

Home Learning – Year 2 (Christ Church)

Week Beginning 4th January

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called 'Recognise equal groups'</p> <p>https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Make equal groups,'</p> <p>https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Add equal groups.'</p> <p>https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Multiplication using the x symbol'</p> <p>https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/</p> <p>Follow up activity below</p>	<p>Follow the lesson called 'Multiplication sentences using pictures'</p> <p>https://whiterosemaths.com/homelearning/year-2/week-1-number-multiplication-and-division/</p> <p>Follow up activity below</p>
Maths	Problem of the Day – See below				
X tables	<p>Remember:</p> <p>2x, 5x, 10x - Bronze 3x, 4x, 8x - Silver 6x, 7x, 9x, 11x, 12x - Gold</p> <p>https://www.timestables.co.uk/ https://ttrockstars.com/</p>				
English	<p>Write a recount</p> <p>Make a list of 5 things you did during the Christmas break. Choose 3 of your favourite activities and write a letter to your teacher telling her all about them.</p> <p>Remember to include:</p> <p>Capital letters Full stops Use a variety of conjunctions Use expanded noun phrases</p>	<p>Watch Y2 English Lesson 2 on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/earning-at-home/year-2-learning/</p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y2 English Lesson 3 on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/earning-at-home/year-2-learning/</p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y2 English Lesson 4 on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/earning-at-home/year-2-learning/</p> <p>Follow up activity and supporting resources below</p>	<p>Watch Y2 English Lesson 5 on the school website:</p> <p>https://www.ccht.rbkc.sch.uk/earning-at-home/year-2-learning/</p> <p>Follow up activity and supporting resources below</p> <p>Complete Spelling test</p>
Other Subjects	<p>Geography - Oceans, countries and continents</p> <p>What are the 7 continents? What are the 5 oceans? Quiz for continents and oceans</p> <p>Make a list of people you know who were born in another country. Make a list of their name, country and continent.</p> <p>Take the Quiz</p>	<p>Science</p> <p>What does a plant need to survive? Does a plant need the same things throughout its life? Draw the life cycle of a plant starting with seed/bulb. Label what it needs at each stage: Words to use: germination, root, shoot, sunlight water, nutrients</p> <p>Lifecycle of a plant video</p>	<p>Science/DT (See resource below.)</p> <p>Which parts of a plant do you really eat? Draw and name 10 plants you can eat and describe which part you can eat.</p> <p>Seeds: peas Bulbs: onions Fruits: peppers Leaves: cabbage Stems: celery Roots: carrots Flowers: cauliflower</p>	<p>RE</p> <p>Christianity: How did Jesus Rescue People who were afraid? Watch 'Jesus Calms the Storm'. https://www.youtube.com/watch?v=ZzPwRXytr7U</p> <p>Christians believe that God doesn't want us to be afraid and sent Jesus to earth to rescue everyone. Draw and label a picture of the people in our lives who rescue us.</p> <p>Reflection: How does it feel to be rescued?</p>	<p>Well Being</p> <p>Thought of the Day</p> <p>Question: Can I think myself happy? Does focusing on happiness make you happy? Is it possible to "think" yourself into being happy all the time by positive thinking?</p> <p>Activity: Keep a happiness diary: Record one thing every day that made you happy. Notice how it makes you feel and behave.</p>

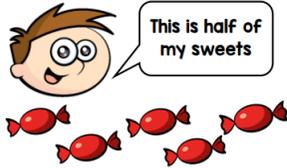
Problems of the Day 2020

1 Fill in the missing numbers.

10 less than 46 is

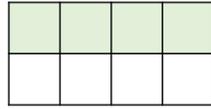
more than 30 is 35

2



How many sweets does Teddy have?

3 Lucy shades in part of a rectangle.



She shades some more squares.

$\frac{3}{4}$ of the rectangle is now shaded.

How many more squares did Lucy shade?

Day 1



Problems of the Day 2020

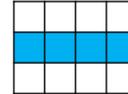
1 Ron has these digit cards.



He uses two of the cards to make a 2-digit number.

How many even 2-digit numbers can he make?

2 One third of the shape is shaded. True or false?



Day 2

3 Tick all the calculations that have an answer greater than 40

$43 + 39$

$35 - 6$

$23 + 28$

10×7

$24 \div 2$

Did you tick any without working them out?



Problems of the Day 2020

1 Which of these numbers is closest to 10?



Which of these numbers is closest to 50?



2 What are the missing numbers?

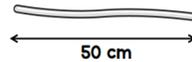
$64 = 10 + \square$

$39 = 100 - \square$

3 Annie has an 80 cm piece of wire.



She cuts the wire into two pieces. The long piece is 50 cm long.



She cuts the smaller piece into 2 more pieces of equal size.

How long is one of these pieces?

Day 3



Problems of the Day 2020

1 What are the missing digits?

$3\square + \square 5 = 76$

2 Annie and Ron each think of a number.

I'm thinking of the number 6



The sum of their numbers is 25. What is Ron's number?

Day 4

3 The bee makes a half turn.



Which way is the bee now facing?



Problems of the Day 2020

1 There are 5 marbles in a bag.



Ron has 10 bags of marbles.

He puts 1 more marble in each bag.

How many marbles are there in total now?

2 Work out the missing digit.

$\square + \square + 4 = 16$

Day 5

3 A toy train costs £4 more than a rocket.



The train costs £5

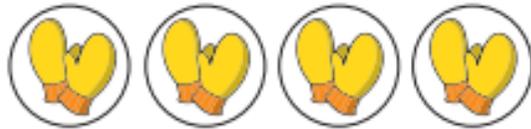
How much does the train and the rocket cost in total?



Recognise equal groups

1 Complete the sentences.

a)



There are pairs with mittens
in each pair.

There are mittens altogether.

b)



There are groups with
counters in each group.

There are counters altogether.

2 Tick the unequal group.



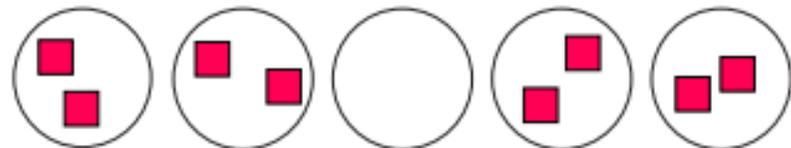
3 Complete the equal groups and sentences.

a)



There are groups with in
each group.

b)



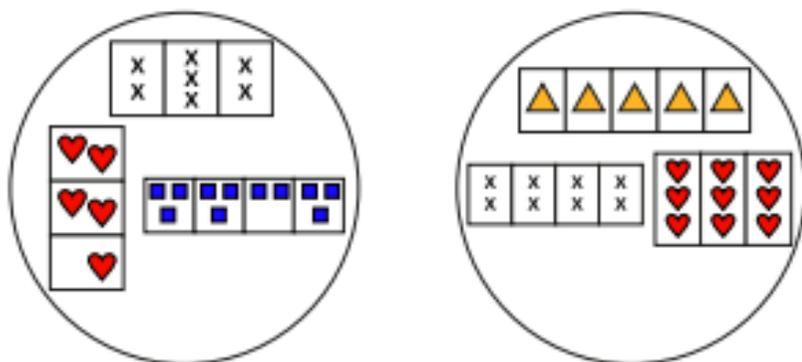
There are groups with in
each group.

c)



There are groups with in each group.

4 a) How has Annie sorted these groups?

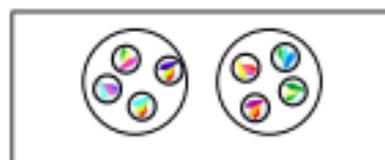


b) Draw a line to show where this group belongs.



5 Match the sentences to the pictures.

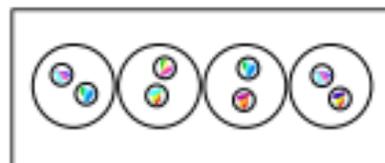
There are 3 equal groups with 5 in each group.



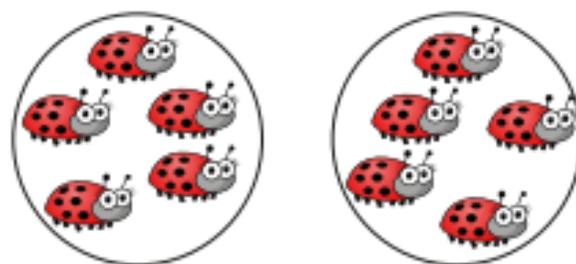
There are 4 equal groups with 2 in each group.



There are 2 equal groups with 4 in each group.



6



I can see 5 equal groups of 2



Is Whitney correct? _____

Talk to a partner.

Monday, 4th of January 2021

WTWAWPWI

Learning Objective: write a recount

I can:	Me	Miss K
Use expanded noun phrases to add detail.		
Use a variety of conjunctions.		
Write in the past tense.		
Use capital letters correctly.		
Use full stops correctly.		

Time Conjunctions

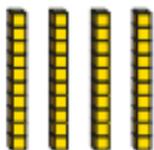


after	as soon as possible	before	earlier
eventually	finally	in the beginning	in the end
just at that moment	just then	later	meanwhile
next	several months later	suddenly	while
first	without warning	second	after that

Make equal groups

1 Complete the sentences.

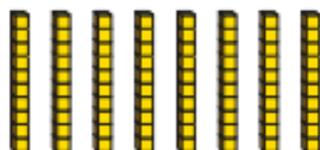
a)



There are equal groups of 10

There are tens.

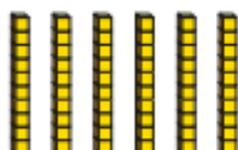
b)



There are equal groups of 10

There are tens.

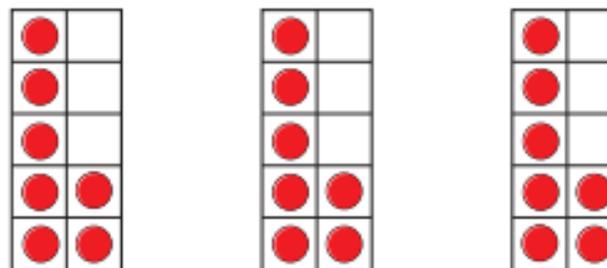
c)



There are tens.

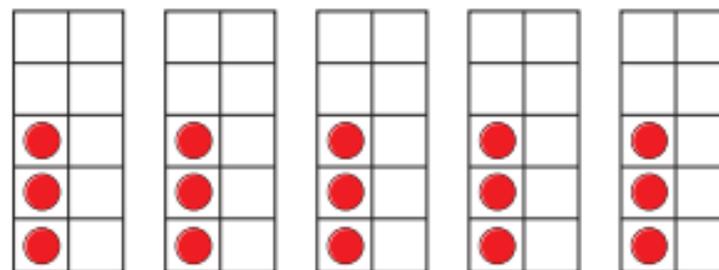
2 The ten frames show equal groups.

a)



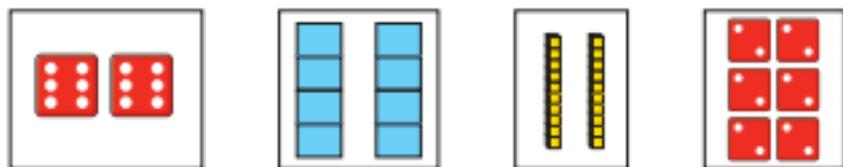
There are equal groups with
in each group.

b)



There are equal groups with
in each group.

3 Match the equal groups.



two 10s

2 sixes

6 twos

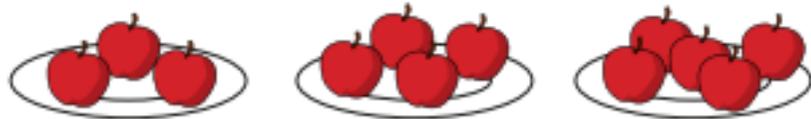
two 4s

4 Which pictures represent 4 equal groups with 5 in each group?

Tick your answers.

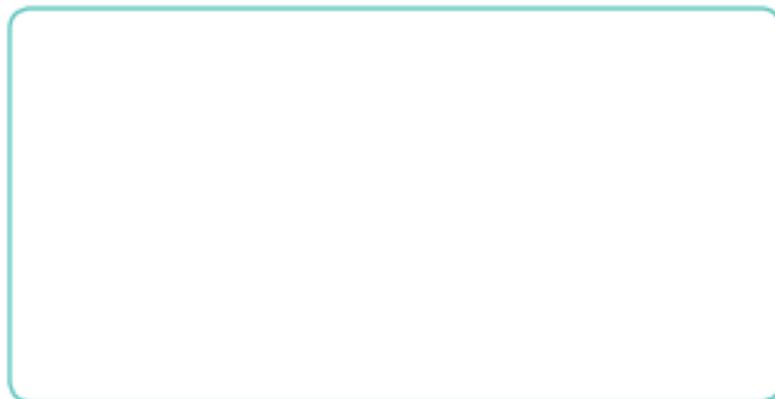


5 How can Eva make the groups equal?

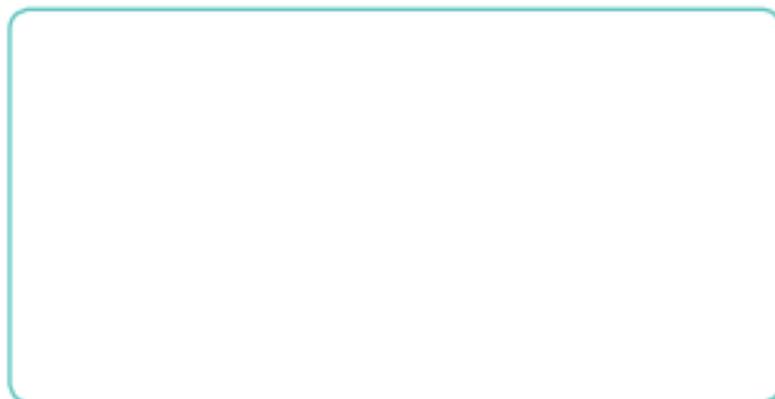


6 Draw triangles to match each sentence.

a) There are 3 equal groups with 2 in each group.



b) There are 2 equal groups with 3 in each group.



What do you notice about your drawings?

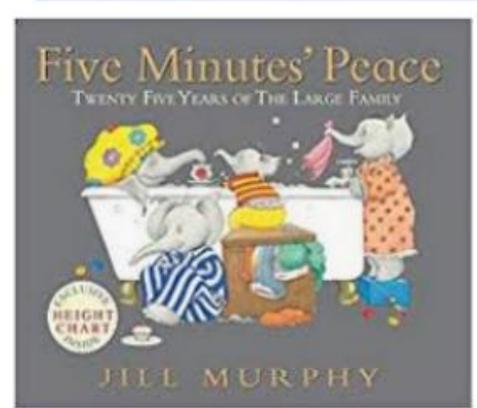
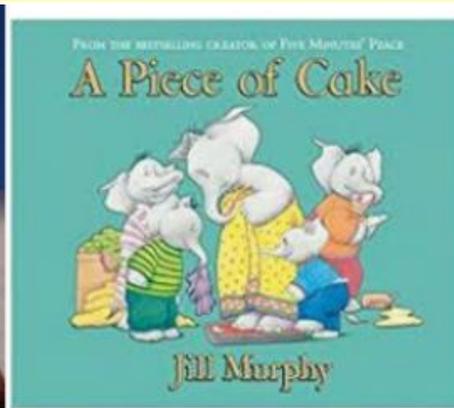
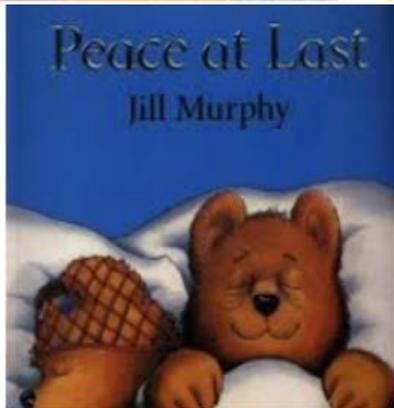
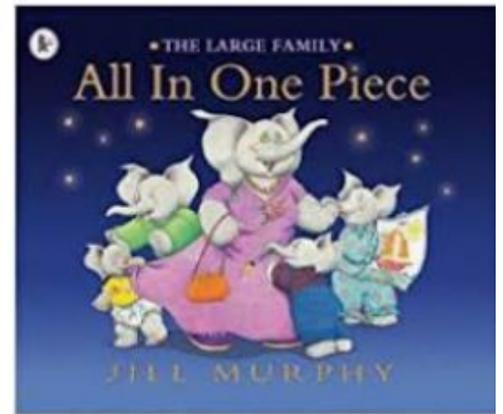
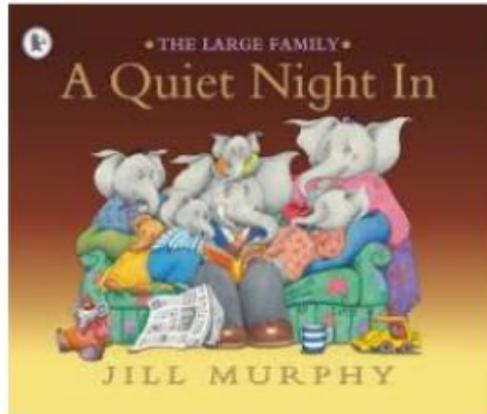
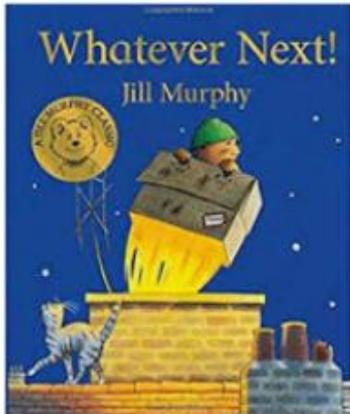
Tuesday, 5th of January 2021

WT WA WP WI

Learning Objective: Explore book covers

I can:	Me	Miss K
Make predictions about a text based upon the cover.		
Check predictions by reading parts of the text.		
Understand what we can learn from a book cover.		

First, choose **one** of the following book covers then complete the following questions using **only the front cover** to help you.



Title:
Author:
 Who or what is in the picture?
 What sort of story do you think this be? Why do you think this?
 What do you think this story could be about? Why?
 Do you want to read the story? Why/why not?

Next, listen to and read the full story (links to read-along below) and write a sentence explaining whether your prediction of what the story could be about was correct or not.

Lastly, write a list of the different things you can learn from a book cover.

Links to full story on Youtube:

Whatever Next!: https://www.youtube.com/watch?v=INOWyGl_yjM

A Quiet Night In: <https://www.youtube.com/watch?v=8GNw4Q-Bs7o>

All In One Piece: <https://www.youtube.com/watch?v=X2JzAMJSjQI>

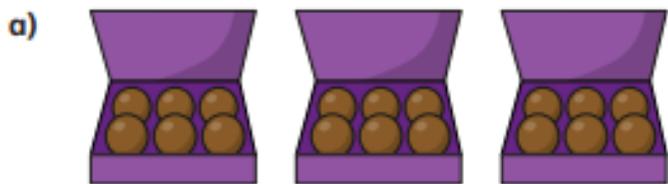
A Piece of Cake: <https://www.youtube.com/watch?v=pD6FhXHP-Q4>

Five Minutes' Peace: <https://www.youtube.com/watch?v=EzR6BZFizII>

Peace at Last: https://www.youtube.com/watch?v=s8X_Ktt-nTM

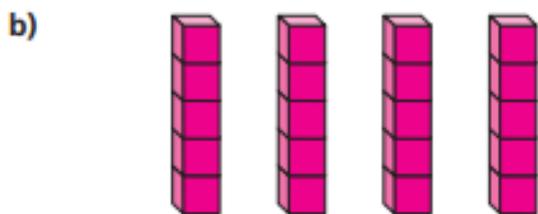
Add equal groups

1 Complete the sentences.



There are equal groups with
in each group.

$$\square + \square + \square = 18$$

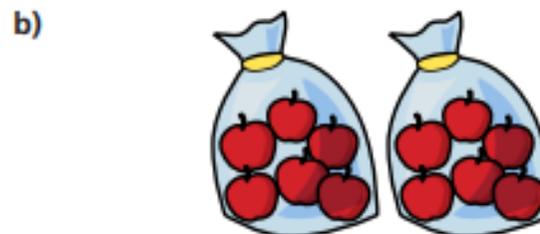


There are equal groups with
in each group.

$$\square + \square + \square + \square = 20$$

2 Write a number sentence to match the picture.





3 Rosie has 20p.

How many 10p coins could she have?

How many 5p coins could she have?

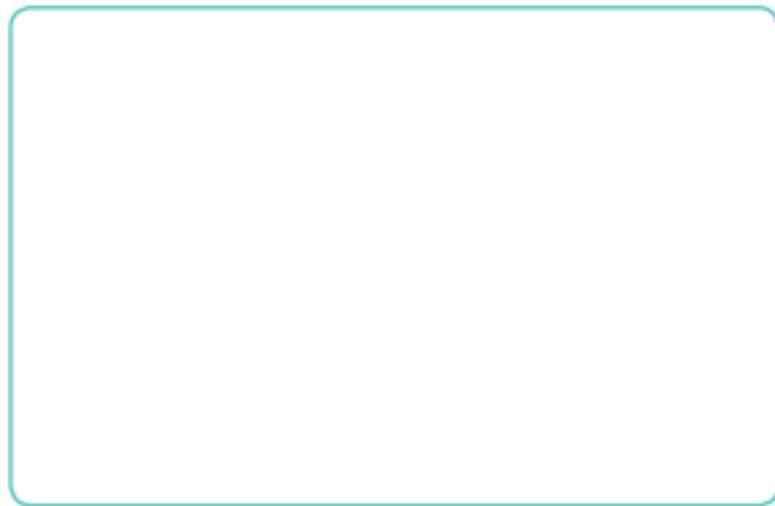
How many 2p coins could she have?

- 4 Draw a picture to represent the number sentence.

a) $8 + 8 = 16$



b) $2 + 2 + 2 = 6$



- 5 Dexter has five of the same coins.
How much money does Dexter have if these are the coins?

a) Dexter has five 1p coins.

b) Dexter has five 2p coins.

c) Dexter has five 5p coins.

d) Dexter has five 10p coins

- 6 Complete the sentences.

a) $3 + 3 + 3 + 3 = 12$

There are equal groups with
in each group.

b) $2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$

There are equal groups with
in each group.

Wednesday, 6th of January 2021

WT WA WP WI

Learning Objective: Take part in a performance & make inferences on the basis of what is being said and done.

I can:	Me	Miss K
Identify the opinions of the main characters.		
Provide possible solutions to the problem.		



Why does granny disapprove of Marlon's dummies?

What does mum think?

What does granny think about the way mum is handling the situation?

What does Marlon think about the other monsters teasing him?

Choose one of the characters from the story to roleplay and discuss the problem from your chosen character's perspective. If there are willing participants at home, they can roleplay the other two characters. Record a video of your roleplay and upload it to Dojo.

Marlon (Must explain why he won't give up his noo-noo)

His Mum (Has to be firm with him and tell him he's too big for noo-noo's)

His Gran (Gives reasons to Marlon for giving up and advice to mum on how to deal with it)

Marlon sat on the floor watching TV. Marlon's granny sat in the armchair, watching Marlon.

"He's getting too old for that dummy," she said sternly to Marlon's mum.

"It's a noo-noo," said Marlon.

"He calls it a noo-noo," explained Marlon's mum.



"Well, whatever he calls it," said Marlon's granny, "he looks like an idiot with that stupid great *thing* stuck in his mouth all the time."

"He doesn't have it *all* the time," soothed Marlon's mum. "Only at night or if he's a bit tired. He's a bit tired now – aren't you, pet?"

"Mmmmm," said Marlon.

"His teeth will start sticking out," warned Marlon's granny.

"Monsters' teeth stick out anyway," observed Marlon.

"Don't answer back," said Marlon's granny. "You should just throw them *all* away," she continued. "At this rate he'll be starting *school* with a dummy. At this rate he'll be starting *work* with a dummy. You'll just have to be firm with him."





“Well,” said Marlon’s mum, “I am *thinking* about it. We’ll start next week, won’t we Marlon? Now you’re a big boy, we’ll just get rid of all those silly noo-noos, won’t we?”

“No,” said Marlon.

“You see!” said Marlon’s granny. “One word from you and he does as he likes.”

There was no doubt about it. Marlon was a hopeless case.

Marlon’s mum decided to take drastic action.

She gathered up every single noo-noo she could find and dumped them all in the dustbin five minutes before the rubbish truck arrived.

But Marlon had made plans just in case the worst should happen. He had secret noo-noo supplies all over the house.

There was a yellow one down the side of the armchair, a blue one at the back of the breadbin, various different types in his toy ambulance and his favourite pink one was lurking in the toe of his wellington boot.



His mother and granny were astonished. They could not think where he kept finding them.

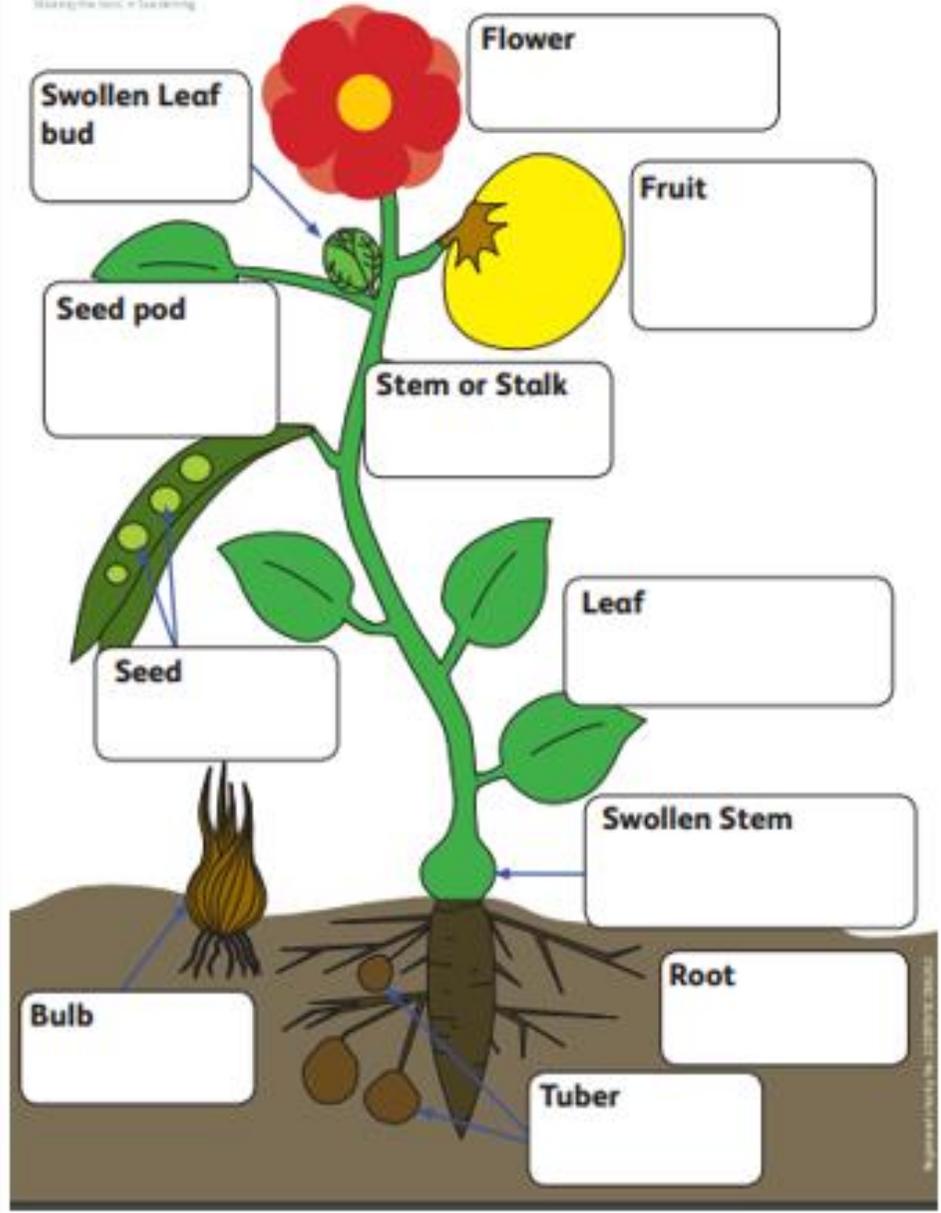
“You’ll be teased when you go out to play,” warned his granny. “A great big monster like you with a baby’s dummy.”



Marlon knew about this already. The other monsters had been teasing him for ages, but he loved his noo-noos so much that he didn't care.

*from **The Last Noo-Noo** by Jill Murphy*

 **Which part of the plant do we eat?**
Look round the vegetable garden and work out which part of the different plants we eat and write the name in the correct box.



Flower

Swollen Leaf bud

Fruit

Seed pod

Stem or Stalk

Leaf

Seed

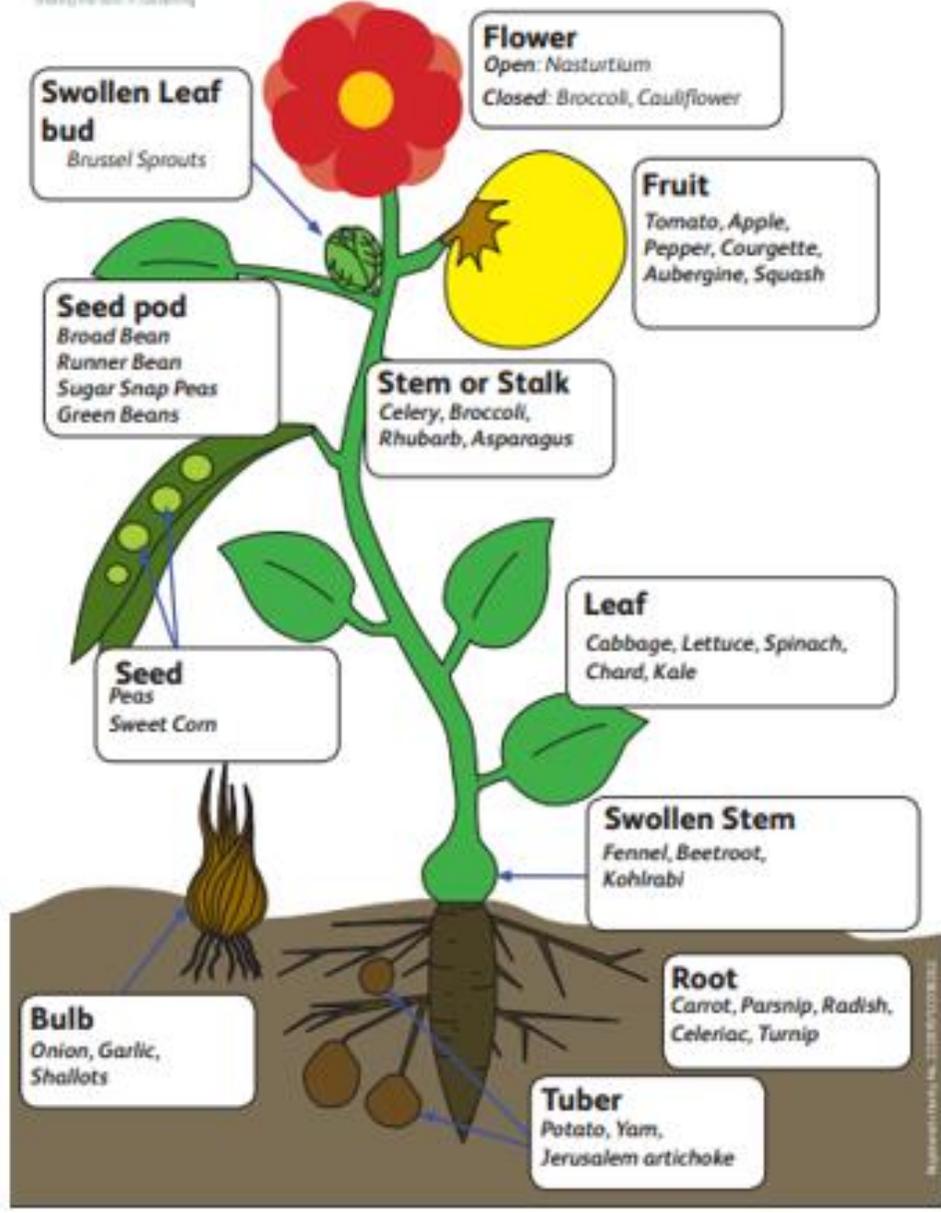
Swollen Stem

Bulb

Root

Tuber

 **Which part of the plant do we eat?**
ANSWERS



Flower
Open: Nasturtium
Closed: Broccoli, Cauliflower

Swollen Leaf bud
Brussel Sprouts

Fruit
Tomato, Apple, Pepper, Courgette, Aubergine, Squash

Seed pod
Broad Bean
Runner Bean
Sugar Snap Peas
Green Beans

Stem or Stalk
Celery, Broccoli, Rhubarb, Asparagus

Leaf
Cabbage, Lettuce, Spinach, Chard, Kale

Seed
Peas
Sweet Corn

Swollen Stem
Fennel, Beetroot, Kohlrabi

Bulb
Onion, Garlic, Shallots

Root
Carrot, Parsnip, Radish, Celeriac, Turnip

Tuber
Potato, Yam, Jerusalem artichoke

Multiplication sentences using the \times symbol

1 Complete the sentences.

a)

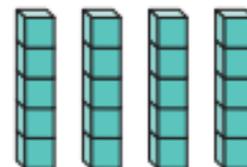


There are equal groups with
in each group.

$$\square + \square + \square = 18$$

$$\square \times \square = 18$$

b)



There are equal groups with
in each group.

$$\square + \square + \square + \square = 20$$

$$\square \times \square = 20$$

c)



There are equal groups with
in each group.

$$\square + \square = 8$$

$$\square \times \square = 8$$

- 2 Complete the table.

The first one has been done for you.

Addition	Multiplication
$2 + 2 + 2 + 2$	4×2
$5 + 5 + 5$	
$3 + 3 + 3 + 3 + 3$	
	2×10

- 3 Complete the pattern.

$$5 \times 2 = 5 + 5 = \square$$

$$5 \times 3 = 5 + 5 + 5 = \square$$

$$5 \times 4 = 5 + 5 + 5 + 5 = \square$$

$$5 \times 5 = \underline{\hspace{2cm}} = \square$$

What comes next?



- 4 The total is 16

What could the addition and multiplication be?

- 5 Use counters to help you complete the number sentences.

a) $3 \times \square = 12$

b) $\square \times 4 = 8$

c) $2 \times \square = 10$

Thursday, 7th of January 2021

WTWA WPWI

Learning Objective: Make predictions

I can:	Me	Miss K
Use Jill Murphy's characters		
Make sure the characters behave in the way the author would expect		
Use what has already been read		



“You’ll be teased when you go out to play,” warned his granny.
“A great big monster like you with a baby’s dummy.”

Continue writing the story of the Last Noo-Noo from when Marlon goes out to play.
Remember to use all of the tools of a fantastic writer!

- Write full sentences.
- Use full stops correctly.
- Use capital letters correctly.
- Use expanded noun phrases to add detail.
- Use a variety of conjunctions.
- Use time connectives.

Multiplication sentences from pictures

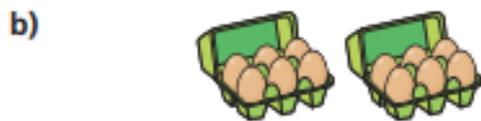
1 Complete the sentences to match the picture.



$$\square \text{ lots of } 3 = \square$$

$$\square \text{ multiplied by } 3 = \square$$

$$\square \times 3 = \square$$



$$\square \text{ lots of } 6 = \square$$

$$\square \text{ multiplied by } 6 = \square$$

$$\square \times 6 = \square$$



$$\square \text{ lots of } \square = \square$$

$$\square \text{ multiplied by } \square = \square$$

$$\square \times \square = \square$$

d)



$$\square \text{ lots of } \square = \square$$

$$\square \text{ multiplied by } \square = \square$$

$$\square \times \square = \square$$

2 Draw a picture for each sentence.

a) 4 lots of 5

b) 2 multiplied by 4

c) 3×5

3 Complete the sentences for each picture.

a)



lots of =

\times =



b)



lots of =

\times =

What is the same about the number sentences?

What is different?

4

a) The answer is 12

What could the multiplication be?

Compare answers with a partner.

b) Now the answer is 15

What could the multiplication be?

Can you write more or fewer multiplications for 15?

Friday, 8th of January 2021

WTWAWPWI

Learning Objective: To edit a piece of work.

I can:	Me	Miss K
Identify and correct spelling mistakes.		
Use neat handwriting.		

Highlight or underline the spelling mistakes in my letter then carefully rewrite the letter using the correct spelling. Be sure to copy out the lay-out, spellings and punctuation correctly and use your best handwriting!

Dear Year 2,

I was really hopping to see all of you creative, clever students in class after the Christmas break but, for the begining of term, you will have to do learning at home. I was a bit sad but I soon grined when I realised there was nothing stoping me from seeing your fantastic learning through Dojo! I was so happy that I hoped up and down then claped my hands in excitement! It's been so great to see all of your amazing work. I hope you have been pating yourself a lot on the back for all your hard work!

Love Miss Kelly

Words to learn for test on Friday, 8th of January 2021

(Parents: Please make a copy of the words before the books are handed in so that you can continue to practise at home!)



The magic endings -ed and -ing...

Beware: These endings can change 'short' vowels into 'long' sounds (which sound like just their letter name - eg when we add ed the short /u/ in 'cub' becomes a long U in 'cubed'). Sometimes we have to stop the magic! (eg We don't want to write 'hoping' when we mean 'hopping'...) How do we do this? Luckily, the magic can only jump over 1 letter and the magic only works on vowels, so we BLOCK the magic with a double consonant letter!

Doubling consonants after a 'short vowel' when adding -ed or -ing		1st Attempt	2nd Attempt	3rd Attempt
1	hopping			
2	hopped			
3	stopping			
4	stopped			
5	shopping			
6	hugged			
7	hugging			
8	clapped			
9	clapping			
10	hitting			
11	grinned			
12	wrapped (a present)			
13	patted			
14	hoped (not 'hopped')			
15	hoping (not 'hopping')			

Friday Spelling test

1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.

