



Year 2 Home Learning Pack

week commencing 5/1/2021



We hope you had a lovely Christmas and are prepared for our first home learning pack. We would love to see lots of pictures of your learning this week so please upload to Dojo.

Alongside the learning pack Mrs Hall will put a brief video message to support the English and Maths onto dojo daily.

- English - we have included a variety of reading and writing activities for you as well as spellings linked to Read Write inc.
- Maths - this week we will be learning multiplication.
- We have also included activities for some of the other subjects: PE, topic, RE, and art/DT etc.

It is important that children continue to read everyday, practise their spellings and the quick recall of maths facts on the KIRF's sheet included in the pack.

Whilst Miss Reynolds will be in school teaching the children of Year 2 keyworkers Mrs Hall will be maintaining home learning and Dojo.

Please direct any queries you may have about Year 2 to Mrs Hall via Dojo. She will of course pass any relevant Fox questions to Miss Reynolds at the end of the teaching day.

Take care of yourselves and stay safe.

Mrs Hall, Miss Reynolds, Miss Williams and Mr Warne





English - Superheroes

Tuesday - Read the story Playground Rescue. Write what you liked and disliked about the story and complete the vocabulary challenge

Wednesday - Complete the reading challenge and answer the comprehension questions.

Thursday – Complete the creative challenge and write a character description.

Friday- Create your own poem

Instructions for each activity will appear below and given by video link on dojo each day. We have also included handwriting practice and the year 1 and 2 common exception words for children to learn and use in their written work.



English



Monday Read Playground Rescue.

Playground Rescue

It was an **ordinary** day. Jo was on her own in the backyard, kicking a football into the **makeshift** goal that she'd once scratched into the wall with the edge of a sharp stone. She was dreaming of a time when she would play for the local football team again. Raja was covered in paint. She'd been busy **occupying** her brothers and sisters while her mum tried to get her work done, and Sammy, in the meantime, slept **soundly** in his basket. One of his enormous ears had flopped over his eye, his favourite squeaky bacon toy was trapped beneath a podgy paw and his droopy eyelids **flickered** as he chased wasps in his dreams.

Activity in the local park was ordinary too, or so it seemed. Children played on the playground whilst adults chattered, groups of teenagers were **gathering**, and joggers **sprinted** along the paths.

"HELP! HELP!" came a sudden shout from the playground.

Jo's legs and feet began to tingle. Raja's drawing hand pulled her towards a paint brush and Sammy stretched, turned over noisily and went back to sleep! As Jo and Raja left their homes, they changed. Jo Awesome's blue cape glided behind her as she dashed towards the park, **activating** her super-booster to help her get there more quickly. Raja Extraordinary's red cuffs glowed as he desperately held onto the flying paintbrush.

They arrived at the park at the same time, "What's the problem?" panted Jo.

[Continued on the next page](#)



English



"Follow me!" Raja called over her shoulder as the paintbrush dragged her towards the playground.

As Raja and Jo reached the edge of the playground, they could see that a crowd had gathered at the bottom of the spider's web climbing frame. Children giggled and pointed, and adults stared up in silence. "Look!" whispered Jo, nodding her head towards the top of the spider's web.

Raja followed her gaze up to a small, **snivelling** child who was dangling from the top of the climbing frame with one hand, about to fall!

"This one's mine!" declared Jo ...

Quick as a flash, Raja painted a mini trampoline which Jo used to bounce up and over the crowd and then grabbed the child as she somersaulted them both down to safety. With the crowd's whoops and cheers buzzing in their ears, Jo raced home while Raja flew back to her house on the flying carpet she'd painted. Jo returned to ordinary Jo playing keepy-uppy in the back yard and Raja returned to ordinary Raja cleaning up the painting mess she'd left behind.

And as for Sammy, an alarm sounded in his head and his ears pricked up. Someone somewhere was crying. They needed to talk and Sammy Exceptional to listen...



Tuesday English



• Vocabulary challenge

Read each sentence and think about what the words in bold might mean.

1. It was an **ordinary** day.
2. Jo was on her own in the backyard, kicking a football into the **makeshift** goal.
3. She'd been **occupying** her brothers and sisters.
4. Sammy, in the meantime, slept **soundly** in his basket.
5. His droopy eyelids **flickered**.
6. Groups of teenagers were **gathering**.
7. Joggers **sprinted** along the paths.
8. She dashed towards the park, **activating** her super-booster.
9. A small, **sniveling** child was dangling from the top of the climbing frame.



Tuesday English



- Now match the word to the correct meaning (don't forget to find it in the sentences above if you're not sure what it means).

ordinary

ran as fast as they could

makeshift

if you sleep soundly you sleep deeply and don't wake up

occupying

made small, quick movements

soundly

doesn't last long, made because nothing else is available

flickered

sniff and cry because you are upset

gathering

not special or interesting

sprinted

keeping someone busy

activating

meeting, coming together

snivelling

making something start to work



Tuesday English



- Now that you have matched the words to the correct definitions, read the story again and add your response to these headings:

What I liked about this story:

What I didn't like about this story:

Questions I have about the story:



Wednesday English

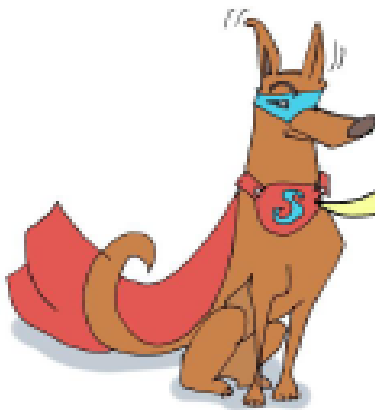


- Reading challenge: Can you answer these questions about the story in complete sentences? (Don't forget to read the story again to help you.)

1. What is special about Jo, Raja and Sammy?
2. The story talks about Raja's family. Who is in her family?
3. Describe what you think Jo's house is like.
4. A park is the setting for the story. Can you describe this setting?
5. How do you think the crowd at the bottom of the climbing frame felt when the child had been rescued?
6. Would you like to be a superhero? Why?



Thursday English



DO YOU KNOW THAT EVERYONE HAS A SUPERPOWER - SOMETHING THAT THEY ARE REALLY GOOD AT? SOME SUPERPOWERS ARE INSIDE US AND SOME ARE ON THE OUTSIDE THAT EVERYONE CAN SEE. JO IS REALLY GOOD AT SPORT AND USING HER BODY TO DO THINGS LIKE HIPE AND CRAWL; RAJA IS A BRILLIANT ARTIST AND I'M A GREAT LISTENER.

Creative challenge:

Can you make up a superhero name for yourself?

1. Write your first superhero name here (you could shorten your own name or make up a new superhero name):
2. Choose an adjective from the list below or think of your own and write it here:

Superhero adjectives

astonishing	magnificent	superior
excellent	marvellous	supreme
fantastic	remarkable	wonderful
impressive	superb	wondrous

Jo Awesome

Raja Extraordinary

Sammy Exceptional

3. Write your superhero names here:
4. Now think about your superpower. What are you really good at? Read the ideas below to help you. Write it here:

Superpowers

sport	playing games	giving hugs
art	general knowledge	making people laugh
music	science	being kind
singing	nature	looking after a pet
lego	cooking	helping
making things	eating fruit & veg	problem solving
taking photographs	caring for people	recycling



Thursday English



Now that you have named your superhero draw a picture of them underneath and write a character description to tell us all about them.

What do they look like?

What do they do?

Where do they live?



Friday English



My superpower is listening. We are going to play with words and come up with a funny list poem about what I might hear.

I've done the first two verses for you. Carry on and write several more verses of your own using the same opening phrases.

With my special ears,
I heard a giant whispering
in his castle in the sky.

With my special ears,
I heard the oak trees talking
in a faraway forest.



With my special ears,

I heard

.....



With my special ears,

I heard

.....



With my special ears,

I heard

.....



With my special ears,

I heard

.....



Handwriting



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Handwriting



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house

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Handwriting



said

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back

by



Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our



Year 2 Common Exception Words

after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would



Spellings



Spellings will follow the RWI lessons that we do daily in school. This term's groups are listed below. You may find that some groups have changed from the previous term. On the following pages are the spellings for each group.



Miss Lowe Miss Hatwell	Mr Warne	Miss Reynolds	Miss Williams	Mrs Hall
Jayden David	Dolly Charlie Kieran Buddy Harrison Alphie J	Rocco Darcie Ollie Ernest Danny Boey Mollie-J Autumn Teddy Reggie Summer Paige Amelia Tommy Aurora	Mason Tilley Skye E-B Riley Connie Harry Will Sophia Ivy-Rae Logan Alfie S Daisy-May	Jess Brihanna Josh Lola Millie-Mae Jessie Evie Skye D Frankie Chase Grace Megan Kallie Alexa Molly Livvy



Spellings



Miss Lowe and Miss Hatwell's group

Please practice reading these words.

pin on not leg

chin tum yes

Ask children to read the root first and then the whole word with the ending.

that → that's

zip up run

Ask children to read the root first and then the whole word with the ending.

let → let's

Red Words *Ask children to practise reading the word.*

put



Spellings



Mr Wame's Group

Please practice reading and spelling these words.

Speedy Green Words

Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.



with	fat	with
thin	and	on
us	cat	in
dog	sit	and

Red Words

Ask children to practice reading the words across the rows, down the columns and in and out of order clearly and quickly.



the	your	put
I	he	of
my	put	no
the	your	he

Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

red black fox hat frog clap hen
pup pen sing fish lap

Ask children to read the root first and then the whole word with the suffix.

jump → jumping



Spelling



Miss Reynolds's Group

Please practice reading and spelling these words.

Speedy Green Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.



tell	may	think	tell
may	think	with	will
with	will	and	play
box	play	box	well

Red Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

what	they	do	said
you	to	the	we
want	some	I've	all
are	your	go	no

Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

Miss Jay Ben Kim Beth Pip Sam
Jess class tray clay

Ask children to say the syllables and then read the whole word.
o|kay

Ask children to read the root first and then the whole word with the suffix.
dress → dressing



Spellings



Please practice reading and spelling these words.

Speedy Green Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

problem	began	wrong	spring
very	thanks	problem	began
wrong	very	thanks	long
quick	well	them	things
went	as	jumped	help

some	saw	her	to
all	was	some	they
watch	of	are	saw
some	said	call	your
you	want	what	saw

Mama nest cluck hatch crack chick quack pond
quick as a flash bank

Ask children to say the syllables and then read the whole word.

up|set duck|chick

Ask children to read the root first and then the whole word with the suffix.

peck → pecked shock → shocked grub → grubs

flap → flapped stretch → stretched crust → crusts

hop → hopped grab → grabbed



Spellings



Mrs Hall's Group

Please practice reading and spelling these words.

Speedy Green Words

Ask children to practise reading the words across the rows, down the columns and in and out of order clearly and quickly.

fetch	shout	noise	shout
land	coat	doubt	coat
make	night	kitchen	began
wrong	first	girl	round
stopped	found	pushing	silly

above	father	son	mother
some	here	who	there
people	water	was	to
you	all	what	come
they	were	one	should

Story Green Words

Ask children to read the words first in Fred Talk and then say the word.

Barbara Howard beam howl inn drown

Ask children to say the syllables and then read the whole word.

cellar hope|less farm|house night|gown stock|ings
caul|iflower*

Ask children to read the root first and then the whole word with the suffix.



Maths



This week, we will be looking at some new learning about multiplication.

Visit the following website:

<https://whiterosemaths.com/homelearning/year-2/>

Start by selecting 'current week':

Here you will find a week's worth of video clips about multiplication. Please work through one video and the relevant activity each day - these need to be completed in the correct order.

Overview of the week

Tuesday- Recognising equal groups

Wednesday- Make equal groups

Thursday- Add equal groups

Friday- Multiplication using the x symbol

Once you have finished the day's maths activity you could practise your quick recall using the KIRF's sheet.



Tuesday Maths



There are _____ dice.

There are _____ spots on each dice.

There are _____ equal groups of _____



4 groups of 5



5 groups of 4



5 groups of 5

1. Which image is each child describing?



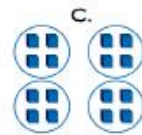
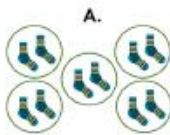
I have 6 equal groups of 1.



I have 4 equal groups of 4.



I have 5 equal groups of 2.



2. Complete the sentences for each image.



I have _____ equal groups of 2.



I have _____ equal groups of 3.



I have 4 equal groups of _____.

Add Equal Groups

Add Equal Groups

1a. Create equal groups to match the number sentence below.

$3 + 3 + 3 = 9$

1b. Create equal groups to match the number sentence below.

$4 + 4 + 4 = 12$



Wednesday Maths



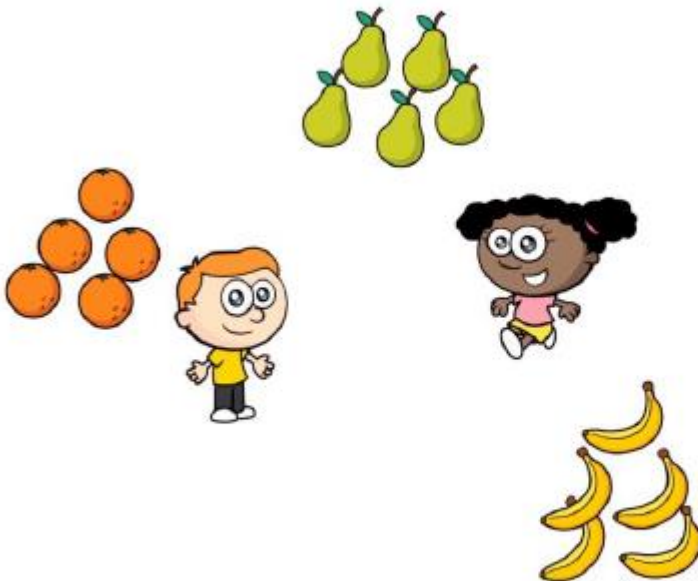
Are they equal? Put a tick for equal and a cross for not equal.



4) $2 + 2 + 2 + 2$

$5 + 5$

Complete the sentence below by looking at the picture.



There are equal groups of



Wednesday Maths



Using toys from home, make these groups. Make sure they are equal.

1. Make 4 groups of 5.
2. Make 3 groups of 2.
3. Make 3 groups of 6.
4. Make 5 groups of 3.
5. Make 2 groups of 5.

Now get 10 toys. How many ways can you split them into equal groups? Can you draw the different ways?

--	--

Now get 12 toys. How many ways can you split them into equal groups? Can you draw the different ways?

--	--



Thursday Maths



1) Are the groups equal?



2) Draw 3 equal groups with 3 triangles in each group.

3) How many triangles have you drawn altogether?

How could we describe these equal groups?



There are equal groups of

Now write it as a repeated addition.



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



Thursday Maths



Complete these sentences.



There are wheels on each tricycle.

There are tricycles.

There are equal groups of

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

Complete:



There are ___ equal groups with ___ in each group.

There are two ___.

$$_ + _ = 6$$

Complete:



There are ___ equal groups with ___ in each group.

There are three ___.

$$_ + _ + _ = 12$$

Fill in the table:

	<p>Draw it</p>
<p>Say it</p> <p>There are ___ equal groups with ___ in each group</p> <p>There are _____</p>	<p>Add it</p> $\square + \square + \square + \square + \square + \square = \square$



Friday Maths



<https://www.youtube.com/watch?v=GvTcpfSnOMQ> – counting in 2s

<https://www.youtube.com/watch?v=amxVl9KUm08> – counting in 5s

1) Continue the sequence

2, 4, 6, 8, _____, _____, _____, _____

2) Continue the sequence

5, 10, 15, 20, _____, _____, _____, _____

3) What is the total score in each row?



What do you see?



Have a think



There are _____ equal groups of _____

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

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



What do you see?



Have a think

There are _____ equal groups of _____

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

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



$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



Friday Maths



Complete the sentences to describe the equal groups.



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

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

There are equal groups with in each group.

There are three .

Complete the table:

Three 2s	Draw It	Addition	Multiplication
There are 3 equal groups with 2 in each group.			

Complete:

Addition	Multiplication	Story
$10 + 10 + 10$		
	6×5	



Year 2 KIRF's Term 3



I know the multiplication and division facts for the 2 times table.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

$2 \times 1 = 2$	$2 \div 2 = 1$
$2 \times 2 = 4$	$4 \div 2 = 2$
$2 \times 3 = 6$	$6 \div 2 = 3$
$2 \times 4 = 8$	$8 \div 2 = 4$
$2 \times 5 = 10$	$10 \div 2 = 5$
$2 \times 6 = 12$	$12 \div 2 = 6$
$2 \times 7 = 14$	$14 \div 2 = 7$
$2 \times 8 = 16$	$16 \div 2 = 8$
$2 \times 9 = 18$	$18 \div 2 = 9$
$2 \times 10 = 20$	$20 \div 2 = 10$
$2 \times 11 = 22$	$22 \div 2 = 11$
$2 \times 12 = 24$	$24 \div 2 = 12$

Key Vocabulary

What is 2 **multiplied by** 7?

What is 2 **times** 9?

What is 12 **divided by** 2?

They should be able to answer these questions in any order, including missing number questions e.g. $2 \times \bigcirc = 8$ or $\bigcirc \div 2 = 6$.

Top Tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

- Songs and Chants – You can buy Times Tables CDs or find multiplication songs and chants online. If your child creates their own song, this can make the times tables even more memorable.
- Use what you already know – If your child knows that $2 \times 5 = 10$, they can use this fact to work out that $2 \times 6 = 12$.
- Test the Parent – Your child can make up their own tricky division questions for you e.g. What is 18 divided by 2? They need to be able to multiply to create these questions.
- Use memory tricks – For those hard-to-remember facts, www.multiplication.com has some strange picture stories to help children remember.



Other Subjects



Subject	Work at home ideas
Topic	This term we are learning about Florence Nightingale. How much do you already know about her and what she did? Use the following sheets to show us how much you know about her and find the similarities and differences between when she worked and today.
PE	Follow this link to play an exciting game of treasure chest! https://www.youtube.com/watch?v=xFrgTzhAahw&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=34&t=0s
Art / DT	This week we would like you to design a symbol for your superhero. How creative can you get? Use the sheets below to get some fabulous ideas.
RE	This term we are learning about the Kingdom of God. This week's activities are on the pages that follow.

Please choose one activity for each afternoon.



PE



Please follow this link to this week's PE session, an exciting game of treasure chest!

<https://www.youtube.com/watch?v=xFrgTzhAahw&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=34&t=0s>

Treasure Chest

Home Physical Education

Can you congratulate other players if they score more points than you?

How to play:

- Place the 10 treasure items; socks, shoes, small toys at one end of the room, known as the treasure chest
- Run and collect an item and return it back to the start as quickly as possible.
- How many items can you collect in 60 seconds?
- Can you race against someone else to see who can collect the most items?

Can you run as fast as possible?

Top Tips

Run pumping your arms

Keep your head up so you can see where you are going to ensure that you are safe.

Let's Reflect

Were you able to keep running even when you were tired? Explain why.

Were you able to use the correct technique when running?



Topic



This is Florence Nightingale, somebody who we will be learning about when we are back together in class. What can you see in this picture?



What do you already know about Florence Nightingale?



Topic



How is today different from when Florence Nightingale was living and working?

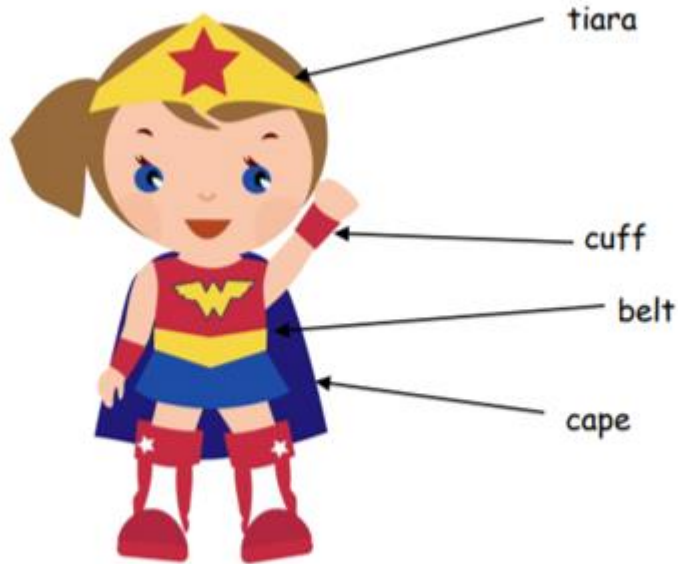




DT



Did you know that most superheroes have capes and some have belts, cuff and even crowns or hats?



They also have special symbols or shapes that decorate their clothing and show who they are.

Here are some you might already know.





DT



Your task this week is to design your own symbol for your superhero in the box below. You could use the first letter of your superhero name or a shape that shows what your superpower is.

Things to think about:

What is your superhero name?

What is your superpower?

What colours and shapes will you use?



DT



Please write two or three sentences about why you have chosen this symbol, why you used those colours and what is important about your symbol.

A large, rounded rectangular box with a black outline, divided into eight horizontal sections by seven lines. The top and bottom corners are rounded, while the middle sections are rectangular. This box is intended for the student to write their response to the prompt above.



RE



Think of 10 things your grown-ups do that show they love you.

Read this story with your grown-up.

⁹ “So I tell you, ask, and God will give to you. Search, and you will find. Knock, and the door will open for you. ¹⁰ Yes, everyone who asks will receive. The one who searches will find. And everyone who knocks will have the door opened. ¹¹ If your children ask for a fish, which of you would give them a snake instead? ¹² Or, if your children ask for an egg, would you give them a scorpion? ¹³ Even though you are bad, you know how to give good things to your children. How much more your heavenly Father will give the Holy Spirit to those who ask him!”

Luke 11:9–13 (New Century Version, NCV)

What do you think the story is about?

Why is Jesus telling the story?



RE



Christians think God loves humans and has given humans many gifts, including these ten.

Draw a picture to represent these and then rank them in order of which ones you think are the best.

Animals to care for	Imagination
Life	The Earth
Love	Beautiful days
Food	Water



RE



Our brains	Each other