembered this way, and some people think the choices are unfair – everyone has their own idea about who should be remembered. If you could design a banknote for a great life changer, who would you choose? • Use History resource 1 to create your own banknote for that person. Explain why you have chosen them. Who knows – maybe one day you will be on a banknote!
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<h3>Curriculum</h3> <p>You can complete these independently over the week e.g. when you are not reading with your teacher.</p>
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RE <u>Explanation</u> <u>video</u>	<p>What rules do Sikhs follow?</p> <ul style="list-style-type: none"> • Watch this video • Cut and match the artefacts to their names using RE resource 1 • Using the pictures, describe why a person might wear different types of clothing to reflect their belief. • Do Sikh's have to wear these items to still be considered Sikh?
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PSCHE <u>Explanation</u> <u>video</u>	<p>What is the effect of other people's actions online?</p> <ul style="list-style-type: none"> • Watch this video about the power of words online. It is important we are kind and thoughtful online, just as we would be in real life. All actions have consequences and we must be responsible and considerate. • Look at PSCHE resource 1. It shows that Kyle's friend Al has just sent him a picture of their friend Leyla when she fell over. What do you think Kyle should
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	<p>do? Is there anything that he should not do?</p> <ul style="list-style-type: none"> • Create a poster with some rules about how we should behave online.
<p>Art</p>	<p>Birds - Mark making and texture. What is texture?</p>  <ul style="list-style-type: none"> • Watch Ms Green's video CLICK HERE to see how artist Kittie Jones uses mark making to add texture in her bird prints and paintings. • Make and decorate a bird (Ms Green has made some examples above) using found materials adding marks to show texture. • Deepening: Go on a scavenger hunt to find textured objects. Feel the objects, describe the texture and as a challenge, see if you can draw the texture.
<p>Music</p>	<p><u>Rhythm Reading Challenge</u> Join in with Ms Hughes by Clicking Here</p>
<p>PE</p>	<p>Warm up:</p> <ul style="list-style-type: none"> • To get the body moving, remember to think big, small, fast, slow. Swing, creep, jump and melt. • Click here to follow a video. <p>Physical Activity: Are you ready for the final fitness challenge before half term? Follow the video here to get going. Don't forget to count along and rest for 10 seconds jogging on the spot between the actions to get your breath back. Why not do this workout daily with your family and see who is the fittest Superhero - will it be you? You could even dress up as your favourite Superhero at the end of the week, have fun Superheroes!</p> <p>Warm down:</p> <ul style="list-style-type: none"> • Let's cool down. Try stretching your muscles in a wide star and long low diagonal lines, relax and melt to the calm music and get your mind and body ready for a great day! Watch the video here . Enjoy!

Talking Together

Come and join your teacher and your class on Friday for a reflection and celebration of the week.

2B	3.00pm	See link on Parentmail
2P	3.00pm	See link on Parentmail
2W	1.30pm	See link on Parentmail
2M	1.30pm	See link on Parentmail

Resources

English resources

English resource 1

WALT: write a narrative (model text example)



Two Sides

Opening

There once lived two best friends, called Sam and Simon. They were 7 years old and had known each other their whole lives. They were inseparable and loved their two- by-two rhythm.

Sam had blonde hair and blue eyes and always wore his favourite purple jumper. He wore a blue woolly hat that covered his messy hair. Sam was a confident and loud boy who was obsessed with football. He was also top of the class in maths. How brilliant at times tables he was!

Simon was very different to Sam in many ways. Firstly, he had brown hair and green eyes, which were always behind his round, black glasses. Also, Simon was quieter than Sam and was a very thoughtful friend, always offering to play Sam's favourite games at break. Simon loved art and reading and wrote amazingly creative stories in English lessons.

Their friendship was perfect! Well, it was perfect until one day where everything went wrong...

Problem

Monday morning started like any other Monday. The boys walked to school together happily. Little did they know this would be the day where everything went wrong!

First, they had maths. On Monday mornings they had a times table quiz. Sam felt confident because he's top of the class in maths and knows his times tables off by heart. Another quiz, easy! he thought. Simon felt differently. He had been working hard all weekend to practise his times tables because he found them quite challenging.

To his astonishment, Simon got full marks and came top of the class. How proud he felt! My hard work has paid off, he thought to himself. He smiled broadly and turned to look at Sam. But Sam wasn't smiling. How has Simon beaten *ME*? Sam thought. At break time that day, Sam ran ignored Simon. Simon was hurt and alone.

Later in English, the children were reading aloud their stories. When Simon finished reading his to the class, he heard Sam snigger and say "that was the most boring story in the universe". A lump grew in Simon's throat and his cheeks turned bright pink. How could his best friend be so unkind?

The day really was the worst day ever!

Resolution and ending

Days and days went by but the boys were still not talking. Both boys were feeling loneliness and their parents were worried about them. "Why aren't you getting along?" They each asked their sons.

Simon felt helpless and so told his dad what had happened on the day it all went wrong. His dad listened patiently, with kind eyes. "Maybe he was jealous of your maths score?" he suggested. Simon thought about that. Maybe it was true. He missed his best friend. That same day, Sam told his mum the story. When he told her, tears of disappointment and sadness rolled down his cheeks. He knew what he needed to do.

Early the next morning, Simon heard a loud knock on the door. It was Sam! To his astonishment, Sam said "sorry, Simon". Both boys sighed in relief and hugged tightly. They felt full of happiness that they were friends again and agreed not to have silly arguments again.

Sam decided to practice his times tables that weekend though, just in case...

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English resource 2

Word bank of longer words with suffixes

ful	less
beautiful helpful harmful playful delightful cheerful	harmless helpless fearless careless endless useless
ness	ly
sadness quietness loneliness kindness goodness darkness happiness	slowly carefully patiently wisely angrily happily gently
ment	
embarrassment amazement astonishment punishment amusement disappointment	

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English resource 3

Revising and editing (checklist on next page)

REVISING

The 'content' checking

A.R.M.S.

Add

Add interesting or precise sentences and words

Remove

Remove sentences you don't need

Move

Move words or sentences to a more suitable place

Substitute

Change words and sentences for new ones to avoid repetition or use of boring words

EDITING

The SPAG checking

C.U.P.S

Capitalise

First word in a sentence and proper nouns: names, places, titles, days, months

Usage

Inflection of nouns and verbs.


E.g. we was were / One dogs

Punctuation

. ! ? , - ; '

Spelling

Check words you are not sure how to spell, including homophones

REVISE	I have done it 
<p>Add</p> <p>Add a thinking or feeling detail. Add a describing detail. Add a longer word with a suffix.</p>	
<p>Remove</p> <p>Remove any sentences or words you don't need.</p>	
<p>Substitute</p> <p>Improve a word and change it to something more interesting.</p>	
EDIT	I have done it 
<p>Capitalise</p> <p>Check capital letters are at the start of sentences and used for names.</p>	
<p>Punctuation</p> <p>Check you have used apostrophes for contractions (it's, doesn't, can't) Check you've used apostrophes for possession (John's hair...)</p>	
<p>Punctuation</p> <p>Check you have used correct punctuation (, . ! ? ')</p>	
<p>Spelling</p> <p>Choose 3 spellings that you think don't look right and try again.</p>	

Challenge: give yourself a WWW (what went well) based on this checklist.

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English resource 4

WALT: make inferences



What can you see in the picture? How are Lulu and Lenka feeling? How do you know? What clues in the picture help you know how they are feeling? Tip! Look at their facial expressions and their body language.

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WALT: answer questions about a text

I dress in a rush and don't even have time to make my bed but I manage a few mouthfuls of toast and do one of the quickest toothbrushes in history.

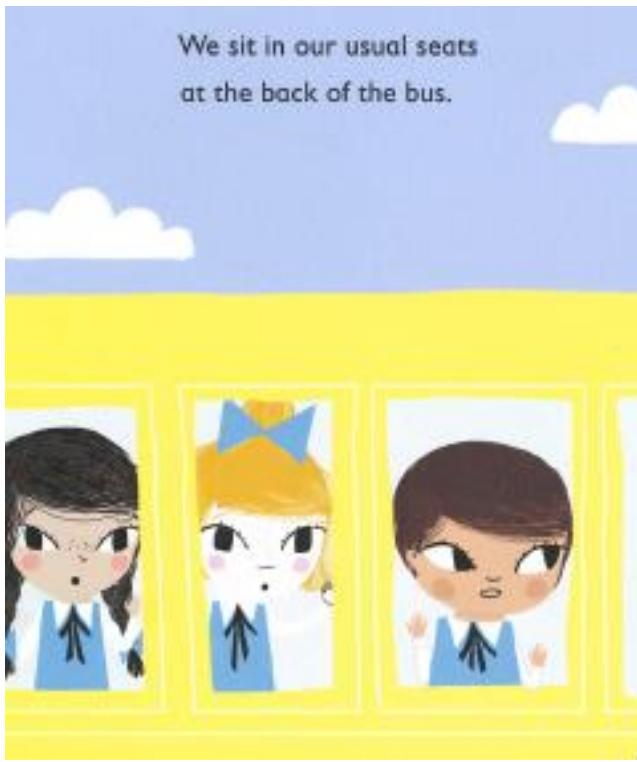
And I make sure I wrap up the present I made for Lenka last night.



How do we know that Lula is in a rush? Use evidence from the text.

I sling my school bag over my shoulder and whisper goodbye to Mum, who kisses me on the head. I tiptoe out. We have to be quiet in the mornings as my dad has to sleep because he works nights.

Why does Lenka have to leave quietly in the morning?



Where do Lenka and Lula like to sit on the bus?

Clarify the word *usual*.



What do you think the phrase 'chalk and cheese' might mean?

Lula starts rummaging through her bag.

“Ah, my pencil case!”

I say as I see her searching.

“I’m glad you remembered.”

Yesterday I lent Lula my colouring pencils.

I didn’t really want to, if I’m honest

– I was working on a drawing for the art competition at the library – but Lula said she really needed them.

“The deadline for the competition is today,”

I tell her. “I just need to do some finishing touches and then I can hand it in after school.”



Why did Lenka need her pencil case?

“Your pencil case!” I shriek.

“I’m so sorry – I left it at home.

I knew I’d forgotten something.”

Write **one word** from the passage that means the same as ‘scream’.

When I tell Mum that I have a pain in my stomach she says that I can stay at home.

I’m not lying, I do feel a pain there

– although I know it’s not because I’m ill.

Why do you think Lenka has a stomach ache?

When Lenka runs over to the swings,
I think at first that she is coming to tell
me that she is sorry.

I stop swinging ... but she just jumps
on to the empty swing next to me
and flies off from the ground.

What does Lenka do after she runs to the swings?

My new best friend is called Maya.
She likes to talk almost as much as I do.
She speaks with such a **big voice**
that I have to talk with an even
bigger voice so she can hear me.



How does Maya talk? Tick one.

- Loudly
- Quietly



Lenka takes one end of the rope and I take the other, and we swing it so it makes a large, high circle.

The girls run into the swinging rope and jump and laugh and skip.

How do you think the girls were feeling when they played with the skipping rope? Explain how you know **using evidence from the text**.

Order the events from the story from 1 – 5. The first one has been done for you.

Lula and Lenka were best friends and always rode the bus together.	1
Lula and Lenka made up after helping younger girls solve a problem.	
Lula forgot Lenka's pencil case and they had an argument.	
Lula pretended to be poorly so she could skip school	
Lula made a new best friend, called Maya.	

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English resource 6 support

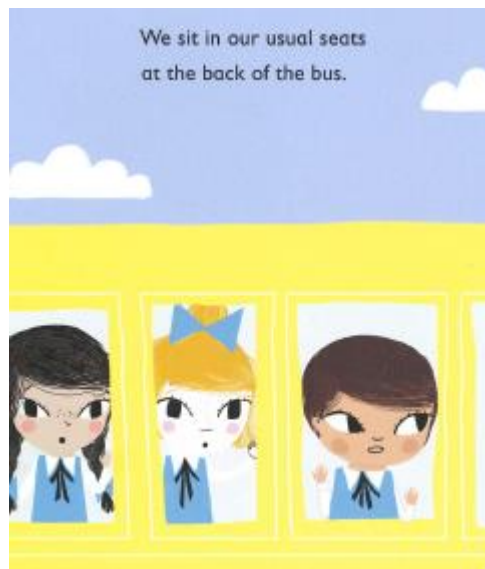
WALT: answer questions about a text

I dress in a rush and don't even have
time to make my bed but I manage a
few mouthfuls of toast and do one of
the quickest toothbrushes in history.

And I make sure I wrap up the present
I made for Lenka last night.



What did Lula wrap?



Where do Lenka and Lula like to sit on the bus?



Although we've been
friends for our whole lives,
sometimes people say that we're
like chalk and cheese.

How long have the girls been friends?

"Your pencil case!" I shriek.
"I'm so sorry – I left it at home.
I knew I'd forgotten something."

What word means the same as 'scream'?

When I tell Mum that I have a pain in my
stomach she says that I can stay at home.
I'm not lying, I do feel a pain there
– although I know it's not because I'm ill.

Where does Lenka claim to have a pain?

My new best friend is called Maya.

She likes to talk almost as much as I do.

She speaks with such a **big voice**
that I have to talk with an even
bigger voice so she can hear me.



What was Lula's new best friend called?

Does Maya talk loudly or quietly? Tick one.

- Loudly
 Quietly

Order the events from the story from 1 – 5. The first ones has been done for you.

Lula and Lenka were best friends and always rode the bus together.	1
Lula and Lenka made up after helping younger girls solve a problem.	
Lula forgot Lenka's pencil case and they had an argument.	
Lula pretended to be poorly so she could skip school	
Lula made a new best friend, called Maya.	

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Spelling

Spelling resource 1

Start!	1 I play tennis.	2 I walk to the park.	3 I drive to the supermarket	4 I work hard at school.	5 I think of ideas for my story.	6 I swim with my friends.
19 I listen to Miss Latour.	<h1>Tenses!</h1> <p>Place 2 counters on the board. Roll the dice. Read the sentence you have landed on. Now tell your partner the sentence in the past tense. Check your partner's answer.</p>					7 I see a bee.
18 I draw in Art with Mrs Green.						8 I like all the teachers at Belleville.
17 I happily talk to my friends.						9 A bee flies in the sky.
16 I am watching a movie.	15 I jump and hop to school.	14 I am eating my packed lunch.	13 I neatly write a story.	12 At playtime I skip.	11 The children sing in assembly.	10 Mrs Coles marks my books.

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Spelling Grid

My spellings to practise:

Rainbow writing (write each letter in a different colour)

Pyramid Writing - practise writing each word like this: w

w
wo
wor
word
words

Look, say, cover, write, check:

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Maths

Maths resource 1

Consolidation: make different amounts using coins

Can you practise making these amounts of money using coins?

80p	45p
£1	£5
£3 and 20p	£1 and 65p

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Maths resource 2

Deepening: make different amounts using coins

How many different ways can you pay for a toy that is £2?

Super challenge:

- How can you do it with 3 coins?

- How can you do it with the least amount of coins?

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Maths resource 3

Fred is trying to buy a Freddo bar that costs 10p.

Check his work and then mark his work. Has he made 10p?



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Maths resource 4

Deepening question:

Find all the ways to show coins that have the same value as a 10p coin.

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Maths resource 5

Consolidation question: solve problems involving money.

Fred buys a book that costs £5 and a toy that costs £7. How much does he spend altogether?

Bar model:

Equation:

Statement:

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Maths resource 6

Deepening question:

Find all the ways to show coins that have the same value as a £5 and 2p.

Maths resource 7

WALT: recall the multiplication and division facts for our 2, 5 and 10 times tables.

$110 \div 10 = \underline{\hspace{2cm}}$

$18 \div 2 = \underline{\hspace{2cm}}$

$25 \div 5 = \underline{\hspace{2cm}}$

$60 \div 10 = \underline{\hspace{2cm}}$

$5 \times 2 = \underline{\hspace{2cm}}$

$10 \times 10 = \underline{\hspace{2cm}}$

$12 \times 5 = \underline{\hspace{2cm}}$

$8 \times 2 = \underline{\hspace{2cm}}$

$6 \times 5 = \underline{\hspace{2cm}}$

$7 \times 2 = \underline{\hspace{2cm}}$

$4 \times 5 = \underline{\hspace{2cm}}$

$0 \times 10 = \underline{\hspace{2cm}}$

$2 \times 10 = \underline{\hspace{2cm}}$

$5 \times 12 = \underline{\hspace{2cm}}$

$10 \times 7 = \underline{\hspace{2cm}}$

$2 \times 4 = \underline{\hspace{2cm}}$

$9 \times 5 = \underline{\hspace{2cm}}$

$10 \times 8 = \underline{\hspace{2cm}}$

Deepening question: Rewrite this addition equation as a multiplication equation, and explain why they mean the same thing.

$2 + 2 + 2 + 4 = 10 \quad \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$

Maths resource 8

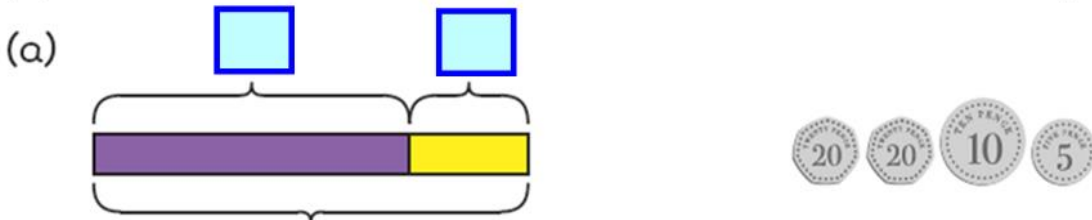
Hannah saves 40p on Monday.

She saves 15p on Tuesday.

She saves 30p on Wednesday.

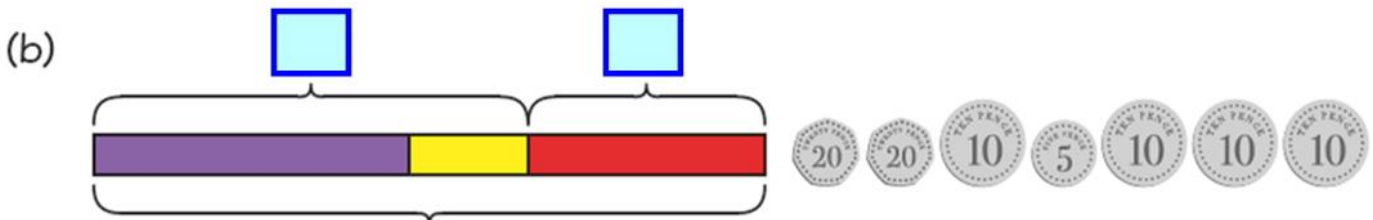
(a) How much in total does Hannah save on Monday and Tuesday?

(b) How much in total does Hannah save on the three days?



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

Hannah saves on Monday and Tuesday.



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

Hannah saves on the three days.

Maths resource 9

Deepening question: solve word problems involving money

Fred went to the shop and he bought a chocolate bar that cost 45p, a packet of crisps that cost 55p and an apple that cost 30p. How much money did he spend altogether?

Draw:

Equation:

Statement:

Maths resource 10

Consolidation question: solve more word problems involving money

Miss Peach bought a textbook for £9. Mr Bevan bought a text book that was £12 more than Miss Peach's book. How much did Mr Bevan spend?

Draw:

Equation:

Statement:

Deepening: How much did they both spend altogether?

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Science

Science resource 1

Support Materials Science



cow



chick



chicken



lamb



horse



calf



sheep



foal



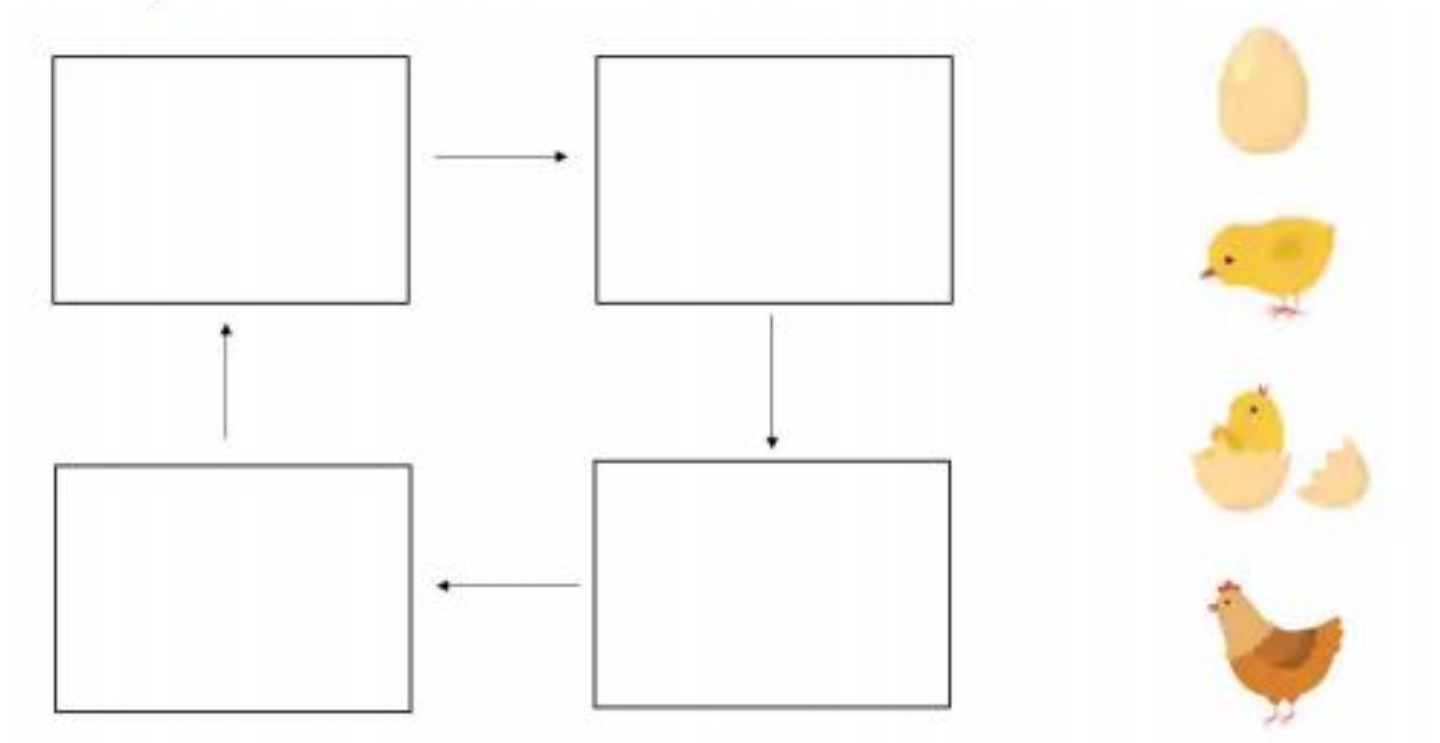
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Science resource 2

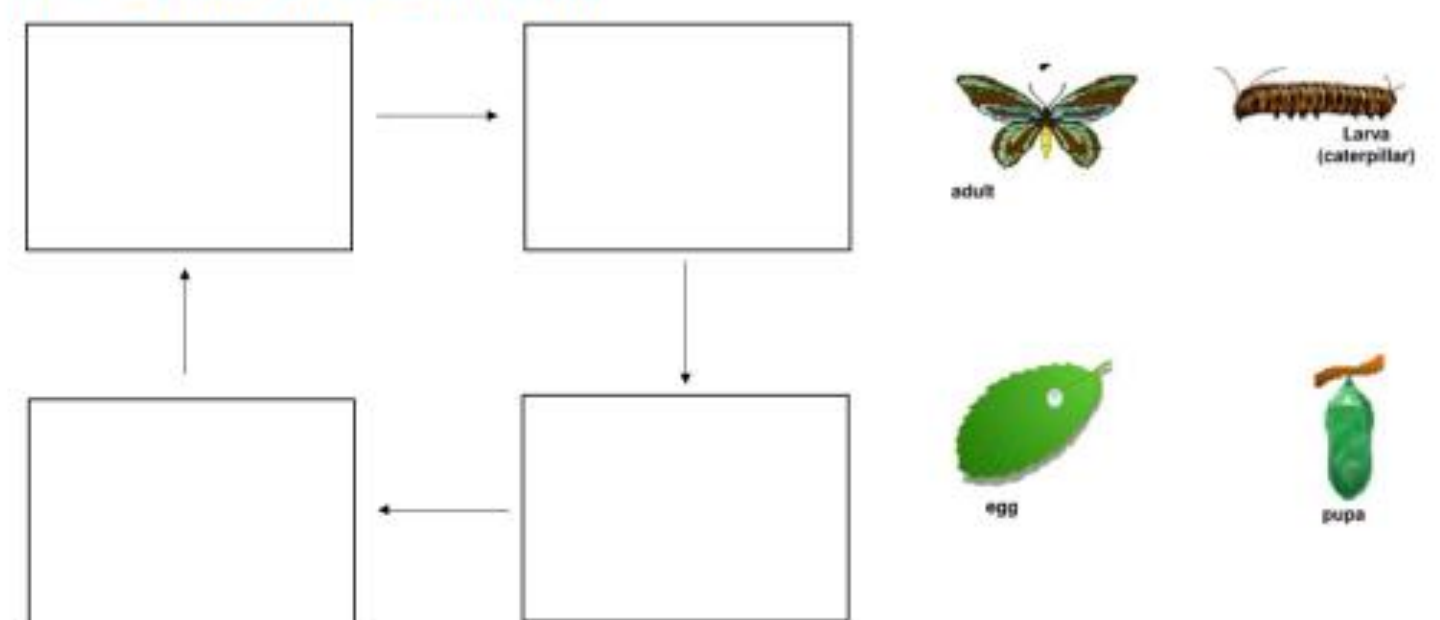
Resources

Science:

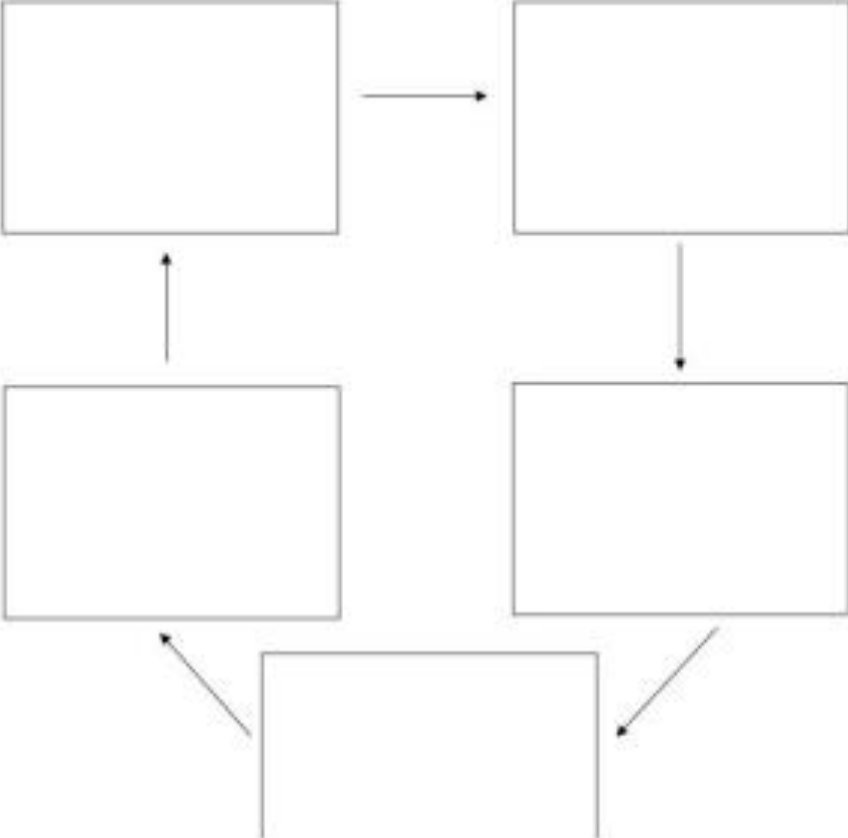
Life cycle of a chicken



Life cycle of a butterfly



Life cycle of a human



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History

History resource 1



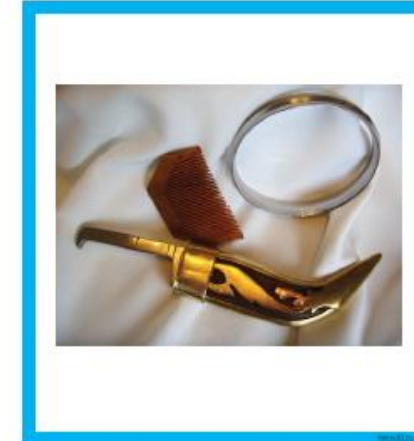
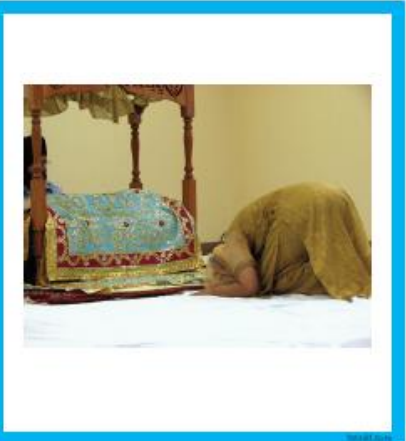
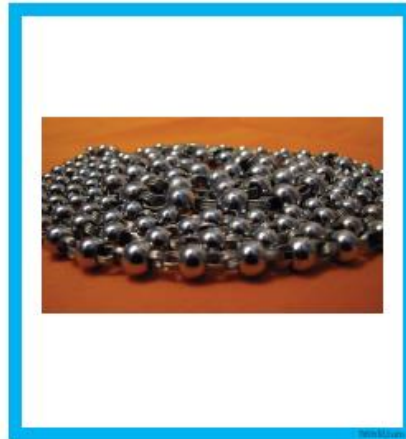
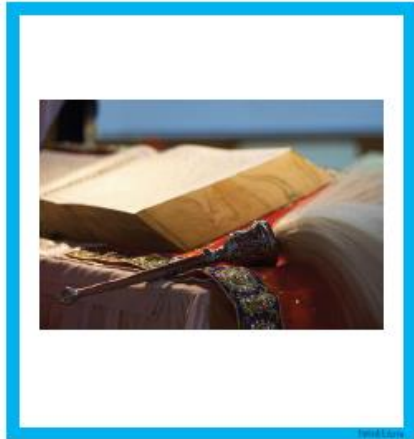
I chose _____ to be on my banknote.

I chose this person because:

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RE

RE resource 1



**Guru Granth
Sahib**

Channani

Chauri

**The Five Ks -
Kesh**

Mala

Gurdwara

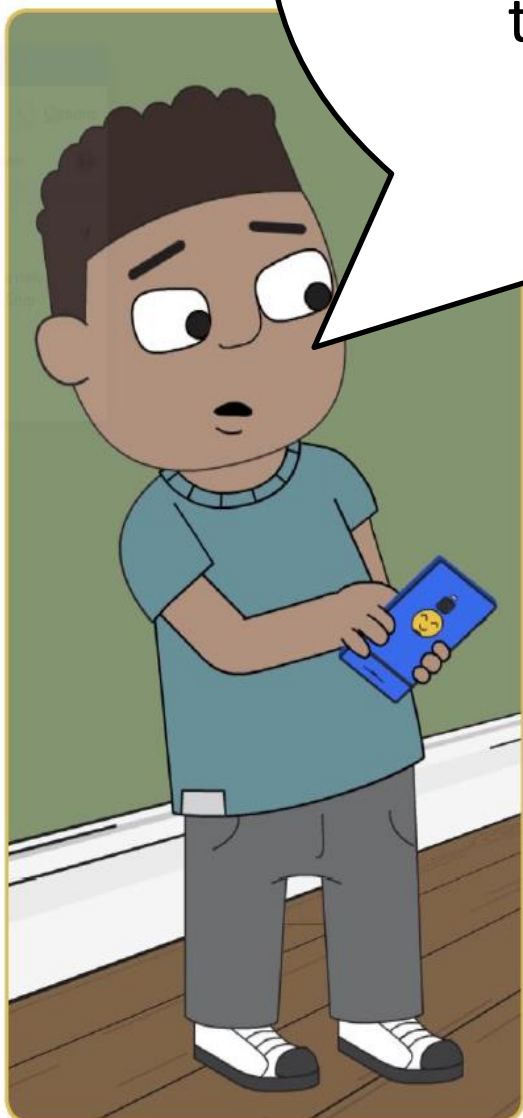
**The Five Ks -
Kara, Kirpan
and Kanga**

**The Five Ks -
Kachera**

Rumala

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My friend Al has just sent me a picture of our friend Layla when she fell over on the way to school. What Should I do?



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