

Year 2

Home Learning

Always do your best and
be your best



Year 2

15th – 20th June 2020



Hello Everyone

As with previous weeks, we've put together some resources to help you support your child. We hope you find this information helpful.

- We are keenly aware of the need for an introduction to the next stage in the children's learning and will be doing as much as we can to incorporate activities that will aid transition to their next step. We are currently liaising with the Junior School team and planning as much as we can to ease Transition for the children.
- Can we stress again that the activities are not intended to cause additional anxiety. They are there if you would like some structure whilst we are experiencing these unusual times. Please adapt them to suit your child.
- As ever, the most important thing to our School Family is the wellbeing of our children and their families. If you have any concerns about how your child is coping or you need any other support from the school, please let us know.

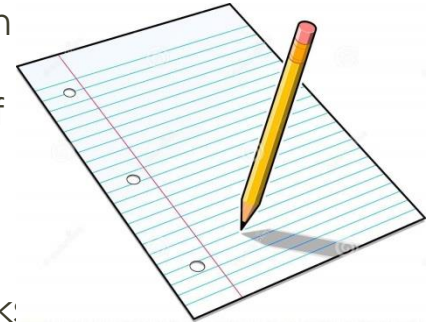
Thank you
from The Year 2 Team





Home Learning Support

- The next activities will keep you thinking and stretching your brain home. Most are activities that you don't need to print out. If you have pencil and 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, and you can work through the tasks at your own pace. Parents/Carers, there are different levels of challenge built in, however you can support your child as and where necessary to help them 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 very important. You should aim to read a little each day. 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.

Can you find any books that link to our 'Plants' topic?

You can also sign up for free trials for more books here:

'Rising Stars' Free trial: <https://www.risingstars-uk.com/series/reading-planet/products/rising-stars-reading-planet-online-library>

'Raz Kids' free trial: <https://www.raz-kids.com/>

'Epic!' free trial: <https://www.getepic.com/>

Ruth Miskin RWI basics: <https://www.ruthmiskin.com/en/find-out-more/parents/>

Practise this week's spellings and put them into sentences

These are from the 'Next 200 Common Words' list that KS1 children are expected to spell correctly.

Some are easier than others and can be 'sounded out'.

We will tackle them in alphabetical order.

- **coming**
- **couldn't**
- **cried**
- **dark**
- **did**
- **didn't**
- **different**
- **dog**
- **door**
- **dragon**

1. You could play Look-Say-Cover-Write-Check.
(Look at the word, say it, cover it up, write it down, check if you got it right)

1. Write the spellings out 3 times and then write 10 sentences using each spelling once. Don't forget capital letters, spaces and full stops.

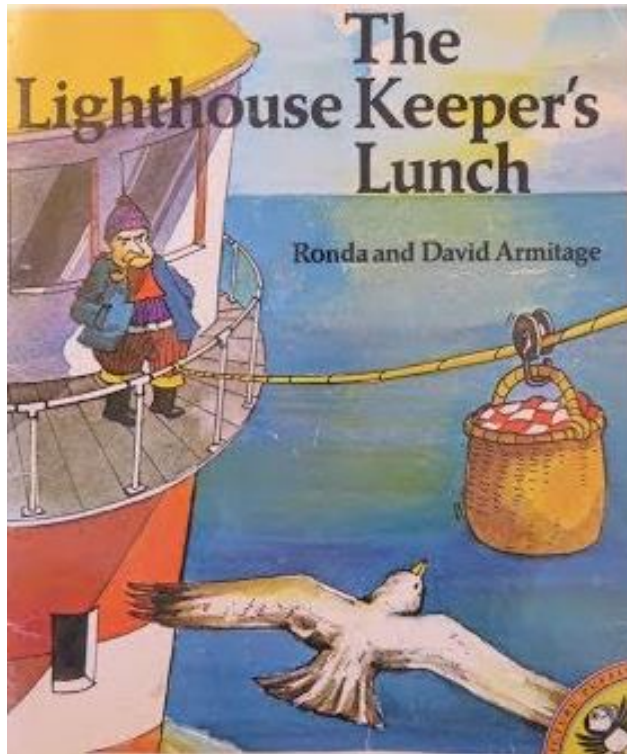
2. Extra Challenge: Try to include adjectives (describing words) or Verbs (action words)

There are some fun Spelling Games here:

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

English Lesson 2

This week's text (or story) is...



Enjoy the full story here:

<https://www.youtube.com/watch?v=46wCRq50Wwg>

Task:

There are lots of interesting words in the story (e.g. brazen, ingenious, consolingly).

Listen out for them when you watch the story.

Can you find any words that you don't know and write a definition of them?

Do you know what these words mean? Can you find out?

Industrious perched tended concocted appetising scavenging devoured

Choose your challenge::

Level 1: Enjoy the story, talk about some of the interesting words. Try to write them.

Level 2: Enjoy the story. Write the words and the definition. Use a dictionary (online if you don't have one)

Level 3: Enjoy the story – use a dictionary (online if you don't have one) Write some definitions for the interesting vocabulary.

Aim to be independent.

Read the extract...

The Lighthouse Keeper's Lunch

Ronda Armitage



Once there was a lighthouse keeper called Mr Grinling. At night time, he lived in a small white cottage perched high on the cliffs. In the day time he rowed out to his lighthouse on the rocks to clean and polish the light.

Mr Grinling was a most industrious lighthouse keeper. Come rain or shine he tended his light.

Sometimes at night, as Mr Grinling lay sleeping in his warm bed, the ships would toot to tell him that his light was shining brightly and clearly out to sea.

Each morning, while Mr Grinling polished the light Mrs Grinling worked in the kitchen of the little white cottage on the cliffs concocting a delicious lunch for him.

Once she had prepared the lunch she packed it into a special basket and clipped it on to the wire that ran from the little white cottage to the lighthouse on the rocks.

But one Monday something terrible happened.

Mrs Grinling had prepared a particularly appetising lunch. She put the lunch in the basket as usual and sent it down the wire.

But the lunch did not arrive. It was spotted by three scavenging seagulls who set upon it and devoured it with great gusto.



Comprehension

Read the extract, then answer these questions about the text.

1. What was the name of the Lighthouse keeper?
2. Where was his cottage?
3. Which 2 words tell you what he did to the light? Name the verbs.
4. What do you think 'industrious' means?
5. How did he know his light was still shining even when he was in his warm bed?
6. What did Mrs Grinling do whilst he polished the light?
7. Which verb means the same as 'made' in this sentence:
'Once she had prepared the lunch she packed it into a special basket'
8. How does Mrs Grinling get the lunch to her husband?
9. Which word tells you that the lunch was delicious?
10. How do you think Mr Grinling felt about what happened to the lunch? How do you think Mrs Grinling felt?

Choose your challenge::

Level 1: Enjoy the extract with a grown up. Talk about the answers to these questions.

Level 2: Read the extract as independently as you can. Answer the questions. Write the answers down.

Level 3: Read the extract independently. Write the answers in full sentences.



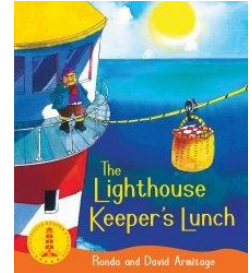
English Lesson 4

Here is a short version of the story.

Can you learn it and make up some actions to help you remember the order of the story, like we have for other stories at school?

Can you retell the story to someone you know?

Could you make your own mini-book?



The Lighthouse Keeper's Lunch

Once upon a time there was a lighthouse keeper called Mr Grinling who lived in a cottage perched on the edge of a cliff.

One day Mrs Grinling concocted a delicious lunch and sent it down the wire to Mr Grinling.

After a while some greedy seagulls flew down and ate the scrumptious lunch. "Yummy" said the naughty seagulls.

Next Mrs Grinling had a plan and tied a napkin to the basket but it didn't work and the seagulls ate the delicious lunch again.

Then Mrs Grinling had another plan and put Hamish the cat into a basket to scare away the seagulls but it didn't work because it made Hamish sick.

After that Mrs Grinling had an ingenious plan and concocted mustard sandwiches. "Yuk" said the seagulls and flew away.

Finally Mr Grinling was jubilant because he could enjoy his delicious lunch.

The Lighthouse Keeper's Lunch Home Learning Challenge

Write a shopping list for the ingredients you would put in your favourite sandwich.

Mr. Grinling has to go to the lighthouse come rain or shine. Can you draw the clothes he would need to take with him on a rainy day?

Draw a picture of a lighthouse. Choose 2 colours and decorate it with a repeating stripy pattern, like Mr. Grinling's lighthouse.

Help someone at home when they are making lunch. Talk to them about how to stay safe in the kitchen.

Mr. Grinling has a very busy day. Write down one thing he does in the morning, one thing he does during the day and then one thing he does at night-time.

Hamish the cat felt scared when he had to go in the basket. What could you do to make Hamish feel better?

Choose one of more of these activities based on our story.

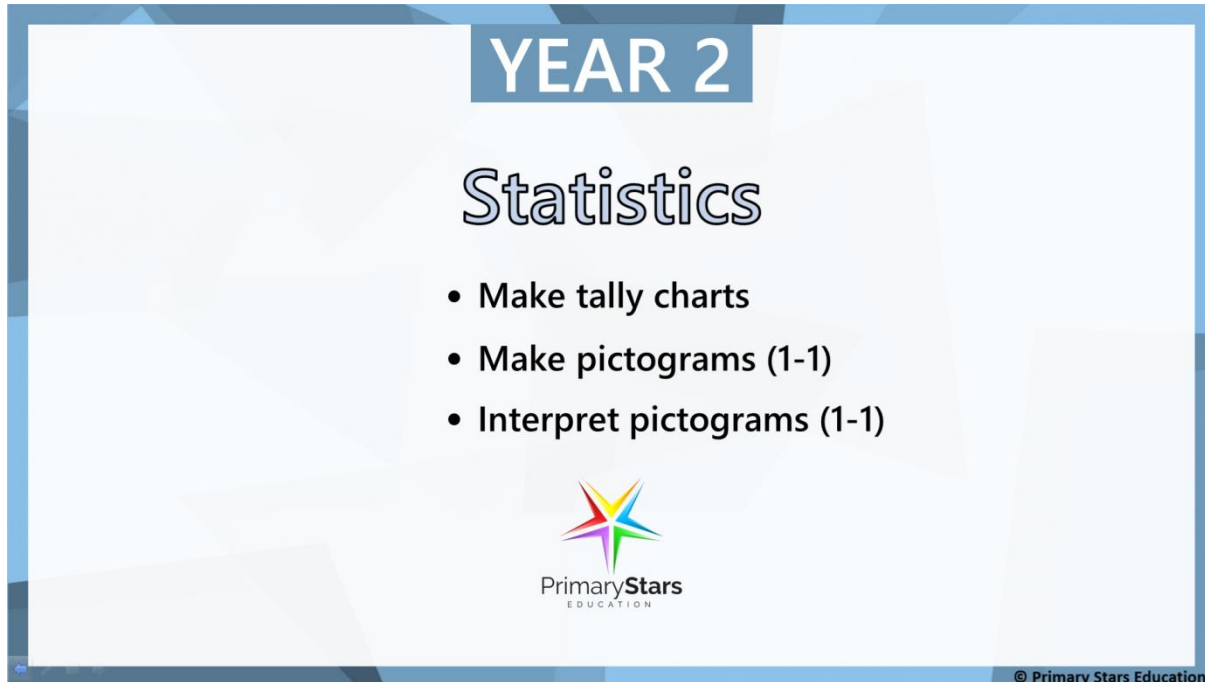


Maths Year 2

Home Learning

15th-19th June

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



The slide features a blue header with the text 'YEAR 2' in white. Below this, the word 'Statistics' is written in a large, blue, outlined font. A bulleted list follows, containing three items: 'Make tally charts', 'Make pictograms (1-1)', and 'Interpret pictograms (1-1)'. At the bottom center is the PrimaryStars Education logo, which consists of a colorful star with five points in red, yellow, green, blue, and purple. The text 'PrimaryStars' is above 'EDUCATION'. In the bottom right corner, there is a small copyright notice: '© Primary Stars Education'.

YEAR 2

Statistics

- Make tally charts
- Make pictograms (1-1)
- Interpret pictograms (1-1)

PrimaryStars
EDUCATION

© Primary Stars Education

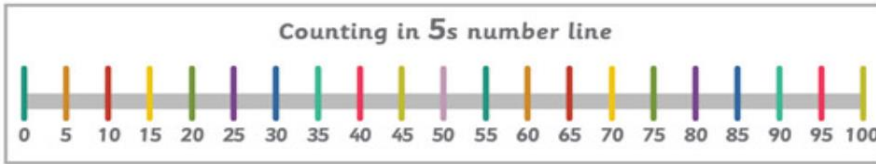
Key vocabulary:

Count, quantity, data, total, tally, chart, sort, vote, graph, block graph, pictogram, represent, set, list, table, title, label, heading, most popular, most common, least popular, least common

Lesson 1 – Tally charts

Activity 1

Practise counting in 5s.



What is a tally chart?

Tally charts are a great way to collect and present information. They are easy to read and record. They also make it simple to find a total.

In a tally, you just put a line to show one - |

If you have already got four - |||| you draw a line diagonally across for number 5 - 

 = 21

Lesson 1 cont'

Activity 2

Complete the chart and then answer the questions below.

Remember this represents 5.



This chart shows the countries who have sent people into space.

Country	Tally	Total
Germany	###-###	
United Kingdom		
China	###-###	
Italy	###	
Canada	###	

What would the totals be?

Which country has sent the **least** amount of people to space?

Which country has sent the **most** people to space?

What is the **overall total** of people sent to space?

Lesson 2 – Tally charts




Tally Chart Game

<https://www.softschools.com/math/data-analysis/tally-chart/>

Recap tally charts by playing this game.

Complete the tally chart:





Fluency

Colour		Tally	Total
Red			
Blue			
Green			

© Primary Stars Education

Complete the tally chart:

Fluency

Animal		Tally	Total
Dog			
Cat			15
Rabbit			11
Hamster			

© Primary Stars Education




Activity 1

Complete the tally charts and then have a go at the reasoning question below.



The tally chart I have created is correct.

Reasoning

Animal		Tally	Total
Dog			10
Cat			9
Rabbit			6

Is Matt correct? Explain your answer.

© Primary Stars Education

Remember this represents 5.

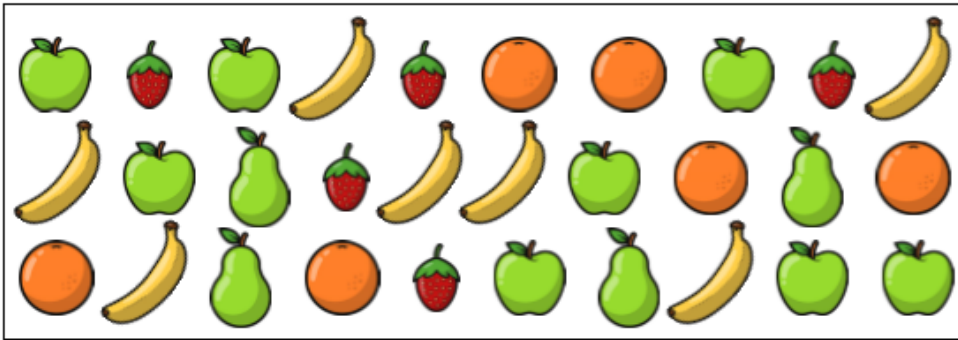


Lesson 2 cont'

Activity 2

Draw a tally chart using the information provided. Remember if you already have 4 draw a line diagonally to make 5.

Children were asked what their favourite fruit was. The answers are shown below:



Use the fruit above to complete the tally chart:

Fruit	Tally	Total
Apple		
Pear		
Orange		
Banana		
Strawberry		

Challenge

Have a go at answering these questions about the tally chart.

1. Which fruit was the most popular?
2. Which fruit was the least popular?
3. How many more people preferred apples to oranges?
4. How many fewer people preferred pears to bananas?
5. How many children were asked altogether?
6. Order fruits from most to least popular:

1. _____

2. _____

3. _____

4. _____

5. _____



Lesson 3 – draw pictograms

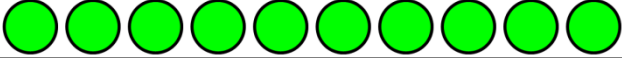
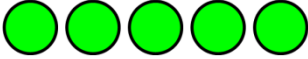

Pictogram Game

https://www.softschools.com/math/data_analysis/pictograph/games/

Have a go at reading pictograms by playing this game.

Complete the pictogram.

Fluency

Transport		Total
Car		8
Walk		
Bus		
Cycle		

KEY:  = 1



© Primary Stars Education

Pictograms – a chart or graph that uses pictures to represent numbers.

First, you could build pictograms using concrete apparatus such as counters or cubes and then move on to drawing it.

Complete the pictogram.

Fluency

Item		Total
Bat		
Ball		
Gloves		6

KEY:  = 1 item


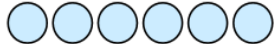

© Primary Stars Education

Lesson 3 cont'

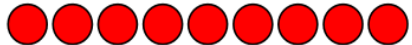
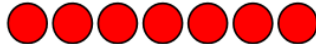
Activity 2

Complete the pictograms below.

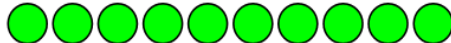

a **Key:**  = 1 item

Item		Total
Pen		5
Pencil		
Ruler		
Rubber		4

b **Key:**  = 1 fruit

Fruit		Total
Apple		
Orange		
Banana		8
Strawberry		6

c **Key:**  = 1 animal


Pet		Total
Dog		
Cat		9
Rabbit		6
Hamster		


Challenge


Have a go at the problem solving question below.

Use the clues to complete the pictogram.

Problem solving

Colour		Total
Blue		6
Red		
Green		

 There are double the amount of red than blue.

 There are 4 less green than red.





Lesson 4 – interpret pictograms

Activity

Answer the questions about the pictogram.

You can do this verbally or you can write your answers down.

- a This pictogram shows the results of a group of children's favourite fruit.

Fruit	
Apple	
Orange	
Banana	
Pear	

KEY: Each fruit = 1

How many more apples are there than bananas? _____

How many fewer pears are there than oranges? _____

How many apples and oranges altogether? _____

How many bananas and pears altogether? _____

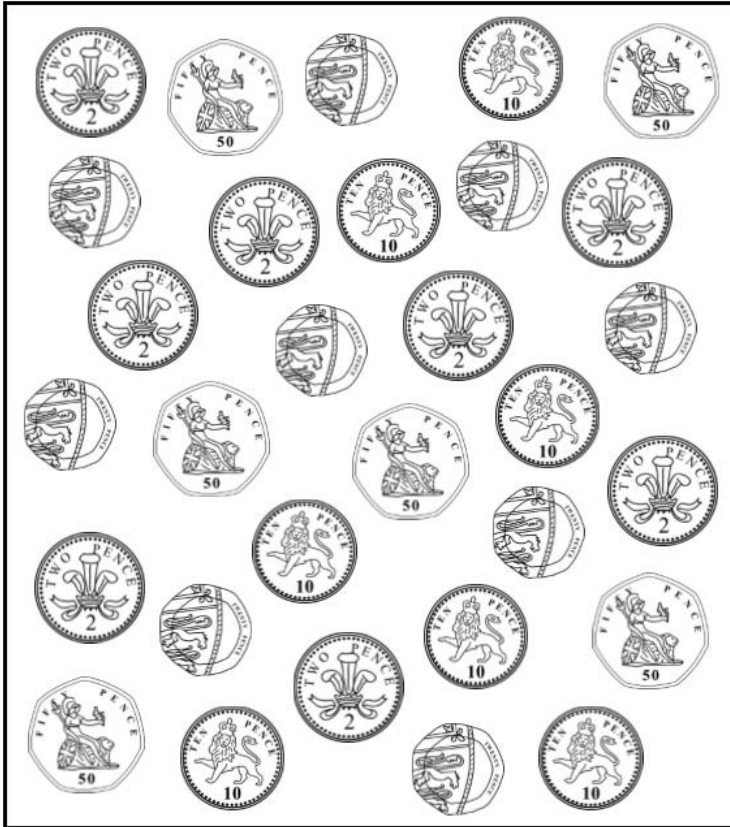
Which fruit is the most popular? _____

How many of each fruit altogether? _____

Lesson 5 – consolidation

Activity




Create a tally chart and pictogram that represent the coins.



Create a tally chart:

Coins	Tally	Total
2p		
10p		
20p		
50p		

Create a pictogram:




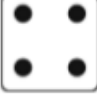


		
		
		
		

Roll the Dice

Don't worry if you don't have a dice.
This is an optional game to consolidate
learning.

Lesson 5 extra activity

Take turns with your partner to roll the dice 25 times each.
Record each roll on the tally chart below.

Number Rolled	Tally	Total
		
		
		
		
		
		

1. Which number was rolled the most? _____. How many times? _____
2. Which number was rolled the least? _____. How many times? _____



Topic Year 2

Year 2 –Broader Curriculum

'Out and About'

Our Local Area

Seasides of the UK



Geography

How many countries are there in the UK?

What are they called?

What are the capital cities?

Has anyone visited any seaside towns/resorts in these countries?



You could talk to your family, or use the internet to explore and research using Google Maps and Google Earth. What can you find out?



Watch a Webcam



You can use this webpage to research seaside resorts around our country. You can also find places local to us:

<https://magicseaweed.com/>

What do you see happening?

What is the same or different in the different locations?

Using the Internet, you are going to watch what is happening at different seaside resorts. What questions could you ask to find out more about what is happening at these places? For example:

What is the weather like?

What jobs do people do here?

What activities can people do for leisure here?

Where might people be going in this picture?



Seasides Past and Present



Seasides Past and Present



Seasides Past and Present



Seasides Past and Present

Talk about it...

Are these photographs from the past or present?

How do you know?

What is happening?

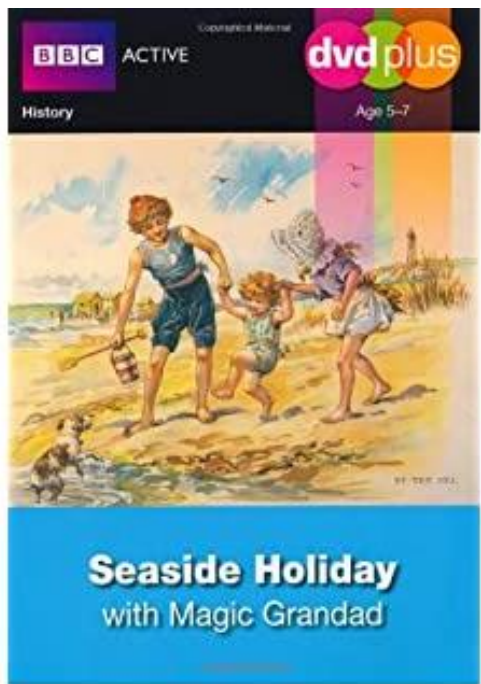
What do you think this was used for?

Can you find out?



Watch...

Click on the link below to meet BBC's Magic Grandad again to learn more about the past. He has helped us learn about History before:



Magic Grandad, The Promenade

<https://www.youtube.com/watch?v=RZIL77ZfXkl>

Geography

Seasides Now and Then

Talk about these pictures. Which are from the past? Which are from today?
How do you know?



Past and Present

Use the pictures from the last slide.

You could make a grid or table, Draw some of them in the correct group – past or present.

If you have a printer and you don't want to draw, you could print the pictures, cut and stick.

Then (past)	Now (present)

RE

This half term we would be thinking about

'What are the Big questions?'

This week we will be continuing to look and think about the natural world around us.

The activity is called an Egg Box Treasure Hunt. (Don't worry if you don't have an egg box.) It involves going for a walk and collect things from nature to study . You can do this activity with other people in your family.



Task 1: Collect six different interesting things to think and talk about. These might be anything – a pebble, a stick, a leaf etc. Collect safely (if you're unsure ask a grown up) and if anything is alive make sure it is returned safe and well.

Task 2:

Show your finds, describe them and give reasons why you picked the things you did. Each person chooses an item from someone else's box and say why you like it.

Task 3:

Order your finds - most interesting at one end , least interesting at the other. Talk about why they are ranked like this – Beauty? Strangeness? Weird? Useful?...What other ideas do you have? Are your ideas the same as other peoples or different?

Finally, think and talk what you think is most amazing about the natural world.

Art - Drawing

Continue to work on your drawing skills. Choose a new subject to draw.

Use a pencil to sketch a local landmark.

You could draw The Priory Church, The Spa, Sewerby Hall or even your own house!

Take a look at the whole object.



Look at the shadows on what you are drawing.

What is the overall shape?

Is it made up of different shapes?

Which parts are the most interesting?

Which details are most important?



Where is the light source?

What shadows can you see?

Which are the light areas and which are the dark?

TOP TIPS

Take a look at the different parts of the object you are drawing.

Which parts are small?

Which parts are large?

How do the sizes of the different parts compare to each other?

Try and draw the objects in proportion with each other.



Make sure you keep looking at what you are drawing and checking your drawing against it.



Are the proportions correct?
Have you missed anything?

PE

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



You can continue with 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

Keep being active:

Go Noodle

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

BBC Supermovers

<https://www.bbc.co.uk/teach/supermovers/ks1-collection/zbr4scw>

Music with Mike

https://www.youtube.com/channel/UCC_0fin1Ya8ZuqU2RxARIZw

Just Dance

https://www.youtube.com/channel/UChIjW4BWKLqpojTrS_tX0mg

NHS Active Kids

<https://www.nhs.uk/change4life/activities/sports-and-activities>



Music



Free Music resources are available at:


<https://www.outoftheark.co.uk/ootam-at-home/>

This is a fantastic free resource with daily activities for each new week.

WEEK EIGHT

Coordination Funk

1. We can **stamp our feet** in time to the music,
We can **pat our tummies** in time with our feet.
We can **rub our heads**, gentle but we don't lose it,
Get our bodies moving to the **beat of the beat.**



Move-it Monday

Coordination Funk


What better way to start the week and to get your brain and body in gear for learning? This song is great for general alertness and is good fun to sing!

Taken from Sing™ Warm-ups

VIEW SONG ACTIVITIES

Make A Difference

1. I'm gonna do something wonderful,
I'm gonna make **such a difference** today,
And if everybody does **one wonderful thing**,
Think of the **happiness** that would bring!



Together On Tuesday

Make A Difference

A show-stopping number that inspires us all to think about how we can make the world a better place by doing a simple good deed every day, with the idea that 'passing it forward' creates a world of collective generosity.

Taken from Sing™ A Joyful Assembly

VIEW SONG ACTIVITIES

Wellbeing Resources

Yoga for Kids!

<https://www.youtube.com/watch?v=X655B4ISakg>

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/>

