



Dear Parent/Carer,

Although the school is open to all primary pupils, we are continuing to provide educational tasks as we know that not all children are able to attend. We are also offering opportunities for children to reconnect with school and learn with their teachers through online sessions, pre recorded videos/tasks and home learning support. Each teacher will be posting further information in their weekly email.

In primary, we suggest that children complete;

- 30 minutes a day reading to/with an adult (this could be a bedtime story)
- 30 minutes of Maths a day
- 30 minutes of English a day
- 30 minutes of PE/ physical activity
- A weekly topic/creative task

Home learning tasks can be supplemented with work from a number of websites (see list below for ideas)

Teachers will set a weekly programme for your child to work through at home. This will be available for you to access on the school website every Monday.

Whilst it is important for your child to keep up with their learning at home, we appreciate that this can be a stressful time for children and adults. Looking after mental health is vital. Therefore, we suggest that the day is broken up into manageable learning chunks, interspersed with physical exercise, fun activities and time together as a family. Activities such as the 30-day lego challenge and using the real PE activities could be a good place to start.

As well as educational learning, the children could also begin to learn different life skills - how do boil an egg, sew on a button, learn to send an email, bake a cake using a recipe book etc.

We hope you are all keeping well and staying positive.

Kind regards,

Miss Hatton, Mrs Hall and the Year 2 team.

YEAR 2 HOME LEARNING TASKS

WEEK BEGINNING: 13th July 2020

Bubble School – Every Monday and Tuesday

To support you with your learning at home, we are available to contact via email or Microsoft Teams on the following days:

Mrs Hall – Wednesday 10am – 12pm and 1pm – 3pm

Miss Hatton – Friday 10am – 12pm and 1pm – 3pm

Please send Wednesday's Maths to your class teacher by Friday 17th July to receive feedback.

LIVE Meetings this week. As we are coming to the end of the year, we thought we would come together as a class to celebrate and reflect on your year in Year 2. It will be a chance for us to share what we have done, how far you have come but to also have the opportunity to see and speak to one another before you head on into Year 3.

Seals class meeting will be on Wednesday 15th July at 1pm with Miss Hatton

Dolphins class meeting will be on Wednesday 15th July 2pm with Mrs Hall

ENGLISH TASKS

L.O. - I can add -es to nouns and verbs ending in -y

This week's spellings/phoneme:

Use the following strategies to help you learn this week's spellings:

-copies, -carries, -babies, -tries, -replies

FOR EXAMPLE:

Rainbow Write

Micro Definitions

Spelling Pyramids

Backwards words:

Curly words

Vowels and Consonants

Silly sentences:

Spelling flower

Connect the dots

Finding Words Within Words

Spelling Spirals

Acrostic Poems

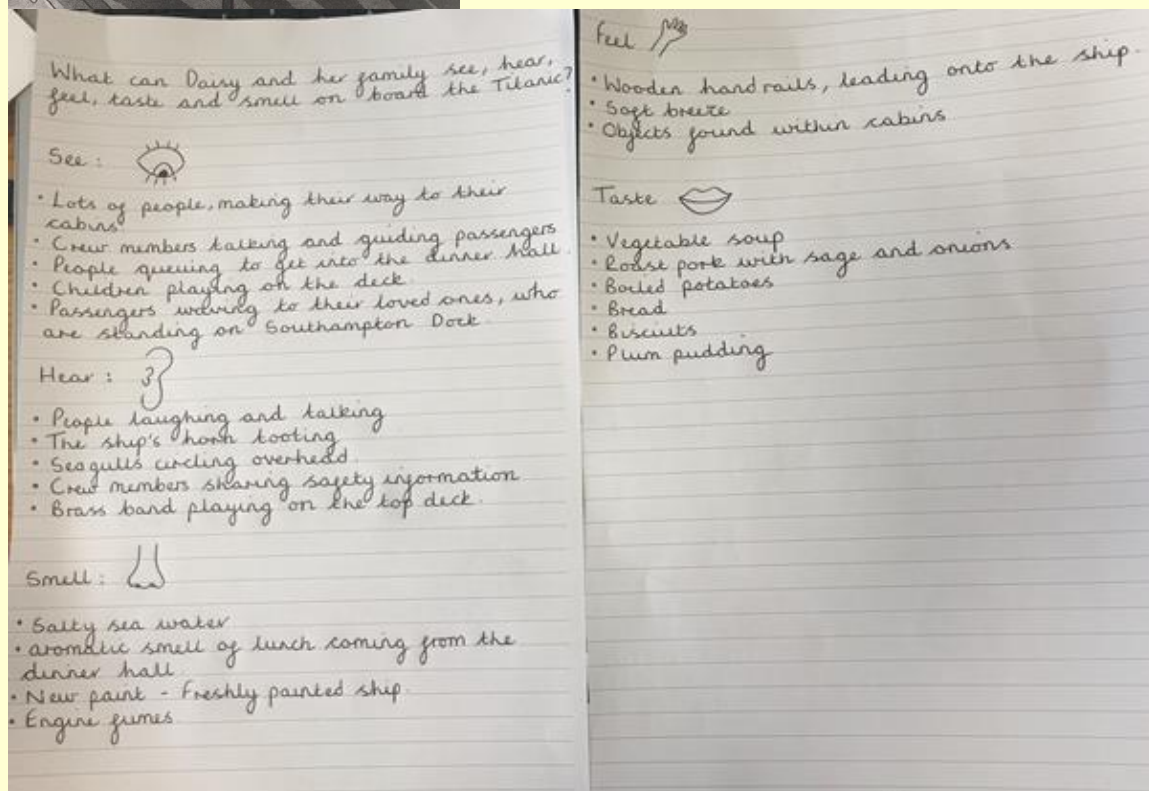
Monday – I can plan what I am going to write about

The image below has been taken from the next part of the, 'I was there...Titanic.' story that you were introduced to last week. Tomorrow's task is to write the next part of the story, using the picture as a stimulus to help you, but before you can begin writing the next few paragraphs of the story, you will need to consider the following planning questions. These will help you to mind-map ideas that you can draw upon when you start writing.

1. Who is the gentleman in the picture?
2. What is his job role?
3. Where is he taking Daisy and her family?
4. What could Freddie (Daisy's younger brother) be pointing to?
5. Use the image to think about how Freddie feels about stepping on board the Titanic. What clues make you think this.
6. What is it like on board the Titanic?

7. Use the five senses to imagine what Daisy can hear, see, smell, see, feel and taste as she steps onto the Titanic.

Remember to answer the questions, using full sentences. Below is an example of an answer to question 7, which might help you when mapping out ideas for this question:



Tuesday – I can write for different purposes

Today, you are going to use yesterday's plan to write the next part of the 'I was there...Titanic,' story. You will need to write in first person, using the personal pronoun, 'I,' as you are writing in role, as Daisy Hooper. Please use the model below to help you:

As the kind gentleman led us onto the lower deck of the Titanic, my heart began to race. I was so excited that I found it hard to contain it. Freddie felt the same way. He was so keen to get on board the ship that he pulled Mo's hand, as he neared the entrance step.

Edwin, on the other hand, was a little less eager and clung to me tightly. As we approached the top of the ramp, the aromatic smell of roast pork wafted out from the dinner hall, which was jam packed. There were people queuing to get in.

We quickly darted through the large crowds of people towards the third class cabins. Ma thought we should locate our room and drop off our bags, before exploring. I knew this was the logical thing to do, but I couldn't help, but feel a little disappointed, as I really wanted to look around.

Just as we reached our cabin, there was a loud grumbling sound that echoed through the ship. Ma reassured Freddie and I that it was just the engine firing up in the deck below.

Wednesday – I can make inferences

Below is another image taken from the text, 'I was there...Titanic.' This image shows Daisy, her mother, Freddie and Edwin in their cabin. How do you think each character is feeling? Why? You need to record a written explanation like the one in the example below.

Once you have written a sentence to describe each of the characters' feelings, try writing a speech bubble for each of them, detailing what you think they would be saying.

I think Freddie is feeling excited about sleeping on the top bunk, because he has wasted no time in climbing up and making himself comfortable.

I think Edwin feels... because...

I think Daisy feels... because...

I think Daisy's mother feels... because...



Ahhh! I am so pleased we are finally here. It's been a long wait. I'm going to have a little rest here on my bed, before we explode. This bed is huge compared to my bed at home and so comfortable!

Thursday – I can make inferences

Read pages 14-15 of the text, 'I was there...Titanic!'

Answer the following questions:

1. Why couldn't Daisy speak, when she entered their cabin?
2. Why did Daisy's Mum panic and shout, when Freddie and Edwin jumped on the bunk beds?
3. It says that Ma was checking the door and the tickets to make sure they had the right room. Why did she do this? What does this tell you about how Ma is feeling?
4. Why do you think the family were so excited about the taps?
5. Why did Ma gasp when steam rose from the tap?

Oh, look, Daisy, it's got our names on it!"

All our names were on the door, and when we got in I couldn't speak! Honest, I couldn't! The boys jumped on the bunk beds and bounced.

"Stop that!" said Ma. "We mustn't break anything."

It was a plain, simple room but as clean as could be, and everything in it was so new it was like looking in a shop window. There were neat little bunk beds with curtains across and facing the door was a hand basin! A gleaming white one with two taps!

"Is that real?" gasped Freddie.

"No need to look at a wash basin as if you've never seen one before," said Ma, but she was checking the door and the tickets in case we'd been given the wrong cabin. Finally she sighed happily and smiled.

"Go on, Daisy," she said. "Have a go with

14

those taps."

I turned them and they worked. Freddie wanted to try, too.

"Is it seawater?" he asked. Ma tasted it.

"Proper tap water," she said, and gasped as steam rose from the basin. "And a hot tap!"



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Friday - L.O. - I can add -es to nouns and verbs ending in -y

When adding -es to nouns and verbs ending in -y, you must drop the y, replace it with an 'i' and then add -es. What happens to a noun or verb, when -es is added?

E.g.

pony --> ponies

Watch the following clip to reinforce this spelling rule:



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

Now that you have understood the rule, try converting the following nouns and verbs to their plural form, by dropping the y, replacing it with an 'i' and then add -es.

1. Lady -->
2. Lorry -->
3. Fairy -->
4. Berry -->
5. Spy -->
6. City -->
7. Bully -->
8. Party -->
9. Family -->
11. Fry -->
12. Try -->
13. Cry -->
14. Reply -->

10. Dictionary -->

Now try putting the plural words into sentences of your own. Once you have done this, can you try and create your own song to explain the plural rule for nouns and verbs ending in -y. You may wish to record yourself singing this and send it as a link to your teacher.

MATHS TASKS

This week's theme is: Multiplication and Division

MONDAY

L.O: I can recall multiplication facts for 5 times table and use them to solve simple problems

Starter

<https://www.topmarks.co.uk/times-tables/coconut-multiples>

Click on the multiples to 12 option then x 5

Songs to support learning:

<https://www.youtube.com/watch?v=5FaBDqOmiyI>

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

Task: Reasoning and Problem-Solving Question

Challenge – Count in 1s but ONLY clap when we say a multiple of five.

Amir has some counters.
He makes 5 equal groups.



The amount he started with
is greater than 10 but less
than 35

How many counters could he have
started with?

How many will be in each group?

Pink Mastery Questions:

1. What are the similarities between the number of counters he could have?
2. Could Amir have 10 counters to start with? Why?
3. What does 'equal' mean?
4. If Amir had 10 equal groups, how many counters could he have started with?

TUESDAY

L.O: I can recall and use multiplication facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Starter:

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Practise 2, 5 and 10 times table. How quick can you do this? Can you beat your own score?

Task: Reasoning and Problem Solving Question (Nrich task)

Always, Sometimes or Never?

Investigate and prove whether these statements are always true, sometimes true or never true. Only use the 2, 5 and 10 times table.

When you multiply by an odd
number the answer is odd

When you multiply by an even
number the answer is even

When you multiply a number by
itself the answer is even

Pink Mastery Questions:

1. When you multiply a number by 2, why do you think the total is even?

2. What does it mean for a number to be odd?
3. What does it mean for a number to be even?

WEDNESDAY


L.O: I can solve problems involving multiplication

Task: Reasoning and Problem Solving Question (Nrich)

Number Detective

Age 5 to 11 *

Calling all detectives! You will need to think creatively, use your reasoning skills and your problem solving strategies to find the mystery number from the list below.



- The number has two digits.
- Both of the digits are even.
- The digit in the tens place is greater than the digit in the ones place.
- The ones digit is not in the three times table.
- The tens digit is not double the ones digit.
- The sum of the two digits is a multiple of five.

18	86
120	42
46	64
80	8
22	83

Pink Mastery Questions:

1. Pink 3 of the numbers and explain why they were not the mystery number.

Please send this task to your class teacher to receive feedback.

THURSDAY

L.O: I can recall division facts for 2 times table and use them to solve simple problems

Starter:

What does it mean to share?

<http://www.snappymaths.com/division/earlydiv/interactive/sharing/sharingframe.htm>

Task: Reasoning and Problem-Solving Question

Two friends want to buy some marbles and then share them out equally between them.

They could buy a bag of 13 marbles, a bag of 14 marbles or a bag of 19 marbles.

What size bag should they buy so that they can share them equally?

What other numbers of marbles could be shared equally?

Explain your reasoning.

Pink Mastery Questions:

1. Explain why the friends should buy the two other size bags.
2. To share objects equally, the number of objects need to be...
3. What numbers can you share equally that is in the 2, 5 and 10 times tables table (only up to multiple of 12)?

FRIDAY

L.O: I can recall multiplication and division facts for 2, 5 and 10 times table and use them to solve simple problems


Starter:

What does 'commutative' mean?

Task: Reasoning and Problem Solving Question

Use the number cards to make multiplication and division sentences.

How many can you make?



Pink Mastery Questions

What number sentences couldn't you have? Why?

What is the relationship between multiplication and dividing?

Extension:

To check your understanding of Multiplication and Division, you could take the White Rose Assessment.

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2018/11/Year-2-Multiplication-1.pdf>

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/01/Year-2-Division.pdf>

(Please find answers on the bottom of this document)

TOPIC/CREATIVE – Terrible Titanic!

Monday: HISTORY

L.O: I can research about a significant historical event in my own locality.

Starter: Play 'Captain says' – like the Simon says game

Research and answer these questions about the Titanic:

1. Where was Titanic built?
2. What was Titanic's first scheduled journey?
1. How many people did Titanic carry?
2. What was Titanic also known as?
3. Who was the Captain on board?
4. How long was the Titanic?
5. When did Titanic hit an iceberg?
6. How big was the iceberg that hit the Titanic?
7. How many lifeboats did the Titanic have?
8. What could you do on the Titanic if you were rich?
9. What would poor passengers do on board the Titanic?
10. How many years did the Titanic remain hidden from the world?

You could use these websites to help you:

https://content.twinkl.co.uk/resource/e4/cf/t2-e-41154-ks1-the-titanic-disaster-differentiated-reading-comprehension-activity-english_ver_7.pdf?token=exp=1594152576~acl=%2Fresource%2Fe4%2Fcf%2Ft2-e-41154-ks1-the-titanic-disaster-differentiated-reading-comprehension-activity-english_ver_7.pdf%2A~hmac=c93b2dd861f35567859bc4cab5b1652a4e17afcf155a22b94d22209f7489b11

<https://www.natgeokids.com/uk/discover/history/general-history/would-you-have-survived-the-titanic/>

Tuesday: HISTORY

L.O: I can research about a significant historical event in my own locality.

Use the following link to find the order of events of the Titanic sinking.

<https://www.twinkl.co.uk/resource/t-t-17482-the-titanic-order-of-events-timeline>

Now create your own timeline. You could pick the main events to put into your timeline.

Example:

Sequence: Timeline

Use the timeline to track main events or to sum up each chapter.

Literacy

Title:

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Wednesday

L.O: I can develop positive attitudes for writing by writing poetry

Write an acrostic poem about the Titanic. Challenge: Can you make your poem rhyme?



Thursday – DT

L.O: I can generate and develop my ideas through drawings and templates

Imagine you are a designer. You have been given the job of designing a ticket for the passengers boarding the Titanic. What information will you include on your ticket?



Friday

Now you know lots of facts about the Titanic. Create your own quiz to send to your family, friends or class teacher. How much do they know?

LEARNING WEBSITES

Maths

<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

<https://nrich.maths.org/9084>

<https://trockstars.com>

<https://mathszone.co.uk>

https://www.ncetm.org.uk/public/files/23305578/Mastery_Assessment_Y2_High_Res.pdf

<https://whiterosemaths.com>

<https://home.oxfordowl.co.uk/kids-activities/fun-maths-games-and-activities/>

<https://www.themathsfactor.com>

English

Audible are doing a free 30-day trial so that children can listen to lots of books online.

<https://www.bbc.co.uk/bitesize/subjects/zgkw2hv>

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<https://www.topmarks.co.uk/english-games/5-7-years/punctuation>

<https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>

<https://www.topmarks.co.uk/english-games/5-7-years/learning-to-read>

<https://www.twinkl.co.uk/resources/games-twinkl-go/ks1-games-twinkl-go/english-ks1-games-twinkl-go>

<http://www.crickweb.co.uk/ks1literacy.html>

<https://www.education.com/games/early-literacy-concepts/>

Maths Answers

MONDAY

Amir has some counters.
He makes 5 equal groups.



The amount he started with
is greater than 10 but less
than 35

How many counters could he have
started with?

How many will be in each group?

He could have 30
counters in 5
groups of 6

25 counters in 5
groups of 5

20 counters in 5
groups of 4

15 counters in 5
groups of 3

TUESDAY

When you multiply by an odd number the answer is odd

When you multiply by an even number the answer is even

When you multiply a number by itself the answer is even

WEDNESDAY

<https://nrich.maths.org/204/solution>

THURSDAY

Two friends want to buy some marbles and then share them out equally between them.

They could buy a bag of 13 marbles, a bag of 14 marbles or a bag of 19 marbles.

What size bag should they buy so that they can share them equally?

What other numbers of marbles could be shared equally?

Explain your reasoning.

They should be the bag with 14 marbles. 14 is an even number so it can be shared equally. 13 and 19 are both odd numbers and they cannot be shared equally.

FRIDAY

Use the number cards to make multiplication and division sentences.

How many can you make?



$4 \times 5 = 20$
 $5 \times 4 = 20$
 $20 \div 4 = 5$
 $20 \div 5 = 4$
 $5 \times 2 = 10$
 $2 \times 5 = 10$
 $10 \div 2 = 5$
 $10 \div 5 = 2$
 $20 \div 2 = 10$
 $20 \div 10 = 2$
 $2 \times 10 = 20$
 $10 \times 2 = 20$