

## Year 2 Home Learning Week beginning: 4<sup>th</sup> May 2020

Hello Year 2 and families,

As we continue this half term in lockdown I have prepared a timetable to continue to help add some structure to your home learning. Some families have said they found this useful last week. All the resources you need are below.

Please use it as a guide and don't worry if you don't get through everything.

Remember to use my email to contact me or send me work. I would love to see photographs of your learning and they might end up on the school Facebook page!

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I hope you are all OK. I am missing all of you. Mr Sharples

	Morning PE	Maths	English	Topic
<b>Monday</b>	Running laps of your garden/other area or choose your own exercise.	Times tables. Addition and subtraction.	Spelling practise. The Porcupine activities.	<b>Art-</b> practise making rainbows in different ways – see below.
<b>Tuesday</b>	PE with Joe Wickes or choose your own exercise.	Times tables. Multiplication challenge.	Spelling practise. Little Red Riding Hood and the Wolf activities.	<b>Geography-</b> choose one of the world's seven continents. Research, then write facts about it.
<b>Wednesday</b>	Obstacle course challenge or choose your own exercise.	Times tables. Problem solving.	Spelling practise The Tummy Beast activities.	<b>Science-</b> have a go at planting seeds or looking after flowering plants that are already growing in your garden.
<b>Thursday</b>	PE with Joe Wickes or choose your own exercise.	Times tables. Adding three 1 digit numbers challenge.	Spelling practise Goldilocks and the Three Bears activities.	<b>Music-</b> watch 'The Parts of a Plant' song on YouTube. Learn the lyrics and actions.
<b>Friday</b>	Simon Says challenge or choose your own exercise.	Times tables. Problem solving.	Spelling practise Review and performance opportunities.	<b>PSHE-</b> Design a 'super effort' hero and write adjectives to describe them.

### ONLINE LEARNING

- [www.ttrockstars.com](http://www.ttrockstars.com)
- [www.purplemash.com](http://www.purplemash.com)
- [www.dkfindout.com](http://www.dkfindout.com)
- [www.hoodamath.com](http://www.hoodamath.com)
- [www.topmarks.co.uk](http://www.topmarks.co.uk)
- [www.literacyshed.com](http://www.literacyshed.com)

## YEAR 2 TOPIC

Our new topic is called **Gardeners' World!** and we would be learning all about how seeds and bulbs grow into mature plants. Complete the science learning above.

### ART



To fit in with the current NHS thankyou campaign, your art challenge this week is to find as many ways as you can to create rainbows. You could create them using different art materials, for example, tissue paper, paint, felt tips, chalk. You could also draw and paint them on different surfaces, for example, stone, wood, paper. Please e-mail me your best design and it might just end up on the school Facebook page!

### MUSIC

The Parts of a Plant (song for kids about flower/stem/leaves/roots)



Learn how to sing this catchy song to help you with your science/topic learning here:

[https://www.youtube.com/watch?v=ql6OL7\\_qFgU](https://www.youtube.com/watch?v=ql6OL7_qFgU)

### PE

The Parts of a Plant (song for kids about flower/stem/leaves/roots)

**Obstacle Course Challenge** – Move tables and chairs around and set up a fun obstacle course! You could crawl under tables, climb over chairs, crawl through boxes, etc. It's so much fun! You can complete this activity either inside or out.

**Simon Says Challenge** – There's nothing like a game of Simon Says. I know Year 2 love this activity! Make sure you use physical commands such as jumping on one foot, running in one spot, doing star jumps, crawling on the belly, sit-ups, etc. Have fun!

## YEAR 2 MATHS

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Times tables-</b> spend 10 minutes practicing your times tables. This can be writing your own times tables number sentences or playing games on tt rockstars or the hit the button game on top marks. Choose from the 2, 3, 5 or 10 times tables.				
<b>Addition /Subtraction</b> Choose numbers from the grid and complete addition and subtraction calculations.	<b>Multiplication</b> Solve the multiplication number sentences below using the written method you have learnt.	<b>Problem solving</b> Have a go at six of the questions below then write your own word problems.	<b>Adding three 1 digit numbers</b> Solve the addition number sentences below using the written method you have learnt.	<b>Problem solving</b> Have a go at six of the questions below then write your own word problems.

### NUMBER GRIDS

Use for addition and subtraction

12	10	110
19	9	150
18	17	175

65	37	46
58	82	94
76	91	29

### ADDING THREE 1 DIGIT NUMBER SENTENCES

$7 + 9 + 3 =$	$2 + 9 + 8 =$	$9 + 8 + 1 =$
$1 + 9 + 7 =$	$6 + 5 + 4 =$	$5 + 5 + 9 =$
$5 + 6 + 5 =$	$7 + 2 + 3 =$	$8 + 7 + 2 =$

### MULTIPLICATION NUMBER SENTENCES

9 X 3 =	2 X 50 =	10 X 10 =	2 X 100 =
10 X 6 =	5 X 8 =	2 X 4 =	3 X 1000 =
5 X 2 =	3 X 6 =	10 X 3 =	12 X 10 =

## PROBLEM SOLVING

*Work out the answers to these problems. Show me what calculations you did to get the answers.*

1. There are 3 dodgem cars, each car holds 2 people. How many people could go on the ride?
  
2. Four girls go on the teacups. It costs 20p each. How much did it cost altogether? How much change would they get from £1?

3. Faheem & Joshua went on the ghost train. It cost 25p each. How much did it cost altogether?
4. Maisie Ella bought a toffee apple for 55p. How much change did she get from £1?
5. The rollercoaster carriages hold 4 people. There are 5 carriages in total. How many people can go on the ride?
6. Phoebe went on the waltzer. It costs 40p a go. How much would it cost her to go on twice?
7. Anyone under 10 can pay half price for a ride on the rollercoaster. The full price is 40p. How much do under 10's pay?
8. Bradley went to the fairground with £1. He left with 4p. How much did he spend when he was there?
9. Thomas went on the dodgems 6 times. Each time it cost 20p. How much did he spend?
10. Jacob bought 2 teddy bears. They cost £1.50 each. How much did he spend on the bears?
11. The fairground closed at 5pm and all the children began to go home. They arrived home at quarter to 6. How long did it take them to get home?

*If you finish write some of your own fairground problems for a friend or family member to work out.*

## YEAR 2 ENGLISH

Dear Y2 children, Parents and Carers,

This week our theme is Roald Dahl Poetry. When following links online, please would you monitor that children are remaining on that page only and are keeping safe online. Thank you. Roald Dahl may already be one of your favourite authors, but did you know he was very skilled at writing poetry too? The extracts used this week are from *Revolting Rhymes* and *Dirty Beasts*, both of which are told completely in rhyme. Dahl did, however, also use poetry within some of his stories, e.g. when the Oompa Loompas sing about each of the children in *Charlie and the Chocolate Factory* and the window cleaners in *The Giraffe, the Pelly and Me*.

Enjoy the unit and I look forward to hearing how you got on!

Mr Sharples

**Spelling**- spend 10 minutes practising 5 words a day from the spelling list. Use the 'read, cover, write, check' strategy you have learnt in class.

### Monday

#### The Porcupine

Use the link below to listen to and enjoy *The Porcupine* from *Dirty Beasts* by Roald Dahl.

<https://soundcloud.com/penguin-audio/revolting-rhymes-dirty-beasts>

Watch this short clip to find out more about porcupines.

<https://www.youtube.com/watch?v=KSadv0qmZ6s>

Discuss what it must have felt like for the child in the poem! Listen to the poem again, stopping to write down favourite words and phrases. You may choose to print off a copy of the poem here:

<https://100.best-poems.net/porcupine.html>

Read together and highlight the key words and phrases. Design and create a poster warning children about the danger of porcupines! Include some warning sentences starting with if, e.g. *If you don't look carefully, you could sit on one by mistake! If you sit on a porcupine, its spikes will stick in you!* Pinch some of your favourite words or phrases from the poem, e.g. *It will feel as if a hundred red hot bits of wire are puncturing your skin! Be sure you look before you sit!* You may also choose to use some key facts from the information clip, e.g. *The spikes are called quills and can come out very easily. Ouch!* Include a diagram in your poster, labelling the key parts, particularly those dangerous quills! Check punctuation and spelling together.

### Tuesday

#### Little Red Riding Hood and the Wolf

The link below takes you to a printed version of the text, together with an audio recording by the author, Roald Dahl. For the learning today, you will need to pause the recording at various points to make predictions and have discussions with your child.

<https://childrens.poetryarchive.org/poem/little-red-riding-hood-and-the-wolf/>

Introduce the poem and explain that you are going to listen to it in parts. Start listening and then pause the recording at 1:02 mins. Make predictions. *What do you think might happen next? What happened next in the original tale?*

Resume the poem. Pause again at 1:40. Recap what has just happened. Ask, *what does the wolf want to do next?* Discuss the need to warn Little Red Riding Hood!

Write Little Red Riding Hood a letter to warn her of the Wolf's intentions and the need to stay away from Grandma's house! Perhaps you could write as if you were a woodland animal – a friend of Little Red Riding Hood. Remember to lay out your letter with your address, the date, to and from. Try to convince Little Red Riding Hood as much as you can to stay away! Check spelling and punctuation in each sentence together. Finish the session by resuming the reading of the poem. *How is it different to the original tale? Are there any parts that surprise you? Which version do you prefer and why?*

### Wednesday

#### The Tummy Beast

Use the link below to listen to and enjoy *The Tummy Beast* from *Dirty Beasts* by Roald Dahl.

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

Watch the clip again, this time while following the text, accessible here:

<https://www.poetryfoundation.org/poems/51659/the-tummy-beast>

If you are able to, print off the text from the link above. Highlight the lines spoken by the mother in one colour, and those spoken by the child in another.

Use this highlighting to help you read the text aloud together. Put on your best character voices to perform! Perhaps you could take on different roles in your family!

Discuss what is happening in the poem. *Why do you think the mother doesn't believe the child? How is the child feeling when the mother doesn't believe them? What happened to the mother at the end? What do you think the mother might say when she recovers?*

Write a diary entry as if you were the child or the mother, recounting the key events of the day. You could even pinch some key words and phrases used in the poem! Check spelling and punctuation in each sentence together.

### Thursday

#### Goldilocks and the Three Bears

Use the link below to listen to and enjoy *Goldilocks and the Three Bears* from *Revolting Rhymes* up to 3:59 mins.

<https://www.youtube.com/watch?v=lxHn2v3dz5E>

Jot down new or interesting words to explore meanings and discuss, e.g. *delinquent, tot, suggestion, distressing, house-proud, cherubs* etc. Model orally putting new words into different sentences and encourage your child to do the same. Listen from the start to 3:59 mins again.

The narrator repeatedly asks, in response to Goldilocks' actions, how would *you* feel? Pause each time this is asked and discuss. The narrator also makes clear her dislike for Goldilocks all the way through the poem. Discuss how the narrator might describe Goldilocks, e.g. *Naughty, spoilt, selfish*. Do you agree?

Re-watch from 3:36 – 3:59 mins. Pause and make a list of all Goldilocks' crimes.

Imagine that you are Goldilocks. Write a letter to the narrator, apologising for your crimes, perhaps providing some explanation as to why you did what you did.

Just like on Tuesday, remember to lay out your letter with your address, the date, to and from. Check spelling and punctuation in each sentence together.

Finish watching to the end of the clip. Do you think if the narrator had received your letter, the ending could have been different?

### Friday

#### Review and Performance Opportunity

Review and discuss some of the characters and poetry you have met this week.

Which has been your favourite and why?

Extend your reading with some further *Revolting Rhymes* referenced in the links below.

Select one of the poems or a favourite section of a poem. Re-read and put actions to it so that you can perform it to your family! Remember to use voices for different characters and to pause in all the right places!

**Additional Activities:**

• **Revolting Rhymes** is made up of six fairy stories 'with a twist.'

They are all available to listen to on Youtube via the links below. **When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.**

Jack and the Beanstalk <https://www.youtube.com/watch?v=CpAoCUN4toE>

Cinderella <https://www.youtube.com/watch?v=dLmNG5EbHvc>

The Three Little Pigs <https://www.youtube.com/watch?v=F5DS2DnsJ04>

Little Red Riding Hood and the Wolf <https://www.youtube.com/watch?v=Y3uVQlhSYfY>

Snow White and the Seven Dwarfs [https://www.youtube.com/watch?v=zUlq2OA\\_Z0M](https://www.youtube.com/watch?v=zUlq2OA_Z0M)

Goldilocks and the Three Bears <https://www.youtube.com/watch?v=lxHn2v3dz5E>

Which is your favourite and why? Write a review recommending your favourite to a friend!

• The film *Revolting Rhymes* (2016), combines some of the stories above and can be accessed in two parts:

- [https://www.youtube.com/watch?v=u52E05DAN\\_4](https://www.youtube.com/watch?v=u52E05DAN_4) (Part One) **Note: PG certificate**

- <https://www.youtube.com/watch?v=oKhraBhAABA> (Part Two) **Note: PG certificate**

Enjoy watching together. Can you identify each of the characters? Can you pause and predict what is going to happen next? Discuss how the film makers have combined the different tales. Would you recommend the film to a friend and why?

door	even	sugar
floor	great	eye
poor	break	could
because	steak	should
find	pretty	would
kind	beautiful	who
mind	after fast	whole
behind	last past	any
child	father	many
children	class	clothes
wild	grass	busy
climb	pass	people
most	plant	water
only	path	again
both old	bath	half
cold	hour	money
gold	move	Mr
hold	prove	Mrs
told	improve	parents
every	sure	Christmas
everybody		

