



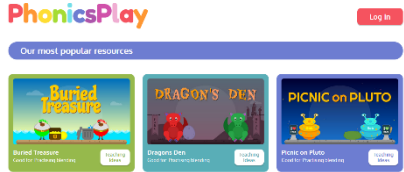


## Year 2 Lockdown Home Learning: 6<sup>th</sup> – 8<sup>th</sup> January 2021

<b>Spelling/Phonics/Reading</b>		<b>Time to spend on activity</b>
<p style="text-align: center;"><b>Phonics</b></p> <p>Blue and Red Groups</p>	<p><b>How to start each session:</b> Recap all sounds on your sound mat from phase 2 and 3 sounds taught so far.</p> <p>Sing the alphabet song – we like this one...   <a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a> Practise tricky words from your tricky word book mark – see attachment on the website</p> <p><b>Wednesday:</b> Phonics: remind children what a vowel and a consonant is. Vowels are the letters a, e, i, o, u. Consonants are all the other letters of the alphabet.</p> <p>Read and spell these words: went, help, camp, gift, best, hump. Can you find the consonants and vowels? We call these words CVCC words. Try drawing different coloured boxes around the letters to show the different letter types. E.g. swim and brush – the sh sound is two letters that make one sound we call this a grapheme <b>HINT! Look for these words in your reading books.</b></p> <p><b>Thursday:</b> Phonics: Recap what we know about CVCC words did we think of anymore from yesterday? Read and spell these words: tilt, lift, tuft, damp, dent. Can we add sound buttons to these words.</p> <p><b>HINT! Play bingo using these words and the words from yesterday</b></p> <p><b>Friday-</b> Grammar: Look through your reading book and look for adjectives, verbs, nouns and discuss them.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>adjective</b></p> <p>Adjectives describe nouns or pronouns.</p>  <p>delicious cake    sparkly diamond    beautiful flower</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>verb</b></p> <p>Verbs are doing or action words. (This includes 'to be' and 'to have').</p>  <p>run    jump    talk</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>noun</b></p> <p>Nouns are used to name people, animals, things, places, or ideas.</p>  <p>butterfly    dice    pirate</p> </div> </div> <p>Try using phonics play daily to test your phonic understanding through using some fun games. Lots of these games are free to play.</p> <p><a href="https://www.phonicsplay.co.uk/resources">https://www.phonicsplay.co.uk/resources</a></p> <div style="text-align: center;">  </div>	<p>30 minutes each day</p>
<p style="text-align: center;"><b>Spelling</b></p> <p>Orange/Yellow/Green Groups</p>	<p><b>No Nonsense Spelling</b></p> <p><b>Wednesday</b> Practise reading and writing the common exception words listed below and add them into a sentence. <b>door/floor/poor fund/kind/mind/behind child/wild because</b></p> <p><b>Thursday</b> Practise reading and writing the common exception words listed below and add them into a sentence. <b>old/cold/gold/hold/told children climb most only both</b></p> <p><b>Friday</b> Practise reading and writing the common exception words listed below and add them into a sentence. <b>every everybody even great/break/steak pretty beautiful after father</b></p>	<p>30 minutes each day</p>

<b>Reading</b>	<p><b>Accelerated Reading</b> All children have their login information in the front of their YELLOW reading diary in their book bags.</p> <p>Children to log on daily to read their books and quiz after they have completed the book 3 times.</p> <ul style="list-style-type: none"> <li>• Read 1 – children to read the book to themselves</li> <li>• Read 2 – children to read with an adult</li> <li>• Read 3 – children to read with an adult asking them questions about the book.</li> </ul> <p>Now you can complete your QUIZ!</p>	15 minutes each day
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## English





<b>Wednesday</b>	<p style="text-align: center;"><b>LO: To create a Role on the Wall</b></p> <p><b>Opener</b> - Recap the story of The Lighthouse Keepers Lunch and ask the children to focus carefully on the main character - Mr Grinling. (See Separate PowerPoint for the story)</p> <p><b>Main</b> – look at the picture of him from the book and think about adjectives linked to his appearance and personality or feelings. <b>Remember an adjective is a describing word.</b></p> <p><b>Activity</b> – Record the adjectives on the role on the wall proforma for Mr Grinling. Add the adjectives around the body for appearance and inside the body for feelings or personality. <b>Use the picture on the second page to help you develop your ideas for other adjectives.</b> Record something that Mr Grinling likes and something dislikes. <b>Use the events from the story to help you find his likes and dislikes.</b></p>	45 minutes
<b>Thursday</b>	<p style="text-align: center;"><b>L.O: To use descriptive features</b></p> <p><b>Opener</b> – Look at the picture of Mr Grinling and remind yourself about what he looks like. Can you think of a simile to describe him?</p> <p><b>Main</b> – Look back at your Role on the Wall of Mr Grinling from yesterday. Which adjectives did you use to describe his appearance? Use these adjectives to create expanded noun phrases to describe his appearance. <b>Remember and expanded noun phrases is - two adjectives with a comma in between describing a noun.</b> Which adjectives did you use to describe his personality or feelings? Use these adjectives to create expanded noun phrases to describe his personality or feelings.</p> <p><b>Activity</b> – Copy the sentences and up level them by adding in adjectives, -ly words and similes. <b>Use the picture and suffixes grid to help you to improve these sentences.</b></p>	45 minutes
<b>Friday</b>	<p style="text-align: center;"><b>LO: To describe a character</b></p> <p><b>Opener</b> – Think about all the things that need to be included in your character description:</p> <ul style="list-style-type: none"> <li>• Adjectives – <b>describing words</b></li> <li>• Expanded noun phrases - <b>two adjectives with a comma in between describing a noun,</b></li> <li>• Similes – <b>include as or like</b></li> <li>• Conjunctions – <b>to connect parts of a sentence. E.g. and/because/so/</b></li> <li>• Punctuation - <b>. , ? !</b></li> </ul>	45 minutes

	<p><b>Main</b> – Look back at the book and read the story one more time to reflect on the character of Mr Grinling and his appearance, personality and feelings throughout the different events to help you develop your own character description.</p> <p><b>Activity</b> – Write your own character description of Mr Grinling using all the learning you have done this week. Make sure you describe his appearance, his personality and feelings and add in any other interesting information about him. <b>Remember your non-negotiables – capital letters, full stops, finger spaces and spellings.</b></p>	
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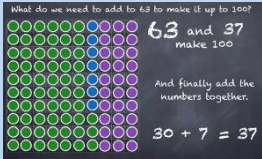
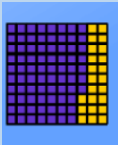

<b>Comprehension</b>		
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<b>Comprehension</b>	<p><b>Before</b> - Look at the front cover of the book. Where is the title of the book? What is the title of the book? Where is the author's name? What does the author do? Do you think this is a fact or fiction book? Why?</p> <p style="color: red;">Share the PowerPoint with the children.</p> <p><b>During</b> - Look at the page with the little girl in a room, and ask the children where they think the little girl is and what the little girl is thinking about?</p> <p><b>After</b> - Today we are going to be Inferring Iguanas. Explain to the children they have a selection of pictures from the book to think about and some questions to answer. Children to read the questions, highlight the relevant parts of the questions and then answer using full sentences. <b>Use the recording proforma for the pictures and questions.</b></p>	45 minutes
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<h2 style="margin: 0;">Maths</h2> <p style="margin: 0;"><b>PARENTS:</b> To support you at home with our maths learning this week look at the Learning Objective and match it to the video on the below link to support your learning and teaching:</p> <p style="margin: 0;"><a href="https://whiterosemaths.com/homelearning/year-2/week-9-number-addition-subtraction/">https://whiterosemaths.com/homelearning/year-2/week-9-number-addition-subtraction/</a></p> <p style="margin: 0;"><a href="https://whiterosemaths.com/homelearning/year-2/week-8-number-addition-subtraction/">https://whiterosemaths.com/homelearning/year-2/week-8-number-addition-subtraction/</a></p>		
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<p><b>Wednesday</b></p> <p><b>Parent Support:</b></p> 	<p><b>Before:</b> Practise counting in 2s. <a href="https://www.youtube.com/watch?v=G2iStjfHxrk">https://www.youtube.com/watch?v=G2iStjfHxrk</a></p> <p><b>Learning Objective:</b> To add three 1-digit numbers.</p> <p>Today we are going to be adding three 1-digit numbers. We are going to be using our number bonds learning to help us find the quickest and most efficient way to add our numbers.</p> <p>Show the following example to the children. Use tens frame and counters to visually reinforce learning of number bonds to 10. Encourage children to use commutativity to find the quickest way to add the three numbers e.g.</p> <p>Use ten frames and counters to add the numbers <math>4 + 3 + 6</math></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Can you add the numbers in a different way to find a number bond to 10?</p> </div> <div style="text-align: center;">  <p><math>4 + 6 = 10</math></p> </div> <div style="text-align: center;">  <p><math>10 + 3 = 13</math></p> </div> </div> <p>Questions to explore: <b>Can we change the order of the numbers to make the calculation easier?</b> <b>Why are we allowed to change the order of the numbers? Would our answer be the same if we changed the order?</b></p>	45 minutes
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	<p>Dan spent £2 on a paintbrush, £6 on a sketch book and £8 on paints. How much did it all cost?</p> <p><b>After:</b> Complete the challenge on the activity sheet.</p> <p>Remember our understanding and learning on Money last term. See if you can apply this knowledge to your challenge for today.</p>	
<p><b>Thursday</b></p> 	<p><b>Before:</b> Practise finding 10 more and 10 less.  <a href="https://www.topmarks.co.uk/learning-to-count/helicopter-rescue">https://www.topmarks.co.uk/learning-to-count/helicopter-rescue</a></p>  <p><b>Learning Objective:</b> To find numbers bonds to 100</p> <p><b>Recap:</b> Think back to Autumn term where we learnt our number bonds to 10 and 100. What are number bonds? When have we used them to help us this week?</p> <p>Explain that today we are going to practice our bonds to 100 with different tens and ones. We can use our exchange learning and Maths equipment to help us.</p> <p>Use different coloured pens to highlight how to find the number bonds. Also, encourage children (especially O/Y) to make links between number bonds learning e.g. if they know <math>4 + 6 = 10</math> then <math>40 + 60 = 100</math>. <b>45 shades</b> – what do we need to add on to get to 50? Use number bonds. Then, <math>50 + ? = 100</math> – use number bonds.</p> <p>Additionally, use a hundred square. Build on top of the hundred squares with Lego, building bricks or any small toys, coins or counters you can find at home – what is missing will help children find the number bond to 100 – e.g. <math>77 + 23 = 100</math>.</p> <p><b>After:</b> Play Hit The Button game: Make sure you select number bonds and make 100.  <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>  	<p>45 minutes</p>
<p><b>Friday</b></p> 	<p><b>Before:</b> Complete the 2 timestable challenge today. Remind yourself by practising your 2s and then ask a parent or family member to time you using our 2 minute and 24 second timer like we do in class!</p> <p><b>Learning Objective:</b> To add two digit numbers.      Today we are going to be adding two 2-digit numbers.  <b>Use straw, lego, pasta or any other resources for concrete examples.</b></p> <p style="text-align: center;"><math>64 + 12 =</math></p> <p><math>4 \text{ ones} + 2 \text{ ones} = \underline{\quad}</math>  <math>6 \text{ tens} + 1 \text{ ten} = \underline{\quad}</math></p> <p>Model how to complete the following example (cover up dienes drawings initially and ask children how we'd partition). Also, model how to draw the dienes correctly so children can do this independently (fish fingers and peas). Ensure when adding, children are aware they <b>ALWAYS</b> need to start at the ones.</p>	<p>45 minutes</p>

64 + 12 = \_\_\_\_  
 4 ones + 2 ones = \_\_\_\_  
 6 tens + 1 ten = \_\_\_\_  
 \_\_\_\_ tens + \_\_\_\_ ones = \_\_\_\_



**After:** Solve the sweet shop challenge by reading the important words and highlighting what is important for us to remember when working out the correct answer.

## Foundation Subjects

Geography  
Lesson 1

**Starter:** Discuss places you have visited as a family, this could be in the UK or abroad. Why did you visit these places? What might be other reasons people visit places?  
 What would you like to learn about different places and why people might visit them?  
 e.g. I would like to learn about why people visit mountains in Europe.

**Main:** Using an atlas, google maps or the photocopied map sheet locate Great Britain- What do you remember about Great Britain from your Year 1 learning? – Look at the Powerpoint to remind yourself of some key facts about Great Britain.



How can we use this map to locate the cities of each country?  
 Model how to use the key and discuss we are looking for these symbols to show us what each countries capital city is.

**Activity-**

Children to use a blank map of Great Britain to locate the 4 countries and cities using a key.

45 Minutes

Geography  
Lesson 2

**Starter:** Look at pictures of our local area- what can we see? Label using key words e.g. school, mosque, shop, post office, house, terrace, detached, park, playground, church, road, etc. using vocabulary developed from Year 1 curriculum.

**Main:** Today we are going to look at aerial view maps of our school and local area. What can we see from the sky? We are pretending we are flying drones today. – You could also change your Google Map settings to Satellite to see Glodwick from above.



**Activity-** using coloured labels children will locate different items within the local area- can they locate the street they live on?

45 Minutes

Science

**Before: What did they find out about plants over the holiday and what do they know?** Make a concept map of what your children can remember about plants. Revise the basic structure of some common plants, including trees. Create a list of the words on Word Board. Read through the vocabulary together.

**Main -** Recap that plants are living things like animals including humans. Discuss living and non-living that children have learnt in Autumn Term and the differences and similarities between plants and animals. Ask **How do we know plants are alive? Do plants grow? Can plants move?** Children may not realise plants move as they respond to light and gravity as they grow. **Can they breathe (respire)?** All living things use oxygen and although you cannot see plants taking in air it is happening. **Do plants make new little plants?** Plants produce seeds or spores or send out runners (above and

45 Minutes

underground) to make new plants, cuttings can also be taken. *Can plants see, hear, feel, taste and smell?* Plants are sensitive to light & some plants wind round a support when they touch it. *Do plants need water?* **Do plants need food?** Plants make their own food (in their leaves) and also absorb water and some nutrients from the soil through their roots.

Ask children to name some plants and list these – have plants, photos, look outside. Try to encourage them to include plants that we eat by asking them to think of plants they see at school, in their garden, in fields, in their kitchen, etc.

Share the PowerPoint together.

**Activity**

Draw a careful diagram of a plant and label it's leaf ,stem ,root , flower AND petals, stamen, stigma lily flowers are good to use but daffodil cheaper

Please support your children at home and if you require printed copies of home learning please don't hesitate to contact the school reception who will inform us and we can arrange for this to get to you. We love seeing your children's learning so please ensure you bring this learning in for us to see!

Thank you for your support.

Mrs Greaves and Miss Blake