

Home Learning	W/C: Monday 27 th April	Year: 2
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Hello Year 2,

We hope that you had a lovely Easter break and enjoyed a few chocolate treats. Did any of you do any Easter hunts or make anything special for Easter? Some children having been getting in in touch to share their amazing learning with us and to tell us what they have been up to (thank you!). We would absolutely love to hear from more of you, if you have the time. You can email your update to office@fairways.southend.sch.uk.

Below you can find your Home Learning tasks for next week, which will follow the same format as last week. Just do as much as you are able to, there's no pressure to complete all of them. Good luck and have fun! We will leave you with some messages from the other adults that support you in class telling you what they have been up to during their time at home.

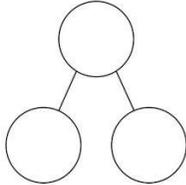
Mrs Wohl – I have been delivering toys in the evening for my husband's toy shop, Argosy Toys, and have loved seeing some familiar faces from our Year 2 peeping round the front door. Joe Wickes has kept us motivated and aching with his online PE lessons and we have been feeling very grateful to have the woods for walking, running, cycling and climbing. I am loving being home with my children but I am really looking forward to getting back to my Fairways Family.

Mrs Begley – I have been busy doing lots of gardening and growing my vegetables. I've also been doing lots of cooking with my children.

Ms Druce – I have been enjoying time in the garden with my family and have been finding space for my colourful flamingos.

Mrs Arber – I have been having a go at making my own videos to teach about growing and caring for seeds. I have also been writing letters and poems to my mum and dad on the Isle of Wight.

Mrs Smith – *I have been walking my dog Chester through the woods and doing lots of gardening and spring-cleaning.*

	English	Maths
<p>Monday <i>Handwriting and spelling</i></p>	<p>LI: To practise our handwriting and spelling</p> <ol style="list-style-type: none"> 1. Think about your letter sizes (ascenders and descenders). 2. Keep your writing on the line. 3. Think about letter joins. 4. Spell your words accurately. <p>Remember that suffixes are the letters added to the end of word to make a new word. Have a look at the suffix word sheet (see attachment) and practise spelling some of the words with the –ful suffix (e.g. beautiful, wonderful etc).</p> <ol style="list-style-type: none"> 1. Choose five words to practise spelling and write them out in fun, creative ways to help you remember! <ul style="list-style-type: none"> -‘fancy’ writing –rainbow writing -bubble writing -splat your grown up -look, say, cover, write, check 2. Choose a different five spellings from the same list and practise forming your letters correctly, whilst making sure that your tall letters are tall and your short letters are short. <p>Challenges:</p> <ol style="list-style-type: none"> 1. Choose some –ful suffix words to put into a sentence. 2. Use a dictionary to check the meanings of any words you are not sure of. 3. Join up all of your letters, remembering not to join out of a ‘b’, ‘r’ ‘s’ or any descenders. 	<p>LI: To partition numbers in different ways</p> <ol style="list-style-type: none"> 1. Draw three empty part, part, whole models. 2. Write the whole number in the top circles. 3. Partition your number in to tens and ones in different ways. <p>Re-visit partitioning numbers into tens and ones with your child using the part, part, whole model from last week. e.g. 56 = 50 + 6. You might want to use the following interactive game as a way of consolidating your child’s learning from last week http://www.ictgames.com/sharkNumbers/mobile/index.html</p> <p>Then, move on to exploring partitioning numbers in different ways. You might want to use the accompanying Powerpoint to help you here.</p> <p>56 = 50 + 6 56 = 40 + 16 56 = 30 + 26 56 = 20 + 36 etc.</p> <p><u>Task:</u> Get your child to partition the following numbers in 3 different ways. 48, 72, 63, 39, 51</p> <p><u>Ext:</u> Can your child apply their learning of place value by completing this Nrich Two Digit Target challenge? https://nrich.maths.org/6343/note</p> 

Tuesday
Phonics

LI: To use homophones.

A homophones is a word we use to describe words that sound the same but have different spellings and meanings e.g. your/you're, their/there/they're witch/which. Watch these video to have it all explained:

<https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/zc84cwx>

<https://www.bbc.co.uk/bitesize/topics/zqhp2p/articles/z3cxrwx>

There are some games under the videos for you to have a go at.

Ext:

Try playing some of the free spelling games at the below link.

Look in a dictionary if you are not sure what a word means.

https://www.spellzone.com/word_lists/games-1685.htm

LI: To add and subtract two two-digit numbers.

1. Draw your starting number using base 10.

2. Check the operation.

3. Add or subtract the amount

4. Count the total.

Work through some examples of adding and subtracting two two digit numbers using base 10. We have attached some photos to show how we have been teaching this in class previously.

Task:

Children to have a go at solving the following addition and subtraction problems showing their working out. The problems in red are trickier because they cross the tens barrier.

$$34 + 42 =$$

$$52 + 26 =$$

$$45 + 41 =$$

$$79 - 24 =$$

$$56 - 31 =$$

$$63 - 51 =$$

$$49 + 28 =$$

$$37 + 25 =$$

$$41 - 19 =$$

$$53 - 37 =$$

Ext:

You may want to put addition and subtraction problems into word problems for your child or get them to create their own word problem to extend their learning.

E.g. Thai had 35 footballs and Fletcher had 22. How many did they have altogether?

To make it trickier, you could try a two-step word problem.

E.g. Daniel had 41 bars of chocolate and Ella gave him 13 more. Daniel then ate 22 of his chocolate bars. How many does he have now?

<p>Wednesday <i>Comprehension</i></p>	<p>LI: To answer comprehension questions.</p> <ol style="list-style-type: none"> 1. Think back to what you have watched. 2. Read the question carefully. 3. Refer back to the film if you need to. 4. Answer clearly and check it makes sense. <p>Watch the following video called 'The Way Back Home' https://www.literacyshed.com/thewaybackhome.html</p> <p>Pause the video at 1minute 37seconds and answer question 5 on the attached comprehension sheet. Continue to watch the rest of the film clip and answer the rest of the comprehension questions either verbally to a grown up or written down if you'd prefer.</p>	<p>LI: To practise my times tables</p> <ol style="list-style-type: none"> 1.. Fluently re-call my 2, 3, 5 and 10 times tables (using my fingers to count, if I need) 2. Understand related division facts e.g. $2 \times 2 = 4$ $4 \div 2 = 2$ <p>By the end of Year 2, children should confidently know their 2, 3, 5, and 10 times tables. Spend this session practising these times tables with your child encouraging a quick and fluent re-call. (If they are confident, you might want to do all of the times tables but if they are finding it tricky start with the 5s and 10s and move on from there at a later stage).</p> <p>You could use the following interactive websites to support: Times Table Rockstars. Hit the Button: https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Here is an idea of a physical activity you could try together to support their learning on times tables. On small sheets of paper get your child to write down all of the multiples of 2, for example, up to 12×2,. E.g. 2, 4, 6, 8, 10, 12, 14, 16 etc. Call out a multiplication or division problem e.g. 2×2 or $6 \div 2$ and get your child to grab the answer card to solve this. To make it trickier you might turn the answer cards face down so they have to remember where the answer was.</p>
<p>Thursday <i>Writing</i></p>	<p>LI: To plan an adventure story</p> <ol style="list-style-type: none"> 1. Story setting and characters 2. Build up 3. Problem 4. Resolution 5. Ending <p>Tomorrow you will be writing your very own version of the story that you watched yesterday but changing a few features along the way. Brainstorm a few ideas for your story to get your brain firing up with ideas before choosing your favourite: -main character</p>	<p>LI: To use different coins to make the same amount</p> <ol style="list-style-type: none"> 1. Partition the amount. 2. Make the tens. 3. Make the ones. 4. Use different coins each time. <p>Get your child to make a mind map about everything they know already about money. They might draw the different types of coins/notes we have, talk about when they use money and why it is important, consider money in other countries etc. Keep this task very open-ended and try not to give them any prompts. Have a discussion about what they have shared afterwards.</p>

	<p>-character that you meet along the way -destination and how the main character gets there -problem that the other character faces -how the problem gets solved -ending</p> <p>When you have chosen your best ideas, design your own story mountain (see attached plan) or complete the plan. The more detail you include on your plan today, the more ideas you will have for tomorrow's story. Try to include any suffix words in your plan along with any adjectives to describe the characters (appearance and feelings) and settings.</p>	<p>Last week you looked at making amounts of money in one way. Today we want your child to make an amount of money in three different ways. E.g. $57p = 50p + 5p + 2p$ $57p = 20p + 20p + 5p + 2p$ $57p = 20p + 10p + 10p + 10p + 2p + 2p + 2p + 1p$</p> <p><u>Task:</u> Can your child make the following amounts in three different ways? 48p 64p 55p 29p</p> <p><u>Ext:</u> Can your child make the above amounts using only 3 coins, 4 coins, 5 coins. Is it always possible? Which ones is it possible for? Which ones is it not possible for? Discuss.</p>
<p>Friday <i>Writing</i></p>	<p>LI: To write an adventure story</p> <ol style="list-style-type: none"> 1. Use your plan to sequence your ideas. 2. Accurate punctuation (A . , ? ! ') 3. Think, Say, Write, Check 4. 'WOW words' (adjectives) 5. Correct tenses (past) 6. Neat handwriting (joined if you can) <p>Write your own version of the story using your plan from yesterday. Make it as exciting as possible using lots of adjectives and different sentence openers and time words. Make sure that you describe the setting during the opening, have a story build up, the main problem, how the story gets resolved and the ending.</p>	<p>LI: To give change</p> <ol style="list-style-type: none"> 1. Find the difference between the price of the item and how much you have been given. 2. Give back the difference in change. <p>Get your child to create a shop, labelling items from around the house up to the value of £1.</p> <p>Visit their shop and try to buy items from their shop using £1 coins (this could be real or fake money). Encourage your child to work out how much change they would need to give you by finding the difference between the price of the item and £1.</p> <p>If your child is confident with this, you might want to alter what they value the items in the shop at.</p>

Enrichment Tasks		
<ul style="list-style-type: none">• Sudoku challenge – Have a go at the attached sudokus. You might be able to find other sudokus to try in newspapers or puzzle books.		
<ul style="list-style-type: none">• Come fly with me After watching 'The Way Back Home', you might want to have a go at building your own rocket out of recycled materials that you can find in your house.		
<ul style="list-style-type: none">• Send a smile Why not put a smile on the face of someone you care about by writing and then posting a letter to them. You could tell them about what you have been up to whilst you have been at home and ask them questions about how they are doing too. They will be so pleased to hear from you.		