




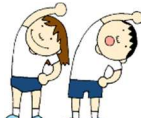


Home learning pack

Year Two

Week beginning Monday 6th July – Friday 10th July

Timetable for the week:

Day of week	Core	Foundation
Monday	Maths – Multiplication- Use arrays Reading – Grandma Bird Prediction Writing - Create a toolkit for a story opening	Thematic – Identify and evaluate differences between an urban and a rural school 
Tuesday	Maths – Multiplication- 2, 5 and 10x table Reading – Grandma Bird Questions Writing - Describe a setting using senses	Music – Charanga Yumu – Step 4 
Wednesday	Maths – Make equal groups sharing (Division) Reading – Grandma Bird Questions Writing - Create and describe a magical hat	Science- Identify how materials are recycled 
Thursday	Maths – Make equal groups grouping (Division) Reading – Compare Grandma Bird and Grandad's Island Writing - Write the opening to a story	Art  - Sketch a landscape using a range of techniques
Friday	Maths – Consolidation quiz. Reading – Review Grandma Bird and Grandad's Island Writing – Continue to write the opening for a story	RE: Ramadan  PE- Jasmine – Year 2 – Unit 5 – Lesson 5 

Monday 6th July – Maths

Group 1

Starter:

Remind yourself of how to tell the time. Look back at videos from last week if you still need further input.

Draw the time on each clock.



half past 3



quarter past 2



quarter to 1



3 o'clock

This week we are going to be focusing on multiplication and division.



What does multiply mean?

What does divide mean?

Can you explain to a grown up how you would work out the following number sentences?

$$6 \times 5 =$$

$$30 \div 6 =$$

Today, we will focus on using arrays to support us in working out multiplication number sentences.

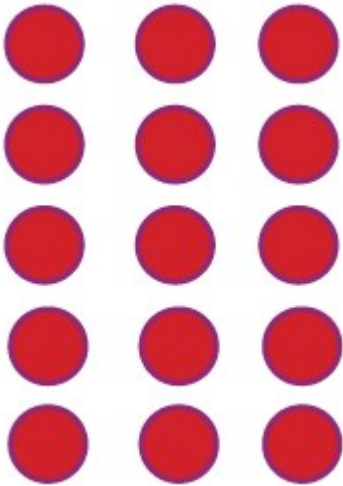
What is an array?

Arrays are a pictorial representation to help children understand times tables. For example, a child may be given the following word problem:

Group 1

I have 3 bags. There are 5 pennies in each bag. How many pennies do I have altogether?

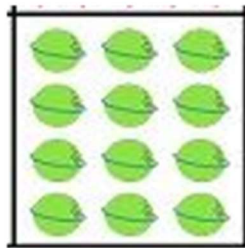
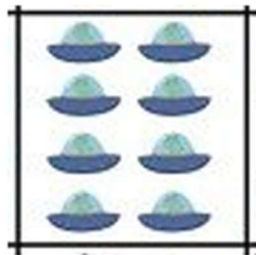
A teacher might show the children that the first bag has five pennies and draw the five pennies in a line. Then they would explain that the second bag also has five pennies and draw a second line. They would continue until they had drawn 3 lines of 5 pennies like this:



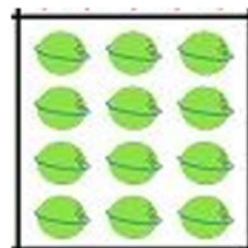
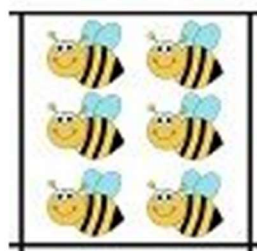
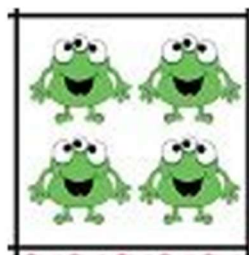
Watch the video provided <https://vimeo.com/417922235>

Main activity:

Find and tick $2 \times 4 = 4 \times 2$



Find and tick $3 \times 4 = 4 \times 3$



- 5 Draw an array to show 7×3
Complete the number sentence.

$7 \times 3 =$

Is there more than one way to draw the array?

- 6 Draw three different arrays to show 12



- 7 Draw dots to show each multiplication in two ways.
The first one has been done for you.

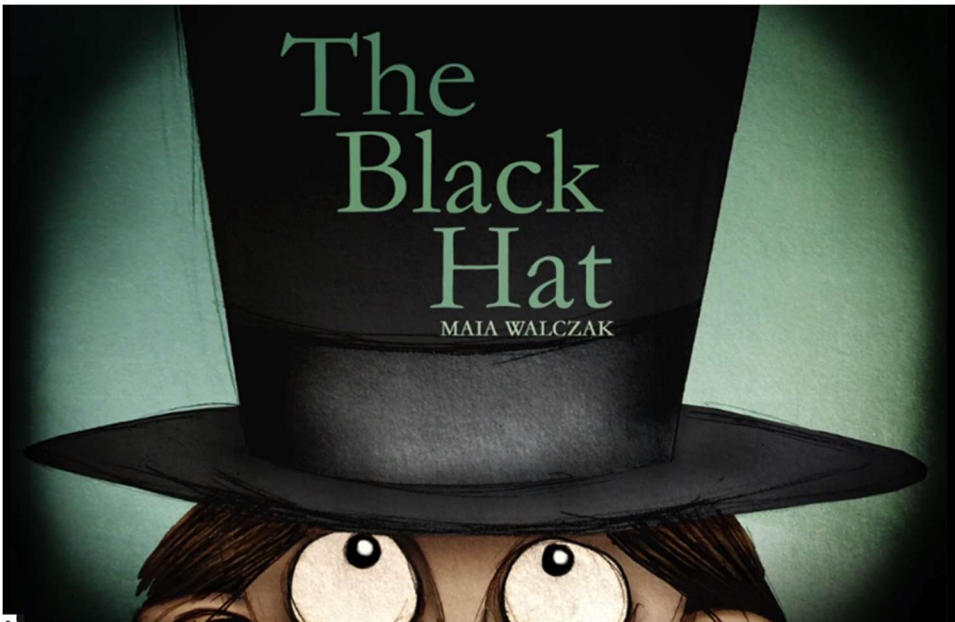
Multiplication	Array 1	Array 2
3×8		
2×5		
4×9		
6×1		

- 8 Can you see the multiplications 5×4 and 4×5 in the array?





Watch the story 'The Black hat' on <https://vimeo.com/45584240>



This week you are going to be writing an opening for a story. Listen carefully to 'The Black Hat' and think about the different ways the author helps build an image in your mind by using a wide range of exciting vocabulary.

Read through the model texts below. Create a toolkit to identify all of the key features of a story opening. What does the author do to make you interested in the book? Think back to our story of Jack and the Beanstalk. What can you remember?

Model Text 1

There was once a boy, quite ordinary, like any other. He lived in an old, wooden cabin with his mute Grandmother. There weren't too many things a lonely, young boy like him could do so he went for long forest walks hoping to find something new. His ears rejoiced at the creak of a branch, the crunch of a twig; he loved the smells. The forest was deep, dark, damp and big. One day the boy found a black hat so he picked it up from the ground and placed it neatly on his head, delighted by what he had found. He grew attached to it, refusing to take it off his head but, at last, when night came, he placed it carefully by his bed. Little did he know about the magic about to begin, as he drifted off to sleep strange creatures climbed out from within.

Model Text 2

Through the undergrowth, in the dusky night sky, skulked a fierce nasty beast preparing to pounce on his unsuspecting prey. He believed he owned this territory. All creatures bowed down to his greatness - they cowered in his presence and acted upon his every purr. Once he had terrorised all creatures great and small, he slithered back to his indulgent castle, scratched his talons upon the plush rug and curled up for his slumber to begin. His castle was like no other as it was high above the Earth, suspended in thin air on a cloud. No expense had been spared on the quality of the furnishings, wooden and strong; extensive gardens provided exercise and shelter and the quality of the food was simply exquisite. From this position on the cloud he looked down on all the earthlings fighting for space on the tiny planet below. He basked in the heat of a spherical fire ball and watched the wonders of shooting stars and asteroids for entertainment. High above the sky he felt like the Ruler of the Universe. And then he woke up!

Model Text 3

Ashanti was playing in the park with her brothers. They were playing on the pirate ship climbing frame. Max was always the captain because he was the oldest. Dez was always the first mate because he was the second oldest. Ashanti was the youngest. Her brothers always made her walk the plank when they played pirates. She sometimes asked if she could be captain but they always said no.

One day Ashanti was being made to walk the plank because she hadn't washed the decks clean. Captain Max had been out burying his treasure. He had stomped back onto the ship with mud all over his boots. What a mess he made! Ashanti had tried to clean the decks but she couldn't clean up the mud. Both of her brothers laughed when she jumped off the edge of the pirate ship climbing frame. She landed with a bump. She looked up at her brothers laughing at her then she saw something odd. Underneath the climbing frame was a strange drawing. It was a skull and crossbones. She reached out and she touched the drawing. There was a flash of light and Ashanti was in a ship at sea! She could feel the ship tipping from side to side.



Story toolkit

Does my story have:

<i>capital letters to start sentences</i>	
<i>full stops to end sentences</i>	
<i>a character introduction</i>	
<i>a descriptive setting</i>	
<i>Conjunctions</i>	
<i>what the characters, see, hear, smell, touch or feel</i>	
<i>different words to start sentences</i>	
<i>speech marks for words spoken “”</i>	
<i>Joined handwriting</i>	

Monday 6th July – Reading



This week in reading, we will be focusing on the book 'Grandma Bird' by the author Benji Davies.

What do you predict will happen in this story?

The characters are on a boat. Where do you think they will sail to?

Why do you think the little boy is with his Grandma?

Group 1

What would you like to find out about Grandma Bird? Write down or share any questions you may like to ask.

Tomorrow you will listen to the story to find out more.

Who?

What?

Where?

When?

Why?

How?

Group 1

Monday 6th July – Thematic (Geography)

Can I compare schools in rural and urban areas?

Today you are going to be comparing schools in rural and urban areas.

What are some of the key features of our school?



Front of school

Key stag 2 hall



Group 1



Year 1 terrace



Key stage 2 playing field



Key stage 1 playground

Group 1

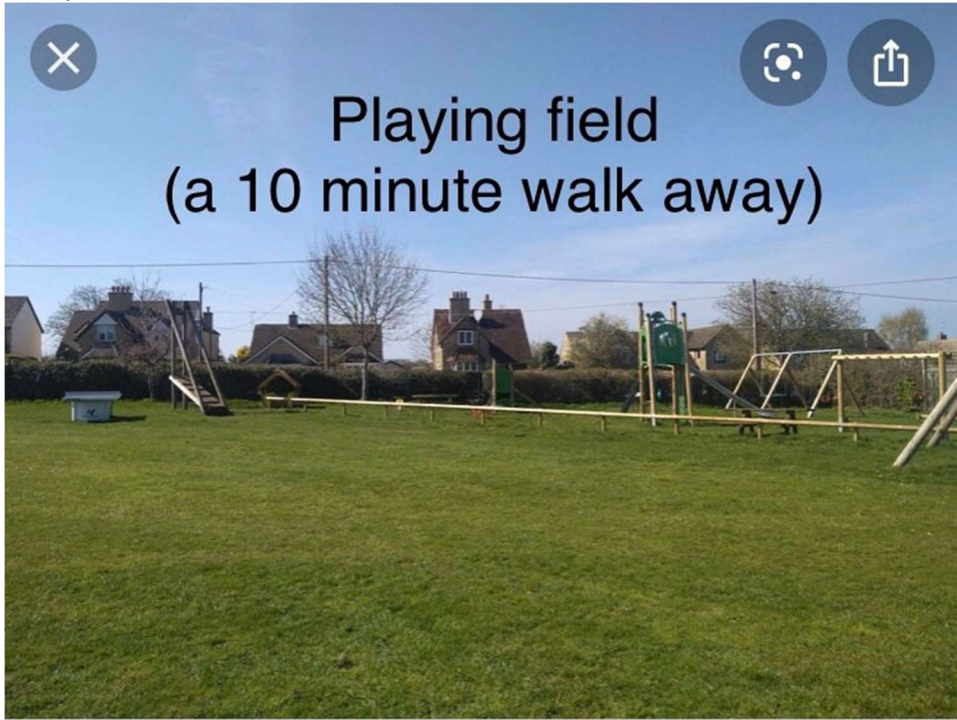


Key stage 1 quad area

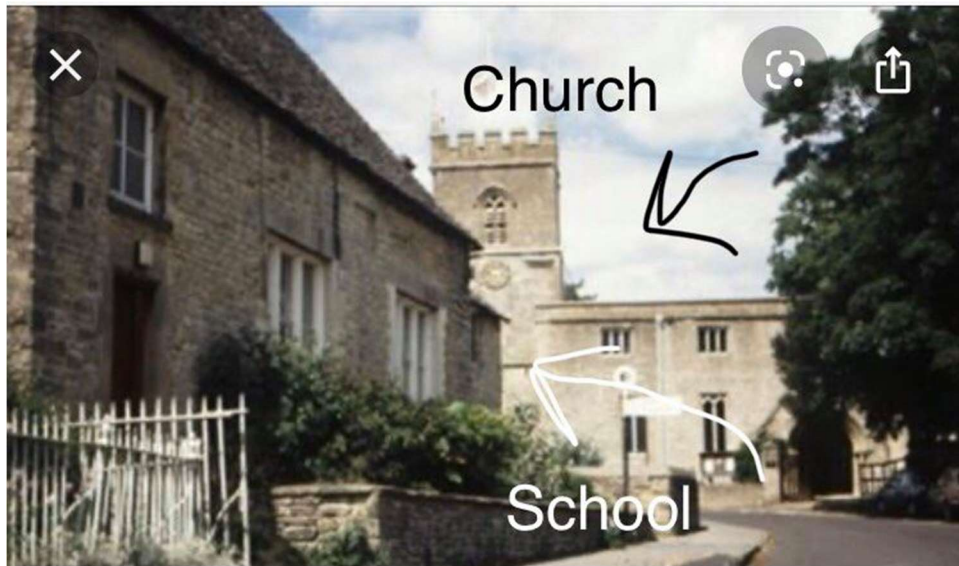
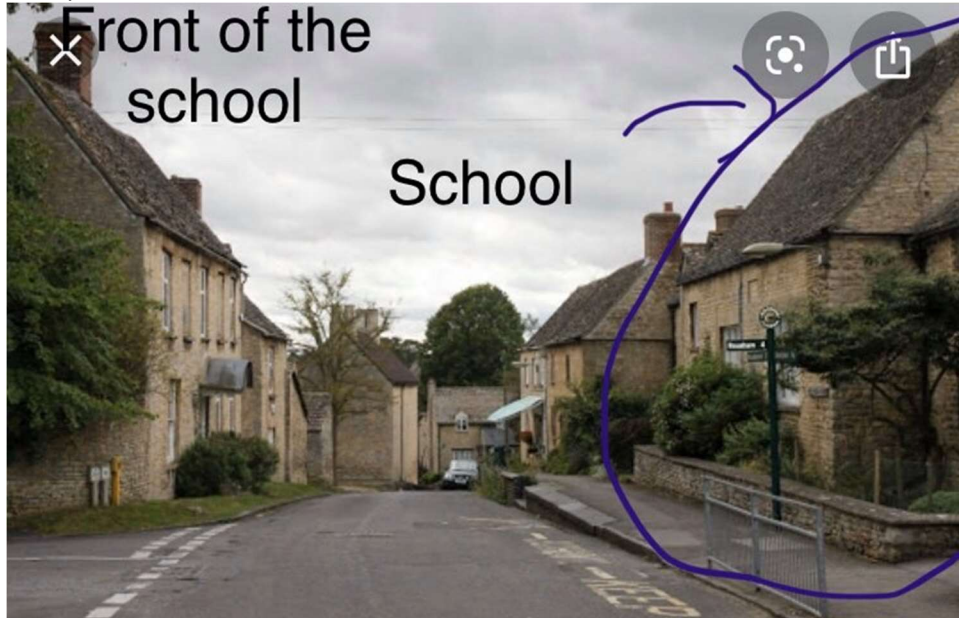


Key stage 2 playground

Look carefully at the pictures of Wooton by Woodstock C of E Primary school. What are the key features of this school? Are there any similarities? Are there any differences?



Group 1



Group 1



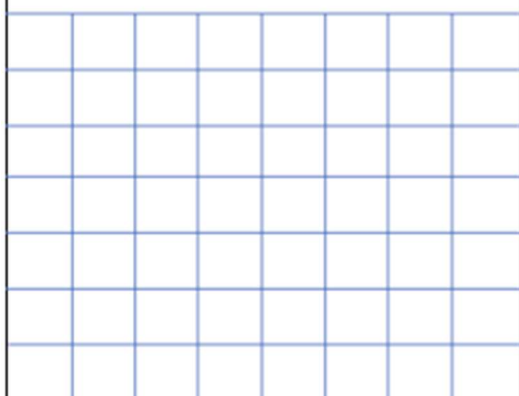
Front of school




village hall
A walk up the road

Group 1

$35 \div 5 =$



$7 \times 10 =$



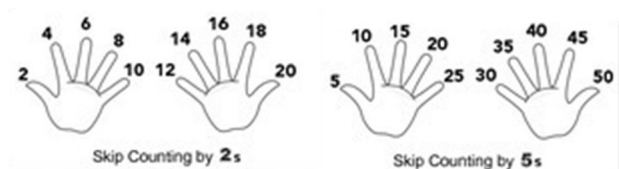
Think back to yesterday's work. What is an array? How is an array used?

Today, you will be focusing on revisiting and using your 2, 5 and 10 x tables.

Watch the learning clip to support you-<https://www.bbc.co.uk/teach/class-clips-video/maths-ks1--ks2-multiples-of-two-five-and-ten/z769wtj>



Remember when we count on in multiples of 2, 5 and 10 we can use our fingers to support.



Main activity:

The 2 times-table

- 1 Write a fact from the 2 times-table to match the picture.

a)



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

b)



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

c)



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

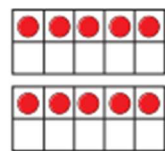


The 5 times-table

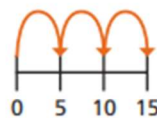
- 1 a) Match the picture to the times-table fact.



3×5



2×5

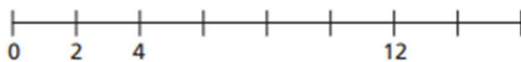


1×5



5×5

- 2 a) Complete the number line.



- b) Which times-table does the number line show?

Tick your answer.

1 times-table 2 times-table

3 times-table

How do you know?

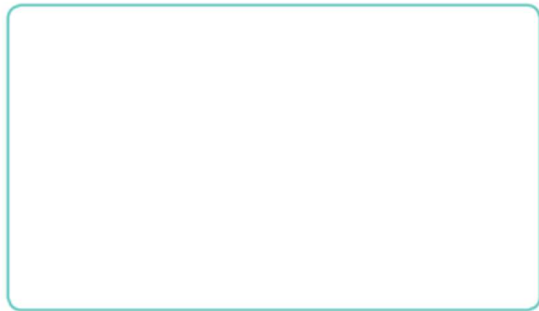
- 3 Complete the array and times-table fact so that they match.

a) $2 \times 2 = \square$

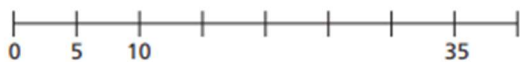
b) $2 \times 5 = \square$

c) $2 \times \square = 8$

- b) Draw a picture to show 4×5



- 2 a) Complete the number line.



- b) Which times-table does the number line show?

Tick your answer.

1 times-table 2 times-table

5 times-table

How do you know?

Group 1

Complete the number sentences.

a) $2 \times 10 =$

f) $= 10 \times 10$

b) $= 7 \times 10$

g) $10 \times$ $= 10$

c) $10 \times 4 =$

h) $10 \times 0 =$

d) $10 \times$ $= 110$

i) $30 = 10 \times$

e) $80 =$ $\times 10$

j) $\times 10 = 90$

Eva is 7 years old.

Her gran is 10 times older.

How old is Eva's gran?

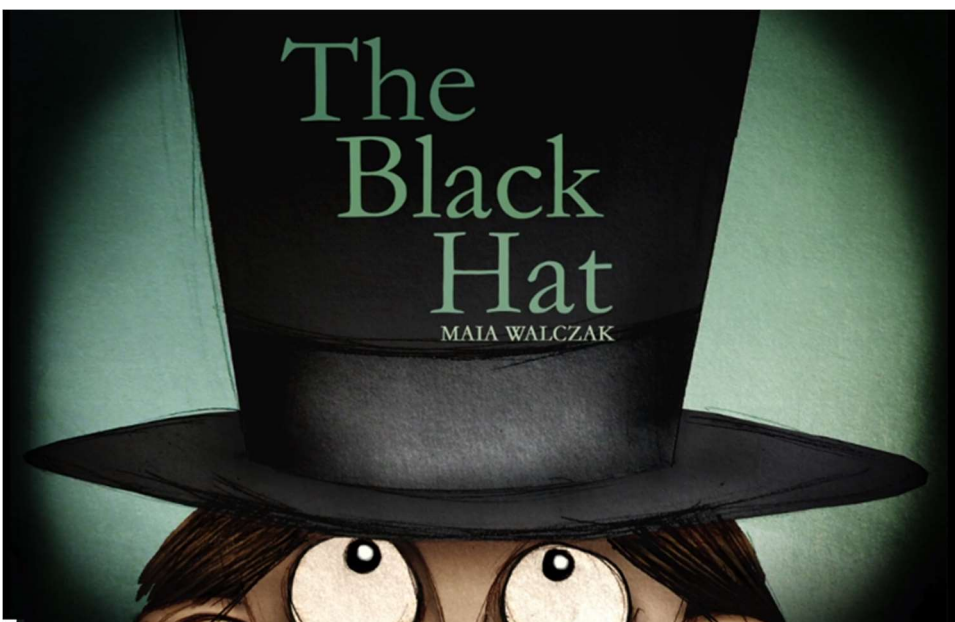
Eva's gran is years old.



Send over any work that you found tricky in maths today so your teacher can support you with your understanding.

Tuesday 7th July – Writing

Watch the story 'The Black hat' on <https://vimeo.com/45584240>



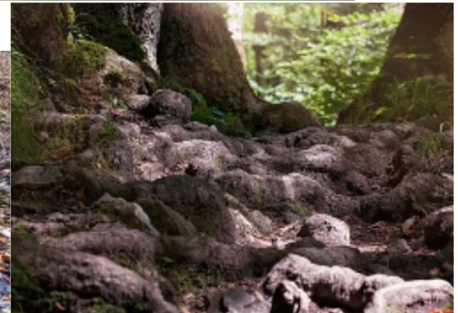
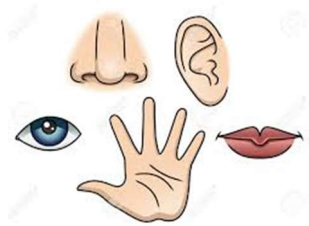
Group 1

Today you are going to be using your senses to think of nouns and expanded noun phrases to describe a setting. Listen carefully to the video and think about what you can hear when walking in a forest.



<https://www.youtube.com/watch?v=V8QS-OwFIYo>

Think about the times we have visited forest school. What did it smell like? What could you see?



Watch the video to recap what an expanded noun phrase is.

<https://www.youtube.com/watch?v=UFJPIFNUJEVY> Here is a few examples of sentences with expanded noun phrases:

*I walked through the **dark, damp forest**. I could hear the **cold, clear water** crashing on the rocks.*

Main Activity: Write a sentence for each of your senses to describe what the forest is like or choose one of the other settings below as an extra challenge. For every setting

Group 1

you must write sentences in your best *joined handwriting* and use a conjunction e.g. and, but, so, because.



The setting you choose will be in your story opening at the end of the week so make sure you think carefully about the vocabulary you want to use. *Top tip – When listening to the story ‘The Black Hat’ write down any words you find interesting.*

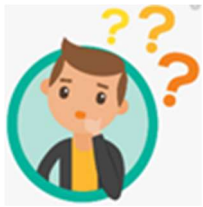
Group 1

Tuesday 7th July – Reading



<https://www.youtube.com/watch?v=WRZnXalS5dY>

Listen to the story 'Grandma Bird' by Benji Davies. Use the link provided or scan the QR code.



Talk about 3 things you can recall from the story.

Read the book carefully and answer the following questions

1. What season is it?
2. Did Grandma live close to Noi and his dad? How do we know?
3. Can you describe Grandma's house?
4. How did Noi feel about Grandma?
5. Did Noi sleep well at Grandma's house? How do we know?
6. Finish the sentence: Grandma snored like a _____.
7. Why did Noi decide to creep away?

Super Challenge

Sequence the events into the order in which they happened	
Event	Order
Grandma was always busy during the day, and didn't have time to play, so one morning, Noi crept away.	
As they sailed home, Noi and Grandma found more of the windswept birds, and took them home.	
He discovered that it was a great big rock full of holes. He played in it for a while, but a storm was brewing outside.	
One day in the summer, Noi travelled by boat to stay with his Grandma.	
However, the tide had come in and it was hard to get back across the rocks. Grandma rescued them.	
Noi, Grandma and her bird spent the rest of the summer, exploring every rock and shore.	
Noi didn't know what to make of Grandma. They slept top to tail, and he couldn't sleep well.	
Noi hid from the storm inside the big rocks, when a little bird tumbled out of the storm and into Noi's cave.	

Tuesday 7th July – Music

Using charanga yumu complete step four. If you have forgotten your log in, please message your teacher. <https://charanga.com/yumu>



SCAN ME

Group 1

Wednesday 8th July – Maths

Starter:

33 + 8 = <input type="text"/>									

$\frac{1}{2}$ of 20 = <input type="text"/>									

70 - <input type="text"/> = 40									

55 - 10 = <input type="text"/>									

Today, we will be focusing on division. Division is the opposite to multiplication. Division is when you split into equal parts or groups. It is the result of "fair sharing".

Watch the following learning clip <https://vimeo.com/420582354>



Main activity:

For this activity you will need a group of objects to share e.g. pasta, biscuits, toys etc

With an adult discuss the following questions whilst solving the task.

Making Equal Groups - Sharing



5 children want to buy sweets from the shop.
They want to share them equally.
Which bag should they buy? Explain why.



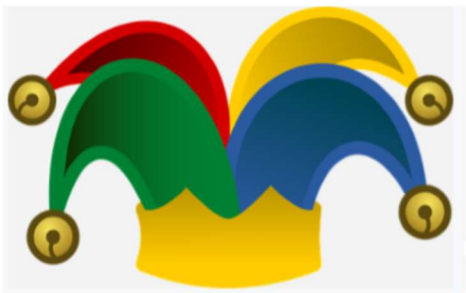
The teacher wants to buy balls to use in PE.
She wants to be able to share them equally
between 10 children. Which bag should she buy?
Explain why.



Wednesday 8th July – Writing

Today you are going to be designing and creating your own hats ready for your story opening at the end of the week. Adjectives add detail, interest and help create a clear image. Listen to the story 'The Black Hat' again and write down any words that you think you would like to use to describe your hat. Using the pictures below, draw your own magical hat and write a word bank of adjectives and expanded noun phrases to describe your hat.

Group 1



Wednesday 8th July – Reading



<https://www.youtube.com/watch?v=WRZnXaIS5dY>

Carefully read the passage below

So one morning, when the tide was out, Noi crept away. He hopped from rock to rock and pattered over wet sand. He dipped in and out of rock pools. Then he spotted something shimmering across the sand. It was a great big rock full of holes. Noi weaved in and out and skipped around its edges. It was a castle, a tall ship, a smuggler's den. It was the barnacle back of an ancient whale. Outside the sky swirled black and grey. A storm was brewing. Noi listened as the sea thrashed against the rocks and rain began trickling down the walls. Suddenly, with a flutter and a squawk, something tumbled out of the storm and landed in Noi's cave.

Answer the following questions using the text:

'Noi crept away' What does this suggest about how Noi moved? Why did she move in that way?

What did Noi spot shimmering across the sand?

What four things did the rock become to Noi?

'Outside the sky swirled black and grey' Why is the word swirled used?

Who landed in Noi's cave?

Read the answers below and think of what the questions could be

Q: _____

A: Noi is going to stay with his Grandma.

Q: _____

A: Grandma keeps her teeth in a jar.

Q: _____

A: Noi crept away when the tide was out.

Q: _____

A: Noi crept away because Grandma was always busy doing something or other during the day.

Q: _____

A: Outside the rock the sky swirled black and grey, a storm was brewing.

Q: _____

A: I think Noi was feeling nervous when the storm came.

Use these words to help you start your questions

What?

Why?

Where?

Who?

When?

How?

Wednesday 8th July – Science

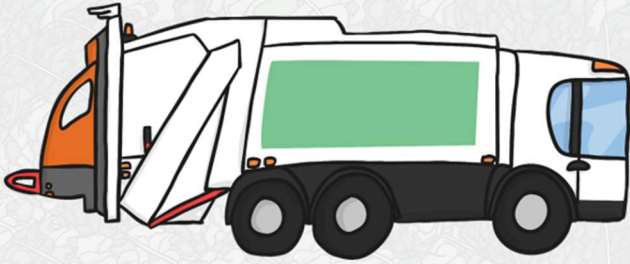
Can you remember what recycling is? What items can be recycled in your house? Watch the video <https://www.bbc.co.uk/bitesize/clips/z7x2tfr> and read through the power point below to learn about the recycling process.



SCAN ME

The Recycling Process

Your household recycling is collected and taken to a recycling depot.



The Recycling Process

The bottles are separated from other rubbish by people, machines or a mix of both.



Plastic Recycling

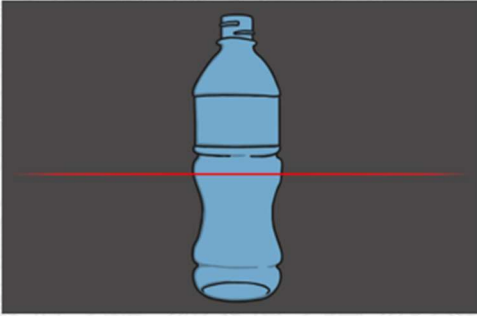
After the materials have been sorted, they are sent to a reprocessing factory to be recycled and made into new products.

In the reprocessing factory the plastic bottles are washed.



Plastic Recycling

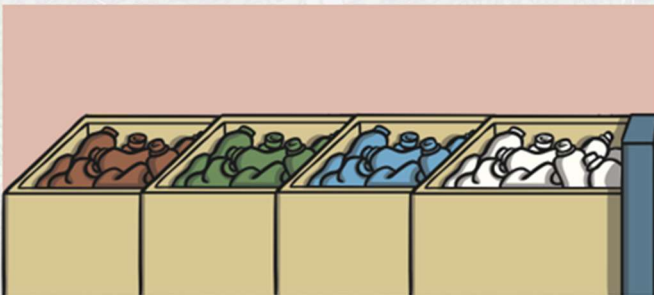
The bottles are then sorted by plastic type using a special process called infrared.



Plastic Recycling



The bottles are then sorted by colour e.g. brown, blue green and natural.



Plastic Recycling



The bottles are shredded.




Plastic Recycling




The shredded bottle pieces are melted.



Plastic Recycling



New items like carrier bags and more plastic bottles are made. The pellets can then be used to make new items like plastic fencing, carrier bags or new plastic bottles.



Main Activity: Draw and write about the main steps that happen during the recycling process. Do you think recycling is important? Why?

1.	2.	3.	4.
5.	6.	7.	8.

Group 1

Thursday 9th July – Maths

Starter:

$72 + 5 =$ <input type="text"/>

$\frac{1}{4}$ of 16 = <input type="text"/>

$90 -$ <input type="text"/> $= 10$

$89 - 10 =$ <input type="text"/>

Recap what division means. Solve the following number sentences using the sharing method you put into practice yesterday.

$$16 \div 4 =$$

$$12 \div 3 =$$

Today, we will be continuing to look at division but focusing on making equal groups by 'grouping'.

Watch the learning clip- <https://vimeo.com/420582476>

Main activity:

With an adult discuss the following questions whilst solving the task.

Group 1

Children make equal groups from a given total. They use practical equipment and create drawings to support their grouping. They count on using a number line starting at zero to find how many groups can be made.

How many are there in total?

How many will be in each group?

How many groups can we make?

Do they need to be equal groups? Why?

Can you show the grouping on a number line?

Where will you start on the number line?

Can you show the grouping in pictures?

Can you draw your own number line to show the same grouping as the pictures?

How long will your number line need to be?

Make Equal Groups – Grouping



Doughnuts are sold in a box of 10. Two doughnuts are given to each person. How many people can be fed?

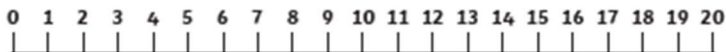
There are ____ doughnuts.

There are ____ doughnuts for each person.

The box will feed ____ people.



Use a number line to calculate how many groups of 5 can be made from 20.



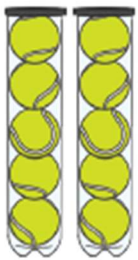
Put 15 doughnuts into groups of 5. Show this grouping on a number line.



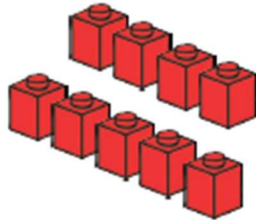
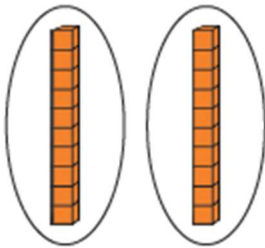
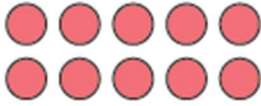
Make Equal Groups – Grouping



Which of these pictures match the calculation?



$$10 \div 5$$



Can you think of other ways to represent this calculation either with equipment or by drawing?

Thursday 9th July – Writing

Today you are going to start writing the opening to the story. Read through the model texts again and begin to write your story opening. You are going to focus on using your super vocabulary to introduce the main character and describe your setting. Use the resources below and the model texts to help.



Story toolkit

Does my story have:

<i>capital letters to start sentences</i>	
<i>full stops to end sentences</i>	
<i>a character introduction</i>	
<i>a descriptive setting</i>	
<i>Conjunctions</i>	
<i>what the characters, see, hear, smell, touch or feel</i>	
<i>different words to start sentences</i>	
<i>speech marks for words spoken “”</i>	
<i>Joined handwriting</i>	

Sentence Openers

Time	Order	Where	To add information	Comparisons
One day	At first	In the middle of the...	Again	However
One morning	First	Under the bridge...	Also	Yet
One evening	Second	Over the bridge...	Another	Despite
After that	Third	In the distance...	Along with...	Still
After a while	Then	Far away...	For example...	Unlike
Before long	Last	In a far off land...	As well as	Even though
Afterwards	Finally	Inside of...		Although
As soon as	Next	At the end of...		Rather than
At last		On top of the...		
A moment later		Next to the...		
In the meantime		Nearby...		
Later on		Opposite the...		
Meanwhile				
Soon				
During				
Now				
Next week				
All of a sudden				



Group 1

Thursday 9th July – Reading

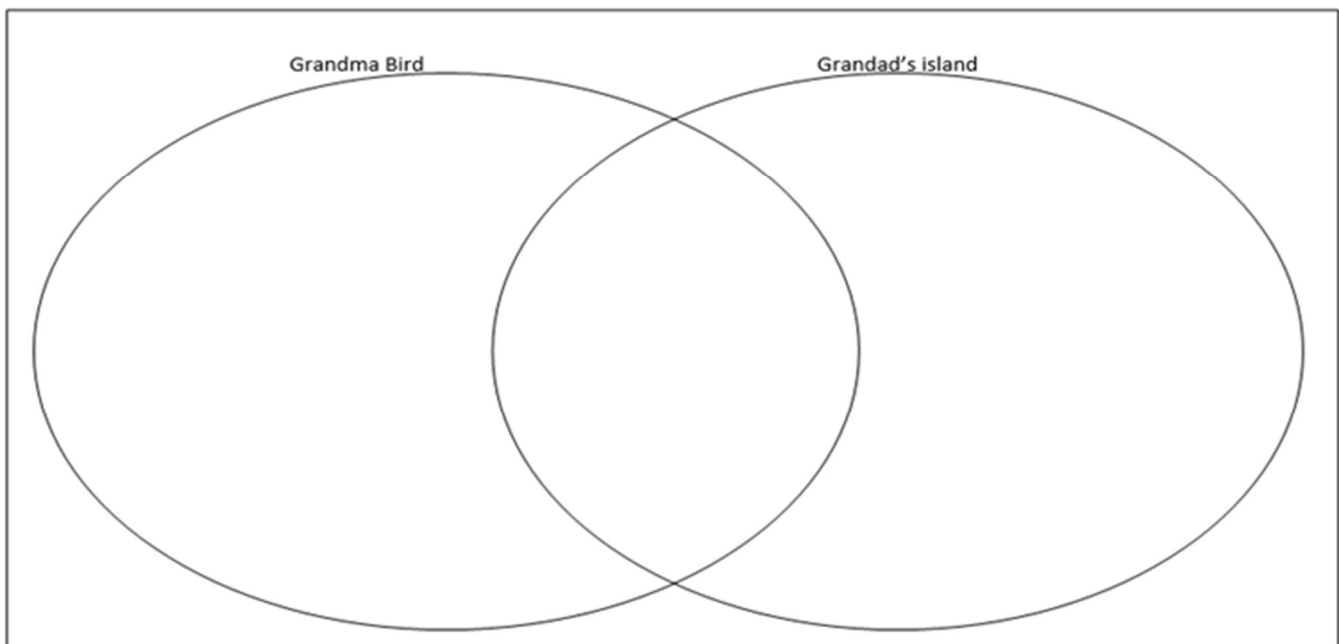
We have shared two very exciting stories over the past few weeks



<https://bit.ly/2SKu5FW>

Now you have listened to both stories. What do you think is similar? What do you think is different?

Venn Diagram



Compare the 2 stories:

What is different?

What is the same?

* Remember things that are the same go in the middle of the Venn diagram

L3 Design

Can I draw a landscape picture in the style of Pieter Bruegel?

What is a landscape?

Which artists have we been learning about who are known for their landscape work?

Discuss these words with an adult:

*tone shade tint depth
shadow texture perspective
horizon line skyline
vanishing point*

TASK: *Create a landscape picture in the style of Bruegel.*

Think back to all our previous learning about landscapes.

What will you include in your landscape picture?

Remember to use perspective in your artwork - horizon line, skyline, vanishing point.

Think about tone, shade and texture.

What techniques will you use?

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Choose one of the pictures below to sketch a landscape similar to Bruegel's. Remember to use all of the techniques that we have learnt about over the last few weeks. Don't forget to persevere, your first attempt may not be your best attempt.



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Friday 10th July – Maths

To consolidate what you have learnt this week we would like you to take the following quiz <https://forms.gle/XNem8fX5vAHojKYL6> Make sure you complete it independently (on your own) and we will send out a video to address any misconceptions next week.



Friday 10th July – Writing

Today you are going to finish writing the opening to your story. Yesterday you should have introduced your character and described your setting. Continue your story opening so that your character can find their magical hat.

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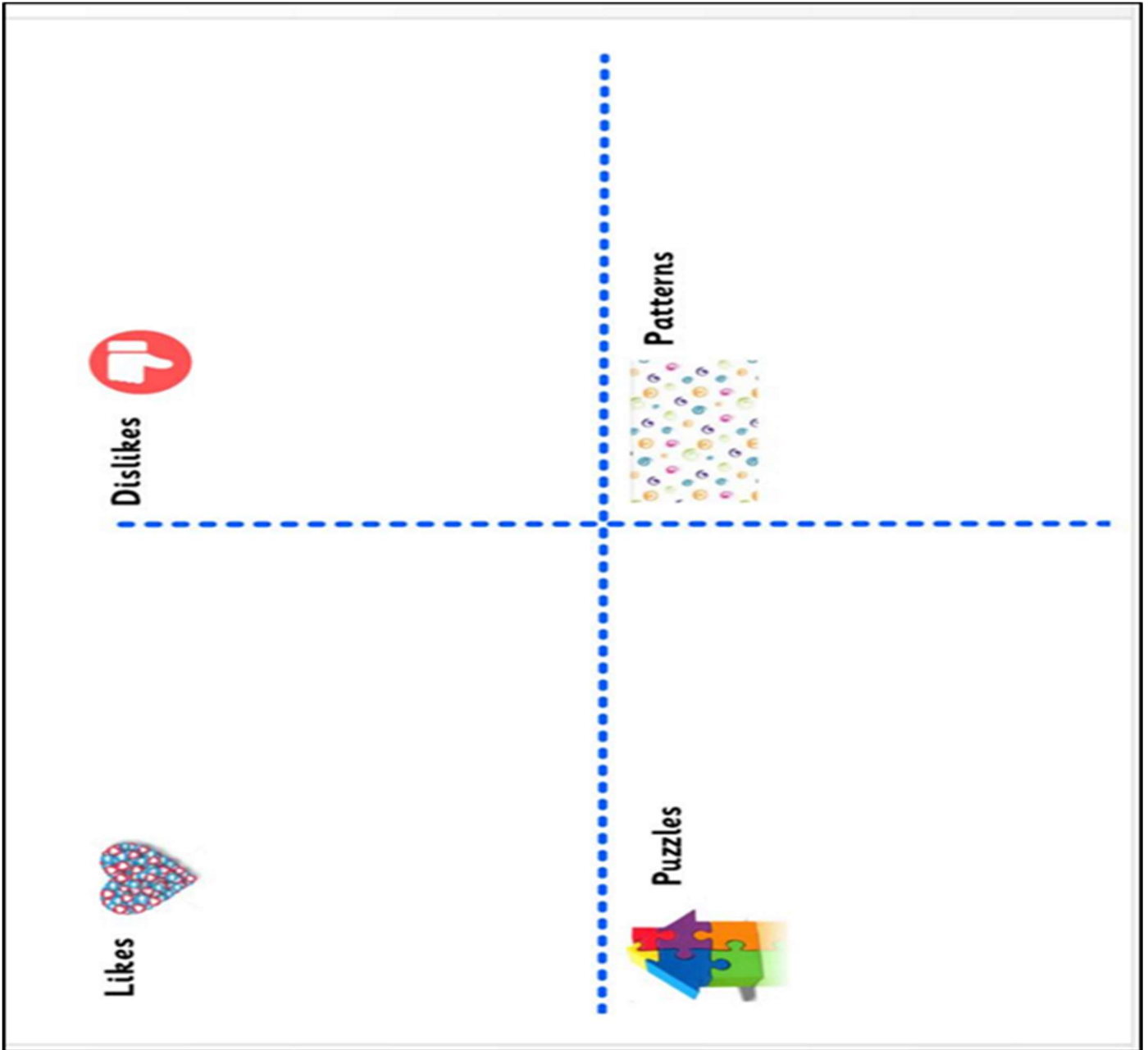
Friday 10th July – Reading



Log your responses on both books read this week. What did you like about them? What did you dislike? Any patterns (do they remind you of anything else you've

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read)? Any puzzles (questions you'd like to ask)? Would you like to read sequels to these books? Why/why not?



Ramadan

During one month in the year, adult Muslims fast in the hours of daylight. That means they only eat when the sun goes down and before the sun comes up.

They do this because it helps them to spend more time focusing on Allah (God) and it also helps them to grow closer to Allah.

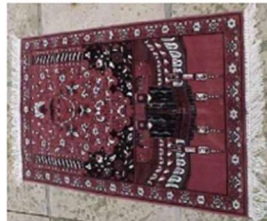
Talk to your adult about these questions...

Do you think fasting would be easy or difficult? Why?

Who might an adult Muslim try to think about when they are fasting?

What happens in the morning?

During Ramadan, Muslims taking part in the fast get up to pray and eat before the sun comes up. If Ramadan is in the summer, then they will have to get up very early. Have a look at the picture of the prayer mat, one like this might be used at this time.



Muslims talk to Allah when they pray, and this helps them to feel closer to God.

What happens in the evening?

In the evening after the sun has set, there is a special meal called Iftar, this breaks the fast. Lots of Muslims eat dates and drink water at Iftar. If you can, try tasting a date and write down some adjectives to describe it.

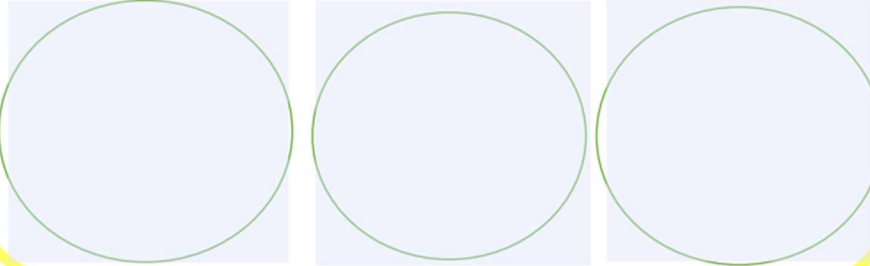


Imagine you haven't eaten all day; how would you feel when you tasted that first mouthful?

What else happens at Iftar?

After the prayers have been said, members of the family or community might visit each other to share a meal.

Which foods might you suggest the family shares together? Remember that you must not include pork in your food suggestions because Muslims must not eat this.

Three empty circles arranged horizontally, each with a light blue background and a green outline, intended for students to draw or write food suggestions.

Zakat

During Ramadan lots of Muslims give money to the poor. They try to give 2.5% of what they have to charity. Some Muslims choose to give their time or some of their food to those who need it. It is also a time that they try to give up bad habits.

I wonder which charities would you recommend some of this money was given to? Why does the charity that you have chosen need help?

Finding out a bit more...

Challenge yourself to find out a bit more about Ramadan by watching this video. While you are watching the video see if you can find three new facts about Ramadan. You might write these down yourself or ask your adult to record them for you.

<https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-ramadan-and-eid-ul-fitr/zdv7pg8>



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My three new facts about Ramadan

1.

2.

3.

Friday 10th July – PE

Follow the link <https://home.jasmineactive.com/pe/year/2/unit/5/lesson/5> and complete Year 2-Unit 5-lesson 5.



SCAN ME

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Password: northfield