

# Year 2

# Home Learning

Always do your best and  
be your best



## Year 2

Home Learning

27<sup>th</sup> April – 1<sup>st</sup> May 2020



# Hello Everyone

- We've put together some resources again for this week to help you support your child. We hope you find this information helpful.
- The activities are not intended to cause additional stress and are there if you would like some structure whilst we are in these unexpected times.
- If you have any concerns about how your child is coping or you need any other support from the school, please let us know.
- We're extremely grateful for all the support you've shown us as we've adapted to these new circumstances, and we want to reassure you that we are still here to support you too.
- The most important thing to our 'school family' at this time is our children and their family's wellbeing.

Thank you  
from The Year 2 Team

# Well-being Resources

Cosmic Kids Yoga:

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

Puppy Mind Story:

<https://www.youtube.com/watch?v=Xd7Cr265zgc>

Stop Breathe Think Kids

<https://www.stopbreathethink.com/kids/>

BBC schools well-being video clips:

<https://www.bbc.co.uk/bitesize/topics/zxccwmn/resources/1>

ELSA coronavirus story for children:

<https://www.elsa-support.co.uk/wp-content/uploads/2020/03/Childrens-story-about-coronavirus.pdf>

For more information for Parents:

<https://www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-supporting-children-who-may-be-especially-vulnerable/>





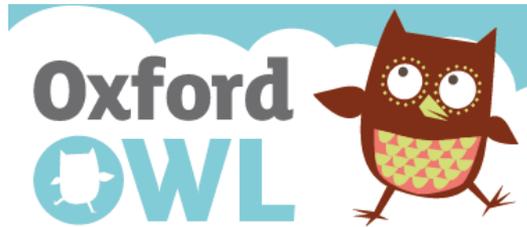
# Home Learning Support

- The next activities to keep you thinking and stretching your brain at home. Most are activities that don't need to be printed out. If you have a pencil and some paper, you should be able to complete most of these tasks. You may have lots of your own ideas that you would also like to try.
- There are activities for 5 days, but work through the tasks at your own pace. Parents/Carers, you can support as and where necessary to help your child get the best from the activities.
- We would love to hear how your child is getting on. If they have done anything exciting or that they are particularly proud of, please email it to school or put it on our school's new Facebook Page.

We are missing you all, and sending you all our very best wishes,  
From the Year 2 team

# Reading

Don't forget, reading is still very important.  
You can find lots of books to read for free here:



<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>



<https://connect.collins.co.uk/school/teacherlogin.aspx>

Username: Parents@harpercollins.co.uk

Password: Parents20!

There are lots of books to choose from, including colour banded books.

## Practise this week's spellings and put them into sentences

These are from the 'Common Exception Words' list that Year 2 children are expected to spell correctly.

- break
- cold
- everybody
- mind
- most
- only
- poor
- pretty
- sure
- told

1. You could play Look-Say-Cover-Write-Check.
2. Write the spellings out 3 times and then write 10 sentences using each spelling once. Don't forget capital letters, spaces and full stops.
3. Extra Challenge: Try to include adjectives (describing words) or Verbs (action words)

There are some fun Spelling Games here:

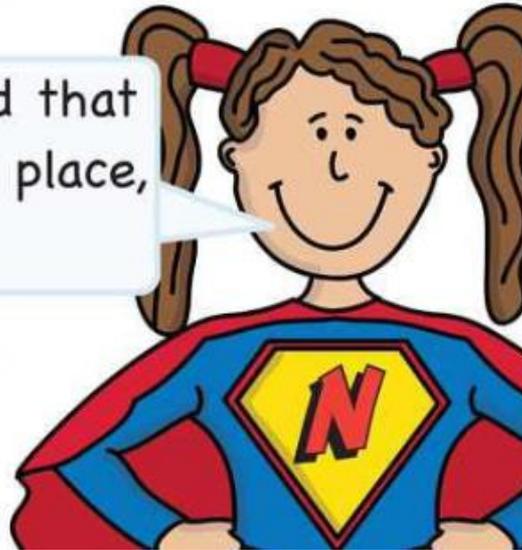
<https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>

# What is a Noun?

## **NOUN**

A **noun** is a word that names a person, place, thing or idea.

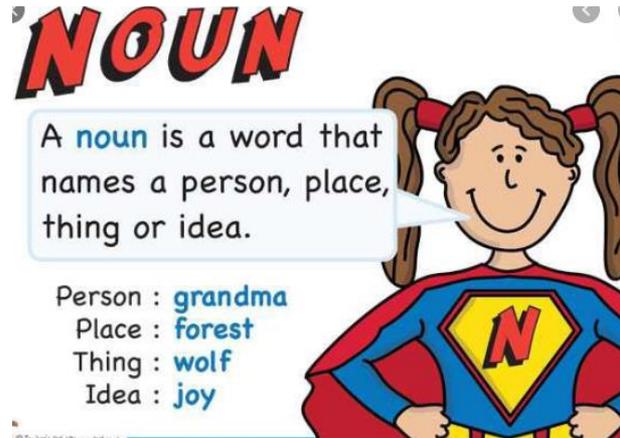
Person : **grandma**  
Place : **forest**  
Thing : **wolf**  
Idea : **joy**



Use this PowerPoint to remind yourself how to identify a noun:

<https://www.twinkl.co.uk/resource/t-l-4911-nouns-powerpoint>

## Nouns



1. Use the PowerPoint from the previous slide to help you.
2. Create a list of at least 10 nouns. You can name things, people or places from your home / local area.
3. For an extra challenge, you can write these nouns into a longer sentence.

### Sentence Checklist:

- Capital Letters
- Spaces
- Tall and short letters
- Full stop, question mark or exclamation mark at the end

## What is an adjective?

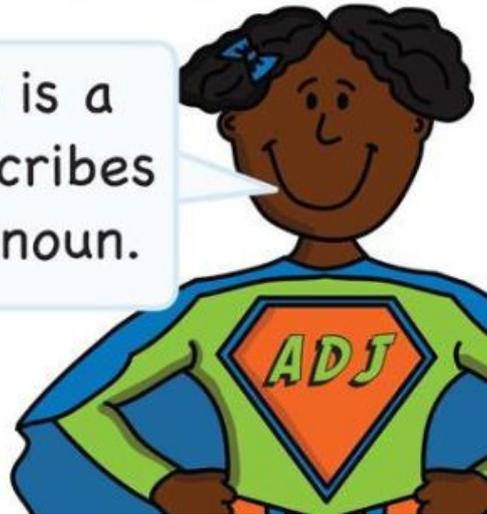
### **ADJECTIVE**

An **adjective** is a word that describes a noun or pronoun.

**happy** home

**green** alien

**strong** giant



Use this PowerPoint to remind yourself how to identify an adjective:

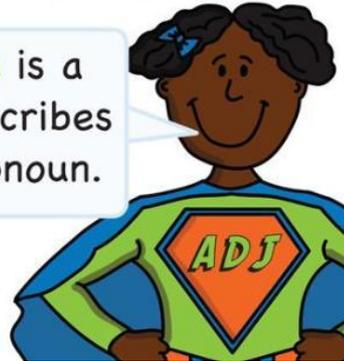
<https://www.twinkl.co.uk/resource/t-l-4876-adjectives-powerpoint>

# Adjectives

## ADJECTIVE

An **adjective** is a word that describes a noun or pronoun.

**happy** home  
**green** alien  
**strong** giant



1. Use the PowerPoint from the previous slide to help you.
2. Create a list of at least 10 adjectives. You can describe things, people or places from your home / local area.
3. For an extra challenge, you can write longer sentences that include an adjective.

### Sentence Checklist:

- Capital Letters
- Spaces
- Tall and short letters
- Full stop, question mark or exclamation mark at the end

# Jack and the Beanstalk – Part 2



## Task:

1. Read Part 2 of story on the next slide.  
(Part 1 was on last week's slides)
2. Think about the Nouns and Adjectives used in the text.
3. Create a list, write down all the Nouns you can find in the text.
4. In a second list, write down any adjectives you can find from the text.



### Jack and the Beanstalk – Part 2

Jack climbed the enormous beanstalk and went to the Giant's house again.

Once again, Jack asked the Giant's wife for food, but while he was eating the Giant returned. Jack leapt up in fright and went and hid under the bed.

The giant cried, "Fee-fi-fo-fum, I smell the blood of an Englishman. Be he alive, or be he dead, I'll grind his bones to make my bread!"

The wife said, "There is no boy in here!"

The Giant ate his food and went to his room. There, he took out a hen. He shouted, "Lay!" and the hen laid a golden egg. When the Giant fell asleep, Jack took the hen and climbed down the beanstalk. Jack's mother was very happy with him.

After some days, Jack once again climbed the beanstalk and went to the giant's castle. For the third time, Jack met the Giant's wife and asked for some food. Once again, the Giant's wife gave him bread and milk. But while Jack was eating, the Giant came home. "Fee-fi-fo-fum, I smell the blood of an Englishman. Be he alive, or be he dead, I'll grind his bones to make my bread!" cried the Giant. "Don't be silly! There is no boy in here!" said his wife.

The Giant had a magical harp that could play beautiful songs. While the Giant slept, Jack took the harp and was about to leave. Suddenly, the magic harp cried, "Help master! A naughty boy is stealing me!" The Giant woke up and saw Jack with the harp. Furious, he ran after Jack. But Jack was too fast for him. He ran down the huge beanstalk and reached home. The Giant followed him down. Jack quickly ran inside his house and fetched a sharp axe. He began to chop the beanstalk. The Giant fell off the beanstalk and died.

Jack and his mother were now very rich and they lived happily ever after.

# English Lesson 5

English Lesson 3

## The Giant

### 1. Draw a picture of a Giant.

What detail can you add? Think about the shape of his nose, eyes and mouth. What would his skin and hair be like? What would his arms and legs look like? What clothes might he wear?

### 2. Think about some adjectives (describing words) to describe your giant.

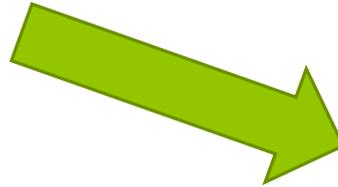
Talk to someone in your family about these words and their meaning, can you make a list? Who can think of the most adjectives? (There are some clues on the next slide)

### 3. Write the adjectives, spelling them correctly, around your giant.

Create a 'spidergram' of words around your giant picture.



Last week, you thought of some words to describe the Giant.



## Task:

Use some of the adjectives to write a paragraph about the Giant. You could start at the top of his head and work down to his feet describing him as you go.

## Extra Challenge:

Can you make it even better by including some similes?

The giant's voice is as ..... as.....

His teeth are as.....as.....

The giant's eyes are like .....

His hair is like .....

The giant has a temper like .....



# Similes

## Giant Adjectives

Here is a reminder of some adjectives to help you. Can you think of some more of your own to add to your sentences?

<b>mighty</b>	<b>fearsome</b>	<b>hungry</b>	<b>hairy</b>
<b>large</b>	<b>loud</b>	<b>heavy</b>	<b>fierce</b>
<b>angry</b>	<b>clumsy</b>	<b>wide</b>	<b>mean</b>
<b>powerful</b>	<b>greedy</b>	<b>gigantic</b>	<b>scruffy</b>
<b>strong</b>	<b>sleepy</b>	<b>rude</b>	<b>jealous</b>

# Giant Character Description

Here are some tips to help you do the best job you can:

## *Success Criteria*

I have written a description of a giant without help

I have used capitals and full stops

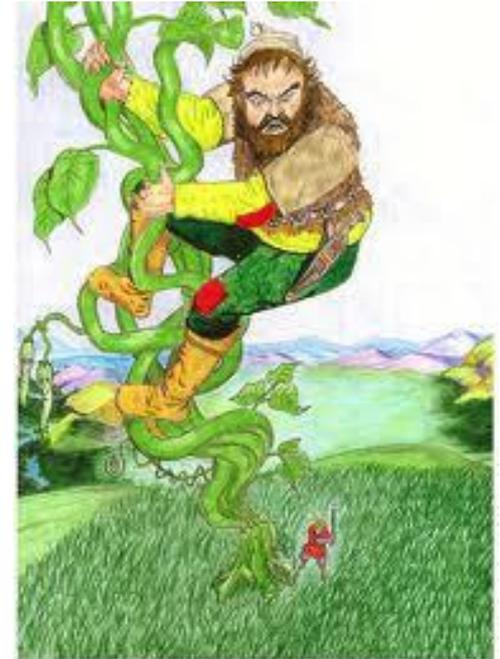
I have used **and**, **but** and **because** to extend sentences

I have used interesting words

I have used adjectives

I have included some similes

I have checked my work



# Jack and the Beanstalk story



Here is a reminder of the BBC Schools 'Jack and the Beanstalk' story that is tablet friendly:

<https://www.bbc.co.uk/teach/school-radio/english-ks1-jack-and-the-beanstalk-episode-1/zjfwkmn>

You can find more links to versions of the story here:

<https://learnenglishkids.britishcouncil.org/short-stories/jack-and-the-beanstalk>

<https://www.twinkl.co.uk/resource/jack-and-the-beanstalk-ebook-tp-l-52314>  
(use a free twinkl log in UKTWINKLHELPS)

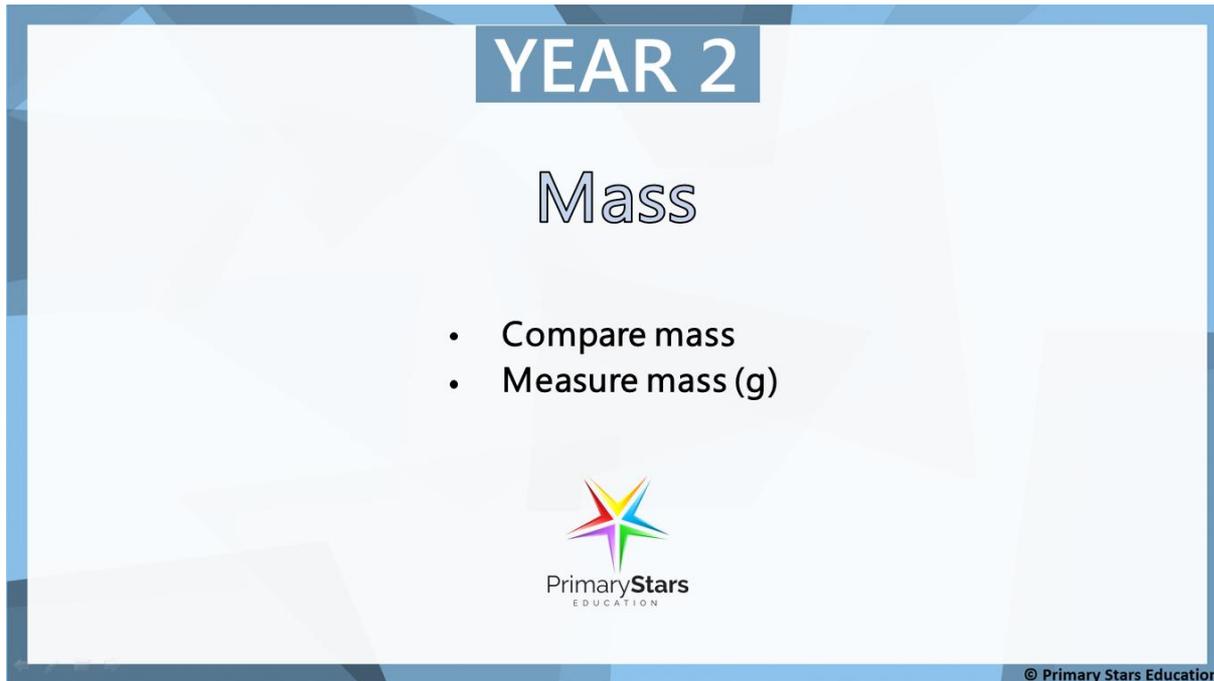


# Maths Year 2

Home Learning

27<sup>th</sup> April 2020 – 1<sup>st</sup> May 2020

Our focus for Maths this week is Mass.  
Please work through the following slides, there is a lesson for each day  
of the week.



**YEAR 2**

## Mass

- Compare mass
- Measure mass (g)

  
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**Key vocabulary:**

measure, measurement size, compare, measuring scale, scales, weight, mass, gram, kilogram, heavy, light, heavier, lighter, heaviest, lightest, balanced, estimate, guess, more than, less than, the same as, approximately, roughly.

# Lesson 1- Compare mass

## Practical:

Predict means to have a clever guess!

Pick two items from in your house or garden.  
Predict which one is heaviest then measure by holding both items.  
You could draw a table like the one below to record your results.

Object 1		Object 2		Which is heavier?	
Name of object	Picture of object	Name of object	Picture of object	Prediction	Result

If an object is bigger does this mean it is heavier? Why?

Can you find a big object that weighs less than a small object?

# Lesson 2 – Compare mass

Can you remember using these scales in Year 1?

Recap: What does it mean when the scale is down?

Fluency



It means it has the heavier object on that side.

Recap: What does it mean when the scale is up?

Fluency



It means it has the lighter object on that side.

Recap: What does it mean when the scales are balanced?

Fluency



It means both items on the scale have the same mass.

Look at the scales below and tell someone at home what you can see.

Which object is heavier? \_\_\_\_\_  
Which object is lighter? \_\_\_\_\_

Fluency



Which object is heavier? \_\_\_\_\_  
Which object is lighter? \_\_\_\_\_

Fluency



What do the balance scales show?

Fluency



# Lesson 2 cont'

Look at the scales and compare the objects.

You could write the sentences or talk about them with someone at home.

a



cube  
die

The \_\_\_\_\_ is heavier than the \_\_\_\_\_.

The \_\_\_\_\_ is lighter than the \_\_\_\_\_.

b



bear  
cherry

The \_\_\_\_\_ is heavier than the \_\_\_\_\_.

The \_\_\_\_\_ is lighter than the \_\_\_\_\_.

c



die  
cherry  
ball

The \_\_\_\_\_ is heavier than the \_\_\_\_\_.

The \_\_\_\_\_ is lighter than the \_\_\_\_\_.

The \_\_\_\_\_ is equal to the \_\_\_\_\_.

## Challenge!

Compare the objects below by using the less than  $<$  and greater than  $>$  symbols.

Complete the comparison sentences.



\_\_\_\_\_  $>$  \_\_\_\_\_.

\_\_\_\_\_  $<$  \_\_\_\_\_.

Click on the link below to play the game.

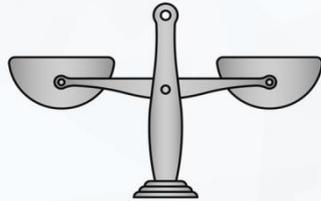
<https://pbskids.org/peg/games/happy-camel>

# Lesson 3 – Measure in grams

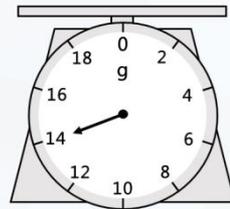
What are the two scales called?

Fluency

Balance scales



Weighing scales

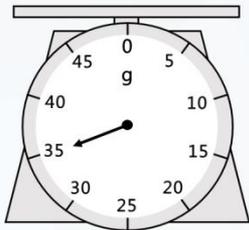


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Measure the mass of the objects in grams.

## Home discussion:

Fluency



Why do we use weighing scales?

What do the scales show?  
How do we know this?

What does it go up in?

What are the units?  
How do we know this?

What is the mass?

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Click on the link to play Mostly Postly!

<https://www.ictgames.com/mobilePage/mostlyPostie/index.html>

a



Mass of a  
50p coin:

 g

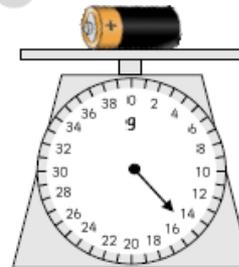
e



Mass of a  
doughnut:

 g

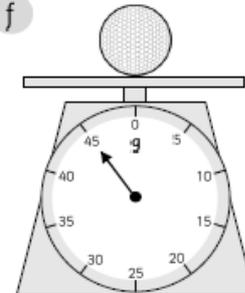
b



Mass of a  
battery:

 g

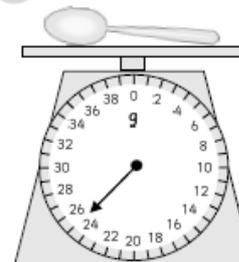
f



Mass of a  
golf ball:

 g

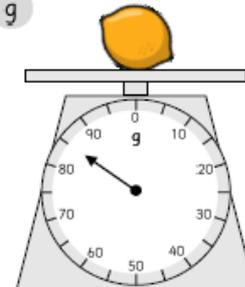
c



Mass of a  
spoon:

 g

g



Mass of a  
lemon:

 g

# Lesson 4 – Measure mass in grams

## Challenge!

Look at the food packets and tins in your kitchen cupboards with a grown up and find 5 things that weigh less than 500g.

### Practical:

Pick an object.

Estimate then measure the mass in grams using scales.

Write a sentence to describe the mass.

Estimate then measure objects in grams. Record your results in the table below.

Object	Weight in grams		Write a sentence
	Estimate (g)	Measure (g)	
			The _____ weighs _____ grams.
			The _____ weighs _____ grams.
			The _____ weighs _____ grams.
			The _____ weighs _____ grams.
			The _____ weighs _____ grams.

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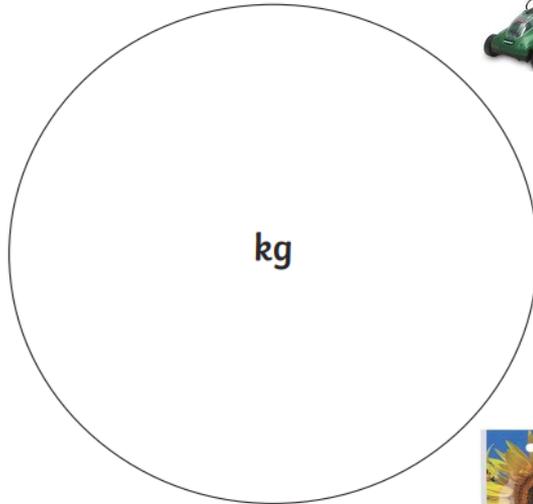
\*Don't worry if you do not have any weighing scales at home, just estimate how much the objects weigh. 😊

# Lesson 5 – Measure mass (kg)

$$1000\text{g} = 1\text{kg}$$

Objects that are very heavy are measured in kilograms (kg).

**Should these objects be measured in grams or kilograms?**



Draw the objects in the correct circle **or** find some objects from in your house/garden and sort them practically into whether they should be measured in grams or kilograms.



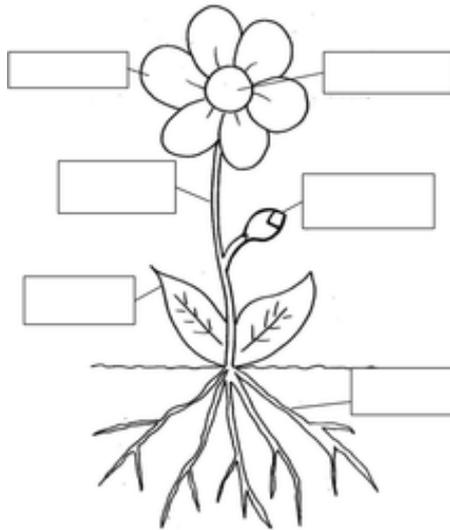
# Topic Year 2

Year 2 – Science  
And the Broader Curriculum

Plants  
Home Learning  
27<sup>th</sup> April – 1<sup>st</sup> May 2020

# Science - Plants

Parts of a plant



1. Create a diagram of a plant
2. Label the plant correctly
3. Write a sentence about each part of the plant. Try to find out why each part is important.
4. If you have some seeds, you can plant them and start a diary of the changes each week.

- Here is a useful clip from BBC schools to help you with the information:

- <https://www.bbc.co.uk/programmes/articles/Mf5rhbTkHLZ3fbJzScyDvC/primary-science-plants>

Roots   
Stem   
Leaves   
Flower

seeds   
water   
nutrients   
gather   
travel

make   
hold up   
Capital letters   
Full stops

# Plants

Remember you can also choose from some of these activities:

Plants



<p>Draw a picture of a flower. Add some labels to name the parts.</p>	<p>Go for a walk with your family. Look for different types of plants.</p>	<p>Create a picture of a tree.</p>	<p>Find some plants that are TALLER than you and SHORTER than you. Create a chart</p>
<p>Search outside, compare the height of different plants, flowers and trees</p>	<p>Look closely at the shape and colours of different leaves. What do you notice?</p>	<p>Use fallen petals or leaves to create a piece of art.</p>	<p>Ask someone in your family to help you name types of trees and plants in your garden or local area.</p>

# Art

- If you have a pencil at home, create a beautiful picture of a flower or plant.
- Go outside and see if you can draw it from real life.
- Search online for some artists who have created beautiful 'Plants' artwork .



Here is a step by step 'How to draw a flower' tutorial that could help you:

[https://www.youtube.com/watch?v=wmHIHo\\_qndk](https://www.youtube.com/watch?v=wmHIHo_qndk)



# ICT - PowerPoints

- Use a laptop or computer (if you have access to one) to create your own PowerPoint about Plants.
- Remember you can minimise the PowerPoint program and search Google for an image to copy and paste into your PowerPoint.
- Use Right Click, Copy Image and Paste just like we have in the ICT suite. Add some text to make it interesting. A Heading and a sentence is ideal.
- You can add a few new slides to your PowerPoint each week.



# PE

Keep being active, it is good for your heart, health and mind!



## The Daily Mile

If we were at school together we would be walking and running 'The Daily Mile' around our school field each day.

Have a look here for more information:

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

Try to run or walk each day – It makes you feel great!

## The #DailyMileAtHome

With most schools now closed - but children still needing to keep healthy - we would like to introduce all families across the UK to The #DailyMileAtHome. It's an easy and fun way to keep fit and maintain good health and wellbeing for you and your children. Always follow the Government's Guidance.

[Read More](#)



# PE

For PE, we will work on your ball skills.

Focus on using a ball to:

- Dribble
- Kick
- Hit
  
- This Week: **Dribbling Skills**

**Here is a useful clip:**

<https://www.youtube.com/watch?v=DVAxX41WBgQ>

You could start with this warm up: **TRACKING THE BALL**

Children roll the ball into a space and follow and collect the ball, repeating several times.

Roll the ball into a space and chase to get in front of the ball to allow it to roll through their legs

Roll the ball into a space and chase to get in front of the ball to face it and stop the ball.

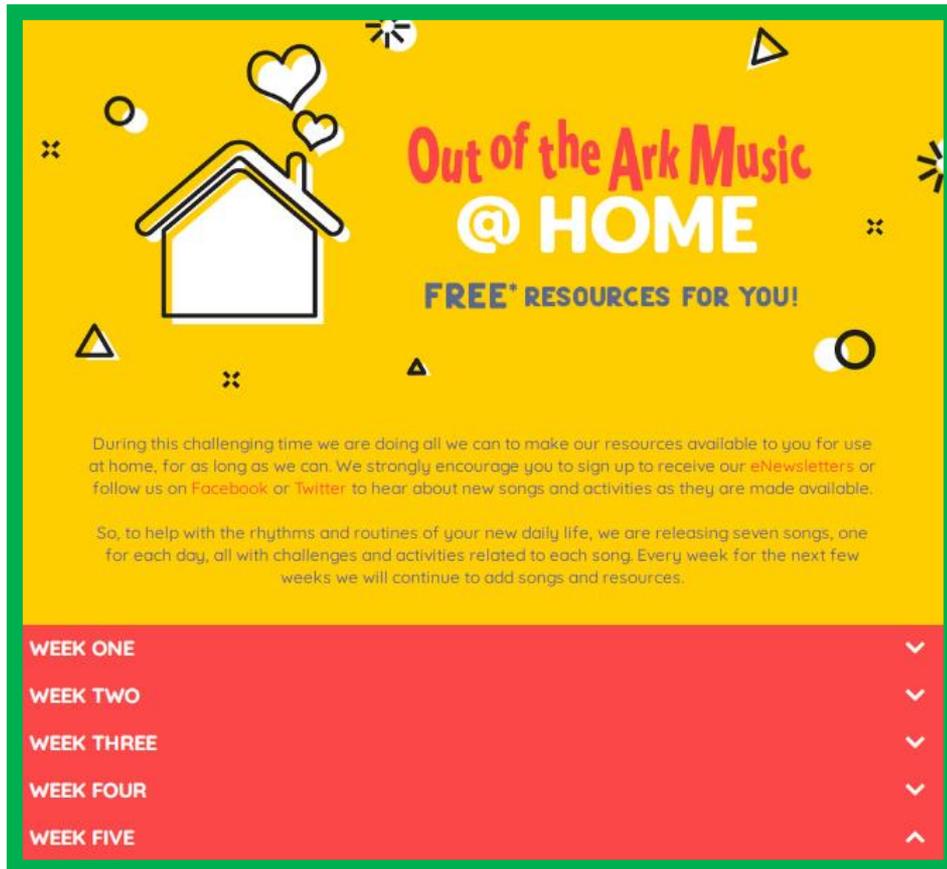
Can you make up a ball game that uses Dribbling skills?



# Music

There are some great ideas for FREE for you to enjoy in Music here:

[https://www.outoftheark.co.uk/ootam-at-home/?utm\\_source=homepage&utm\\_campaign=ootamathome2&utm\\_medium=banner](https://www.outoftheark.co.uk/ootam-at-home/?utm_source=homepage&utm_campaign=ootamathome2&utm_medium=banner)



**Out of the Ark Music @ HOME**  
**FREE\* RESOURCES FOR YOU!**

During this challenging time we are doing all we can to make our resources available to you for use at home, for as long as we can. We strongly encourage you to sign up to receive our eNewsletters or follow us on Facebook or Twitter to hear about new songs and activities as they are made available.

So, to help with the rhythms and routines of your new daily life, we are releasing seven songs, one for each day, all with challenges and activities related to each song. Every week for the next few weeks we will continue to add songs and resources.

WEEK ONE  
WEEK TWO  
WEEK THREE  
WEEK FOUR  
WEEK FIVE



**Living And Learning**

1. Sun up in the morning,  
Time to get a-moving,  
There's a day for living and there's work to be done.  
Minutes turn to hours,  
Seeds becoming flowers,  
Everything around us is a-moving along.

There are some great Music ideas and songs to learn week by week!



**As The Sun Rises**

**CHORUS**

As the sun rises on a new day,  
May our hearts say, 'God is good to us.'  
As the sun rises on a new day,  
May our songs say, 'You are faithful God.'