

Weekly Maths Tasks

White Rose Maths has changed the resources which are free, so our link has changed to bbc bitesize daily home learning. However, we can only see lesson titles and are not able to view the lessons prior to the day. The link will give you some maths learning and any is better than nothing. Have a look, let the children watch the clips and complete any work you are able to access.

BBC Bitesize: Ensure you are on the appropriate year group and day.

Alternatively, I have included a link to a website called 'Top Marks' which has a range of ICT games available in a range of subjects.

BBC Bitesize Daily Home Learning:

- Monday: Part, part whole relationships and fact families.
- Tuesday: Comparing $a+b > c+c$ (eg $6+4 > 3+3$)
- Wednesday: Related Facts
- Thursday: Two digit +/- 1
- Friday: Challenge of the Week

Continue to practise your 2, 5, 10 times tables and linked division. Challenge yourself to learn the 3x table. Remember to count in steps of 2, 5, 10 and 3 to support this.

<https://www.topmarks.co.uk/maths-games/5-7-years/> then select the category: addition and subtraction

- *Mental maths train - select addition or subtraction symbol: do any up to 100, start off with bonds to 10 and 20 as a refresher.
- *Number bond fact families - addition + subtraction; do any **apart from** negative numbers, ensure inclusion of equations with = near the front of the equation.
- *Funky Mummy - bonds 10, 20, missing number all one digit; doubles and halves, adding 3 numbers and bonds to 100
- *Alien Addition - keep it in the range up to 20.

Weekly English Tasks

Spellings

Spend 10 mins a day/every other doing something with these words.

This week I have once again picked 10, Year 2 common exception words.

after break children climb everybody great improve most parents would

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.

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.

They are words the children could use within the writing task.

If you dictate sentences, try and incorporate some plural words from a couple of weeks ago and/or any common words from last week. This reinforces learning. Last week's words: **beautiful, because, behind, busy, clothes, every, many, move, pretty, should**

Eg boys, girls, foxes, brushes, glasses, churches, teddies, babies, hurries, carries.

Year 2: Home-School Learning Menu: Summer Week 3

<p>Writing</p>	<p>This week your child (and/or whole family!) can make a time capsule so they can look back in years from now about this time in our history. Encourage the children to include a photograph of them and your family or they and everyone could draw and label a picture of your family (compare your results). Your child can then write about who everyone is, then about themselves: age, favourites - toy, teddy, book, film, hobby, colour, food etc. Write a few sentences about what they have been doing so far during lockdown and why we have been in lockdown. Finish with what they are most looking forward to after lockdown.</p> <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.</p>
<p>Reading task</p> <p>You may complete this in stages or use as one/two day's English work rather than spelling and writing.</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.</p> <p>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 'Oh Otto' This book contains 4 chapters, so don't try and read it all at once if your child needs a break between chapters. Try and answer the questions for the chapters as you read them.</p> <p>Share some of the activities as suggested on the inside cover of the book.</p>

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

Year 2: Home-School Learning Menu: Summer Week 3

	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.deltatruster.org.uk/student-home-classroom-primary>

<https://padlet.com/WorlabyAcademy/uuwl511rjah0>

<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.)

<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.

Year 2: Home-School Learning Menu: Summer Week 3

Share your learning with us:

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

Reading Comprehension Questions about 'Oh Otto.'

Chapter 1:

1. What was the important news Miss Underwood had for the class? Pg. 3/4
2. What is the name of the person she asked to 'take care' of the new boy? Pg. 6
3. Which animal couldn't Otto pretend to be? Pg. 8
4. Why was Charlie annoyed? Pg. 10

Chapter 2:

5. What happened when Otto leaned back on his chair? Pg. 11
6. What mean thing did Charlie do to Otto at playtime? Pg. 12/13
7. Where did Charlie say the animal was kept? Pg. 13

Chapter 3:

8. Why didn't Otto think he and Jo could work in a pair/pear? Pg. 14/15
9. Why were Josh and Charlie going to the playground first? Pg. 17
10. Which way did the children have to go, to be correct? Pg. 20/21
11. What did Charlie and Josh think about the shadow at the head's office? Pg. 22/23

Chapter 4:

12. Where was the 2nd clue? Pg. 24
13. What was the treasure and where did Jo and Otto find it? Pg. 27
14. What 'made the bear'? Pg. 28
15. Why was it funny that Otto said he would look for the 'lost heads'? Pg. 30/31