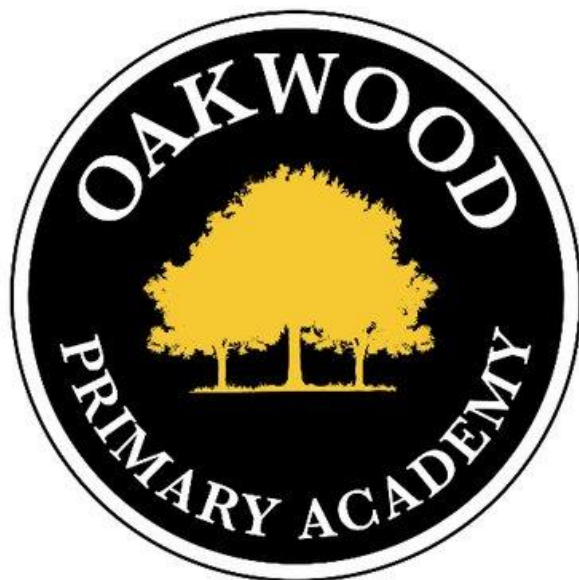


Oakwood Primary Academy



Year 2

Remote Learning Workbook

Week Beginning

1st March 2021

Name.....



Being Better Every Day'

Year 2 Remote Learning Overview - Week beginning: 1/3/21

The videos referenced in this work booklet can be found by clicking on the Sway link that has been emailed to you. Learning can be recorded on the pages provided in this work pack. You can collect a work booklet from school by contacting the school office.

Photographs of learning or individual documents can be submitted throughout the week, by emailing
Mrs Potter or Mrs Ellwood:

year2opa@auroraacademies.org

Or by handing these in at school each **Monday**, should you wish to.

Contents:

- 'Weekly Welcome' from the Year 2 Team
- Weekly Timetable
- Reading Log
- Purple Mash 'To Do's'
- Learning and links for this week
- News
- Quiz

Weekly Welcome

Monday 1st March until Friday 5th March 2021

Hello Year 2,

Welcome to a new week of learning. We miss you very much at school and hope that you are safe at home.

In this pack, you will find all the instructions you need to ensure that you can learn at home. We will be learning about the same topics in school and can't wait to hear all about what you've learnt!

We are expecting you to send an email with pictures of the work you have done or a few sentences telling us what you have learnt this week. It may be a good idea to choose your favourite piece of work from the week to send in! We'll share some of your photographs next week!

For this week, Mrs Potter will be in school teaching, while Mrs Ellwood will be available to support with the remote learning you are doing at home. So, please email us with any questions, queries and with your work, so we can keep in contact as much as possible.

We'll be announcing a 'Star of the Week' on Friday, so make sure we see your fantastic learning!

Have a great week, enjoy all of the learning and we look forward to seeing you when it is safe to do so.

Mrs Ellwood and Mrs Potter

year2opa@auroraacademies.org

Our Learning Timetable for This Week

	<u>English</u>	<u>Phonics</u>	<u>Maths</u>	<u>Wider Curriculum</u>
Mon	Reading star poems and making a list of words about stars, moon and the night sky.	Grey group Using When and Because in sentences Red and Orange group 'oy' sound Yellow group 'or, aw' sound	Solving number problems How to solve a number problem PowerPoint. Number problems using addition and subtraction	Topic History: Sorting and grouping Engage (Lots of reading maybe better to pick two people) Christopher Columbus Neil Armstrong Sorting activity comparing two
Tue	Reading Twinkle Twinkle little star and making changes.	Grey group Verbs Red and Orange group oy' sound Yellow group 'or aw' sound	Number problems using addition and subtraction	ICT
Wed	What is a Haiku? Finding out about syllables Making word lists depending on the syllables in a word	Grey group Verbs Red and Orange group oyr' sound Yellow group 'or aw' sound	Number problems using multiplication and division.	PE
Thur	Writing a Haiku about the night sky.	Grey group Verbs Red and Orange group 'oy' sound Yellow group 'or aw' sound	Number problems using multiplication and division.	Music
Fri	Making a night sky background to display our star poem. Friday Quiz.	Grey group Verbs Red and Orange group 'oy' sound Yellow group 'or aw' sound	Mixed number problems.	Science Exploring everyday materials Identify different materials

Reading Log

Date	Title / Name of Book	Pages	Comments

Don't forget to complete your reading log. Send in a photo or video of some of the reading you have done this week.

NSPCC link

<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents/>



WORRIED?
= We're here =
to
Listen
.....

**Call Childline on 0800 1111
or visit childline.org.uk/kids**

Whatever your worry,
you can talk to us. It's free,
you don't have to tell us
your name, and you can
chat about anything.

childline
ONLINE, ON THE PHONE, ANYTIME

Childline is a service provided by the NSPCC, NSPCC 2020. Registered charity.
England and Wales 238401, Scotland SC037737. Illustration by Emily Weaver. JS000110 BB

English Monday

Read through the different poems. Which one do you like the best?

Stars have inspired poems for hundreds of years because human beings are fascinated by them. We are going to read just a few of them.

Read this poem or click on this link to hear the poem:

<https://soundcloud.com/talkforwriting/stars/s-bCDfrsG9XsC>

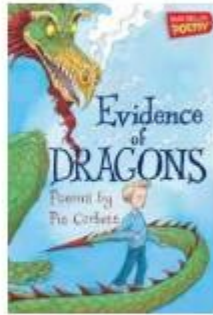
It's from a book called *Evidence of Dragons* by Pie Corbett. If someone is helping you, discuss what it means together.

Stars

Stars

are to reach for,
beautiful freckles of hope,
speckles on velvet,
to steer ships,
to comfort those trapped
in the darkness of their making,
to lead the wayward when the compass falters,
to remind us that the day is almost breaking,
dawn is just out-
taking time to warm
the other side of the world.
Stars are for wishes.

Stars are
tiny lights of hope,
fireflies in the night,
golden specs to gaze at,
tin tacks on a dark cloth,
studs glittering,
sequins on a first party dress.



<https://soundcloud.com/talkforwriting/stars/s-bCDfrsG9XsC>

20

Stars are
our brightest and best,
shards of hope to keep us going, marking the place,
making the seasons,
giving us reasons
because, somewhere out there,
there are other stargazers
gazing back.

© Pie Corbett

*Star I see, star so bright
Make my wish come true tonight.*

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have this wish I wish tonight.

Night (an excerpt) by William Blake

The sun descending in the West,
The evening star does shine,
The birds are silent in their nest,
And I must seek for mine.
The moon, like a flower,
In heaven's high bower,
With silent delight
Sits and smiles on the night.

The Moonlight by Ann Hawkshawe

The moonlight is a gentle thing,
Through the window it gleams
Upon the snowy pillow where
The happy infant dreams.

It shines upon the fisher's boat,
Out on the lovely sea;
Or where the little lambkins lie
Beneath the old oak tree.

The Moon

by Robert Louis Stevenson

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

Think about the night time. When you are out in the dark what do you see? How do you feel? What do you hear? Think of some words about the night, the stars and the moon that will help you write a poem. Write the words in the grid below

The Falling Star

by Sara Teasdale

I saw a star slide down the sky,
Blinding the north as it went by,
Too lovely to be bought or sold,
Too burning and too quick to hold,
Good only to make wishes on
And then forever to be gone.

Night

What I see

How I feel

What I hear

[illegible]

Stars

What I see

How I feel

What I hear

[illegible]

Moon

What I see

How I feel

What I hear

[illegible]

Monday Maths



RUCSAC

What have you got in your RUCSAC to help you solve word problems?

Read

Read the question carefully. What is the important information?



Underline



Underline the key words – what is this question asking you to do?

Calculation?



Decide which calculation you will need to do.

Write it down.

Solve

Solve the problem, make sure you follow all the steps.



Answer



Have you answered the question?

What were you meant to find out?

Check

Check your answer.

If possible, check using the reverse operation to check your working out.



Look at the information above it explains what you need to do to solve a number problem.

Let's look at an easy one as an example.

Sue has 6 cakes she eats 2 how many does she have left

Read the question and underline the important bits.

Decide which calculation. Is it $-$ $\times$ $+$ $\div$ and write it down.

If she has eaten the cakes she has taken them away so the calculation is $6 - 2 = 4$

Check your answer.

Use the 100 square to help you work out bigger numbers.

Draw pictures if it helps you.



	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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

There are 34 sweets in a packet. Jane eats 12 sweets. How many are left?



pencils in the box. 16 are red, 13 are green and the rest are blue. How many blue pencils are there?





There are 62 people on a bus. At the bus stop 31 people get off. How many people on the bus now?

There are 35 apples in a box. 28 children have one each. How many are left?



There 78 books on the top shelf. If I take 29 of them away. How many are left?



--

Jack had 5 pencils, he went to the shop and bought 6 more

How many did he have altogether?

Zak had 10p, he went to the shop and spent 7p

How much did he have left?

Olivia had 12 felt tips, she lost
5 of them

How many did she have left?

Monday phonics

Red and Orange group phonic sound 'oy'

<https://schools.ruthmiskin.com/training/view/6dσOMvWu/0inx4b3q>

Red and Orange group spelling

<https://schools.ruthmiskin.com/training/view/fAzF8Dqk/xKqjDFVu>

Yellow group phonic sound 'or/aw'

<https://schools.ruthmiskin.com/training/view/4MlMwEE5/Envbgypdf>

Yellow group spelling

<https://schools.ruthmiskin.com/training/view/ynjpU4eZ/OPRIR1hJ>

Grey group phonics see the sheet below

Unit
9

More sentences

Often the second part of a sentence tells us more about the first part.

Tom is going to play football when he gets home from school.



The word **when** tells us the **time** Tom is going to play football.

Jacob can't go and play football because he has to tidy his room.

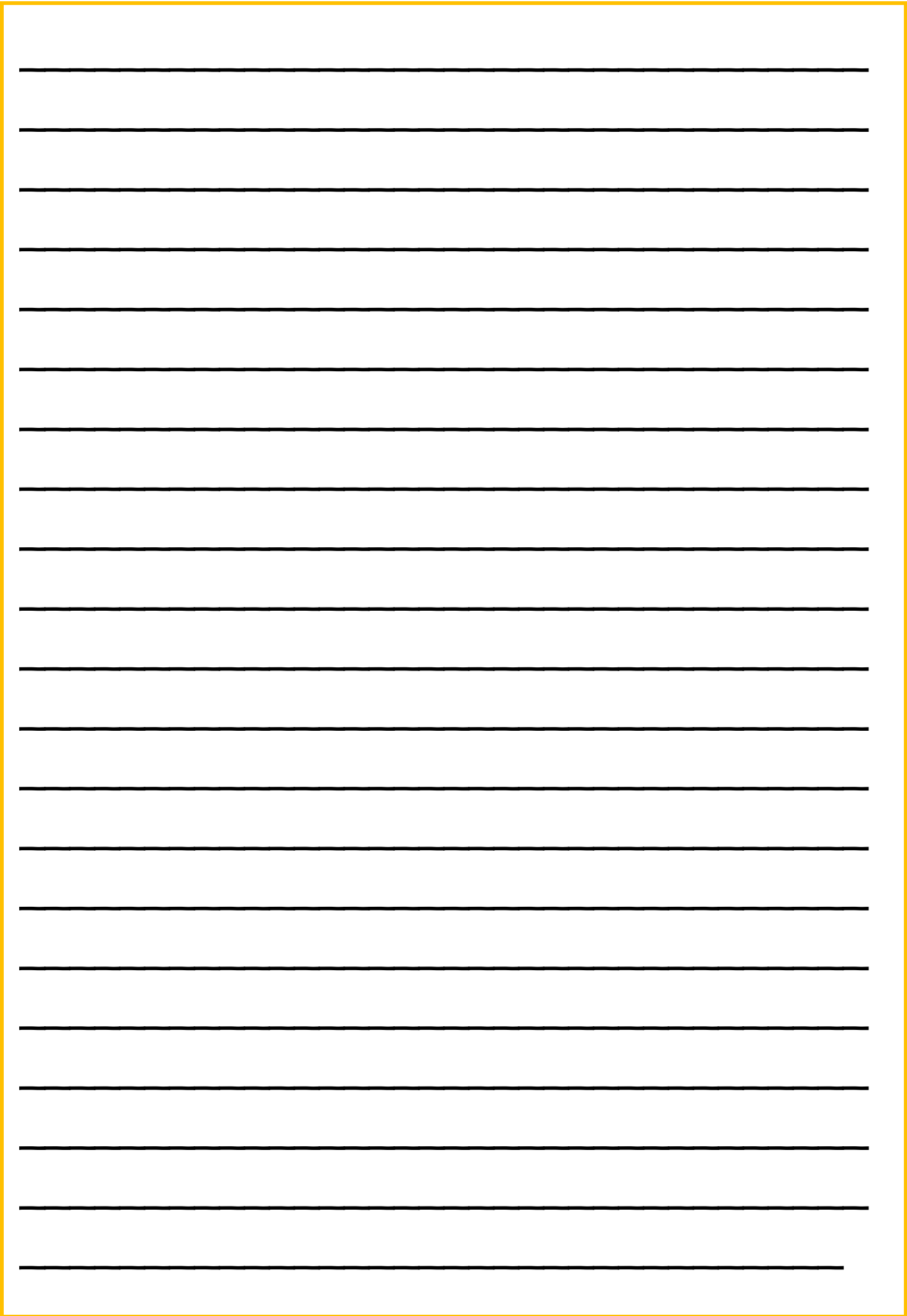


The word **because** tells us the **reason** Jacob can't play football.

Getting started

Join these sentences with *when* or *because*.
The first one has been done to help you.

- I went to the shop _____ Mum needed some milk.
I went to the shop *because* Mum needed some milk.
- Tom put on his coat _____ he was cold.
- The teacher asked for quiet _____ the lesson started.
- Megan knocked on Nina's door _____ she was ready.
- Ali practised hard _____ he wanted to pass his piano exam.



Monday Topic





Explorers and Pioneers

Introduction

Explorers are people who try to go to place where no one else has been and pioneers are people who try to be the first people to do something. To do this, they need to be brave and determined. Explorers and pioneers often become famous. Two such people who lived hundreds of years apart were Christopher Columbus and Neil Armstrong.

Christopher Columbus and his big idea

Christopher Columbus was an Italian sailor in the 1400s. At that time, people had not made maps of the whole world and no one knew what was to the west of Europe across the Atlantic Ocean. Christopher Columbus thought that by crossing the Atlantic Ocean he could get to Asia more quickly than other people.

Columbus raises money and sets sail

Columbus convinced the King and Queen of Spain to give him the money to build the ships he needed for the journey. In return he promised to make them richer and more powerful. Columbus set sail in 1492 and



navigated (found his way) by using a compass and the stars! Columbus thought he would reach Asia in a few days, but after five weeks they had not seen any land.

Land ahoy!

After 36 days, they finally landed on an island in the Bahamas, which Columbus called San Salvador and 'claimed' for Spain. However Columbus believed that he had landed in India, in Asia, as he had planned! The islands that he discovered are still known as the West Indies because Columbus called the people there Indians. Columbus sailed to the Americas four times in all and died believing that he had been sailing to Asia! He started a race, in which all of the countries of Europe tried to start colonies in the Americas, making the people there slaves and stealing all of the gold and other natural resources.

Neil Armstrong and the Moon landing

Hundreds of years later, another race was taking place between countries: the 'space race'. This time the USA and the Soviet Union were in a race



to see who could be the first into space and to get to the Moon. The Soviet Union put the first people into space, but in 1969 the USA put the first people on the Moon. NASA (the North America Space Agency) built the rocket ship and planned this trip. The first man to step on the Moon was Neil Armstrong. He planted an American flag on the Moon.

Summary

Christopher Columbus and Neil Armstrong are two famous explorers and pioneers. Lots of people helped them with their achievements. However they are the ones who are remembered, because they led their expeditions and were the first to step on the land they found.

References

http://www.bbc.co.uk/schools/primaryhistory/famouspeople/christopher_columbus/

<http://www.youtube.com/watch?v=Kmwriy3a6sc>

<http://www.bbc.co.uk/learningzone/clips/14201.html>

<http://www.bbc.co.uk/learningzone/clips/first-manned-lunar-landing-the-eagle-has-landed/9945.html>

<http://www.youtube.com/watch?v=kbHD1rVCORE>

Images

Christopher Columbus -

http://commons.wikimedia.org/wiki/File:Christopher_Columbus.PNG

Neil Armstrong - http://en.wikipedia.org/wiki/File:Neil_Armstrong_pose.jpg

All other images from clipart.com

Date: _____

Compare Christopher Columbus' voyage and Neil Armstrong's mission

**Christopher
Columbus**

**Neil
Armstrong**



Ship



Rocket



The Moon



Americas



Computers



Compass



Hat



Helmet

Extension: write some sentences about Christopher Columbus and Neil Armstrong and their missions

Name: _____

Date: _____

**Compare Christopher Columbus' voyage and
Neil Armstrong's mission**

**Christopher
Columbus**

**Neil
Armstrong**

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Tuesday English

Let's read all the verses of
Twinkle, Twinkle, little star

Perhaps it is little known that Twinkle, Twinkle Little Star actually consists of 5 verses, with the fifth verse rarely sung. Here's the complete 5 verses, taken from the Oxford Dictionary of Nursery Rhymes (2nd edition, 1997), with the repetition of the first two lines added to fit the melody.

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.
Twinkle, twinkle, little star,
How I wonder what you are!

Then the traveller in the dark,
Thanks you for your tiny spark,
He could not see which way to go,
If you did not twinkle so.
Twinkle, twinkle, little star,
How I wonder what you are!

In the dark blue sky you keep,
And often through my curtains peep,
For you never shut your eye,
Till the sun is in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

As your bright and tiny spark,
Lights the traveller in the dark,—
Though I know not what you are,
Twinkle, twinkle, little star.
Twinkle, twinkle, little star,
How I wonder what you are!

Today we are going to try and change some of the words in the poem and make our own version. You can change a few words or make a different poem about the night or the moon. Use some of the words and sentences you wrote yesterday. It can also be a nonsense poem.

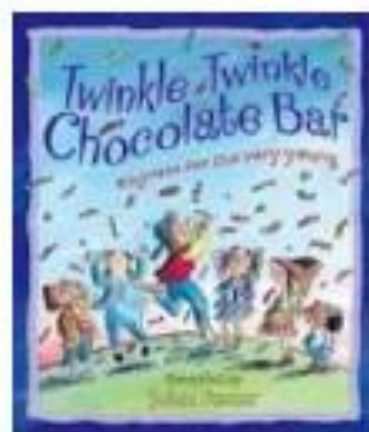
★ Rhyme time!



Here are three rhymes. The first one you may know off by heart. Try saying the next two to the same tune .

Highlight the words that 'rhyme' – the words that sound the same. What do you notice? Try making up a new rhyme with the same pattern.

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.



Twinkle, twinkle chocolate bar,
my mum drives a rusty car,
start the engine, pull the choke,
then off we go in a puff of smoke,
Twinkle, twinkle chocolate bar, my mum drives a rusty car.

Twinkle, twinkle traffic light
On the corner, shining bright.
Red means, "Stop"
Green means, "Go"
Yellow means, "Drive very slow".
Twinkle, twinkle traffic light
On the corner, shining bright.

Moon beams, Moon beams, shining bright.
In the darkness of the night.
Helping me to find my way
On this cold November day
Moon beams, Moon beams,
shining bright.
In the darkness of the night.



Snowing, snowing, in the night.
Snowmen have a snowball fight.
Then they race around the town
Until they slip and all fall down.
Snowing, snowing, in the night.
Snowmen have a snowball fight.



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Tuesday Phonics

Red and Orange group

LO I can write words using 'oy'



Use the words to write a sentence.

1 _____

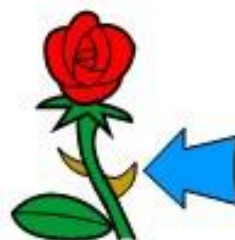
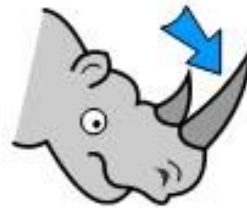
2 _____

3 _____

Yellow group

LO I can use 'or' to write these words correctly.

Label the pictures using 'or'



Grey Group

LO I can use when and because to join sentences.

I am going to the cinema _____ Nick gets home.

I ate five bars of chocolate _____ I was hungry.

My friend is coming to my party _____ it's my birthday.

Carla had chips without tomato sauce _____ she doesn't like it.

I see a rainbow _____ it is sunny and raining.

Shannon was crying _____ she fell and hurt her leg.

Nathan came home _____ it was time for his dinner.

I put my coat on _____ I went to play outside

Tuesday Maths

One step problems – show all your working out. Remember RUCSAC.

One bag of sweets has 35 sweets in it, the other 42. How many sweets are there **altogether**?

I had 25 marbles my brother has 27. How many marbles are there **altogether**?

I have 55 comics and I lend 23 to my friend. How many do I have **left**?

I made 24 cakes and gave 8 to my Nan. How many are left?

I save 39p one week and 24p the next week. How much money have I saved in **total**?

One day I walked 32 meters the next day I walked 35 meters. How many meters did I walk altogether?

One step problems - show all your working out. Remember RUCSAC.

One bag of sweets has 12 sweets in it, the other 9. How many sweets are there **altogether**?

I had 14 marbles my brother has 16. How many marbles are there **altogether**?

I have 15 comics and I lend 5 to my friend. How many do I have **left**?

Challenge yourself with these 2 step problems.

On a school trip 56 people visit a museum. There are 45 children and 4 teachers, the rest are parents. How many parents are there?

In a week John saves £1.75, on Monday he has 55p on Wednesday 75p. How much does he save the rest of the week?

For my party I needed 32 sausage rolls. My mum made 15. I bought a packet of 12 sausage rolls but my dog ate 6. How many more sausage rolls do I need?

Tuesday ICT

Check out your purple mash account there are some activities for you to do.

Haiku Poems

- Haiku poems are Japanese and contain only 3 lines.
- The poems are used to paint a picture in the readers mind.
- Each line has a certain number of syllables.

- The first line of every haiku has 5 syllables
- The second contains 7 syllables.
- The final line contains 5 syllables.
- This forms a 5,7,5 pattern.
- Haikus are usually about nature.

Summer's gone

The leaves fell slowly

The leaves fell slow-ly

To the unforgiving ground

To the un-for-giv-ing ground

Too soon – summer's gone!

Too soon – sum-mer's gone!

Snow melts.

**Suddenly, the village
is full of children.**



**Green and speckled legs
Hops on logs and lily-pads
Splash in cool water**



**In a pouch I grow
On a southern continent
Strange creatures I know.**



We are going to write a Haiku about a star, the moon or the night. To write your own Haiku it is easier to sort the words in to the number of syllables. Look at the words you wrote on Monday can you add them to the list?

1 syllable	2 syllables	3 syllables	4 syllables
moon	sparkle	Amazement	Variety
star	whisper	atmosphere	Adorable
night	rustle	curious	spectacular

Now put the words together to make a Haiku remember the pattern 5, 7, 5.

4	1					
Spectacular star						
1	1	1	1	1	1	1
In the coal black, jet black sky.						
2	1	1	1			
Shining down on me.						



Date _____

Choose the correct **oy** word and then complete the sentence.



cowboy

voyage

enjoy

loyal

oyster

employ

1. Did you _____ the outing?
2. The _____ rode his horse.
3. We went on a _____ on the ship.
4. We should be _____ to our family.
5. I saw an _____ in the rock pool.
6. Please will you _____ me to wash your car.

Yellow group

LO I can write words using 'or au aw'

'or'



'au'



'aw'



Use a word from each of the spelling patterns and write a sentence.

1 _____

2 _____

3 _____

Grey group

LO I can use when and because to join sentences.

Finish the sentences using because 3 times and when 3 times.

Three boys wanted chips

I was hot

Will tried his best

I had some carrots

Lee wanted to play tag

Andy went to play football

Wednesday Maths

Sometimes you need to use multiplication or division to work out number problems.

Use RUCSAC to help you decide the calculation. For example:

I bought a box of strawberries there were 12 in a box. How many strawberries would I get if I shared them equally with my friend?

First underline the important bit.

The calculation is division (sharing) it would look like this

$$12 \div 2 =$$

24 strawberries shared between 2 people.

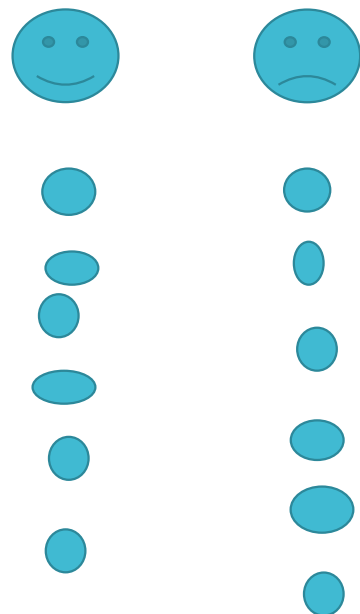
To work it out on paper draw 2 faces

Draw circles for the strawberries and

Share them out. The answer is 6 each.

You could use buttons, pasta or pieces

Of Lego to help you work it out



Here is an example using multiplication (times)

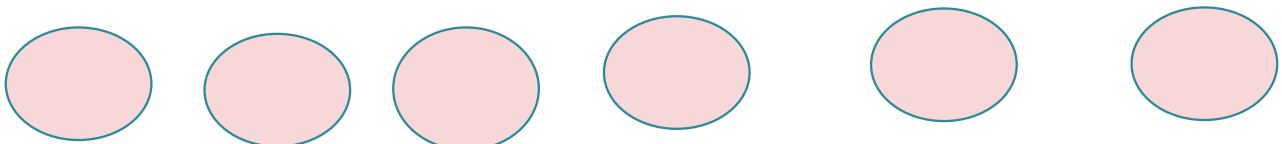
I made 6 cupcakes, I put 3 smarties on each cake. How many smarties did I use?

The calculation is $6 \times 3 =$ or $3 \times 6 =$

You could use buttons, pasta or pieces

Of Lego to help you make 6 groups of 3 then count them.

Use your times tables to find the answer or draw pictures and add the smarties.



Division and Multiplication Word Problem

o

I shared 16 buttons between 4 coats. How many buttons are there on each coat?



How many wheels are there on 3 cars?



Tanya shares 12 cakes between her 3 friends. How many cakes do her friends get each?



There are 4 apples in each pack. Mr Brown buys 2 packs of apples. How many apples does he buy?



Ella shares 15 carrots between her 3 rabbits. How many carrots do her rabbits get each?



There are 2 pencils in each pack. Bella bought 5 packets. How many pencils does she buy?



Division and Multiplication Word Problem

G

I shared 30 buttons between 6 coats. How many buttons are there on each coat?



How many wheels are there on 7 cars?



Tanya shares 24 cakes between her 6 friends. How many cakes do her friends get each?



There are 7 apples in each pack. Mr Brown buys 6 packs of apples. How many apples does he buy?



Ella shares 27 carrots between her 3 rabbits. How many carrots do her rabbits get each?



There are 6 pencils in each pack. Bella bought 4 packets. How many pencils does she buy? 

There are 5 sharpeners in each pack. Jack bought 4 packets. How many sharpeners does he buy? 

B

P.E.

Get your parents to join in with Cosmic Yoga. https://www.youtube.com/watch?v=j_3weVPH0-U

Or you can follow Joe Wicks and his daily workout on Mondays, Wednesdays and Fridays at 9.00 or follow the link <https://www.youtube.com/watch?v=hnOtrnh80hs>

Thursday English

World Book Day

Dress up as your favourite book character and send us a photo.

*Can you make up a story or tell a story that you know really well?
Send us a video so we can show the children in school.*

Book day challenge

If you choose

Paint a potato. Challenge level 1 –

Decorate a potato as a character from a book using paint. Be as inventive as you like. The potato does not have to be a character. It can be an object or scene or setting from a book. Please challenge yourself. Take a look at the pictures to get ideas –



If you choose to accept the challenge then send us a photo so we can display it in school.

Date _____

Choose the correct **oy** word and then complete the sentence.



boy

toys

joy

soya

annoyed

royal

enjoyed

1. Some people drink _____ milk.
2. I want many _____ for my birthday.
3. Bob is a very tall _____.
4. The queen is part of the _____ family.
5. We _____ a day in the park.
6. You can get a lot of _____ when you give to the poor.
7. His loud voice _____ me.

Fill in the missing word. Help the pupil to read the sentence as there may be words that they cannot read easily. The object of the exercise is comprehension of the words that they fill in.

see-saw straw hawk

1. My rabbit sleeps on _____.

2. I like to play on the _____.

3. A _____ is a big bird.



shawl lawn jaws

1. The lady wears a _____.

2. A hippo has big _____.

3. Our _____ is very green.



laws raw dawn

1. That meat is _____.

2. The birds sing at _____.

3. We must obey the _____ of our country.



LO I can join sentences using when and because.

It was sunny	I like building models
We had a sandwich	It is cold outside
I like <u>lego</u>	We went to the park
I put my coat on	It was lunch time

Join a red sentence and a blue sentence together using the word 'when' or 'because'

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the paper.

Look back at the information about word problems using multiplication and division then complete the following sheets.

Name: _____ Date: _____

L.O. I can solve division problems

Read the information below and answer the questions in your books.

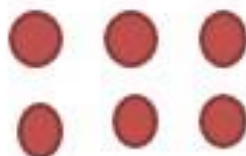
1. There are 25 pencils altogether. There are 5 tables with the same amount of pencils. How many pencils are on each table? 

2. Carla has 70 biscuits altogether. There are 10 biscuits in each packet. How many packets has she got?



3. There are 45 chairs in the hall. They are 5 chairs in each row. How many rows are there?

4. There are 30 counters altogether. If there are 6 counters in each box, how many boxes are there?



5. Mrs Gibson has 50 books altogether. If there are 5 books on each shelf, how many shelves of books has she got?

Word Detectives

1. Jane thinks that each person at her party will eat three biscuits each. There will be six people how many biscuits will she



need.

2. There are 6 sparklers in a box. Sam has 4 boxes. How many sparklers does he have altogether?



3. The teacher needs each table to have six pencils. There are 5 tables. How many pencils will she need all together?



4. Ben wants to buy 4 lollies for each of his seven friends. How many lollies will he need to buy?



Year 2 Home learning

Spring Term 2021 week 7 (week beginning 22nd February)

Welcome back and hope you had a lovely half term break. Over the next few weeks, until schools re-open, we are going to have a short topic focusing on music and the weather.

Warm-ups

❖ Make sirens with your voice- slowly moving up and down in pitch. Try making a siren using these sounds...

Hummmmmm

Vvvvvvvvvv

Oooooooooo

Brrrrrrrrrrrrrr (try rolling your 'r' with your tongue behind your top teeth)

❖ Follow this link and join in with the fun warm up- "I said a boom chick a boom". Just copy the music teacher in the video- and see if you can copy all of the different voices that she uses.

Main activities

1. Singing

Let's sing a song to get us thinking about the weather. Follow this link to these very familiar songs about the rain. If you know the songs already, join in. If you don't, listen and watch once through first, then join in the second time. The words will be on the screen too.

<https://www.bbc.co.uk/teach/school-radio/primary-school-songs-its-raining-its-pouring-rain-go-away/zcwqn9q>

2. What's the weather?

Here's a bit of a quiz...

Listen to the following sound clips and match the type of weather to the sound you hear. (This will work best if an adult can operate the computer for you so you don't see what the clip is!). Some of the clips are quite long, so only listen to as much as you need to in order to work out what weather type it is.

Draw a line from the sound clip to the weather type as you listen (or jot it down on any piece of paper)

https://www.youtube.com/watch?v=fQaLtT1zfsc	Sound A	heavy rain
https://www.youtube.com/watch?v=qOHuT5njtRA	Sound B	gentle breeze
https://www.youtube.com/watch?v=hWObtGci4t0	Sound C	thunder
https://www.youtube.com/watch?v=RBUtBrk7yzo	Sound D	gentle rain
https://www.youtube.com/watch?v=Hr7OhqoMzi4	Sound E	howling wind

How many did you get right?

3. Finding our own sound effects for the different types of weather

Next week we will be using our own sound effects to tell a weather story. This week we are going to get ready by exploring some sounds we could use to represent the different types of weather.

Explore sounds in your house and draw/ write what you will use to create the best sound effect you can for each type of weather (remember to ask for permission first from a grown up before using anything). You could also use any instruments you happen to have in the house and you can use body percussion.

To make a good sound effect, it is important to think about a couple of things...

❖ How loud or quiet the sound should be... in music we call this the DYNAMICS. Music can be loud, quiet or somewhere in the middle. For example light rain would need to be quiet, but thunder would need to be loud

❖ What kind of sound we are making... in music we call this the **TIMBRE** (pronounced tamber). For example, a sound might be scratchy, smooth, crackly, brassy, warm, airy etc

If you are really stuck for any of the types of weather, I have put some of my own ideas on the last page... but do try to come up with some of your own ideas first.

Weather sound effects

Fill in the table or jot your ideas down somewhere. Keep your ideas safe for next week when we will be using the sounds again.

<i>Weather</i>	<i>What will you use for the sound effect</i>
<i>Gentle rain</i>	
<i>Heavy rain</i>	
<i>Thunder</i>	
<i>Wind</i>	
<i>Sunshine</i>	

CHALLENGE: Obviously, the sun doesn't actually make a sound, so you need to use your imagination to decide how you could represent the sunshine with a sound. I think it needs to have a happy sort of sound, perhaps something a bit jingly for example.

4. Test your sound effects out on someone else

To see how good your sound effects are, play them for someone else and see if they can work out which sound is which type of weather.

Mrs Fairhead's ideas if you are stuck

<i>Weather</i>	<i>What will you use for the sound effect</i>
<i>Gentle rain</i>	Rubbing my hands together Pouring dry rice from one container to another Tapping two spoons together to make a drip... drop sound
<i>Heavy rain</i>	Tapping two sticks quickly on the table top Fill a container with pasta and shake it Stir a tub of lego with a spoon or my hands
<i>Thunder</i>	Hitting a wooden spoon on a saucepan, gradually getting louder for the roll of thunder Stamping on the floor, getting louder and louder
<i>Wind</i>	Blowing down a rolled up piece of card or a cardboard tube Whistling
<i>Sunshine</i>	Jangling some keys together Humming a little tune Tapping a jar gently with a spoon

Friday English

I hope you enjoyed world book day yesterday. Today we are going to publish our Haiku poem. First you need to make a night sky background. This can be painted or draw and coloured using pencils. Tear out pieces of coloured paper from magazines and make a collage.



Next cut out your Haiku poem in the star and stick it on to the background. You could cut out smaller stars and write all those brilliant words that you thought of on the smaller stars and stick those on too.

Friday Phonics

Red and orange group

Date _____

Choose the correct oi word and then complete the sentence.



noise	avoid	poisoning	
spoilt	voice	toilet	moisture

1. A motor bike makes a lot of _____.
2. He was ill with food _____.
3. She has a very soft _____.
4. I will always try to _____ trouble.
5. I _____ my food when I added too much salt.
6. When it is below zero, the _____ on the grass turns to frost.
7. The _____ is in the bathroom.

Sentences

A ----- is a kind of shellfish.

When you move slowly on your hands and knees
you -----.

The cat scratched me with it's -----.

I was asked to ----- a picture of the teacher.

I awoke at ----- just as it was becoming light.

Today I am wearing my new -----coloured
trousers.

I broke my ----- in a rugby tackle.

Dad cuts the ----- in the summer months.

If you break the ----- you will get into trouble.

The lady had no money and she had to ----- her
jewellery.

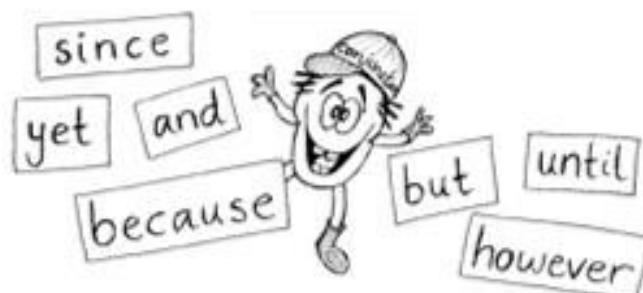
The new shirt had a ----- in the material.

When the sun came out the snow began to -----.

thaw prawn claw draw dawn pawn jaw fawn lawn
crawl flaw law

LO I can use 'when' and 'because'

Conjunctions



Can you spot the conjunctions in these sentences?

Underline them:

1. I put on my shoes when I went out to play.
2. I can't eat my sweets until after dinner.
3. I can't go out tonight because I have to stay in and do my homework.
4. It had been a long time since I had last played football.
5. I was going to eat the sweets but I saved them for my sister.
6. She was nice to me but she wouldn't let me play with the Lego.

Use conjunctions to make these sentences more interesting.

7. I can't go swimming. I have forgotten my swimming trunks.

8. I'd like to go to the park. My mum won't let me.

9. The old woman wanted to feed her dog. She had been to the shop

10. I ate my cake. I got home at lunchtime.

11. The teacher was cross. She was late.

Friday Maths

Here is a mixture of maths problems. Read them carefully and check which calculation to use. Some are easy and some are tricky pick the ones that are right for you. Don't forget to try and challenge yourself.



If 2 cup cakes fit in 1 box how many cup-cakes will you need to fill 3 boxes.



A twix has 2 bars of chocolate. If you had 6 twix how many bars would you have altogether?



A man buys 4 pairs of shoes. How many shoes does he have altogether?



There are 5 crayons in a pack. How many crayons would you have if you had 4 packs?



There are 10 bricks in each tower. David built 6 towers how many bricks did he use?

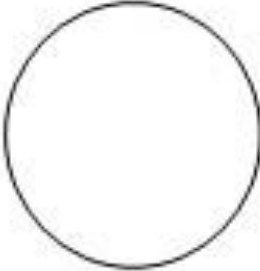


There are 5 crayons in a pack. How many crayons would you have if you had 4 packs?

Name _____

Date _____

L.O. I can solve word problems.

1	Emily has 15 gel pens. Sophie has 28 gel pens. How many more gel pens has Sophie than Emily?
2	Kajal has 10p more than me. I have 38p. How much does Kajal have?
3	There are 18 gloves in the cloakroom. How many pairs of gloves might that be?
4	There are 12 biscuits in a pack. Sam ate $\frac{1}{4}$ (1 quarter) of them. How many did he eat?
5	Tom's small birthday cake is divided equally between four people. What fraction of the cake do they each get? _____ 

6	I think of a number and add 10. The answer is 68. What is my number?
7	I take 5 from a number and get 11. What is the number?
8	What is the difference between 6 and 17?
9	41 children are in the hall. Another 8 children come in. How many children are now in the hall?
10	Cakes cost 8p. How much will it cost for 5 cakes?
11	Go-karts have 5 wheels. How many wheels on 7 go-karts?

12	Jessica has a bag of 30 marbles. At playtime her friend Sarah takes 8 marbles out of the bag and Susie takes 12 marbles out of the bag. How many are left in the bag?
13	In a pack of stickers there are 4 plain stickers and 2 shiny stickers. I buy 3 packs of stickers. How many shiny stickers will I have?
14	A gel pen costs 11p more than a pencil. A pencil costs 13p. How much does a gel pen cost?
15	Jo paid for a can of drink. It cost 28p. She paid exactly for the drink using 4 coins. Which coins did she use?
16	My hand is 11cm long. My Dad's hand is 12cm longer. How long is my Dad's hand?

17	Joey walked to school. He set off at 8.15 and arrived at 8.45. How long did it take him to walk to school?
18	A sack of potatoes weighs 5kg. Mum buys 3 sacks of potatoes. How many Kg of potatoes does Mum buy?
19	You have 50g of chocolate. How many 10g pieces can you make?
20	Chelsea is 112cm tall. Lauren is 131cm tall. How much taller is Lauren than Chelsea?
21	Jamie counts in threes. Lee counts in twos. Will they say any of the same numbers? Which ones?

There are 65 children at Hill School.

17 children have packed lunch.

12 children go home for lunch.

The other children have a school lunch.

How many children have a school lunch?



Adam makes a call from a telephone box.

He uses these five coins to make the call.



How much money has he got left from the £1?

There are 25 people on the bus. Then 15 more get on. At the next stop, 8 get off the bus. How many people are now on the bus?



Alfie has 24 fish. One Saturday, he catches 18 more. The next day his cat eats 12. How many are left?



Gracie has £1.00 She buys two lollipops costing 25p each and a drink for 29p. How much money does she have left?



Hermione has some raspberries.

She eats two of them.

Then she eats half of what is left.

She now has 7 raspberries.

How many raspberries did she have to start with?



There are 6 cars in the car park. Each car has 5 people in. How many people are there altogether?



There are 8 cats in the tree. Each cat has 2 ears.

How many ears are there altogether?



There are 12 dogs on the bench. Each dog has 3 bones.

How many bones are there altogether?



There are 9 cars in the car park. Each car has 5 people in. How many people are there altogether?



There are 8 cats in the tree. Each cat has 2 ears.

How many ears are there altogether?



There are 10 dogs on the bench. Each dog has 10 bones.

How many bones are there altogether?



There are 7 pigs in the mud. Each pig has 5 toys.

How many toys are there altogether?



There are 11 bears in the wood. Each bear has 10 claws.

How many claws are there altogether?



Exploring Everyday Materials

Today we will be...

Exploring some different materials and sorting them into groups.



What is this material?

How do you know?



This material is **WOOD**. What words can you think of to describe what wood is like?

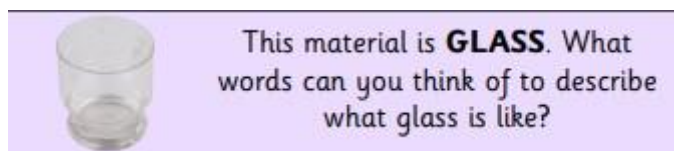
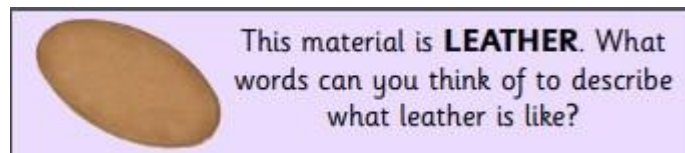
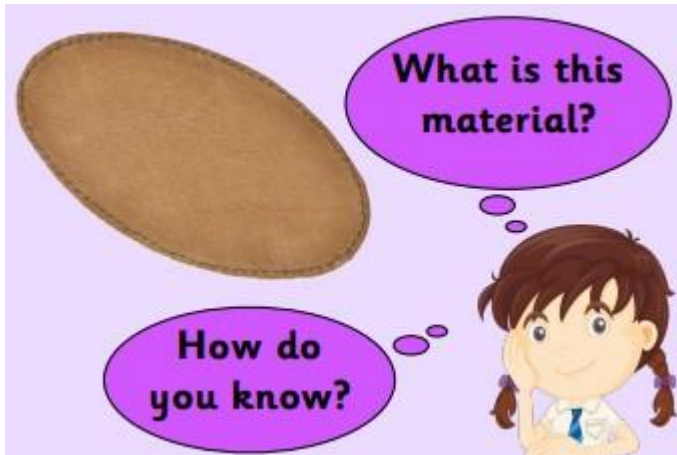


What is this material?

How do you know?



This material is **METAL**. What words can you think of to describe what metal is like?



Have a look at these different materials. If you were going to sort them into two groups, how would you do it?

stone

glass

newspaper

wool

plasticine

metal

leather

wood

sponge

cardboard



This is how I arranged the materials into groups. Can you guess what my criteria was?



Did you guess correctly?



These objects are flexible. This means they can bend without breaking.



These objects are rigid. This means they are stiff and cannot move.



plastic



wood



glass



silk



crystal



metal



hessian



sand



Have a look at these materials. How have they been sorted into groups?



Did you guess correctly?



plastic



wood



glass



silk

All these materials feel smooth when you touch them.



crystal



metal



hessian



sand

All these materials feel rough when you touch them.

LO I can identify different materials and sort them.

Draw or find a picture of something that is made from these materials.

Glass	wood	metal
Paper	fabric	rubber
Plastic	wool	leather

Find some objects or pictures of objects that are made from different materials. Can you sort them and say how they are sorted. Take a photo and send it to us.

Find some objects or pictures of objects that are made from different materials. Can you sort them and say how they are sorted. Take a photo and send it to us.

You have got to the end of the week. Well done! You have worked really hard I hope you have enjoyed it and tried your best. I would love to see some of your work. Maybe you could bring it to school with you next week. We can't wait to welcome you all back. We look forward to seeing you on Monday 8th March.

From Mrs Potter and Mrs Ellwood.

