

Home Learning Pack

STAY POSITIVE

Year 2

Hi everyone!

We hope that you are all keeping well and safe. You have been off from school for a long time now and we are missing you lots! It is important that you are staying positive, are smiling and making the most out of this time with your families.

Remember to go out for some fresh air and exercise and you could explore some woodland habitats if you can!

This is your next home learning pack. Exercise your brain by trying to complete it a little bit at a time. If you need to get in touch, you can send your teachers a message on Purple Mash and even send us pictures of any work you would like to show us by email to homelearning@greenlane.ngfl.ac.uk.

We hope you are all going to bed at a sensible time and waking up nice and early, ready for a productive day. Don't spend too much time in front of a screen!

Remember you can also do some online learning on:

- Purple mash
- Bug club
- TT Rockstars

Best wishes,

Miss Marwood, Mrs Akhtar, Miss Bailey, Miss Reshma and Mr Hassan.



Talk Questions

Have a discussion about animals and their habitats.



Can you name all of the above habitats?

What is it like in the above habitats? (hot, cold, wet, dry)

Can you think of any other habitats?

Can you think of animals in each habitat shown above?

How have the animals adapted to their habitat?

How do animals survive in their habitat?

Would you be able to survive in any of the above habitats? If not, can you explain why?

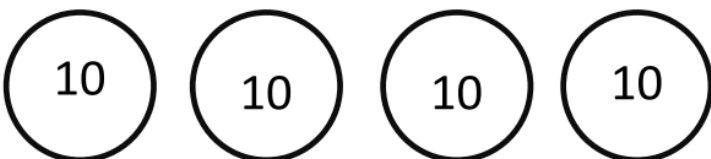
Multiplication- A Guide

In Year 2 we encourage children to understand what multiplication means. We have discussed and completed work on how multiplication is repeated addition. It is important that children learn their 2, 5, 10 and 3 times tables so that they are not at a disadvantage when they reach Year 3.

$$4 \times 10$$

When we read the above expression, we say “ 4 groups of 10”. The multiplication symbol (x) means ‘groups of’. The word ‘times’ doesn’t mean anything to younger pupils. Some children, with lots of practise know their times tables by heart or can use the counting method on their fingers. As a written method, we encourage the below.

So for 4×10 we draw circles to represent our groups and we insert the number 10 in each group. We then count in 10s and our answer is 40.



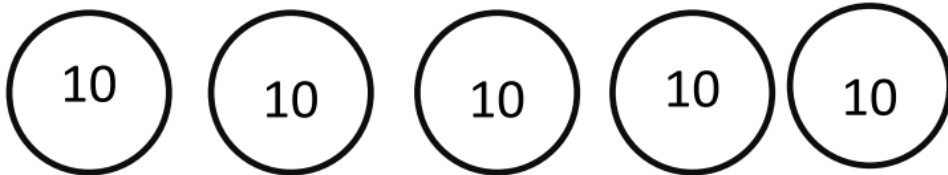
Multiplication practise

Use the images to generate multiplication number sentences.

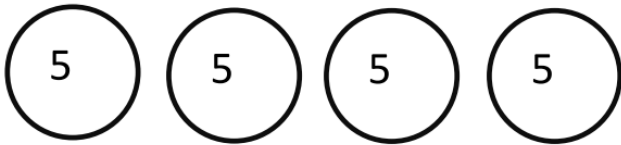
1- Count how many groups there are.

2- See the number within each group

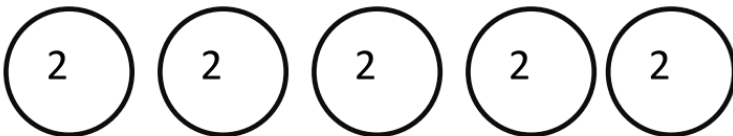
3- Count in the number you see in each group- the total is your answer.



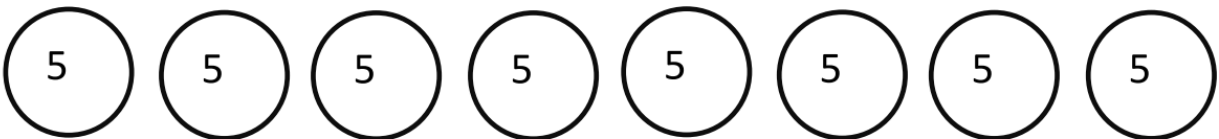
$$\boxed{5} \times \boxed{10} = \boxed{50}$$



$$\boxed{} \times \boxed{} = \boxed{}$$



$$\boxed{} \times \boxed{} = \boxed{}$$



$$\boxed{} \times \boxed{} = \boxed{}$$

Here are some multiplication expressions. This time you need to draw the picture of the groups.

$$6 \times 2 = 12$$



$$7 \times 10 = 70$$

$$6 \times 5 = 30$$

$$7 \times 2 = 14$$

$$2 \times 10$$

Colour by 2s Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

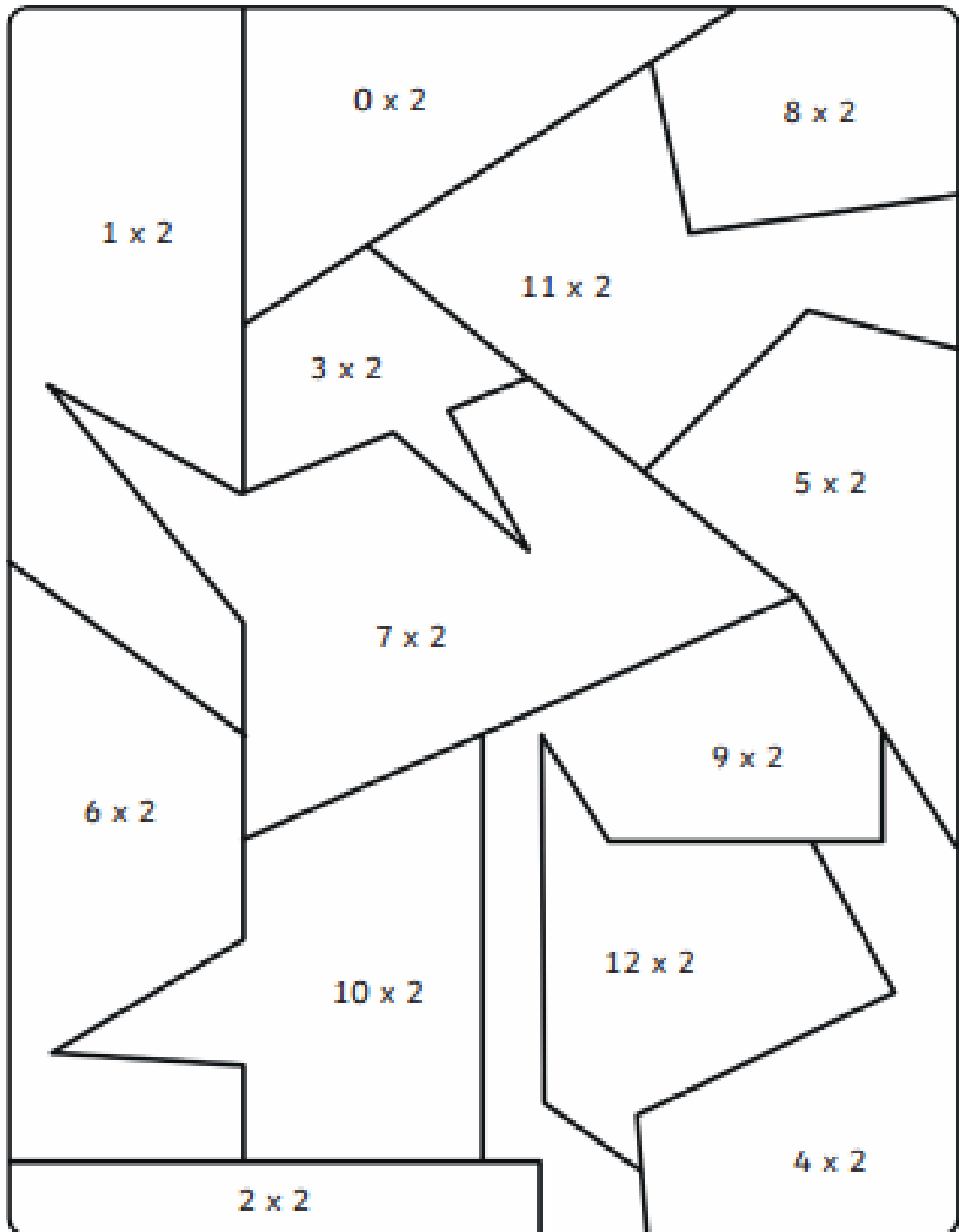
0-5

6-11

12-17

18-23

23-28



Colour by 5s Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

0-10

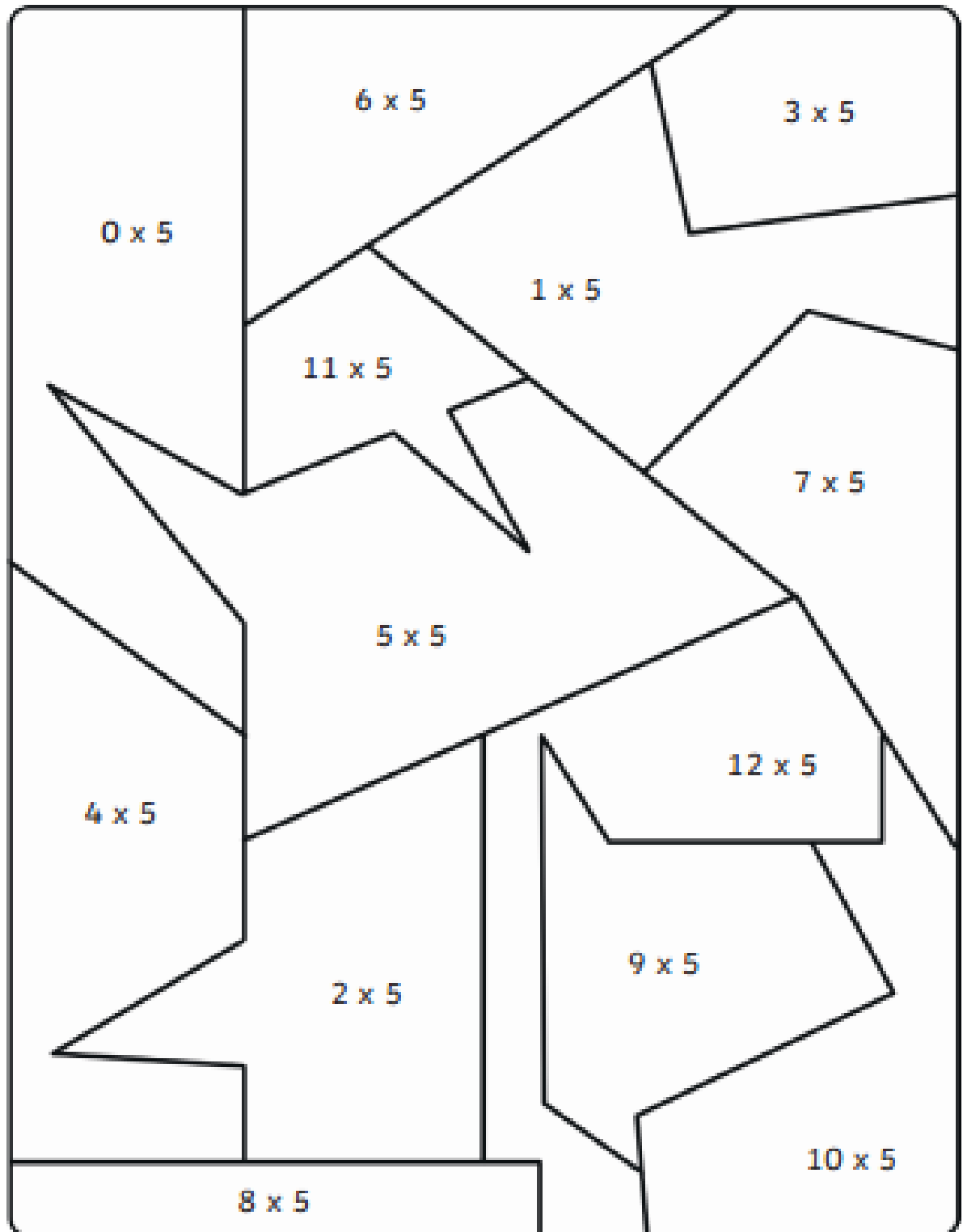
11-20

21-30

31-40

41-50

51-60



Colour by 10s Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

0-20

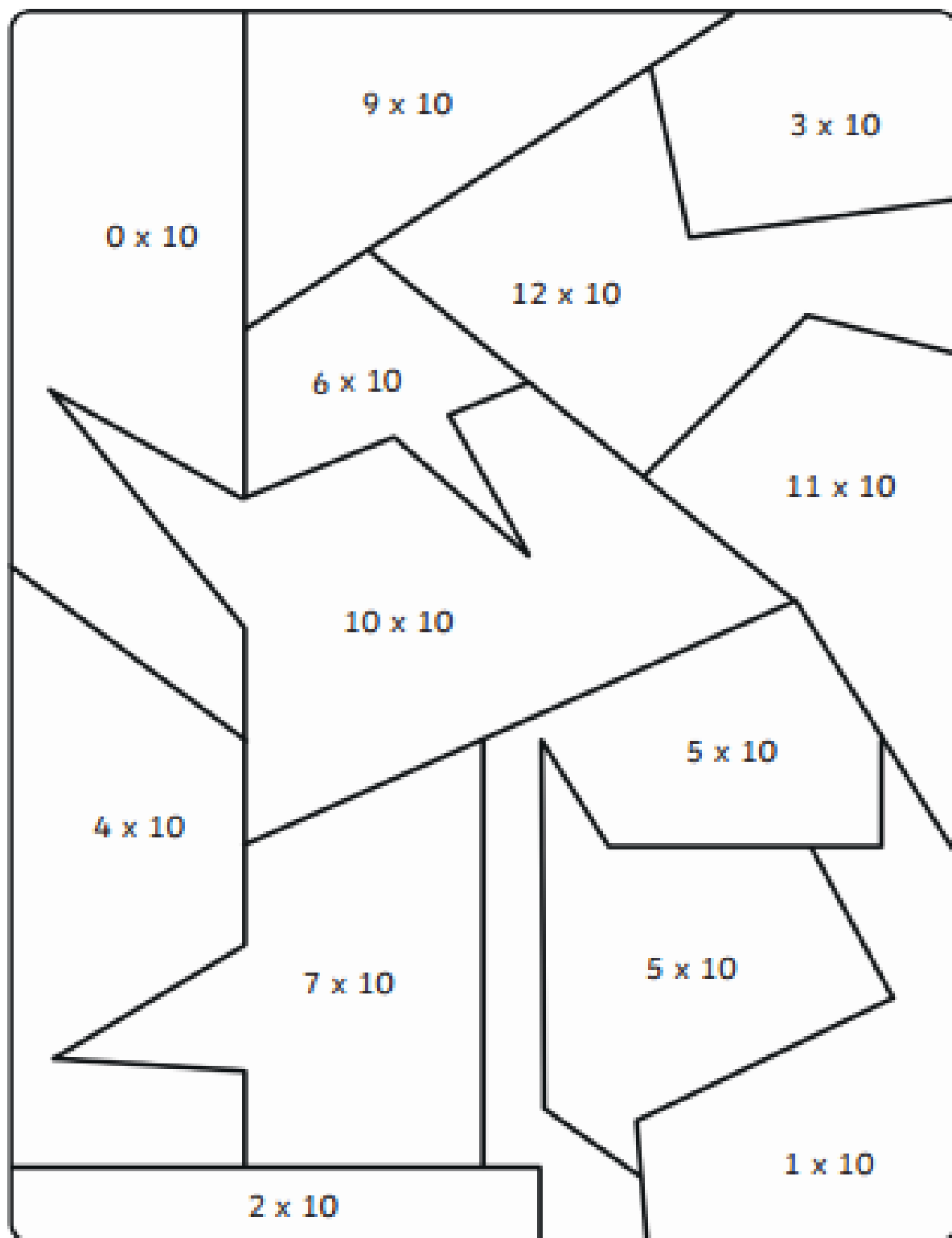
21-40

41-60

61-80

81-100

101-120



Maths- Addition and subtraction

Practise your adding and subtracting by solving these calculations.

Stage 1- no regrouping

$36 + 12 = \underline{\quad}$

$49 - 11 = \underline{\quad}$

$43 + 45 = \underline{\quad}$

$76 - 34 = \underline{\quad}$

Stage 2- regrouping/exchanging

$45 + 45 = \underline{\quad}$

$42 - 13 = \underline{\quad}$

$37 + 16 = \underline{\quad}$

$71 - 33 = \underline{\quad}$

Stage 3- missing numbers

$12 + \underline{\quad} = 24$

$\underline{\quad} - 41 = 31$

$\underline{\quad} + 43 = 66$

$94 - \underline{\quad} = 67$

Adding and subtracting tens

- I** a) Eva has some marbles.



How many marbles does Eva have?

Eva has marbles.

She buys 3 more boxes of marbles.

How many marbles does she have now?

- b) Teddy has some marbles.



How many marbles does Teddy have?

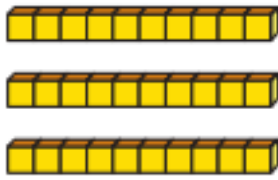
Teddy has marbles.

He gives 5 boxes of marbles to his friend.

How many marbles does he have now?

Subtract 2 digit numbers.

I a) What number is represented?



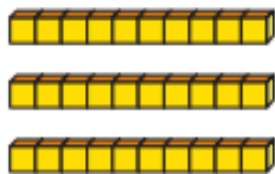
Subtract 12

What number is left?



$$\square - 12 = \square$$

b) What number is represented?



Subtract 12

What number is left?



$$\square - 12 = \square$$

c) What is the same about part a) and part b)?
What is different?

Phonics

Phonics is a reading program that helps your child pick up reading quickly. It is broken down into phases where children learn letters and sounds. Most children are working at phase 5 and 6 in Year 2.

Try the following websites for phonics games and resources for your child:

- www.phonicsplay.co.uk- Make the most of this website in particular as you will have free membership during this period.
- www.letters-and-sounds.com
- <https://www.activelearnprimary.co.uk/login?c=0> Bug club- (children should have their login details)
- www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds
- www.familylearning.org.uk/

By the end of year 2, you should be able to read and spell all of these words. Ask an adult to test you and use the table on the next page to practise your spellings.

Year 1 and 2 Common Exception Words

Year 1

the they one
a be once
do he ask
to me friend
today she school
of we put
said no push
says go pull
are so full
were by house
was my our
is here
his there
has where
I love
you come
your some

Year 2

door gold plant clothes
floor hold path busy
poor told bath people
because every hour water
find great move again
kind break prove half
mind steak improve money
behind pretty sure Mr
child beautiful sugar Mrs
children after eye parents
wild fast could Christmas
climb last should everybody
most past would even
only father who
both class whole
old grass any
cold cold pass many



www.twinkl.co.uk

Other ways to practise your spellings.

Use playdough to mould letters and form words.



Writing out words backwards can be a great way to reinforce how to spell them (for example, 'because' becomes 'esuaceb') – plus, the results can be very amusing! For some extra fun, use these backward words in sentences and see if your family can guess what the original word was. For example, "I really like eseehc" is referring to 'cheese'!

Write the first letter of a word. Underneath it, write it again and add the next letter in the word. Repeat this process until you complete the word, and you'll have your very own pyramid! For example:

D
DR
DRA
DRAI



Make each spelling into its own work of art by writing each in a fantastic font. You could try bubble writing, making the word pop in 3D, or even writing it in the colours of the rainbow

Reading- Parent Guide

It is important that your child is reading everyday. Reading is a skill that unlocks the rest of the curriculum so that your child can access their learning. Reading takes you to different places and is an enjoyable experience if you select books that interest you. Take this time to look at books together with your child- this is great as part of a bedtime routine.

Below are some questions /prompts you can ask your child as they are reading to check that they are understanding the text that they are reading.

<p>Before reading, ask your child to make a prediction:</p> <p>What do you think will happen in this book?</p> <p>Is this a fiction (created from imagination) or non-fiction (factual) text?</p> <p>Ask them to read the blurb for you if there is one.</p>	<p>If the book has a contents page, you can ask:</p> <p>How is a contents page useful?</p> <p>On what page can you find out about...?</p> <p>_____ can be found on what page?</p>
<p>Whilst your child is reading, when appropriate, you can ask:</p> <p>Why do you think ...?</p> <p>What do you think might happen next?</p> <p>What happened to?</p> <p>How did _____ feel when?</p> <p>Which word means....?</p>	<p>When your child has completed the text you can ask them:</p> <p>Tell me in your own words what the text was about in as much detail as possible.</p> <p>Does this book remind you of any other books you have read? How?</p>

Other useful reading material:

CBeebies Bedtime Stories- CBeebies Bedtime Stories is on each weekday at 6.50pm on the CBeebies channel and is also available on [BBC iPlayer](#).



Reading- Book Review

Take time to write a book review on one of the books you have read.

My Book Review

Title: _____

Author: _____

Did you like the book?

Rate the book by colouring in the stars.



What was your favourite part?

Draw your favourite scene from the book.

A large, empty rectangular box with a black border, intended for drawing a favorite scene from the book.

Reading- Read the poem 'There was a crooked man' and have a go at answering the questions below.

There was a crooked man

Who walked a crooked mile.

He found a crooked sixpence

Against a crooked stile.

He bought a crooked cat,

Which caught a crooked mouse.

And they all lived together

In a little crooked house!



1. Circle the word that means 'crooked'.

straight

colourful

bent

clever

2. What did the man find against the stile?

3. What did the man buy?

Tick one.

dog

mouse

cat

shoes

4. Name all of the things that were crooked in the poem.

Read this extract from 'The Selfish Giant' by Oscar Wilde. Then have a go at the questions. This is a brilliant story...enjoy!

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden. It was a large lovely garden, with soft green grass and beautiful flowers like stars. There were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn grew rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. "How happy we are here!" they cried to each other.



1. How often did the children visit the giant's garden?

2. Find and copy the 2 adjectives that describe the grass.

_____ and _____

3. How many peach trees were growing in the giant's garden?

4. What was special about the way in which the birds sang their songs?

5. Using the description from the story, have a go at drawing the giant's beautiful garden below.



One day the Giant came back, he had been to visit his friend the Cornish ogre, and had stayed with him for seven years. When he arrived he saw the children playing in the garden. "What are you doing here?" he cried in a very gruff voice, and the children ran away. "My own garden is my own garden," said the Giant; "anyone can understand that, and I will allow nobody to play in it but myself." So he built a high wall all round it, and put up a notice-board. TRESPASSERS WILL BE REMOVED. He was a very selfish Giant.



6. Which friend had the giant been to visit?

7. How long had the giant stayed with his friend?

8. Why did the giant build a wall around his garden?

9. What did it say on the notice-board the giant put up?

The poor children had now nowhere to play. They tried to play on the road, but the road was dangerous, dusty and they did not like it. They used to wander round the high wall when their lessons were over, and talk about the beautiful garden inside. "How happy we were there," they said to each other.

Then the Spring came, and all over the countryside there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter. The birds did not care to sing in it as there were no children, and the trees forgot to blossom. Once a beautiful flower put its head out from the grass, but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again, and went off to sleep.

10. Why couldn't the children play on the road?

11. Why do you think spring didn't come to the giant's garden?

12. Why did the beautiful flower slip back into the ground?

Tick the correct column to show if the statement is true or false.

	True	False
The children played in the giant's garden on weekends.		
The giant had a beautiful garden.		
The giant had been away for seven years.		
The giant was happy to see the children playing in his garden.		
The children had nowhere to play and missed the giant's garden.		

Number the statements 1-4 to show the order in which they happen in the story.

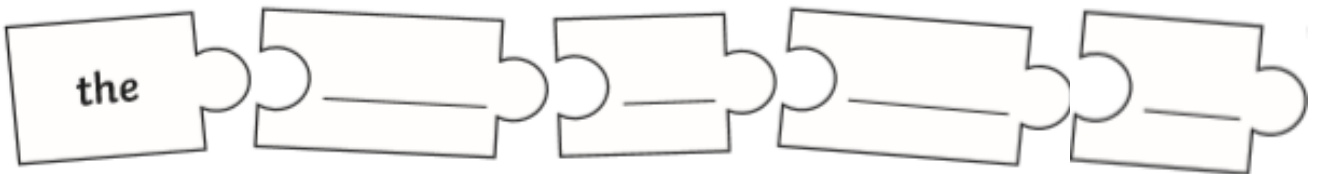
The giant built a wall around his garden.

The children played in the giant's garden.

The giant returned from his holiday.

Spring came, but not to the giant's garden.

Writing- Practise writing some expanded noun phrases using 2 adjectives and a comma.



Now take two of the expanded noun phrases that you have created and use them in sentences.

A brave, strong hero defeated the beastly dragon.

Write some expanded noun phrases for these pictures. One has been done for you.



The giraffe stretched his **long, muscular neck** to chomp on luscious leaves.







Research task- Use books and the internet to find out about penguins. You can write your notes on this page.

What are they?

Where do they live?

What do they eat?



Penguins

What do they look like?

Interesting facts

Writing- Write a penguin fact file. Use your plan to help you.

What do they look like?

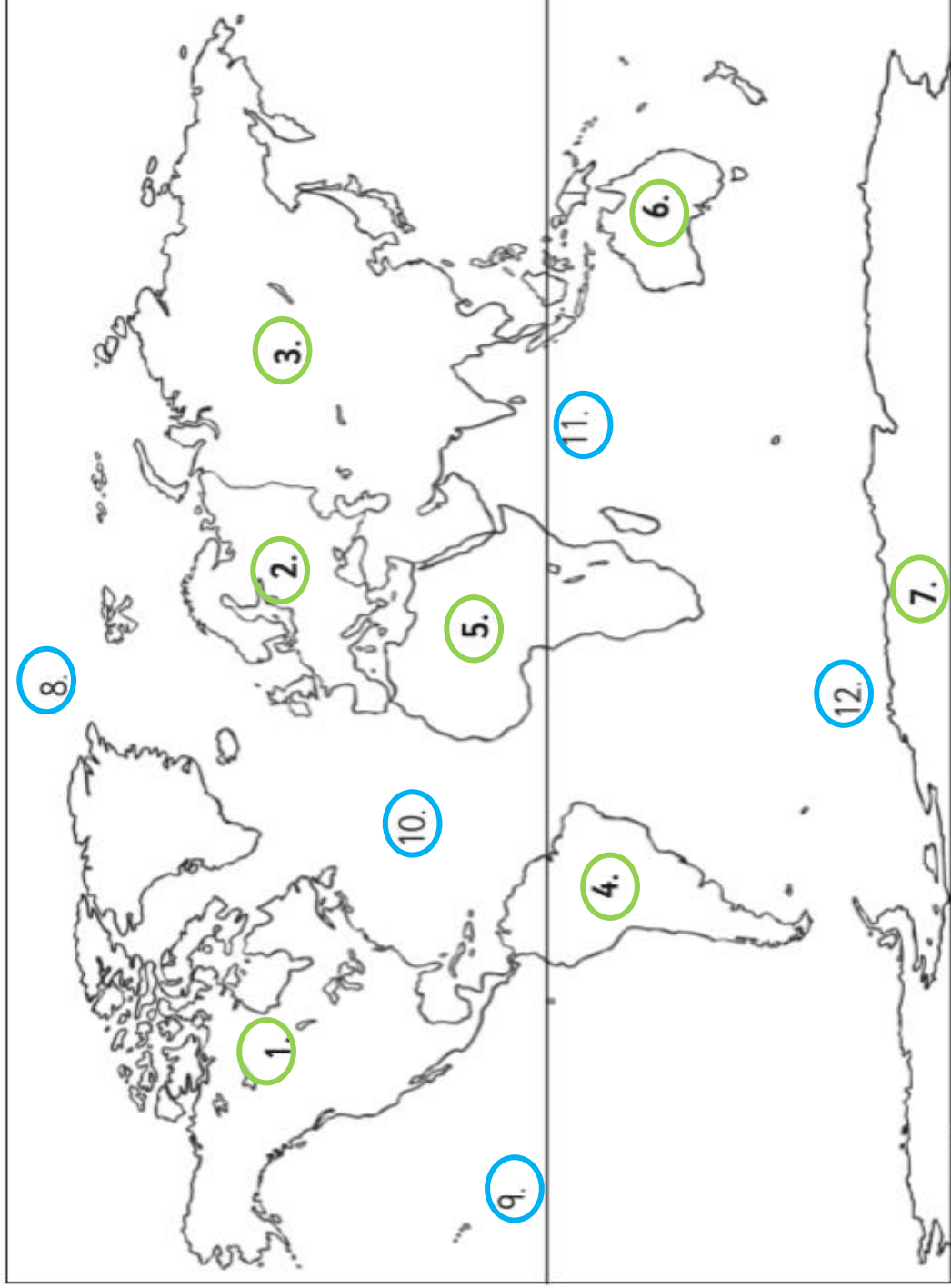


What does their diet consist of?

Where do they live?

Interesting facts.

Geography- Label the numbered continents and oceans with the correct names.



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

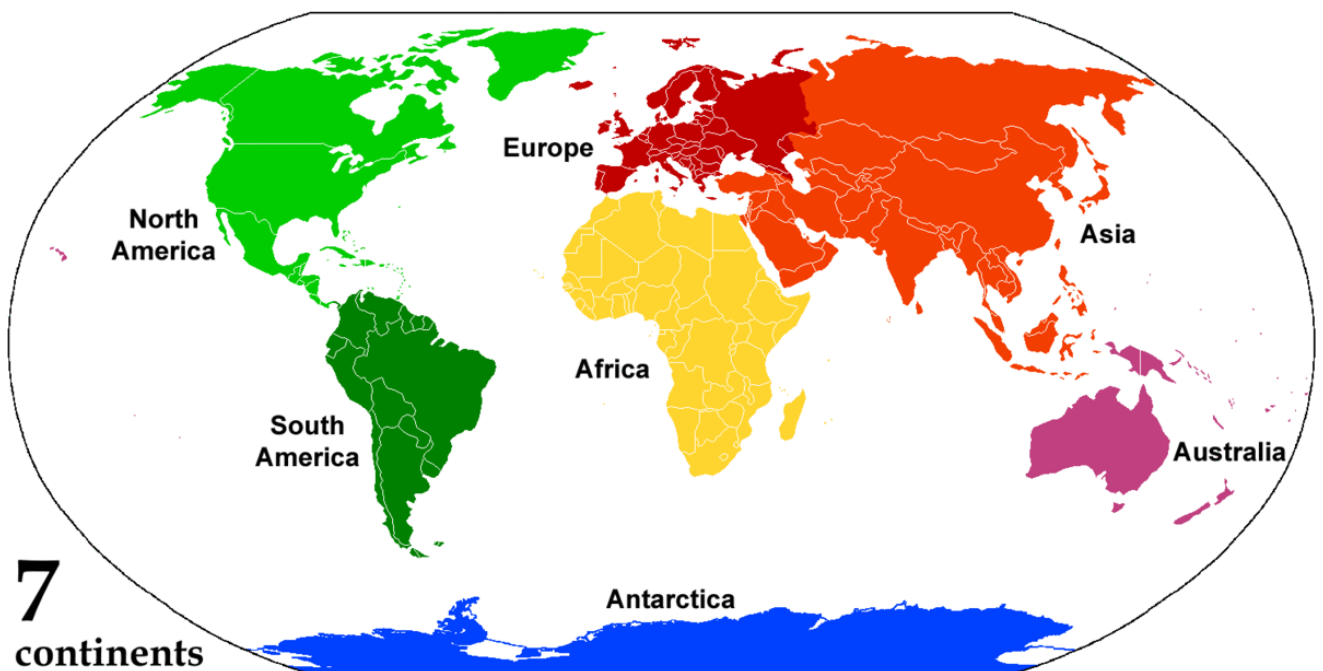
12.

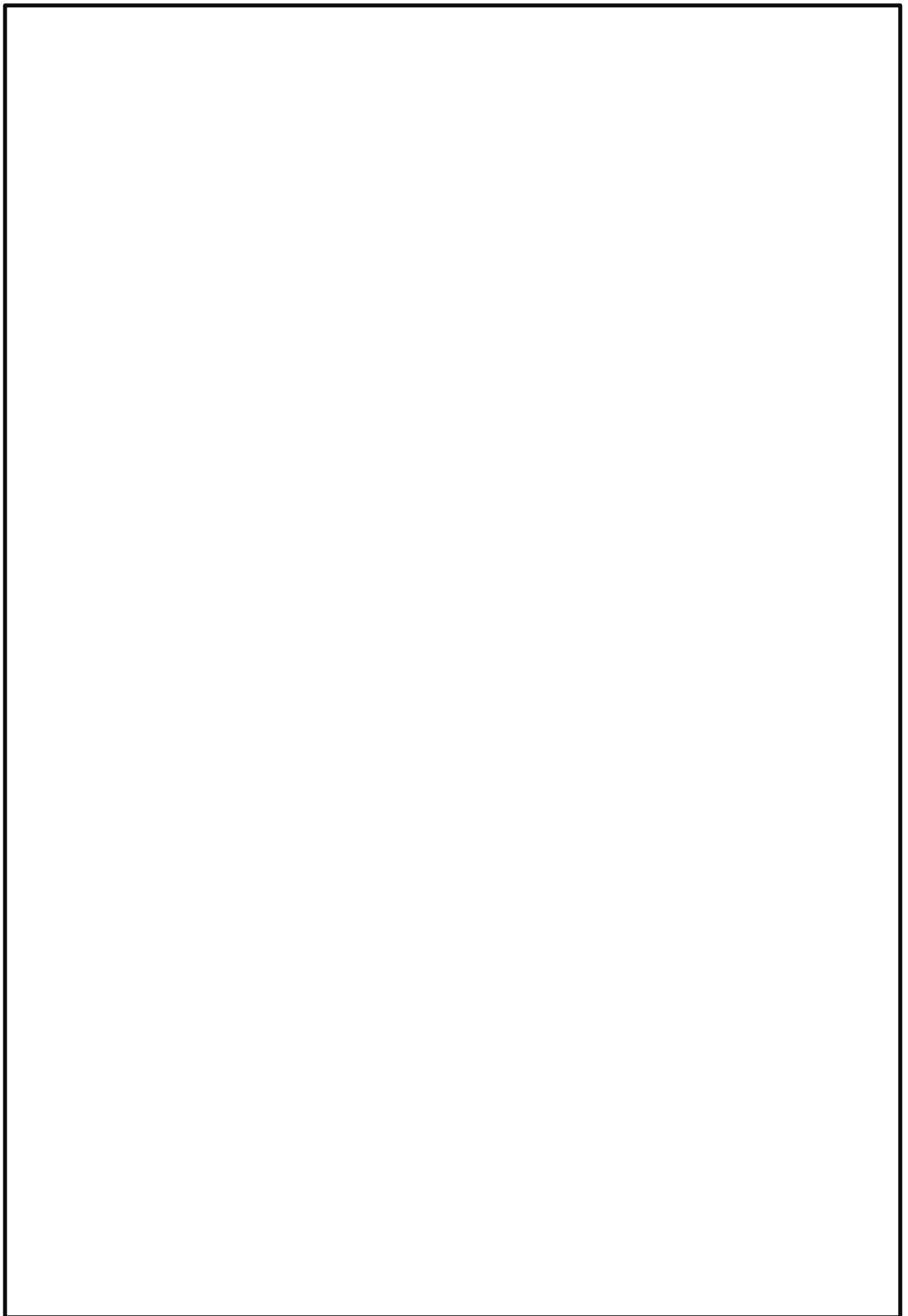
Geography project- Which continent would you like to find out more about?

Design a colourful poster full of important information. You may want to find out:

- The names of some countries in that continent (except Antarctica of course!).
- The languages spoken there.
- The traditional clothes worn by people.
- Any famous features like rivers, mountains and volcanoes.
- Animals known to live there.
- How many people live there.

You can use the next page for your poster.





Science- Investigate a micro-habitat

In a woodland, park or garden, find a tree stump or rotting log. What lives in this micro-habitat? Let's investigate!



If you can move the log, gently tip or roll it over to look underneath. Once you've finished investigating, replace the log in its original position.

Draw 3 living things that you spot in the tree stump habitat.

A large, empty rectangular box with a green border, intended for drawing a living organism found in the tree stump habitat.A large, empty rectangular box with a green border, intended for drawing a living organism found in the tree stump habitat.A large, empty rectangular box with a green border, intended for drawing a living organism found in the tree stump habitat.

Mindfulness

Try some relaxation and breathing techniques by following this link.

Remember to close your eyes, listen and respond.

<https://www.youtube.com/watch?v=iEEJT9cYsm0>

You can even try some kids yoga by following this tutorial on youtube:

https://www.youtube.com/watch?v=uUIGKhG_Vq8

Mindfulness art- for this activity you will need:

- a pencil
- a black felt pen
- some crayons.

Trace around your hands. Write down how you are feeling about something in each finger- it could be how you are feeling right now or how you feel about going back to school. Add designs inside your hand template, colour in thinking carefully about your feelings



Keeping fit

It is important to continue keeping fit at home.

Below are some daily online exercise sessions you can take part in. You can also search for other P.E routines for kids on YouTube and join in as a family. You can even follow some 'Just Dance' routines that are fun to follow.

Activity	Link	Time
Joe Wicks PE	Live on youtube/facebook	9.00am daily
Jump Start dance and workouts	youtube	9.00am daily

Don't have access to online learning?

Remember you can make up your own fitness routine. You can practise some:

Jogging on the spot

Star jumps

Skipping

Hopping on one leg

...and anything else you can think of!