

Weekly Maths Tasks

Every Monday, White Rose Maths will release a sequence of Maths lessons. Follow this link: <https://whiterosemaths.com/>

<p>Click on Home Learning choose your Year 2 and select Summer Term Week 1</p> <p>Download the questions before you start the video as the video may ask you to pause as you go along and answer some questions. You do not need to print the sheet off, just get the children to draw/write the answers.</p> <p>The answers are provided on a separate sheet.</p>	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Lesson 1: Find Three Quarters (this lesson leads on from the fractions in week 1 and week 2 on the white rose learning, before the summer term, if you need to look at these. We have covered fractions in school, so your children should be familiar with this)</p> <ol style="list-style-type: none"> 1. Watch the video. 2. Complete the questions. 3. Check answers using the answer sheet. 	<p>Lesson 2: Count in Fractions</p> <ol style="list-style-type: none"> 1. Watch the video. 2. Complete the questions. 3. Check answers using the answer sheet. 	<p>Lesson 3: Measure Length (cm)</p> <ol style="list-style-type: none"> 1. Watch the video. 2. Complete the questions. 3. Check answers using the answer sheet. 	<p>Lesson 4: Measure Length (m)</p> <ol style="list-style-type: none"> 1. Watch the video. 2. Complete the questions. 3. Check answers using the answer sheet. 	<p>Lesson 5: Compare Lengths</p> <ol style="list-style-type: none"> 1. Watch the video. 2. Complete the questions. 3. Check answers using the answer sheet.

Weekly English Tasks

<p><u>Spellings</u></p> <p>Spend 10 mins a day/every other doing something with these words.</p>	<p>The last thing we looked at in school was plural endings. We briefly discussed our learning from year 1: the most common plural ending is just adding an 's' to words. If a word ends in ch, sh, x, zz, ss, you add on 'es'. Before we finished school, we learned about words ending in 'y'.</p> <p>Just like with other suffixes, if the 'y' is next to a vowel, you only add 's': eg boy-boys; key-keys; donkey-donkeys; However if the 'y' is next to a consonant you drop the 'y', add an 'i' then 'es': eg baby-babies; teddy-teddies; body-bodies; carry-carries; memory-memories; reply-replies; bunny-bunnies.</p> <p>*Use some of the plural words in sentences, the children create or adults create and dictate.</p> <p>*Write the singular word and correct and incorrect plural words on paper, muddle up and match up a correct and incorrect pile.</p> <p>*Use the written words on paper, grown-ups scatter around the garden and children bring back the correct ones first - time yourself, can you beat it next time?</p> <p>*Adult - write them correctly and incorrectly in sentences and put around the garden. (number them). Children need to go around and identify which is the correct spelling. You could also use some of the common exception words in the sentence and again they have to identify the correct spelling.</p> <p>Eg There were many <u>donkies/donkeys</u> on the beach because it was a <u>beautiful/bewtiful</u> day.</p>
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Year 2: Home-School Learning Menu

<p><u>Writing</u></p> <p>This can be done over several days if desired: first making notes what they want to include, then write up.</p>	<p>I would like the children to write a letter to the Easter Bunny.</p> <p>It could be a thank you letter if the bunny or bunnies visited the children. They could tell the Easter Bunny what they liked about what they found, if they shared their treasure with anyone and what they are going to do this week, now Easter is over.</p> <p>If the Easter Bunny didn't visit, you could have a discussion about why the bunny didn't visit, if it related to us being at home and keeping isolated and safe distancing away from other people. The children could still write to the bunny, explaining they knew why it hadn't visited, but tell it what they have been doing to keep safe at home.</p> <p>When writing the letter remind them to use their best cursive handwriting; only use capital letters for names and the beginning of sentences, not randomly in the middle of words; use appropriate punctuation at the end of a sentence. Encourage the children to lengthen their sentences, using conjunctions (and, or, but, because, if, when, that) to explain a little more:</p> <p><i>eg After I had eaten my breakfast on Easter Sunday I was delighted to find you had visited my house because I didn't know if you would have been able to this year!</i></p> <p>Remember it is a letter so they need to start with Dear Easter Bunny and finish with who it is from.</p>
<p><u>Reading task</u></p> <p>You may complete this in stages or use as one/two day's English work rather than spelling and writing.</p>	<p><u>You will need to register free of charge to the website to be able to log in.</u> This is what I did to be able to choose a book and create some questions on it. There are many books to choose from, so choose different ones to read and I will just pick one each week and write some question on it.</p> <p>If your child needs support with reading the chosen text, please support them, in order that they can complete the answers, but encourage as much fluency practise as possible.</p> <p>In order to keep up their reading skills, please ensure you select other texts, which they can access to read to you. (Some of the books are from a scheme called 'Read, Write Inc' which talks about red and green words. We do not use this for teaching phonics, but the books are still fine to read, however your child will not know what red and green words are.)</p> <p>Additionally you may wish to find further challenging texts to support their reading skills, in order to maintain interest. In the front of many of the books are ideas and questions to share and complete whilst reading. Please ensure you discuss new or unusual vocabulary.</p> <p>Within the classroom, the children are able to talk about text and complete verbal questions and answers. However, in year 2 the skill we are working on is that the children begin to read a written question and write the answer, not just do everything verbally. It would therefore benefit your child to have a discussion as you go along, but encourage them to read the questions I have included below and write an answer in one of the exercise books they brought home. They do not have to write the question out first, as long as they use the number and unless stated otherwise, write the answer in a sentence.</p> <p>https://www.oxfordowl.co.uk/for-home/find-a-book/library-page</p> <p>You will find it in the free ebooks: age 6 - 7 section of the website</p> <p>This week's challenge. Read and answer questions 'Finn MacCool' There are some online activities about the book, once you have it open, your child may enjoy completing these activities too.</p>

Year 2: Home-School Learning Menu

Topic Project Menu 1: These activities should be completed over a number of weeks and should be used to support your child's learning in other areas aside from Maths and English. You can choose activities which you feel would be appropriate level of challenge for your child. We would love to see photographs of this completed work or examples of work or quotes about this work through our school email address: info@worlabyacademy.org.uk

	I like to explore	I like being creative	I like being kind and helpful	Time to get physical!
Strengthen your learning	Look outside, make a list of things which are living, once lived or never lived. Explain why you have put some things in each list.	At school we were going to practise our observational skills by sketching your house. Have a go. Can you do the front and back? Include details such as curtains, a door bell your house name or number.	Do the washing up or another job for your family.	Use your 'It's Catching' ball to practise your throwing and catching. Challenge yourself to increase your step every few days. Keep a diary of your progress.
Deepen your learning	Identify a creature whose normal habitat or place to live is in our/Britain's rural countryside. Draw the creature and write why their habitat is the British countryside.	In geography, we had looked at an aerial view of the school. Draw an aerial view of your house and garden and label the spaces; remember to lift the roof off your house to see inside. You might have an upstairs and downstairs to do.	Draw a picture of a rainbow or something else and put it in your window to make you and your neighbours smile.	Design a race which includes hopping, jumping, skipping and jogging. Get everyone in your family to have a go! Write down the order of your race and share with us or a friend or family member.
Take the challenge!	Identify a creature whose normal habitat is a very hot country (like in central Africa) or a very cold area, like the Arctic. Draw the creature and write why they can survive in their habitat.	Draw the road (or part of it) you live on. Plot your house on it and any other houses, buildings or spaces close to you. Use the aerial view on google maps to support this.	Write and post or email a letter to someone in your family to tell them what you have been doing.	With an adult, safely design and create an obstacle race in your garden. Take a picture and share with us.

Online resources/links:

<https://www.deltatrust.org.uk/student-home-classroom-primary>

<https://padlet.com/WorlabyAcademy/uuw1511rjah0>

<https://www.timestables.co.uk>

(Use the tabs down the right hand side, under menu, to choose something to play on or complete grids or speed tests. Remember we have learned 1, 2, 5, 10 and counted in steps of 3. So you can choose these or move on to learn a new set of times tables such as, 4 or 11, ready for year 3). See if you can write yourself any inverse division equations for the times tables you do.)

Year 2: Home-School Learning Menu

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

<https://www.phonicsplay.co.uk/> There is a free login and password given. (username: march20; password: home) Some children may still like to access this to support reading.

Share your learning with us:

<https://info@worlabyacademy.org.uk>

Reading Comprehension Questions about 'Finn MacCool.'

1. What was Finn taller than? Pg. 2
2. What was the name of the giant who lived in Scotland? Pg. 3
3. Which adverb explains how Angus reached the shore? Pg. 4
4. Which word means the same as shouted loudly/with a roar? Pg. 4
5. As the paths across the water got closer, why did Finn begin to worry? Pg. 7
6. What adjective describes Finn's wife Oona? Pg. 8
7. Why did Oona pretend Finn was actually a baby? Pg. 12
8. What was the first job Oona asked Angus to do, and why? Pg. 14
9. Why was 'baby' Finn worried when Angus completed the job Oona had asked him to do? Pg. 16
10. What was wrong with the snack Oona gave to Angus? Pg. 20
11. Why did 'baby' Finn not break his tooth on the cake? Pg. 23
12. How did Angus make sure no one could follow him back to Scotland? Pg. 29
13. Why were Finn and Oona sure Angus would never return to Northern Ireland? Pg. 30
14. Tell me about any other stories you know with giants in. Are they good or bad characters, why?

Once you have completed the book and questions, use the computer to google real life images of the Giant's Causeway and use an atlas or google maps to locate it in Northern Ireland.