



Year 2 Home Learning Spring 1 Week 1

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	
<p>Tuesday <u>Explanation video</u></p>	<p>LAUNCH: Find features of instructions (recipes)</p> <p>Recipes are a set of instructions. This week we will be writing our own version of Roald Dahl's Revolting Recipes.</p> <p>Think about what features we can find in instruction writing.</p> <p>Recap what is a command? Watch this video as a reminder.</p> <p>Look at examples of imperative verbs (English resource 1).</p> <p>Find and list features of instruction writing (including the imperative verbs) in the recipes below. Look at English resource 2 using the key as a guide first, then have a go at spotting features in English resource 3.</p>
<p>Wednesday <u>Explanation video</u></p>	<p>PLAN: a revolting recipe</p> <p>Read some examples of recipes (English resource 2, 3 and 4).</p> <p>Find 5 ingredients in your kitchen (make sure you have your adult's permission). Use your imagination to turn them into something revolting (see English resource 5).</p> <p>Create a recipe by adding one ingredient at a time. As you add the ingredient to the bowl, make a note of the order you are adding them (e.g., 1. A handful of wiggly worms, 2. 10 dark rat's droppings, etc.)</p> <p>Take a photo of your recipe. </p> <p>Can you include interesting quantities to show how much of each ingredient you used? (e.g., a handful, 10 XXXX, etc)</p>
<p>Thursday <u>Explanation video</u></p>	<p>WRITE: your revolting recipe</p> <p>Think of an interesting title/name for your recipe (e.g., Bat Brain Soup)</p> <p>Write a 'you will need' list (see English resource 4 for an example). Remember to include quantities (how much) in your list so that the person making the recipe can follow the instructions exactly. Then write your numbered set of instructions, using interesting imperative verbs and 'how' details.</p> <p>Can you include a different imperative verb and an additional detail for each instruction?</p>

<p>Friday <u>Explanation</u> <u>video</u></p>	<p>PUBLISH: your revolting recipe</p> <p>Revise your work. Choose to improve one imperative verb choice or add in an additional detail.</p> <p>Edit your work. Choose 3 spellings that don't look right and try again. Check you have started every instruction with a capital letter.</p> <p>Publish your work using your neatest handwriting. Use the publishing template below (English resource 6) for your revolting recipe. Add a photo or drawing.</p>
<p>Words to learn</p>	<p>Practise reading and spelling these words.</p> <ul style="list-style-type: none"> • twenty • thirty • forty • fifty <p>Write them in sentences.</p>
<p>Spelling</p>	<p>Click here to watch this week's spelling lesson</p> <p>Spelling resources – Try ** first then move to * if this is too challenging, or *** if you'd like more of a challenge.</p> <p>*spelling resource</p> <p>**spelling resource</p> <p>***spelling resource</p> <p>You can find additional Phonics and spelling resources by clicking on the following links:</p> <p>https://www.lettersandsounds.org.uk/for-home/year-1</p> <p>https://www.phonicsplay.co.uk/resources</p> <p>(free resources)</p>



Maths

Tuesday <u>Explanation</u> <u>video</u>	Recap Year 1: Textbook 1B, Chapter.19, Lesson 1: Comparing Mass 
	Learn the strategy
	Deepening: see maths resource 1
Wednesday <u>Explanation</u> <u>video</u>	Textbook 2A Chapter 6 – Mass, Lesson 1: Measuring Mass in Kilograms 
	Learn the strategy
	Deepening: see maths resource 2
Wednesday <u>Explanation</u> <u>video</u>	Textbook 2A Chapter 6 – Mass, Lesson 2: Measuring Mass in Grams 
	Learn the strategy
	Deepening: see maths resource 3
Thursday <u>Explanation</u> <u>video</u>	Textbook 2A Chapter 6 – Mass, Lesson 3: Measuring Mass in Grams 
	Learn the strategy
	And Learn the strategy
	Consolidation: see maths resource 4 Deepening: see maths resource 5
Friday <u>Explanation</u> <u>video</u>	Consolidate place value and addition (renaming)
	Learn the strategy
	Or: Learn the strategy here
	Complete this lesson Deepening: see maths resource 6

Curriculum

Science Explanation video	<p>What are the different parts of the human body?</p> <ul style="list-style-type: none"> • Watch and complete this lesson to recap your learning from Year 1. • What are the different parts of the human body? <p>You will need: pencil and paper</p>
History Explanation video	<p>Why are people remembered?</p> <ul style="list-style-type: none"> • Throughout history there are people who change the lives of others – sometimes they make lives better and sometimes they make lives worse. • Sometimes these people are remembered with statues and paintings, or stories. In this country, some people are remembered on bank notes. <p>What do you notice about the people who have been remembered on bank notes? Look at the pictures and read the facts in Resource 1. Write your thoughts down in Resource 2.</p>
PSCHE Explanation video	<p>How can we keep ourselves healthy and safe?</p> <ul style="list-style-type: none"> • Watch this video about staying healthy. • Watch this video about keeping yourself safe. • Draw a person and write all the things that keep them healthy and safe.
PE Explanation video	<p>Warm up: Draw shapes in the air</p> <ul style="list-style-type: none"> • Using different parts of your body to draw shapes in the air: use your finger, arms, foot, head and hips. Shapes: circle, square, triangle, diamond, rectangle, oval, pentagon, kite, star and heart. Can you draw the shapes making small movements and big movements with your body. <p>Physical Activity: Yoga moves and strength</p> <ul style="list-style-type: none"> • Yoga-Can you pick 5 poses from the yoga card below and hold each until you count to 30. Now pick 5 more poses and do it again! Can you make up any poses yourself? Can you get a family member to do the poses with you? • Strength- Perform the following exercises 10 times each: star jumps, big arm circles (both directions), ski jumps, opposite elbow to knee, windmill, squat jumps and mountain climber. Take a minute rest and do again!

Resources

English

English resource 1

Imperative verbs

grab

count

add

place

cover

sprinkle

put

stir

squirt

mix

pour

take

drop

fill

cook



chop



stir



pour



slice



whisk



add



cut



blend



boil



mix



put



use

English resource 2

How to make Noodle Soup

Serves 4

Do you want to make a delicious noodle soup? Follow these instructions to make the best noodle soup ever!

You will need

- A handful of noodles
- A kettle full of boiling water
- A cup full of mushrooms
- A pint of chicken stock
- A tin of sweetcorn

Equipment:

- A small saucepan
- A large saucepan
- A colander
- Knife
- Chopping board

1. Put the noodles in the small saucepan and carefully add the boiling water until all the noodles are covered.
2. Gently boil the noodles for ten minutes and make sure that they are soft. If they are not soft, cook them for five more minutes.
3. While the noodles are cooking, take the mushrooms and chop them into small slices using the knife. Make sure you use a chopping board so that you don't cut the kitchen worktop.
4. Place the mushrooms into the large saucepan with the tin of sweetcorn and the pint of chicken stock.
5. Pour the noodles into the colander to get rid of the water. Be careful not to pour water on yourself because this can be very dangerous.
6. Gently put the noodles into the large saucepan with the stock mixture and bring to the boil.

7. When ready, use a ladle to pour noodle soup into 4 bowls and serve with crusty bread.
8. Enjoy your delicious soup!

Key

How to make Noodle Soup title

- | | |
|-------------------------|------------------------------|
| 1. | numbering instructions |
| put | what doing (imperative verb) |
| while | when |
| into the large saucepan | where |
| carefully | how |
| and | conjunction |
| Make sure you... | additional detail |

How

carefully	until all the ___ is ___	with a _____
gently	for ___ minutes	
quickly	into ___ pieces	
firmly	using a _____	

When

After you have finished _____ ,
 When ready,
 While the _____ are _____ ,

Why

... to make sure that ...
 ... to get rid of
 ... to pour _____

Detail Phrases

Make sure that...
 Be careful ...
 Try to...
 This will [help/keep/make sure]...
 When you _____, make sure that you
 If _____, then...

English resource 3

Revolting recipes

SNOZZCUMBERS

FROM 'THE BFG'

SERVES 8

YOU WILL NEED:

vegetable peeler

apple corer (round type)

paint-brush

2 large cucumbers

4oz (100g) tinned tuna

*1-2 tomatoes, deseeded and
chopped*

*3 cocktail gherkins, finely
chopped*

3 tbsp (45ml) mayonnaise

1 dsp (15ml) poppy seeds

salt and pepper

COATING:

a little extra mayonnaise

savoury popcorn

extra poppy seeds

- 1 Peel the cucumbers then, with the point of the vegetable peeler, cut grooves along the length of each cucumber.
- 2 With the pointed end of the vegetable peeler, at random, very carefully scoop little pits into the cucumber.
- 3 Cut off the ends of the cucumbers, about 1½ inch (4 cm) and hollow out the seeds.
- 4 Hollow out the seeds from the body of the cucumber using corer, approaching from both ends, but keeping 2 inch (5 cm) of the centre seed core to act as plugs later.
- 5 Stand cucumber in a tall glass and allow the excess liquids to drain (about 30 minutes).
- 6 Thoroughly drain the tuna, mix in the chopped tomatoes, gherkins, mayonnaise and poppy seeds. Season to taste.
- 7 With a teaspoon fill the cucumber, packing the tuna mixture down with a teaspoon handle.



MOSQUITOES' TOES AND WAMPFISH ROES MOST DELICATELY FRIED

FROM 'JAMES AND THE GIANT PEACH'

MAKES 18-24

YOU WILL NEED:

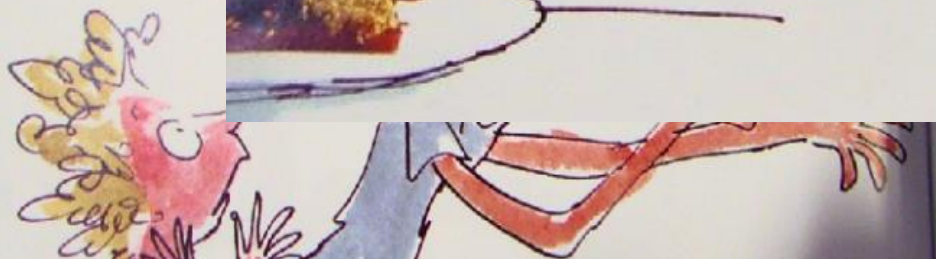
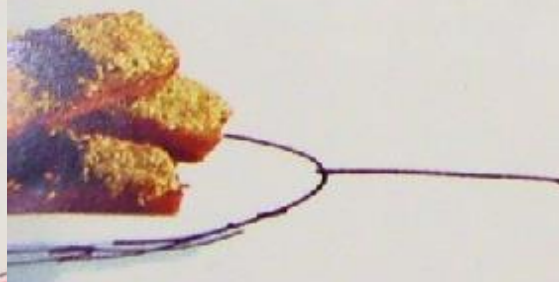
food processor
cling-film
greaseproof paper
frying pan
kitchen paper

8oz (225g) fresh cod fillet,
deboned and skinned
2 tbsp (30ml) fresh ginger, finely
grated
10 spring onions, roughly
chopped
1/2 tbsp (7.5ml) cornflour
salt and pepper
1 egg white

8oz (225g) fresh cod fillet,
deboned and skinned
2 tbsp (30ml) fresh ginger, finely
grated
10 spring onions, roughly
chopped
1/2 tbsp (7.5ml) cornflour
salt and pepper
1 egg white
6-8 slices of bread
(white or wholemeal bread)
sesame and poppy seeds
oil for shallow frying

These need to be refrigerated for 30 minutes before frying.

- 1 In a food processor quickly blend together cod, ginger, spring onions, cornflour and seasoning.
- 2 With the motor running add the egg white until just combined.
- 3 Spread the paste thickly onto the bread slices.
- 4 Sprinkle generously with sesame and poppy seeds. Pat the seeds into the fish mixture with the flat side of a knife.
- 5 Cut off the breadcrusts and cut the slices of bread into three equal strips.
- 6 Place on a plate with a sheet of greaseproof between each layer. Cover with cling-film. Place in fridge and leave for 30 minutes.
- 7 Heat a frying pan of oil until hot and fry the bread slices seed-side-down until golden brown. Turn over and repeat.
- 8 Drain on kitchen paper before serving.



How to make worm soup

Do you want to make a disgusting worm soup to make your enemy vomit? Follow my instructions and you will know exactly what to do.

You will need:

- 10 fresh earth worms
- 200ml bat's blood
- 1 tbsp slugs slime
- 5 medium scoops dung

1. Place the dung into a large mixing bowl. Make sure you wear gloves to keep the dirt off of your hands.
2. Mix in the slug slime and stir. The mixture should be sloppy like porridge.
3. Gradually stir in the bat's blood. Pour in a small amount at a time and mix it well.
4. Pour the mixture into a pan and bring to the boil. Use a low heat to make sure you don't burn the bottom.
5. Chop the earth worms into small chunks and sprinkle them into the pan. Make sure you use a sharp knife and a cutting board to keep the worms chewy.
6. When the mixture is boiled, carefully add the worms and serve immediately. Be careful! The soup will be very hot.
7. Serve in a soup bowl and sprinkle with salt and pepper.

Model text

English resource 5

Ingredients example (using pasta, juice, sweets, rice krispies, chocolate chips and hundreds and thousands)



Wiggly worms



Juicy beetle blood



Scaly snakes



Tiny frog brains



Dark rabbit droppings



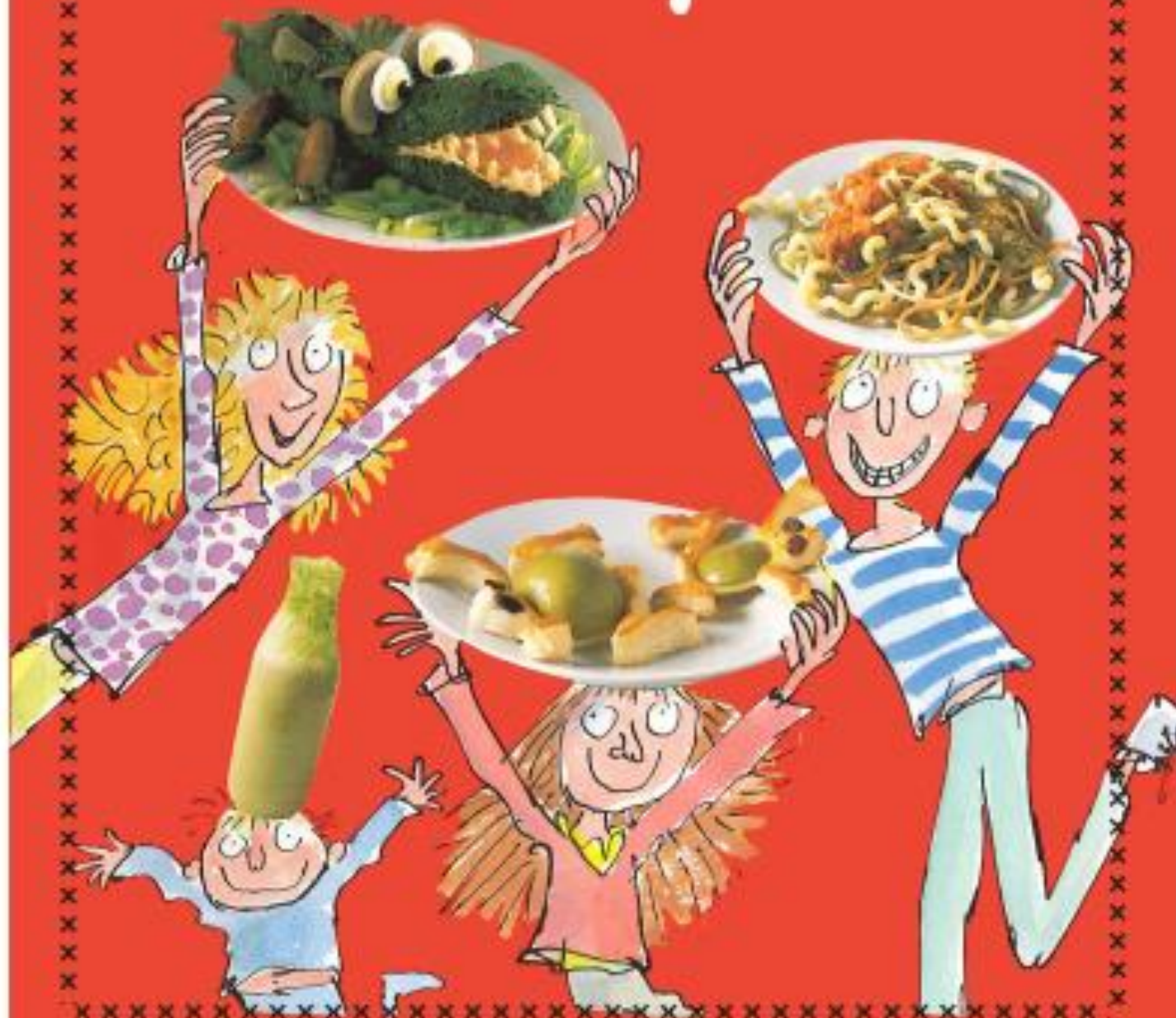
Monster warts

English resource 6

Publishing template below (3 pages)

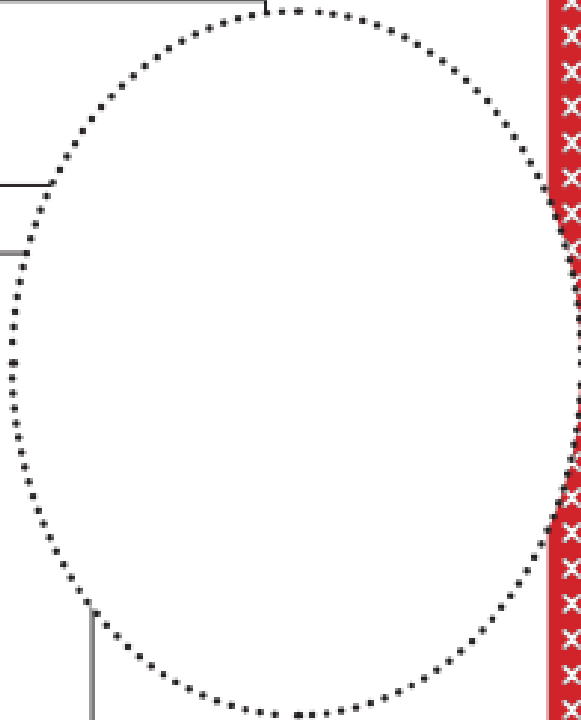
YEAR 2

Revolting Recipes



Title:

You will need:





Year 2 Revolving Recipes







Handwriting practice area with a large dotted oval on the right and horizontal lines on the left. The oval is positioned such that its left edge overlaps the first seven lines. Below the oval, there are ten more horizontal lines.



Phonics

Phonics resource *

Read each word. Use each word in a sentence.

<p>Bee</p> 	<p>sentence</p> <hr/> <hr/> <hr/>
<p>be</p> 	<hr/> <hr/> <hr/>
<p>Bear</p> 	<hr/> <hr/> <hr/>
<p>bare</p> 	<hr/> <hr/> <hr/>
<p>see</p> 	<hr/> <hr/> <hr/>
<p>sea</p> 	<hr/> <hr/> <hr/>

Challenge - Think of some other homophones (or use those in the presentation). Write your own sentences in your book.

Phonics resource **



There



Their

Use the correct spelling of the word 'there/their' to fill in the gaps below.

1. Who is that over _____?
2. The children played on _____ bikes.
3. They wrote the _____ book.
4. _____ is a shop at the end of my road.
5. They tied _____ shoe laces after P.E.

Write your own sentences using different homophones that we've looked at today.

Phonics resource ***



There



Their

Use the correct spelling of the word 'there/their' to fill in the gaps below.

1. Who is that over _____?
2. The children played on _____ bikes.
3. They wrote the _____ book.
4. _____ is a shop at the end of my road.
5. They tied _____ shoe laces after P.E.

Write your own sentences using different homophones that we've looked at today.

Write at least one question, at least one statement and at least one command using different homophones.

Maths

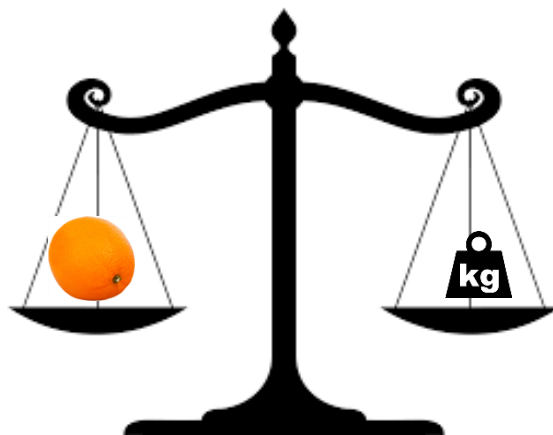
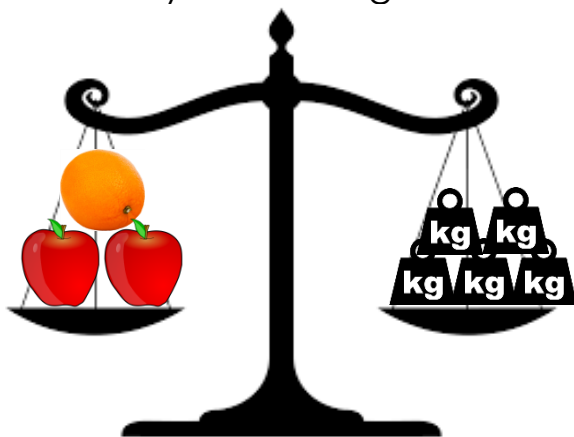
Maths resource 1

Deepening question: Compare the mass of animals below using the terms 'heavy' and 'light', 'heavier than', 'lighter than' and 'as heavy as'. Challenge yourself to use the greater than, less than or equal to symbols as well ($>$, $<$, $=$).



Maths resource 2

Deepening question: How heavy is one apple?
Show all your working out and explain your thinking.



Maths resource 3

Deepening question: Circle the unit of measurement you would choose to measure the mass of these objects and explain why.

The mass of a pencil

Grams

kilograms

The mass of a brick

Grams

kilograms

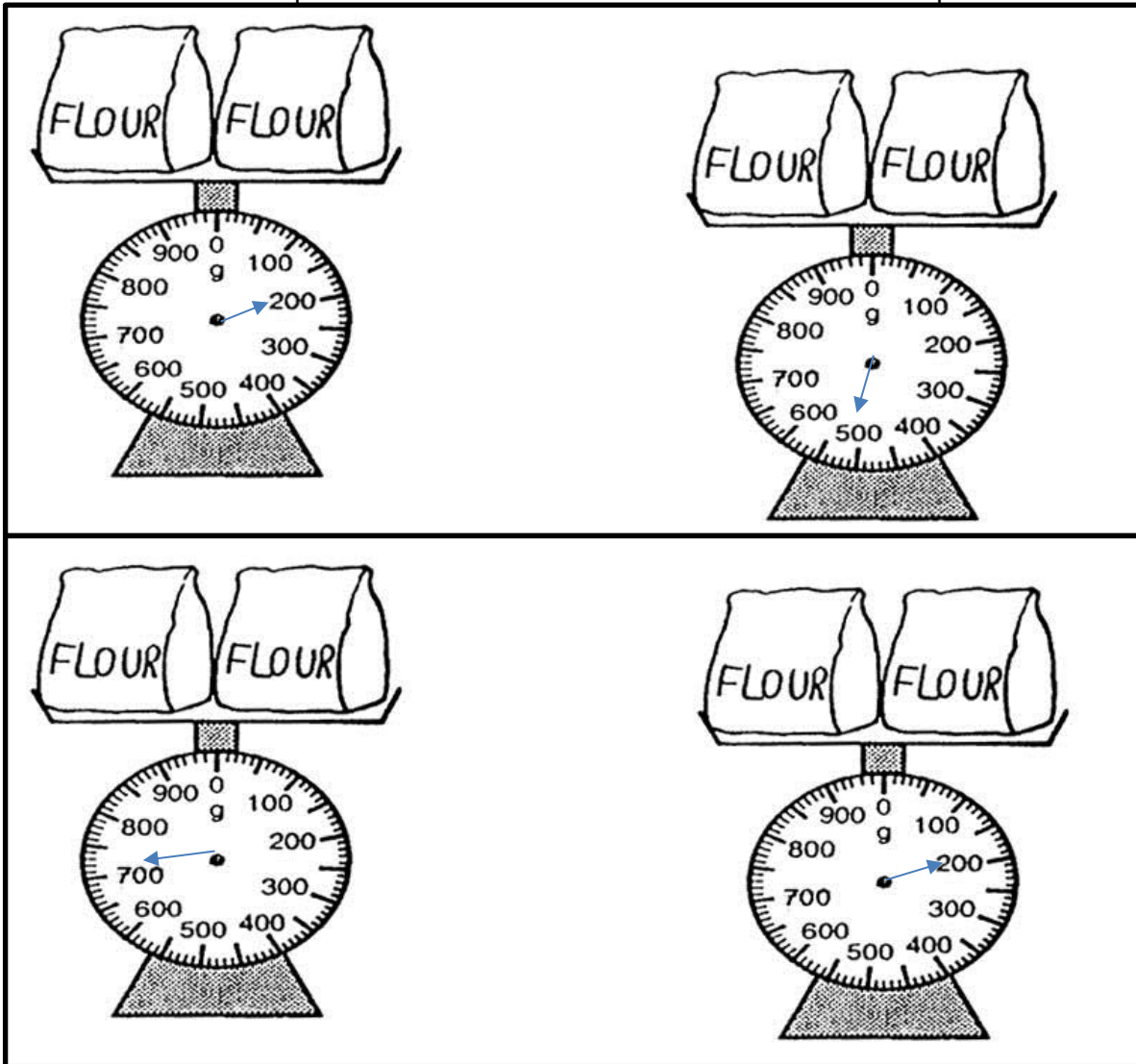
The mass of a person

Grams

kilograms

Maths resource 4

Consolidation question: Read these scales and compare mass.



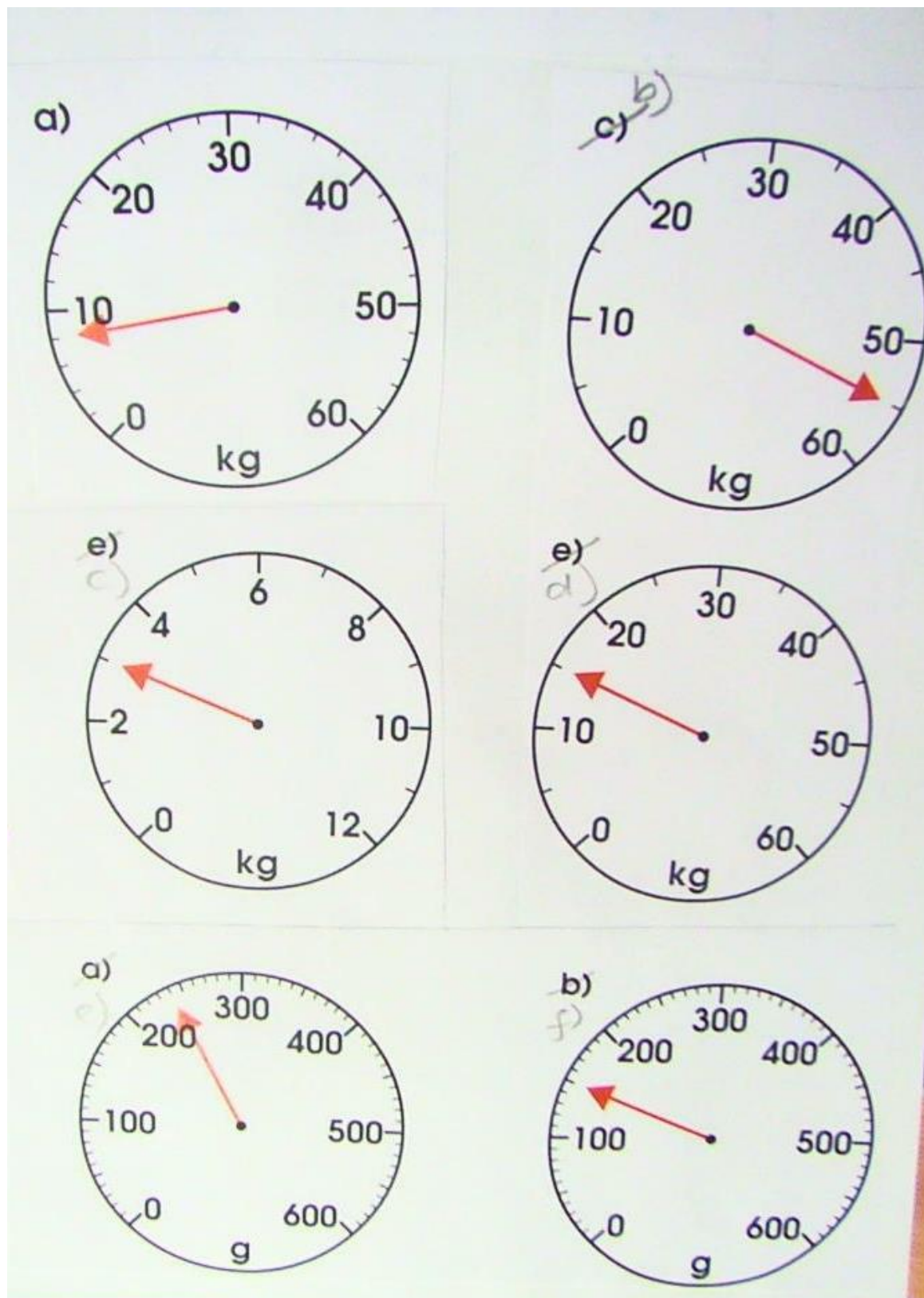
Circle the bags of flour that are the heaviest in **red**.

Circle the bags of flour that are the lightest in **blue**.

Explain how you knew.

Maths resource 5

Deepening question: Read scales where not all numbers are given.



Maths resource 6

Deepening question:

If you add 2 one-digit numbers together, the total can never have more than one ten.

True or false?

Prove it.

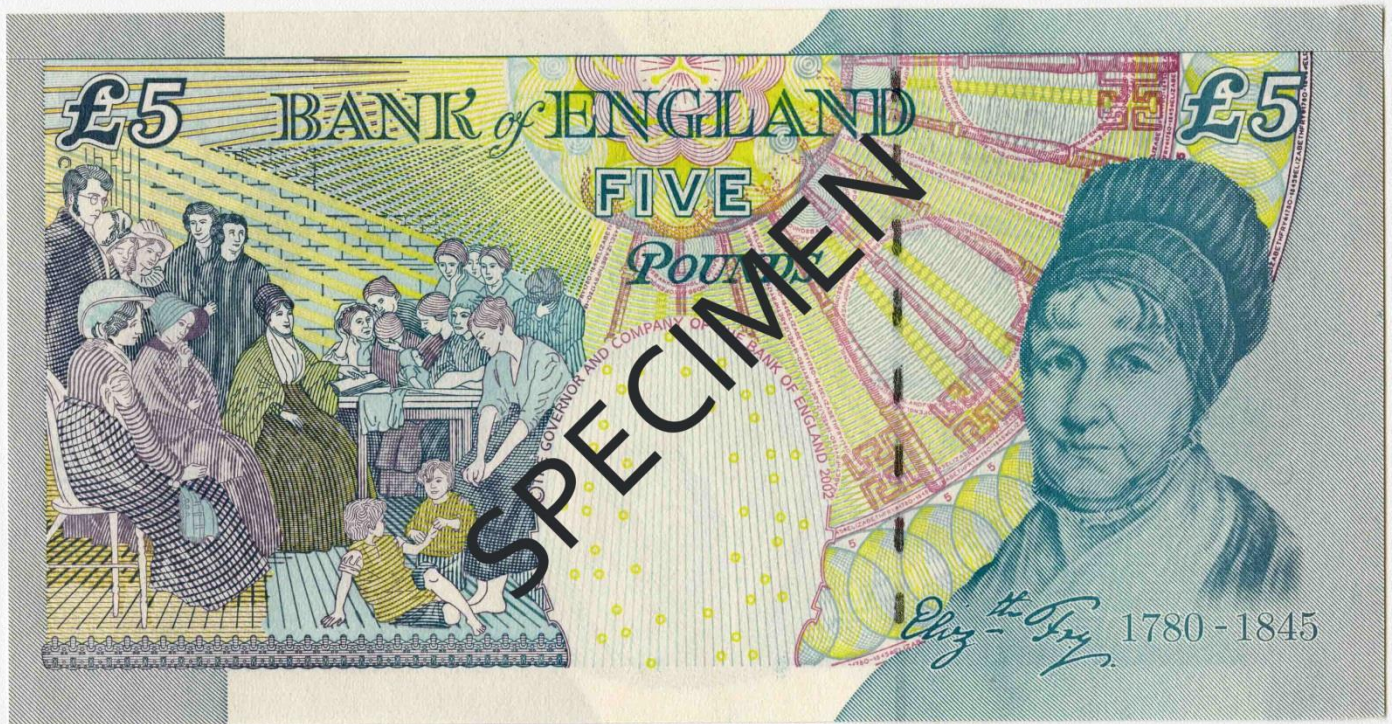
Explain your answer.

History

History resource 1



The Duke of Wellington was a soldier and general in the British Army. He commanded British soldiers in a war against France and became Prime Minister afterwards.



Elizabeth Fry was a reformer – that means she tried to change things to make them better. She was concerned about the conditions in women's prisons, where women were poorly treated. She visited the prisons to improve conditions and set up lessons to teach the women how to sew so they could have a useful skill to work once they were released.



Charles Dickens was a famous author. He wrote many stories about the poor in England that encouraged people to think about how to show kindness to others and change the laws to make treatment better. You may have heard of some of his stories – including **A Christmas Carol**.



Christopher Wren was one of the architects who helped rebuild London after the Great Fire in 1666. His designs were very famous, including the new dome of St. Paul's Cathedral which is shown on the note (and which you can still see today).



William Shakespeare wrote many plays during the reign of Queen Elizabeth I that were performed at the Globe Theatre. Shakespeare's plays are incredibly famous because they show how people thought and spoke in the time he was writing, and also because they are still incredibly fun to see and perform in. One of his most famous plays is a love story called **Romeo and Juliet**. One scene from that play is shown on this old note.



Michael Faraday was an English scientist in the Victorian era. Although not a skilled mathematician, Faraday explored a lot of scientific ideas and made amazing discoveries. He particularly explored and learned about electricity and magnetism, and his discoveries allowed people to use electricity safely and design machines that used it.



George Stephenson was an English engineer who worked especially on the use of steam engines. His designs and work encouraged the development of railways that transformed travel and transport. He was often nicknamed "Father of the Railways".

History resource 2

Question	Answer
Who is on all of the banknotes? Why?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What sort of jobs did the people in the banknotes do?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
What is similar about the people in the banknotes? (As a clue, one of them is the odd one out).	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Can you think of ways to make the banknotes better?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>