



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 to 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: 6<sup>th</sup> 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 Tuesday's Maths task through to your teacher via email, so that they can provide some feedback to you! You will need to submit this by Friday 10<sup>th</sup> July.**

**Please send Topic Task 2 through to your teacher via email, we would love to hear about your experiment! You will need to submit this by Friday 10<sup>th</sup> July.**

### ENGLISH TASKS

This week's spellings/phoneme:

I can spell words that end in /l/ or /əl/ sound spelt –le

-table, -apple, -bottle, -little, -middle

Select different strategies from the grid to help you learn this week's words:

Put the words into sentences of your own.	Bubble write each spelling word.
Find the definition of your spellings using a dictionary or write your own micro-definition.	Create silly mnemonics for each spelling word.
Alphabetise your spellings.	Underline the trickiest part of the word to spell and create a memorable way of remembering this.
Words within words - What other words can you make from the letters that make up each spelling word?	Illustrate the words.
Choose a spelling word and use it to write an acrostic poem.	Speed write each word - How many times can you write each word in one minute?
Write a short story, using all your spelling words.	Create a wordsearch or crossword with your spelling list.
Rainbow write each of your spelling words.	Write rhymes for each word.
Create a spelling pyramid for each word.	Play charades with your spelling words.
Draw around the word (boxes), so that you become familiar with the number of ascenders and descenders.	Design a board game to play with your spelling words - Don't forget to write instructions too!
Do your words contain pre-fixes or suffixes? What are they? What are the root words? Explain how the prefixes/suffixes change the meanings of the words.	Play Tic Tac Toe (Noughts and Crosses) with your spelling words
Vowel and consonant challenge - How many vowels and consonants make up each word?	Play hangman with your spelling words.
Write out the whole alphabet on a long strip of paper. Spell out each word by driving a toy car to each letter in the right order! You could draw lines for the route if you wish.	Cut out letters or magazine to make your spelling words.

### Monday – I can answer questions

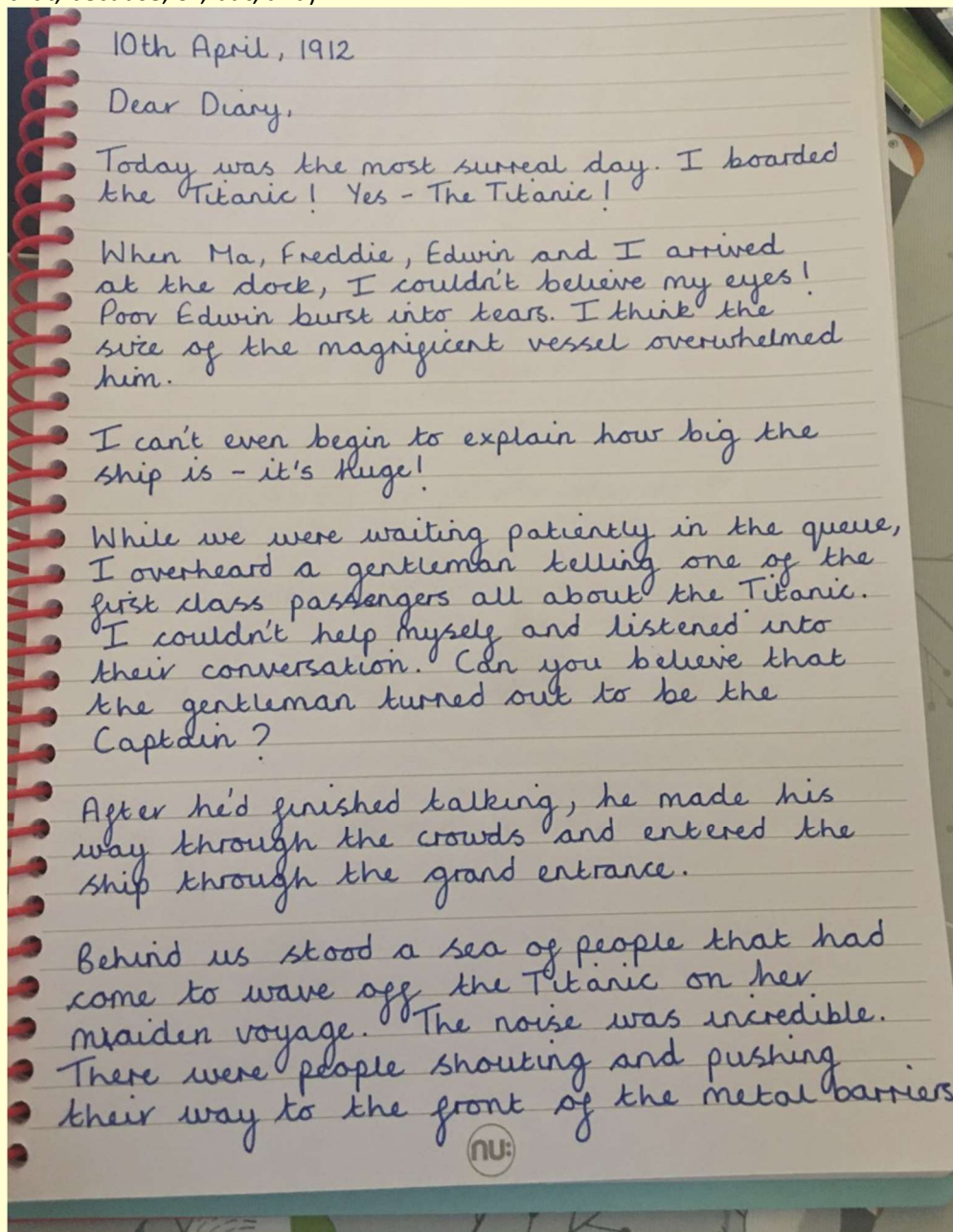
Listen to chapter one of, 'I Was There...Titanic' and answer the questions on the power-point using full sentences.

[https://mayfieldschoolpo2.sharepoint.com/:p:/g/admin-staff/EQ2FNG7NltpKh9\\_boUSmnpQBqxjPxgvCghGgcaPKdkpAyQ](https://mayfieldschoolpo2.sharepoint.com/:p:/g/admin-staff/EQ2FNG7NltpKh9_boUSmnpQBqxjPxgvCghGgcaPKdkpAyQ)



### Tuesday – I can write for different purposes

Imagine you are Daisy Hooper stood waiting to board the most astonishing, unsinkable ship. Write a short diary entry from her perspective. You may wish to magpie some of the ideas from the model below. Don't forget to refer to the story from yesterday's power-point to help you. Can you include a range of conjunctions? (when, if, that, because, or, but, and).



### Wednesday – I can write about real events.

Create a fact-file, which includes interesting information about the Titanic. You may wish to present this as an information poster, a fact-file booklet or power-point presentation. You will need the information from today's task to help you write your newspaper report as part of Task 4 and 5 of your topic work this week.



# 10 Cool Things About Titanic

-  Including the four smokestacks, the ship was as tall as a 17-story building.
-  Titanic's engines used more than 800 tons of coal each day. The ship's top speed was 24 knots (27 miles an hour).
-  Titanic was one of the first ships to have a telephone system and electric lights in all the rooms.
-  The ship had four elevators, a heated swimming pool, a gym, two libraries, and two barber shops.
-  Each day, the passengers and crew used 14,000 gallons of drinking water.
-  Smoke and steam made by Titanic's boilers escaped through three stacks. Builders added a fourth stack because they thought it made the ship look better.
-  Titanic could carry 3,547 passengers and crew. About 2,200 people traveled on its first voyage.
-  Some passengers paid about \$99,000 in today's money to travel aboard Titanic.
-  To feed the passengers and crew, Titanic had 86,000 pounds of meat, 40,000 eggs, 40 tons of potatoes, 7,000 heads of lettuce, 3,500 pounds of onions, 36,000 apples, and 1,000 loaves of bread on board.

**Thursday – I can use expanded noun phrases to describe and specify**

Follow the link to learn about expanded noun phrases and constructing detailed sentences to describe the Titanic's Grand Staircase.

<https://mayfieldschoolpo2.sharepoint.com/:p:/g/admin-staff/EcCFbCWxHxIPqAfhpFZ-Nc0BGs9USAuzngCAJuPaeGulCA>



**Friday - I can spell words that end in /l/ or /əl/ sound spelt -le**

- 1.) Create your own spelling spinner like the one in the picture below.
- 2.) Once you have spun your spinner and put each word into a sentence, use a dictionary to see how many other words you can find that end in le.
- 3.) Create an le spelling word poster, using the words you have found. Try using each of these words in your own context to show your understanding of them.
- 4.) Can you create your own crossword by writing clues for each of the le words on your poster?

## Spelling Spinner

This week, we are looking at spelling /l/ with 'le' at the end of words.

Use a paperclip and a pencil to make a spinner. Hold the pencil in one hand and spin the paperclip with the other hand. Add the ending 'le' to the letters and write each word in a sentence.

dazzle	middle	table	apple	multiple
able	riddle	little	bottle	wobble



### MATHS TASKS

This week's theme is: Addition and Subtraction

Miss Hatton has created a PowerPoint to support you with your learning through the week. Please find the slide that matches the day.

#### MONDAY

L.O: I can add two-digit numbers and tens

See relevant slides on PowerPoint

Starter

How are two-digit numbers made up?

Recap Place Value Chart.

How could we use a Place Value chart to add two numbers together?

Complete these addition sentences using a place value chart:

$$14 + 13 =$$

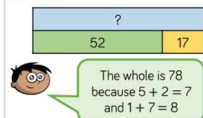
$$22 + 11 =$$

$$35 + 20 =$$

$$46 + 22 =$$

## Task: Reasoning and Problem Solving Question

Amir has been asked to complete the bar model.



The whole is 78 because  $5 + 2 = 7$  and  $1 + 7 = 8$

Explain to Amir what he has done wrong. How could you help him work out the correct total?

Pink Mastery Questions:

1. Prove Amir is wrong by drawing the correct bar model.
2. Can you draw the addition using a place value chart?
3. Write the rules for adding two-digit numbers together.

## TUESDAY

**L.O:** I can add any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus

See relevant slides on PowerPoint

### Starter

What do we remember about adding two-digit numbers together?

What if we had  $48 + 35$ ? What would happen?

Complete these addition sentences:

$$17 + 15 =$$

$$23 + 18 =$$

$$32 + 29 =$$

$$44 + 26 =$$

## Task: Reasoning and Problem Solving Question

Can you create a calculation where there will be an exchange in the ones and your answer will have two ones and be less than 100?

Pink Mastery Questions:

1. Could I add 75 and 35 together? Why?
2. Write the rules for adding two-digit numbers together where the ones add up to a number bigger than 9.
3. Could I start with the tens first? Why? Prove it.

Send this task to your class teacher by Friday 10<sup>th</sup> July to receive feedback.

## WEDNESDAY

**L.O:** I can subtract two-digit numbers and tens where no regrouping is required, explaining their method verbally, in pictures or using apparatus

See relevant slides on Powerpoint

Find the missing numbers.

$$\begin{array}{r} 6 \square \\ - 2 \square \\ \hline 4 \ 2 \end{array}$$

Is this the only possible solution? Explain your answer.

Make the numbers using Base 10 to help you find your answer.

Pink Mastery Questions:

1. Could the numbers 12 and 8 fit in the tens column? Why?
2. What does the 4 and 2 represent in the answer?
3. If you draw this on a place value chart with dienes would you still get the same answer? Why?

## THURSDAY

**L.O: I can subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus**

See relevant slides on PowerPoint

### Starter

[https://www.math-play.com/soccer-math-subtracting-two-digit-numbers/subtracting-two-digit-numbers-game\\_html5.html](https://www.math-play.com/soccer-math-subtracting-two-digit-numbers/subtracting-two-digit-numbers-game_html5.html)

How could we work out  $64 - 17$ ?

Find the greatest whole number that can complete each number sentence below.

$$45 - 17 > 14 + \underline{\quad}$$

$$26 + 15 < 60 - \underline{\quad}$$

Explain your answer.

Pink Mastery Questions:

1. How did you find your answer?
2. What does the '</'>' symbol mean?
3. Could I have any other numbers? Why?

## FRIDAY

**L.O: I can add and subtract two digit numbers**

See relevant slides on PowerPoint

What have we learnt this week?

Recap addition and subtraction methods in order to complete today's question.

What do I need to add to or subtract from each of these numbers to total 60?

40, 44, 66, 69, 76, 86, 99, 89, 79.

Pink Mastery Questions

1. What did you do to help you work out your answer?
1. How did you know if you needed to add or subtract?
2. Which calculation was the easiest? Why?
3. Create a poster to show how you add and subtract two-digit numbers.

Optional: To check your understanding of Addition and Subtraction, you could take the White Rose Assessment.

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2018/09/Year-2-Addition-and-Subtraction.pdf>

**(Please find answers on the bottom of this document)**



## TOPIC/CREATIVE – Terrible Titanic!

### Task 1 - Art

**L.O: I can use drawing/painting to develop and share their ideas and imagination**

What colours can you see in the background? How could we create these colours? Recap how we made the different shades on blue.



Step 1: Use paint or colouring pencils to recreate this background. Think about how you could make these colours. Leave your picture to one side to dry.

Step 2: Next use black card to cut out the shape of the titanic. You could also cut out the shape of Titanic using paper and then colour this in black.

Step 3: Make yellow strips to create the funnels and stick these onto your boat.

Step 4: Lastly, when your picture is dry, stick the Titanic onto your background to complete your picture.

### Task 2 – Science: use of everyday materials

**L.O: I can use observations and ideas to suggest answers to questions**

Which material is the most suitable for making a boat?

Find resources around your home to test. Make your predictions! Which material will be suitable? Which material will not be suitable?

Once you have made your predictions, place the material in water. What happens to the material? Would this be ideal for a boat? Why?

Record your results and then answer today's question 'Which material is the most suitable for making a boat?'

Send an email to your class teacher to show what you discovered from your experiment; you could take photos to show this.

### Task 3 – Art

**L.O: I can use painting to develop and share my ideas and imagination**

Pointillist painting with a cotton bud

<https://www.bbc.co.uk/bitesize/clips/zg6dsg8>

Have a look at pictures of the Titanic. What colours can you see?

Find an outline of the Titanic, children to use cotton buds to practise pointillism. Dip the cotton button into the paint and dab small circles inside the picture. Children to use different shades of colour to create a painting.

### Task 4 – History/English

**L.O: I can plan what I am going to write about**

Why do we have newspapers? Look at some newspapers. What can you find on a newspaper front cover?

What happened on the Titanic? What could you write on your newspaper front page to make it eye catching for readers?

Plan your newspaper front page. You could use this template to help you.

Name of your newspaper:	
Date:	
Headline:	
Picture:	Description of what has happened:



## Task 5 – History/English

L.O: I can write for different purposes

I can write about real events

Using your plan from yesterday, create the front page of your newspaper.

## 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://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>

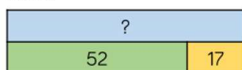
<http://www.crickweb.co.uk/ks1literacy.html>

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

## Maths Answers

### MONDAY

Amir has been asked to complete the bar model.



The whole is 78 because  $5 + 2 = 7$  and  $1 + 7 = 8$

Explain to Amir what he has done wrong. How could you help him work out the correct total?

Amir has found the digit totals and put the digits together to make 78

The correct answer is 69 and this could be shown by using Base 10 and a place value chart.

### TUESDAY

Can you create a calculation where there will be an exchange in the ones and your answer will have two ones and be less than 100?

There are lots of possible solutions.

E.g.  $33 + 29 = 62$

## WEDNESDAY

Find the missing numbers.

$$\begin{array}{r} \boxed{6} \boxed{\phantom{0}} \\ - \boxed{2} \boxed{\phantom{0}} \\ \hline \boxed{4} \boxed{2} \end{array}$$

Is this the only possible solution? Explain your answer.

Make the numbers using Base 10 to help you find your answer.

9 and 7

8 and 6

7 and 5

6 and 4

5 and 3

4 and 2

3 and 1

2 and 0

## THURSDAY

Find the greatest whole number that can complete each number sentence below.

$$45 - 17 > 14 + \underline{\quad}$$

13

$$26 + 15 < 60 - \underline{\quad}$$

18

Explain your answer.

## FRIDAY

What do I need to add to or subtract from each of these numbers to total 60?

40, 44, 66, 69, 76, 86, 99, 89, 79.

$$40 + 20 = 60$$

$$44 + 16 = 60$$

$$66 - 6 = 60$$

$$69 - 9 = 60$$

$$76 - 16 = 60$$

$$86 - 26 = 60$$

$$99 - 39 = 60$$

$$89 - 29 = 60$$

$$79 - 19 = 60$$