

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 Year 2 and select Summer Term Week 2</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: Compare length</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: Order length</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: Four operations with length</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: Problem Solving</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>Spellings</p> <p>Spend 10 mins a day/every other doing something with these words.</p>	<p>This week I have picked 10, Year 2 common exception words.</p> <p>beautiful pretty because many busy every clothes behind move should</p> <p>Encourage the children to learn them by writing in lists, use different colours, draw bubbles around the word to support recalling where tall, small and tail letters are.</p> <p>Use some of the activities suggested last week.: scatter correct and incorrect spellings around the garden, put correctly and incorrectly in sentences for them to identify; but ensure the children use in their own sentences or dictated sentences from you, in order that they are applying in writing.</p> <p>They are words the children could use within the writing task.</p> <p>If you dictate sentences, try and incorporate some plural words from last week, which reinforces learning.</p> <p>Eg boys, girls, foxes, brushes, glasses, churches, teddies, babies, hurries, carries.</p>				
<p>Writing</p> <p>This can be done over several days if desired..</p>	<p>Prior to finishing school, we were looking at (a shortened version) of the story of Peter Rabbit. Use the images below to write the story.</p> <p>As a challenge, I have included some additional pictures (from the parts of the story we used) for the children to add some more detail of their own. (The additional pictures are 6, 7, 9)</p> <p>If you are not familiar with the character names the children can make up their own or use these:</p> <p>Mrs Rabbit, Flopsy, Mopsy, Cotton Tale, Peter, Mr. McGregor.</p>				



When writing 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. Encourage adding some detail at least a couple of times: adjectives (describing words) or expanded noun phrases (2 adjectives or further information to describe the noun - eg bright, blue coat; metal watering can that was once shiny) and adverbs (-ly words which describe the verb - eg ran quickly, looked anxiously).

Reading task

You may complete this in stages or use as one/two day's English work rather than spelling and writing.

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.

In order to keep up their reading skills, please ensure you select other texts, which they can access to read to you.

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.

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.

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

You will find it in the free ebooks: age 6 - 7 section of the website

This week's challenge. Read and answer questions 'What's Inside Me'
Share some of the activities as suggested on the inside cover of the book.

Year 2: Home-School Learning Menu: Summer Week 2

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: Summer Week 2

<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 'What's Inside Me.'

1. Is this a fiction or non-fiction book, how do you know that and who is the author?
2. Looking at the contents, tell me what pages I need to look at to find out about: brains and blood. Pg. 2
3. Is this true or false: lungs stretch out when you breathe out and shrink in when you breathe in. Pg. 5
4. What do your lungs collect when they breathe in? Pg. 6
5. What do your lungs push out when they breathe out? Pg. 6
6. How many times around the world would your arteries and veins go? Pg. 9
7. How long does it take for blood to pump all around your body and back to your heart? Pg. 11
8. Do you have 400 or 600 muscles in your body? Pg. 13
9. Why does your heart beat faster when you do exercise? Pg. 14
10. How many muscles do you exercise when you smile? Pg. 17
11. Why does the brain get lighter when you get older? Pg. 18
12. What carries brain messages down the spine? Pg. 20
13. What should we eat lots of and only as a treat? Pg. 22
14. Using the glossary on page 23, which word means what humans are made up of? What do you think of and use it for, when you think of this word?