Home Learning – Year 2 Christ Church

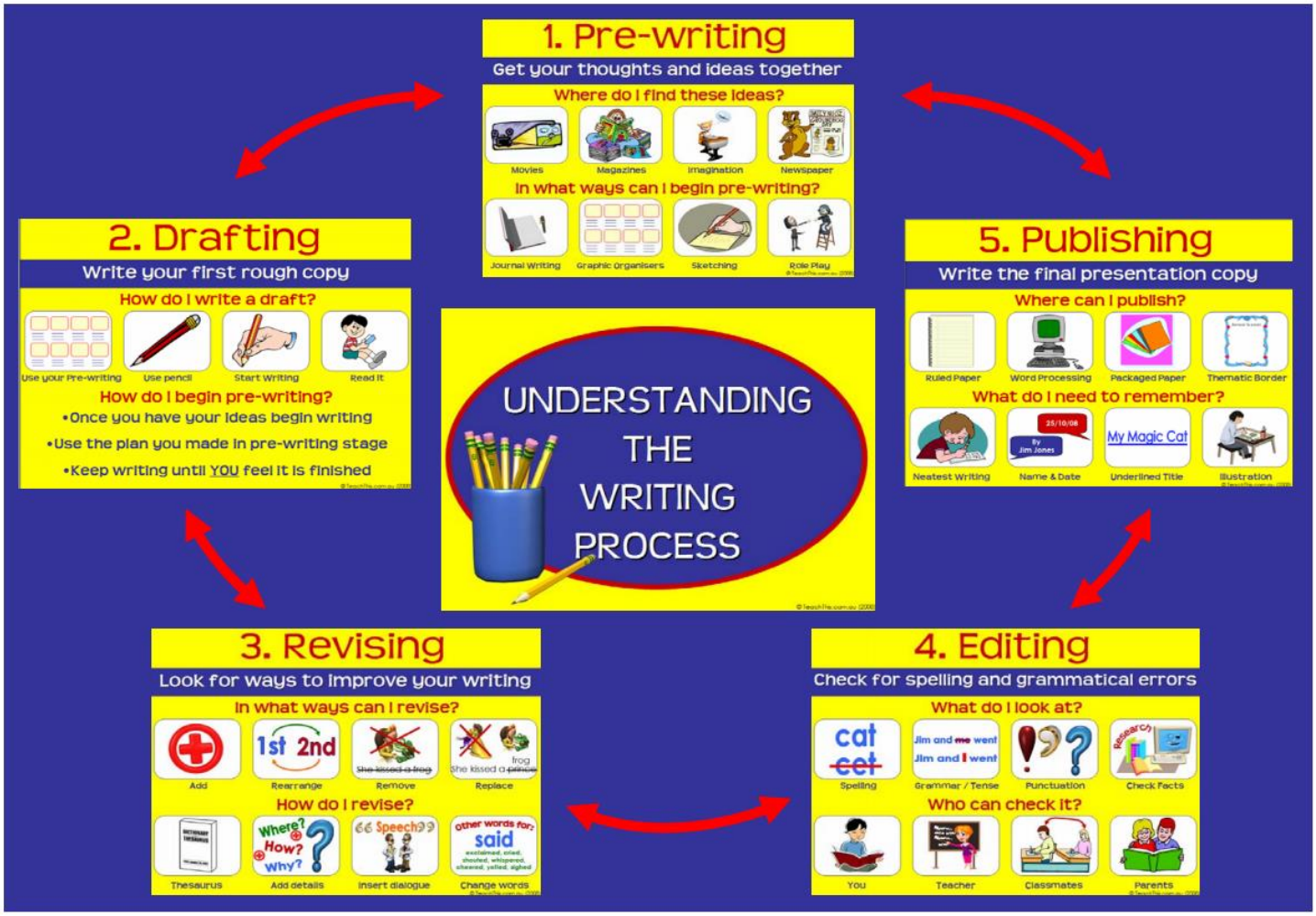
Week Beginning 25th January

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Follow the lesson called 'Divide by 2' https://whiterosemaths.com/homelearning/year-2/spring-week-4-number-multiplication-and-division-2/ Follow up activity below	Follow the lesson called 'Odd & Even Numbers' https://whiterosemaths.com/homelearning/year-2/spring-week-4-number-multiplication-and-division-2/ Follow up activity below	Follow the lesson called 'Divide by 5' https://whiterosemaths.com/homelearning/year-2/spring-week-4-number-multiplication-and-division-2/ Follow up activity below	Follow the lesson called 'Divide by 10' https://whiterosemaths.com/homelearning/year-2/spring-week-4-number-multiplication-and-division-2/ Follow up activity below	Online Activity https://vimeo.com/486797359
Maths	Problem of the Day – See below				
X tables	**Remember:** 2x, 5x, 10x – **Bronze** 3x, 4x, 8x – **Silver** 6x, 7x, 9x, 11x, 12x – **Gol** https://www.timestables.co.uk/ https://ttrockstars.com/				
English	Watch Y2 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/ Follow up activity and supporting resources below	Watch Y2 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/ Follow up activity and supporting resources below	Watch Y2 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/ Follow up activity and supporting resources below	Watch Y2 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/ Follow up activity and supporting resources below	Watch Y2 English Lesson on the school website: https://www.ccht.rbkc.sch.uk/learning-at-home/year-2-learning/ Follow up activity and supporting resources below
Other Subjects	**Science** ***Offspring grow into adults*** ● Watch this clip all about adult animals and their offspring. ● List as many animals and their offspring as you can think of in one minute. Time yourself! For example: Dog and puppy ● Match the animal to their offspring on the worksheet below OR write out the name of the animal and the offspring name next to it.	**History** ***What was school life like 100 years ago?*** ● Watch this clip to see what school life was like 100 years ago. ● Look at the images below from schools 100 years ago and from schools today. What similarities and differences can you see?	**RE** The Parable of the Sower - this is the parable that inspires our schools' Christian Vision. Read our vision and watch the video: https://www.youtube.com/watch?v=W6LwEW8jX9A Write a sentence below each of the pictures in the storyboard. What things could you do that would help you to be the 'good soil' so that you can flourish?	**Spanish** Watch this video about farm animals https://www.youtube.com/watch?v=YwYckV5hLjI&t=25s&ab_channel=IndianaFresquetDelCastillo and then watch Miss Aina's video on the school website to do a review of all the animals together. After that you will be ready to do the Spanish worksheet!	**Art** ***Dream Animals*** ● Pick two of your favourite animals – decide which part of each one you particularly like – you are going to 'join' these two pieces together to make a new animal. Try some simple practise drawings. See the ideas below. ● Draw your new animal – what would you call it? ● Give your animal its own habitat and add it your drawing.

English

This week you will be writing your own story about **The Worst Witch** following the writing process below.

Monday: Plan your narrative.
Tuesday: Draft your narrative.
Wednesday: Revise your narrative.
Thursday: Edit your narrative.
Friday: Publish your narrative. (Plus SPAG).

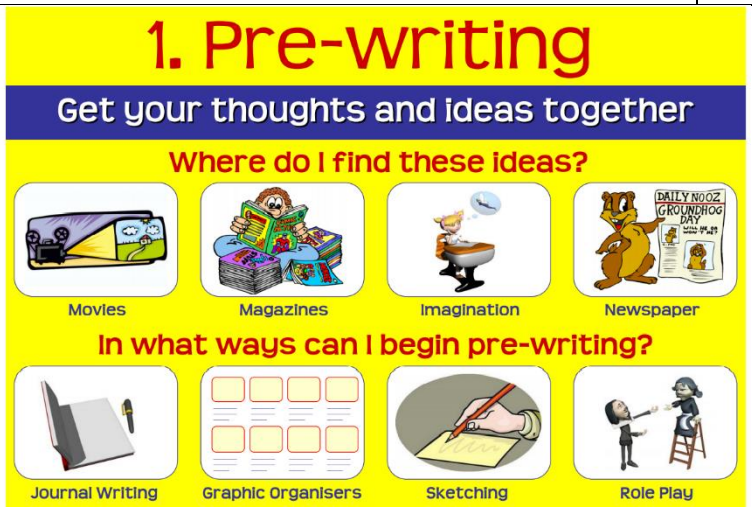


Monday, 25th of January 2021

WT WA WP WI

Learning Objective: Plan a narrative.

I can:	Me	Miss K
Summarise my ideas.		
Review my ideas.		



Today you will **complete a story map** for your story about Mildred Hubble.

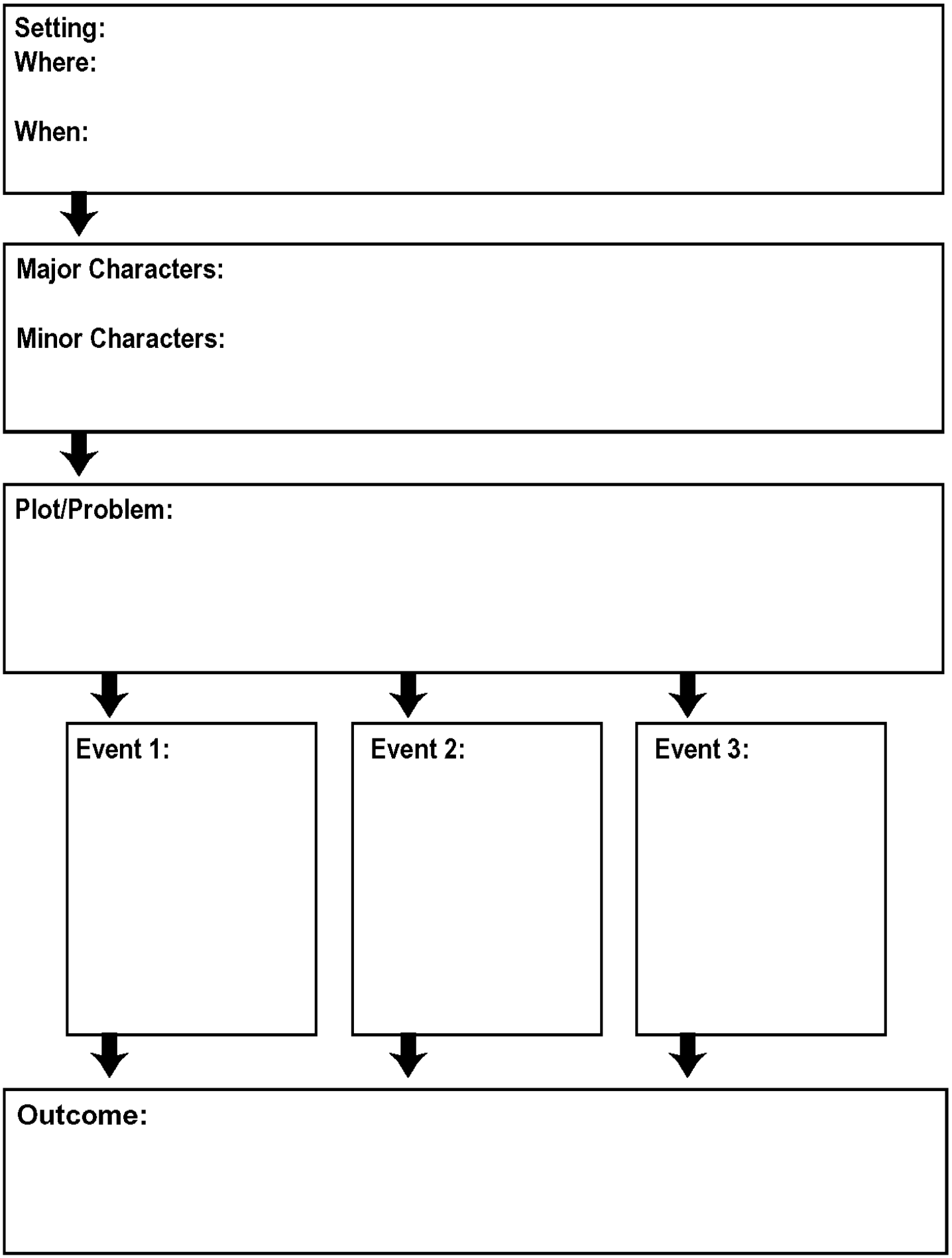
1. **Re-read** the extract of The Worst Witch (from Week 2) to look at the style of writing you will be using.

2. **Brainstorm** some ideas for an <u>interesting</u> story which:

- is set at the witches' school, and
- involves Mildred, her kitten, Maud and Miss Hardbroom.

3. **Choose one** idea, then think about the different features of a narrative.
- <u>beginning</u> (introduce the characters, setting then the initial problem).
- <u>middle</u> (move through the events the character/s go through trying to solve the problem).
- <u>end</u> (how the problem is resolved, how the characters may have changed since the beginning).

4. **Write** your idea onto a **story map** to plan your story about Mildred Hubble, remembering the features of a narrative. Choose from one of the story maps below.


Setting:
Where:
When:
Major Characters:
Minor Characters:
Plot/Problem:
Event 1:
Event 2:
Event 3:
Outcome:

SETTING

Where?

CHARACTER

Who?

BEGINNING

First...

MIDDLE

Next...

END

Last...

Narrative Title: _____

Introduction

Who?

Where?

When?

Problem/ Complication

What happened?

Resolution

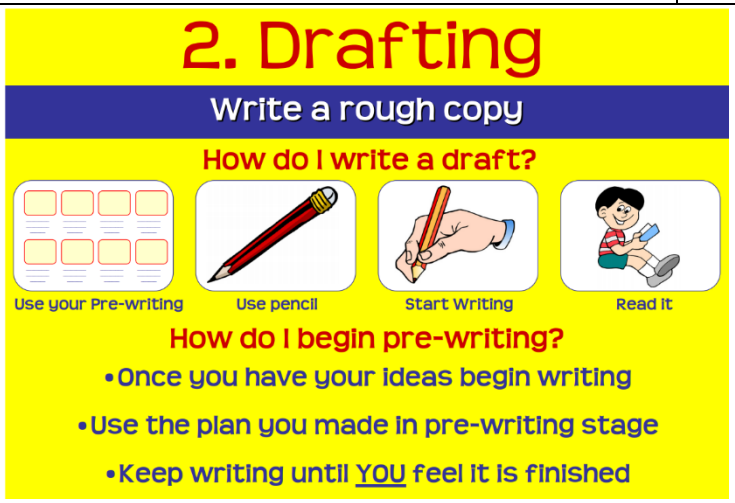
How did the problem get resolved?

Tuesday, 26th of January 2021

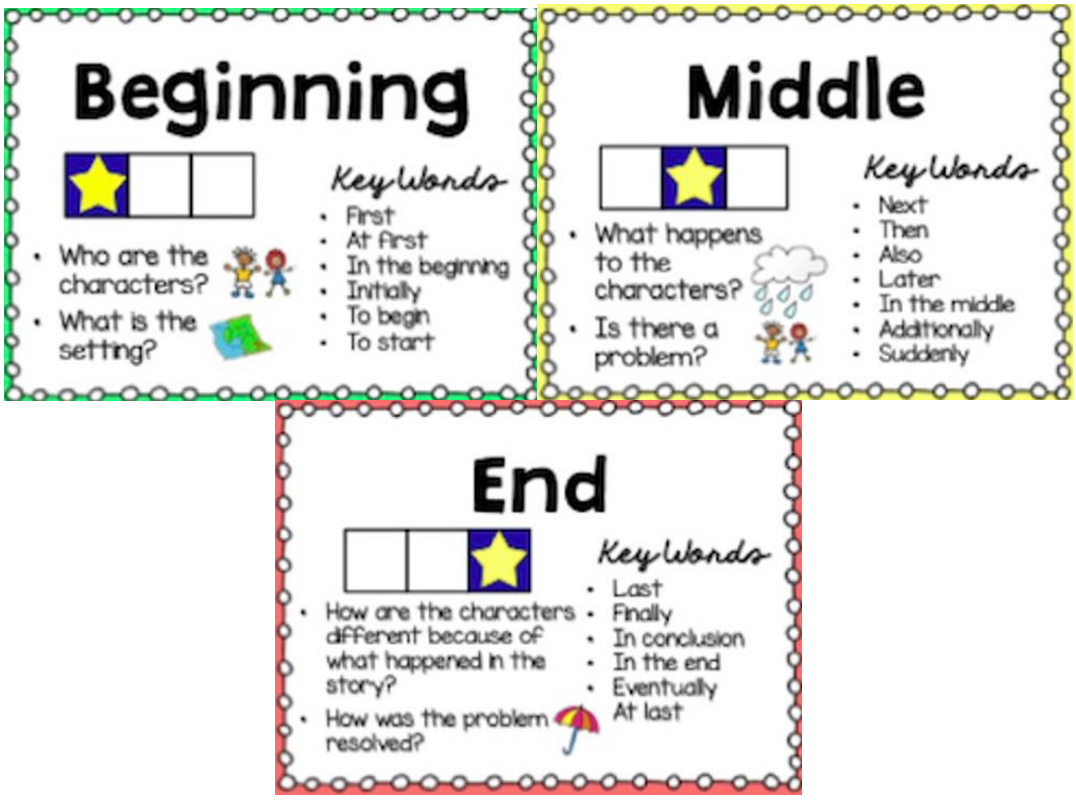
WT WA WP WI

Learning Objective: Write a narrative.

I can:	Me	Miss K
Use the structure of a narrative.		
Use the correct punctuation (capital letters, full stops).		
Use a variety of conjunctions.		
Use the past tense.		



Today you will **write a draft** for your story about Mildred Hubble, using your story map from yesterday and remembering the features of a narrative.



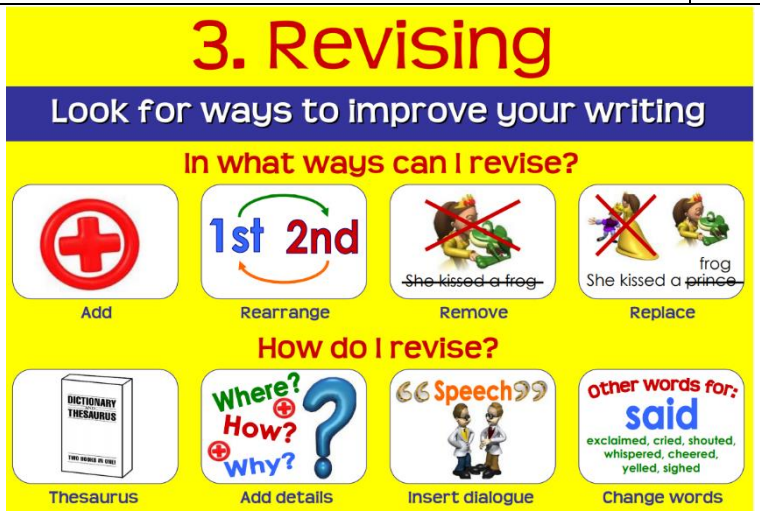
As your writing, remember to write in the past tense, use a variety of conjunctions, and use capital letters and full stops correctly.

Wednesday, 27th of January 2021

WT WA WP WI

Learning Objective: To revise my writing.

I can:	Me	Miss K
Check my writing makes sense.		
Add in more interesting language.		
Add in expanded noun phrases.		
Add in dialogue.		



Today you will **revise the draft** of your story about Mildred Hubble. Revising is very important because we look at how we can **improve** our writing.

Think about the following:

1. Look at the structure of your writing. Have you introduced the setting and the characters? Is there a clear problem in your story? Have you included events where the characters *try* to solve the problem? Have you included a resolution where the problem has been solved? Have you included a nice ending?

2. Does your story make sense? Add, rearrange, remove, or replace words to ensure it makes sense.

3. Is your story interesting? Would you want to read it? Have you included lots of detailed, interesting language? Have you used adjectives and adverbs? Have you included expanded noun phrases? Use a thesaurus or dictionary to find some more interesting words.

4. Have you used dialogue? Does it show what your characters are like? Does it sound authentic, like how those characters would speak? I would assume that Miss Hardbroom would always speak proper while Mildred would speak informally with her friends and more proper with Miss Hardbroom.

5. Read it to someone at home. What feedback do they have?

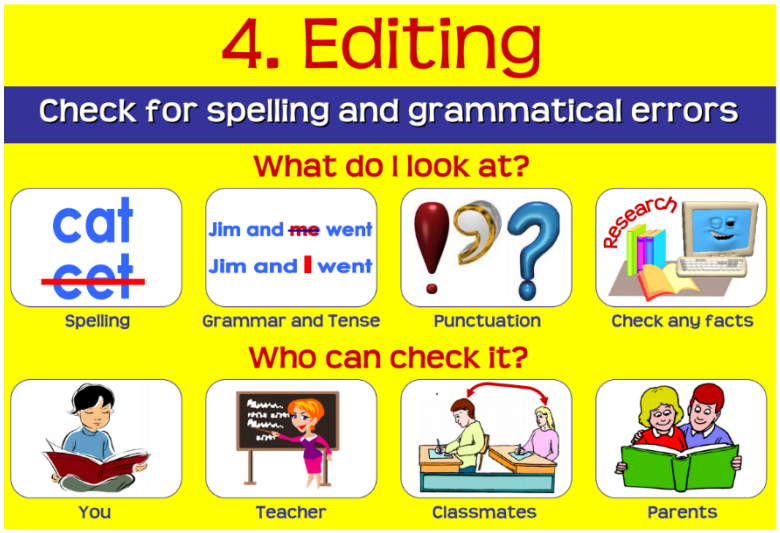
Lots of things to think about! After you have done this, **re-write** your second draft and upload it to Class Dojo. *I really want to see that you have made improvements!*

Thursday, 28th of January 2021

WT WA WP WI

Learning Objective: To proofread to check for errors.

I can:	Me	Miss K
Identify errors in spelling.		
Identify errors in punctuation.		
Identify errors in grammar and tense.		



Today you will **edit** your story about Mildred Hubble.

First, **read** through your story from yesterday.

1. Does it <u>make sense</u>?
   Can you read it from start to finish without getting confused or muddled?
2. Are there any errors with <u>spelling</u>?
   Have you included all the sounds in the word? Have you checked the word in a dictionary?
3. Are there any errors with <u>punctuation</u>?
   Have you included full stops, commas, capital letters, question marks, speech marks?
4. Are there any errors with your <u>tense</u>?
   Have you remembered to write in past tense (e.g. using 'ed' words)?

Use a **coloured pen/pencil** to highlight then **correct** any of the errors you may have found.

Next, ask someone at home (parents, grandparents, siblings) to read through your work and edit for the same things – does it make sense and has correct spelling, punctuation and tense been used? They can make corrections using a **<u>different</u> coloured pen/pencil**.

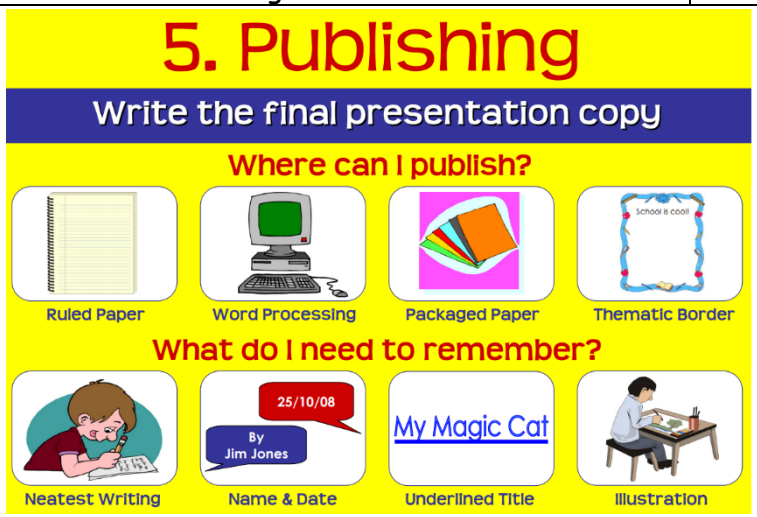
Lastly, upload your work (including the corrections made) on to Class Dojo. 😊

Friday, 29th of January 2021

WT WA WP WI

Learning Objective: To read aloud a narrative.

I can:	Me	Miss K
Take note of punctuation when reading aloud.		
Use the correct intonation when reading aloud.		



Today you will **publish** your story about Mildred Hubble.

First, **choose** whether you would like to **write** (on paper) or **type** (on the computer) your published copy of your story.

Next, either write or type it up, being very careful to **include your corrections** from yesterday. *Please be VERY careful if you decide to type your work and check through it after as typing can be a bit difficult sometimes.*

Then read through your writing and **rehearse a read-aloud**. Remember to take note of punctuation: stop at full stops, pause at commas, use emphasis when using an exclamation mark, etc.

After, once you feel ready, **record** yourself reading your story aloud and share this with me on Class Dojo.

Lastly, **complete Two Stars and a Wish**. In your performance or read-aloud, what two things did you do well and what do you think you could have improved?

Friday, 29th of January 2021

WT WA WP WI

Learning Objective: To use capital letters correctly.

Remember, we use capital letters:

1. At the beginning of sentences.
2. For names of people and places.
3. For days of the week and months.
4. For the pronoun 'I'.
5. For titles of movies, books, television shows, etc.

Read the title of each box and fill in the names. Don't forget your capital letters!

People in my family and my pets:

People I see at school:

Places I have been to (or where I'd like to go)

My favourite day of the week is

_____

because _____

_____

_____

My favourite month of the year is

_____

because_____

_____

_____

Words to learn for test on 29th January

(Parents: Please make sure you are completing LRCWC (Look, **read**, cover, write, check) and practising regularly over the 2 weeks).

Adding the endings -er and -est (If you know how to add -est, you also know how to add -er!)		1st Attempt	2nd Attempt	3rd Attempt
*Green words – Start with the root word and add **-est*** *Top tip: If you're finding any of these tricky, practise writing the root word only on its own first (eg quiet).*				
1	slowest			
2	quickest			
3	fastest			
4	loudest			
5	quietest			
Now for the double consonant…				
6	biggest			
7	thinnest			
8	wettest			
9	saddest			
10	hottest			
*Letter **y** on the end of the root word changes to an **i***				
11	happiest			
12	driest			
13	noisiest			
*These root words already end in **e** so just add **-st***				
14	nicest			
15	cutest			

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.

Maths – Problems of the day

Problems of the Day 2020

Day 16

1 Here are 3 number patterns.

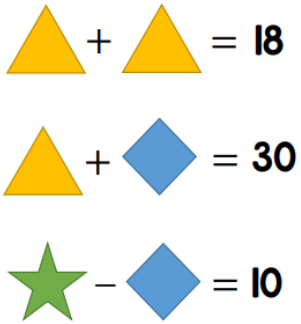
0	5	10	15	20		30

27	37		57	67	77	87

32	30	28	26		22	20

What is the sum of the three missing numbers?

2 Work out the value of each symbol.

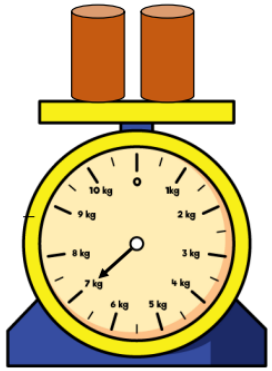


White Rose Maths

Problems of the Day 2020

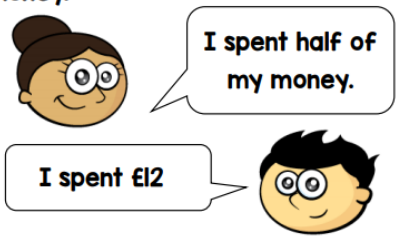
Day 17

1 Mary measures the mass of 2 cylinders.



What is the mass of 10 of these cylinders?

2 Jack and Dora each have some money.



They have the same amount left.

Dora spent £20

How much money did Jack have at the start?

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Problems of the Day 2020

Day 18

1 Tim has two packs of pop.
Each pack holds 24 cans.

Sally has five smaller packs.
Each of her packs holds 6 cans.

How many more cans of pop does Tim have?

2 Here is some money.

The money is shared between 5 girls and 2 boys.

Each girl receives £3

How much money does each boy receive?

White Rose Maths

Problems of the Day 2020

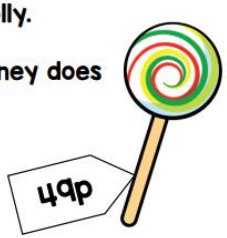
Day 19

1 Mo has six 5p coins.

He also has five 10p coins.

He buys this lolly.

How much money does he have left?



2 Mrs Green bakes muffins.
She sells them in her shop.

- On Monday she bakes 30 and sells 18
- On Tuesday she bakes twice as many muffins but has the same amount left.

How many muffins did she sell on Tuesday?

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Problems of the Day 2020

Day 20

1 Complete these number sentences.

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

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

$10 + 10 + 10 = \square \times 5$

$5 - 5 = \square \times 5$

2 Lou has 5 bananas.

Dan has 8 times as many.

How many bananas do they have in total?

3 A bag contains 100 counters.
Susie takes out 26 counters.
Mark takes out 39 counters.
How many counters are left in the bag?

Monday Maths:

Divide by 2

1 Complete the sentences.

a)

There are 12 cherries.

There are ☐ groups.

There are ☐ cherries in each group.

12 ÷ 2 = ☐ 2 × ☐ = 12

b)

There are 10 muffins.

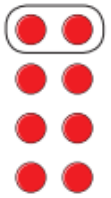
There are ☐ muffins in each group.

There are ☐ groups.

10 ÷ 2 = ☐ ☐ × 2 = 10

2 Complete the number sentences for each array.

a)



☐ × 2 = 8

8 ÷ 2 = ☐

b)

☐ × 2 = 16

16 ÷ 2 = ☐

3 There are 14 socks.

Amir puts them in pairs.

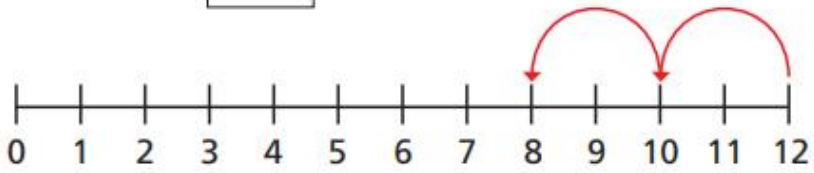
a) How many pairs of socks does he have? ☐

b) Complete the number sentence.

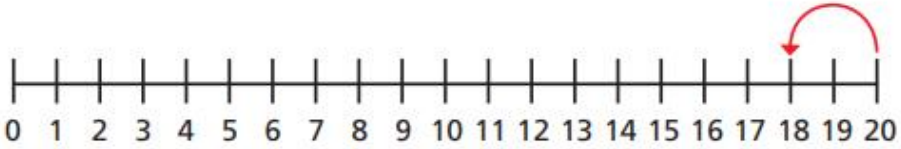
☐ ÷ ☐ = ☐

4 Use the number lines to complete the division sentences.

a) 12 ÷ 2 = ☐



b) 20 ÷ 2 = ☐



Is there another way to work this out?

5 Alex has 22 pencils.

She puts them into pots.

Each pot has 2 pencils.

How many pots does Alex need?

22 ÷ 2 = ☐

Alex needs ☐ pots.

6

If I know my 2 times-table, I can use this to help me divide by 2

Do you agree with Dora? _____

Talk about it with a partner.

7 Complete the divisions.

a) 6 ÷ 2 = ☐

b) 10 ÷ 2 = ☐

c) 14 ÷ 2 = ☐

d) 0 ÷ 2 = ☐

e) ☐ ÷ 2 = 5

f) ☐ ÷ 2 = 6

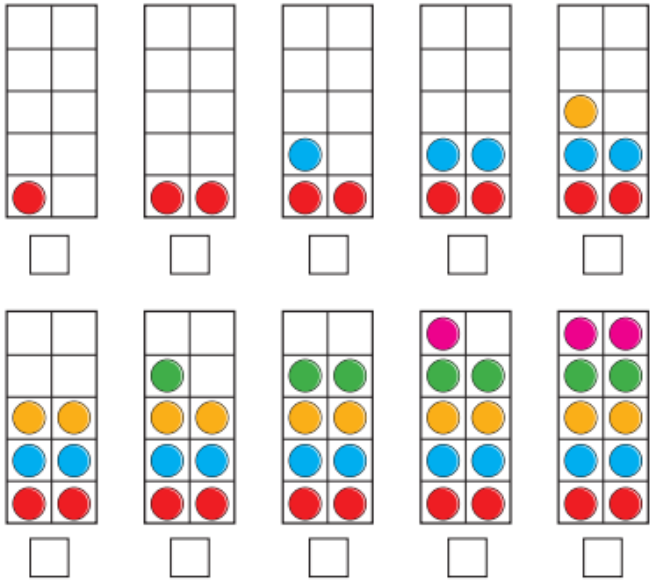
g) ☐ ÷ 2 = 9

h) ☐ ÷ 2 = 11

Tuesday Maths:

Odd and even numbers

1 Eva uses counters to make the numbers from 1 to 10



Tick all the numbers that are even.

What do you notice about all the even numbers?

2 Use counters and ten frames.

a) Show that 14 is an even number.

b) Show that 15 is an odd number.

c) Work out whether 18 is even or odd.

Compare answers with a partner.

3 Draw circles to show the groups.

a) Group the shoes in 2s to show that 16 is even.

b) Group the socks in 2s to show that 17 is odd.

4 Colour all the even numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What do you notice about the last digit of all the even numbers?

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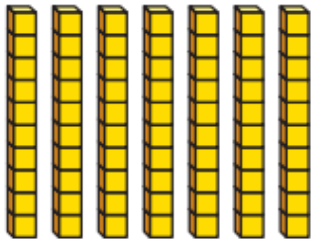
5 Dexter makes the number 70 from base 10



What mistake has Dexter made?

6 **a)** Teddy has a 2-digit number.

The 1st digit has been covered up.

Is Teddy's number odd or even?
Circle your answer.

odd **even** **you cannot tell**

How do you know?

b) Dora has a 2-digit number

The 2nd digit has been covered up.

Is Dora's number odd or even?
Circle your answer.

odd **even** **you cannot tell**

7 Roll 2 dice and find the total.

Complete the table.

Dice 1	Dice 2	Total	Is the total odd or even?
3 (odd)	2 (even)	3 + 2 = 5	odd

What patterns can you spot?

8 Whitney is making a number pattern.

☐, 5, 7, 9, 11, 13, 15, ☐, ☐

a) Write the missing numbers.

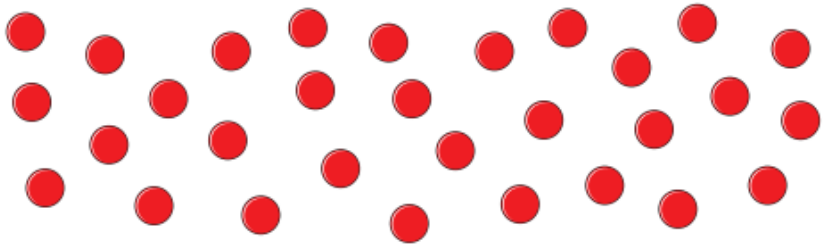
b) Write 2 numbers greater than 30 that could be in the pattern. ☐ ☐

c) Write 2 numbers greater than 60 that could **not** be in the pattern. ☐ ☐

Wednesday Maths

Divide by 5

1 Here are some counters.



a) Draw circles around groups of 5

b) Complete the sentences.

There are 30 counters.

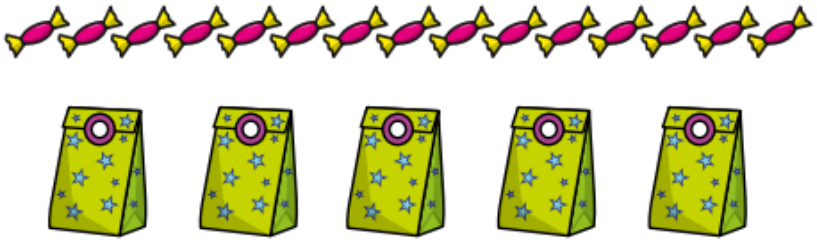
There are ☐ counters in each group.

There are ☐ groups.

30 ÷ 5 = ☐

☐ × 5 = 30

2 Share the sweets between the party bags.



There are ☐ sweets.

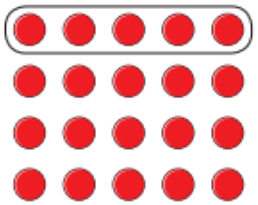
There are ☐ party bags.

There are ☐ sweets in each bag.

15 ÷ ☐ = ☐

3 Complete the number sentences for each array.

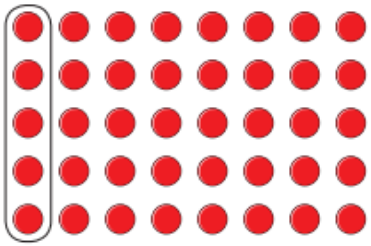
a)



☐ × 5 = 20

20 ÷ 5 = ☐

b)



$\square \times 5 = \square$

$\square \div 5 = \square$

4 Draw an array to show that $10 \div 5 = 2$

5 A boat can fit 5 people.

Work out how many boats are needed for 45 people.

$\square \div \square = \square$

$\square$ boats are needed.

6 Complete the divisions.

a) $15 \div 5 = \square$

b) $25 \div 5 = \square$

c) $50 \div 5 = \square$

d) $60 \div 5 = \square$

e) $\square \div 5 = 7$

f) $\square \div 5 = 11$

g) $\square \div 5 = 8$

h) $\square \div 5 = 0$

7 Annie buys 5 lollipops.

This costs her 50p.

How much do 2 lollipops cost?

$\square$ p

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Thursday Maths:

Divide by 10

1 Here are some crayons.

A pack holds 10 crayons.

How many packs can be made?

Complete the sentences.

There are ☐ crayons.

There are ☐ crayons in a pack.

60 ÷ 10 = ☐

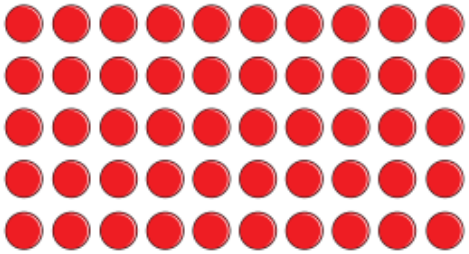
☐ packs can be made.

2 Share 40 counters equally between 10 groups.

Complete the division.

40 ÷ ☐ = ☐

3 Use the array to complete the fact family.



☐ × ☐ = ☐

☐ × ☐ = ☐

☐ ÷ ☐ = ☐

☐ ÷ ☐ = ☐

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4 Write the missing numbers.

a) 70 ÷ 10 = ☐

b) 80 ÷ 10 = ☐

c) 1 ten ÷ 10 = ☐

d) ☐ tens ÷ 10 = 2

e) ☐ ÷ 10 = 6

5 Rosie has these number cards.

4	10	40

Complete the number sentences using only these numbers.

☐ ÷ ☐ = ☐

☐ × ☐ = ☐

Are there any other ways to complete the sentences?

6 Tommy has 100 stickers for his sticker book.

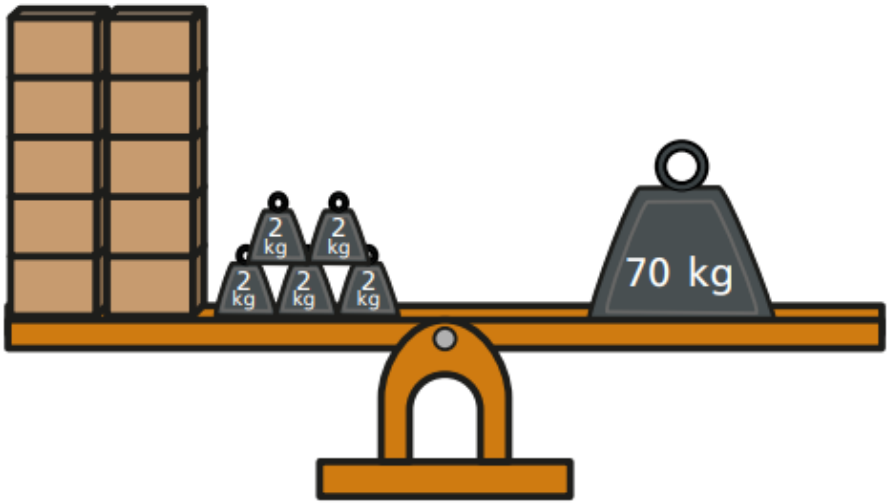
He can fit 10 stickers on each page.

How many pages can Tommy fill?

☐ ÷ ☐ = ☐

Tommy can fill ☐ pages.

7 What is the mass of one of the boxes?



☐

Monday Science:

cow

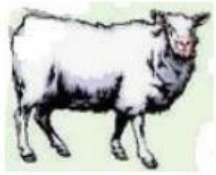
chick

chicken

lamb

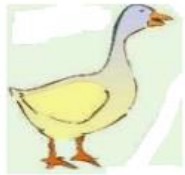
horse

calf



sheep

foal



goose

gosling

Tuesday History:

Friday Art:

Art

Can you see which two animals have been joined together to make the new one?

What would you call it? A tortolion? A lurtle?

Perhaps you could write a story about your new animals and its adventures.

What would you call these?

If you enjoy making these animals you could take it one step further by making your own mixed up dream animals book.

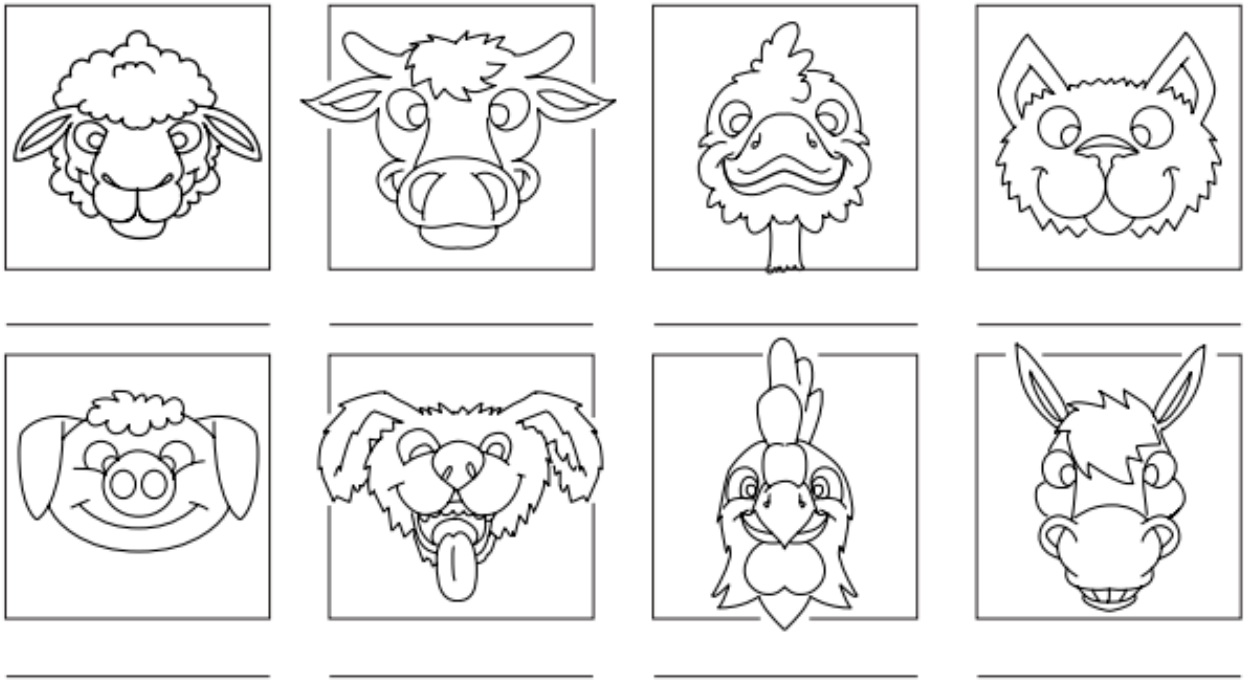
Spanish:

3. **Escribe el nombre de cada animal.** Cuando acabes, colorea cada animal del color que quieras.

BANCO DE PALABRAS:

EL PATO EL GATO EL GALLO LA VACA

EL CABALLO EL PERRO LA OVEJA EL CERDO



4. ¿Qué sonido hace cada animal? Une los animales con el sonido que hacen.

el caballo

KIKIRIKI

CUA CUA

OINK OINK

MUUUU

MIAU

GUAU

HIIIII

BEEEE

la vaca

el cerdo

el pato

el gato

la oveja

el perro

el gallo

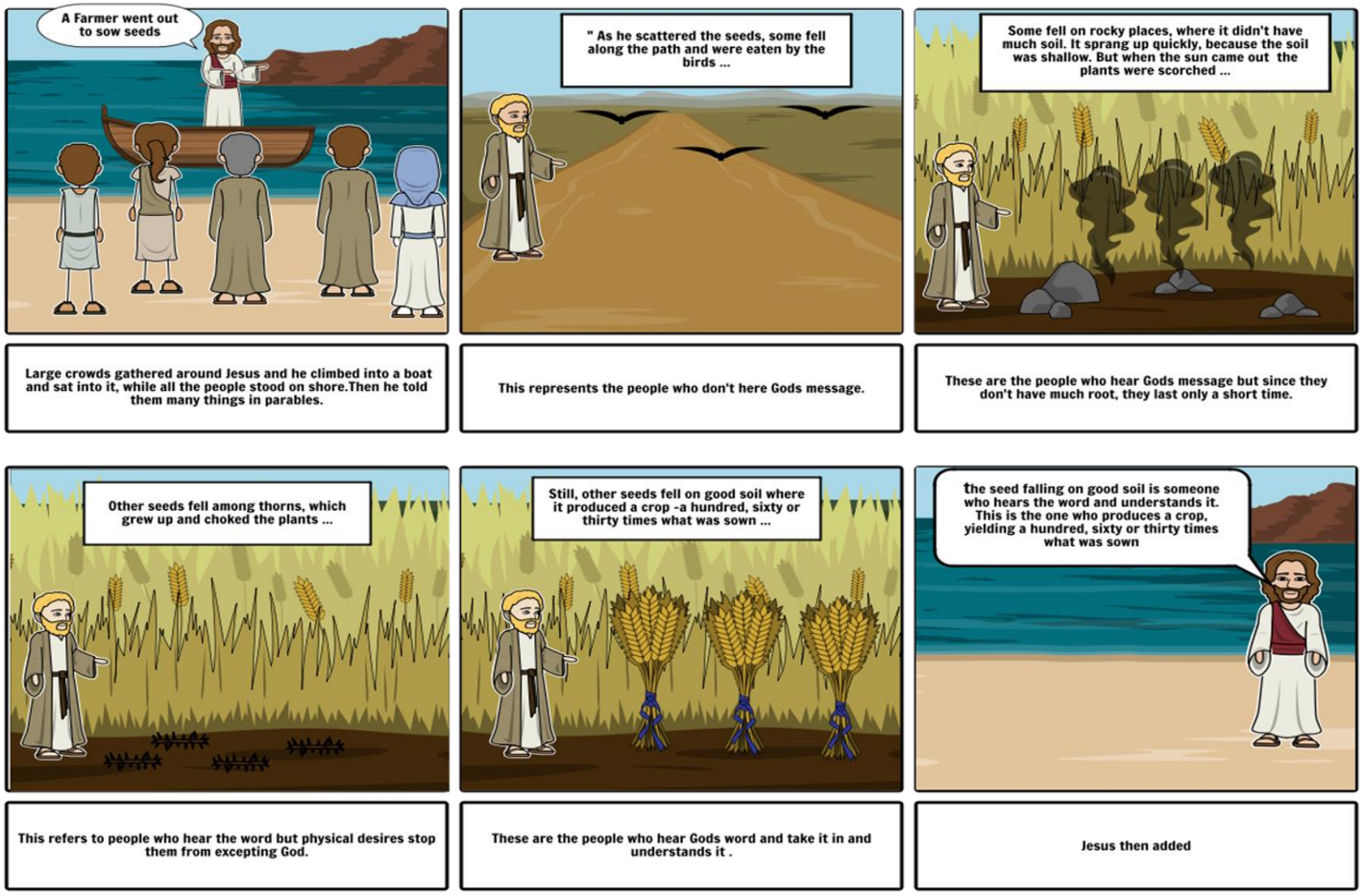
RE: The Parable of the Sower (Matthew 13:1-23, Mark 4:1-20 and Luke 8:4-15)

Our Christian Vision

‘We take inspiration from the Parable of the Sower, teaching children to “See with their eyes, hear with their ears and understand with their hearts”.

Our schools are united in the Christian vision to educate children for life in all its fullness, working together so that each child may flourish with a Delight in seeking wisdom and knowledge. We are all learning to love God, one another and ourselves.’

Watch the video https://www.youtube.com/watch?v=W6LwEW8jX9A

Write a sentence below each of the pictures in the storyboard below (and colour the pictures if you like).

Then in your books answer this question: What things could you do that would help you to be the ‘good soil’ so that you can flourish?