







Home learning pack

Year Two

Week beginning Monday 6th July – Friday 10th July

Timetable for the week:

Day of week	Core	Foundation
Monday	Maths – Number bonds Phonics – oo grapheme Writing – Exclamation sentences Please read a book	Thematic – Identify and evaluate differences between an urban and a rural school 
Tuesday	Maths – Number bonds Phonics – ue grapheme Writing – Comic Strip Please read a book	Music – Charanga Yumu – Step 4 
Wednesday	Maths – + & - using the part-whole model Phonics – u_e grapheme Writing – Comic Strip Please read a book	Science- Identify how materials are recycled 
Thursday	Maths – Missing number problems Phonics – ew grapheme Writing – Design a hero Please read a book	Art  - Sketch a landscape using a range of techniques
Friday	Maths – Word problems Phonics – long 'u' Writing – Write a story ending Please read a book	RE: Ramadan  PE- Jasmine – Year 2 – Unit 5 – Lesson 5 

Starter:

$12 + 5 =$	$3 + 8 =$	$11 + 4 =$	$9 + 5 =$
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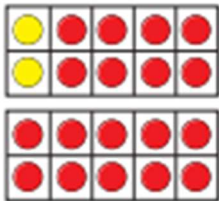
Today you are going to be practising your number bonds. Watch the video <https://vimeo.com/413495165> and complete the worksheet below.

I Complete the additions to match the ten frames.

a)



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

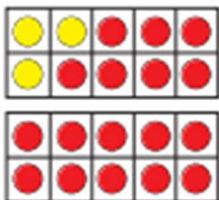


$$\square + \square = \square$$

b)



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



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

c) What do you notice?

10 children can sit at this table.



How many more children can sit down?

more children can sit down.

Eva and Mo have 10 sweets between them.

Eva has 4 sweets.



How many sweets does Mo have?

Mo has

sweets.

Take 10 cubes.

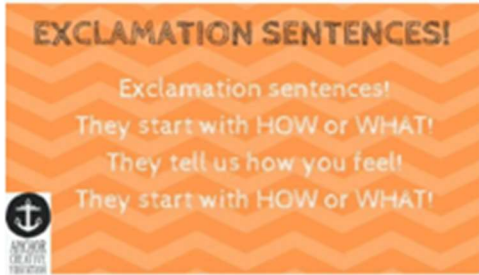
Give some to your friend.

How many cubes could you each have?

Monday 6th July – Writing

Writing: Writing exclamation sentences

This week you will be writing your story’s problem and ending. In your problem you will be writing exclamation sentences.



Listen to the song to tell you all about exclamation sentences.

Link: https://www.youtube.com/watch?v=Vfk_s0Z3a0o

Examples of exclamation sentences:

What	Noun phrase	Pronoun	Verb	!
What	a bright student	she	is	!
What	a pleasant day	it	is	!
What	a wonderful writer	you	are	!
What	a red, juicy apple	he	has	!

How	Adjective	Pronoun	Verb	!
How	pretty	she	is	!
How	determined	he	is	!
How	generous	you	are	!
How	lonely	he	is	!

Read through these examples of problems. Can you spot the exclamation sentences in the story problems below?

Problem 1:

A few minutes later, Red Riding Hood knocked on the door. The wolf jumped into bed and pulled the covers over his nose.

"Who is it?" he cried in a cackly voice.

"It's me, Little Red Riding Hood."

"Oh how lovely! Do come in, my dear," croaked the wolf.

When Little Red Riding Hood entered the little cottage, she could scarcely recognize her Grandmother.

"What big ears you have!" said Little Red Riding Hood as she edged closer to the bed.

"The better to hear you with, my dear," replied the wolf.

"What big eyes you have!" said Little Red Riding Hood.

Problem 2:

The wolf cried out to her, softening his voice as much as he could, "Pull the bobbin, and the latch will go up."

Little Red Riding Hood pulled the bobbin, and the door opened.

The wolf, seeing her come in, said to her, hiding himself under the bedclothes, "Come closer my child".

"Grandmother, what big arms you have!"

"All the better to hug you with, my dear."

Problem 3:

When **Red** got to her grandma's house,
She saw her there in **bed**,
"oh what big eyes, and ears, and teeth,
You have upon your **head**!"



Monday 6th July – Phonics

Watch the video https://www.youtube.com/watch?v=UfMKV_9agiY explaining the 'oo' grapheme



Match the pictures to the correct word:



moon



tools



book



spoon



food



boot

Extension: write these words into sentences. Can you write a statement, command and question sentence?

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 2



Year 1 terrace



Key stage 2 playing field

Group 2



Key stage 1 playground



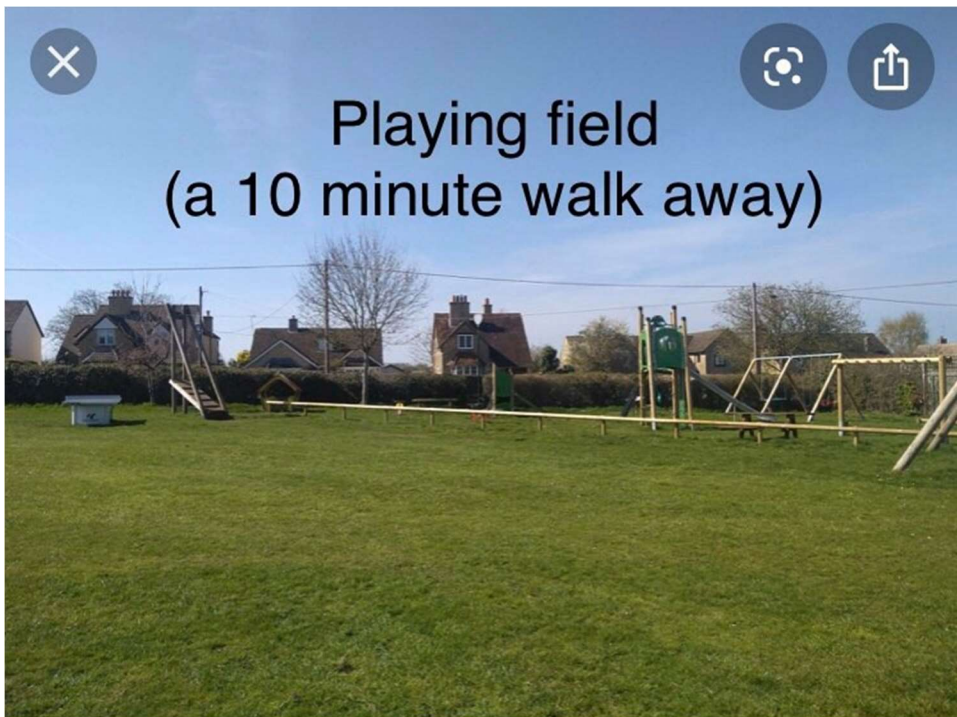
Key stage 1 quad area

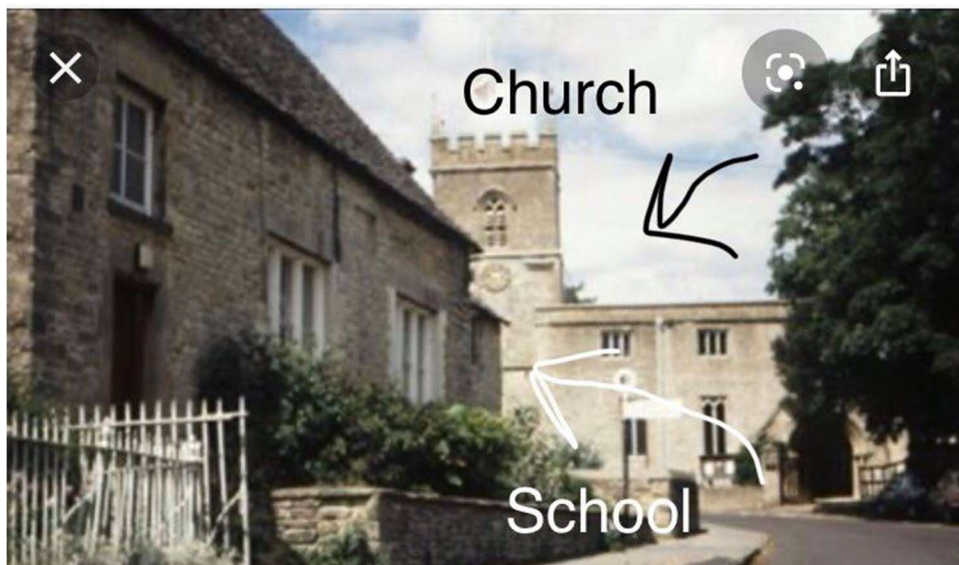
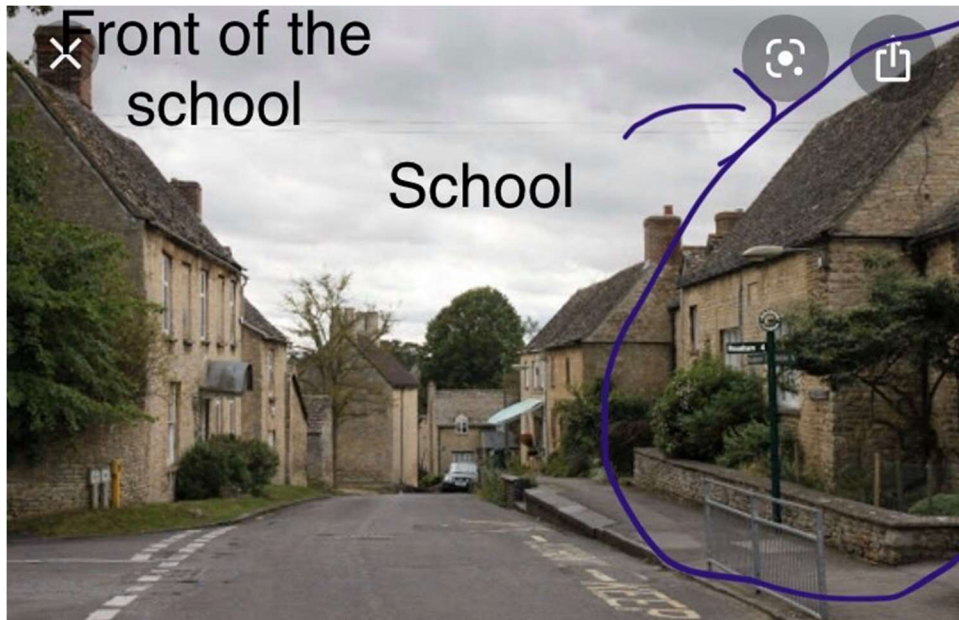
Group 2



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?

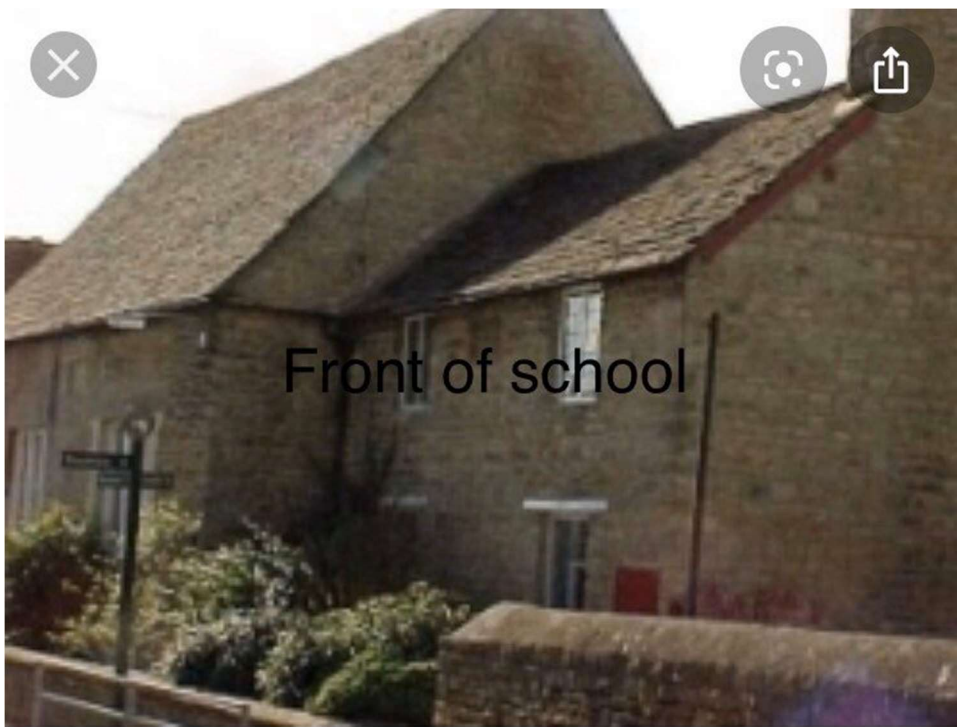




Group 2



Local shop



Front of school



There are 2 classes in this school. One class of 8 children including Reception, Year 1 and Year 2 and one class of 10 children including Year 3, 4, 5 and 6.

What are the pros and cons of going to a rural school?

Positives:

-
-
-

Negatives:

Group 2

-
-
-

What would you like to ask the children at Wooton by Woodstock C of E primary school?

Tuesday 7th July – Maths

Starter:

$2 \times 5 =$	$2 + 5 =$	$5 - 2 =$	$12 - 5 =$
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Re-watch yesterday's video and think carefully about your number bonds to 10 and 20. Against the timer can you write down as many numbers bonds as you can?<https://www.online-stopwatch.com/countdown-timer/>

Complete the worksheet below

2 Complete the number bonds.

a) $4 + 6 = \square$

$4 + 16 = \square$

b) $5 + 5 = \square$

$5 + 15 = \square$

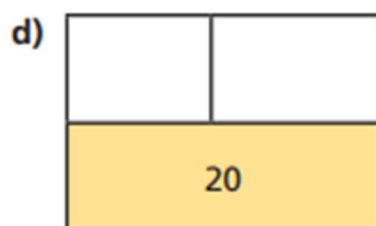
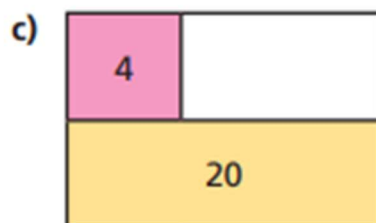
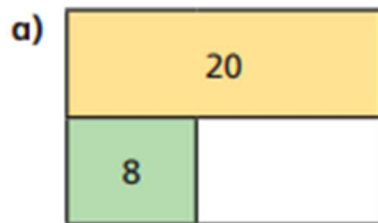
c) $10 = \square + 1$

$20 = \square + 1$

d) $10 = 3 + \square$

$20 = \square + 13$

3 Complete the bar models.



Group 2

Tuesday 7th July – Writing

In a traditional story, a problem tends to happen in the middle. The problem is a bad thing that happens to your good characters.

E.g. The big bad wolf tries to eat the three little pigs. When sleeping beauty is pricked on the finger and when Jack is chased by the giant.



Today, I would like you to plan your story's problem using a comic strip. Remember this is your version, so you can change what your characters say and do.

My problem comic strip (plan)

Panel 1: Little Red Riding Hood is outside a house. Speech bubble: "Hello Granny, It's Little Red. I have bought you flowers to make you feel better."

Panel 2: The wolf is inside the house. Speech bubble: "Come in my child."

Panel 3: Little Red Riding Hood is inside the house. Speech bubble: "Oh Granny! What big eyes you have!"

Panel 4: The wolf is inside the house. Speech bubble: "All the better to see you with, my dear."

Panel 5: Little Red Riding Hood is inside the house. Speech bubble: "Oh Granny! What big ears you have!"

Panel 6: The wolf is inside the house. Speech bubble: "All the better to hear you with, my child"

Panel 7: Little Red Riding Hood is inside the house. Speech bubble: "Oh Granny! What big teeth you have!"

Panel 8: The wolf is inside the house, showing its teeth. Speech bubble: "All the better to EAT YOU WITH!!!"

Now, plan your own problem using the comic strip template. You will use this tomorrow to help write your story's problem. Remember to include exclamation sentences.

Group 2

Send your plans to your class teacher on dojo.



Group 2

Tuesday 7th July – Phonics



Watch the video and learn how to say the 'ue' sound

<https://www.youtube.com/watch?v=7BOih-iw1u4>

Read the words and draw a picture to match the word.

glue



rescue



clue



argue



cue



barbecue



fuel



statue



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>



Group 2

Wednesday 8th July – Maths

Starter:

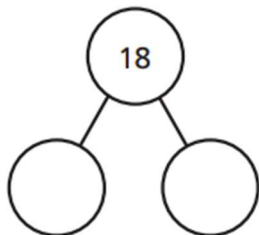
$5 \times 4 =$	$5 \times 5 =$	$7 \times 5 =$	$3 \times 5 =$
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Today you are going to be looking at fact families and noticing the relationship between addition and subtraction. Watch the video <https://vimeo.com/413584108> and complete the worksheet below.

1 Look at the picture.



Complete the part-whole model and fact family.



$$\square + \square = 18$$

$$\square + \square = 18$$

$$18 - \square = \square$$

$$18 - \square = \square$$

Can you write each number sentence a different way?

2 Complete the fact family for each bar model.

a)



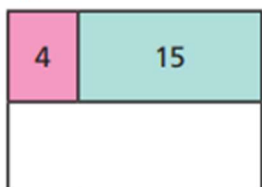
$$\square + \square = \square$$

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

$$\square - \square = \square$$

$$\square - \square = \square$$

b)



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

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

$$\square = \square - \square$$

$$\square = \square - \square$$

Group 2

Wednesday 8th July – Writing

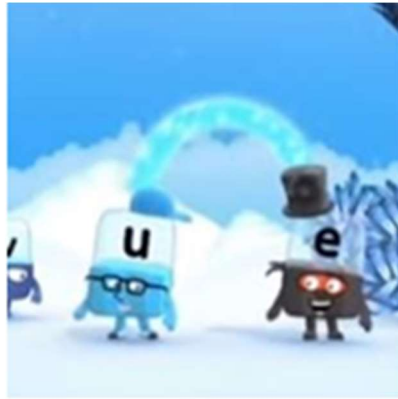
Today, you will be using your comic strip plan from yesterday to write your story problem.

Please continue to write this onto your special story template.



Send your template to your teacher once completed.

Wednesday 8th July – Phonics



4 in a row game

use	cube	tube	huge
tune	cute	costume	consume
fume	mule	volume	fuse
duke	acute	reduce	infuse

Choose a word and read it.
Your partner must agree it is correct.
If correct, cross off the word.
The first person to get 4 in a row is the winner.

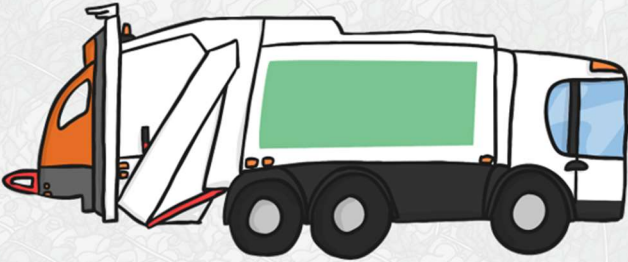
Can you remember what recycling is? What items can be recycled in your house? Watch the video <https://www.bbc.co.uk/bitesize/clips/z7x2tfr> and read through the power point below to learn about the recycling process.



SCAN ME

The Recycling Process

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



The Recycling Process

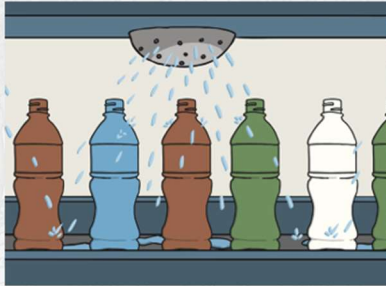
The bottles are separated from other rubbish by people, machines or a mix of both.



Plastic Recycling

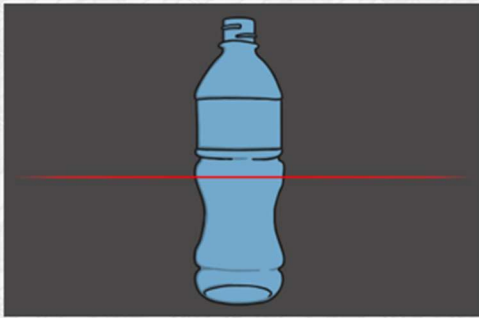
After the materials have been sorted, they are sent to a reprocessing factory to be recycled and made into new products.

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 key words about the main steps that happen during the recycling process. Do you think recycling is important? Why?

Group 2

1.	2.	3.	4.

Thursday 9th July – Maths

Starter:

$10 \times 3 =$	$4 \times 10 =$	$10 \times 8 =$	$6 \times 10 =$

Watch the video to recap how to use the part-whole model and solve the problems. <https://vimeo.com/413495458>

There are 6 apples in total.

2 apples are green.

The rest are red.

Colour the apples.



Complete the number sentence. $2 + \square = 6$

Group 2

- There are 8 shapes in total.
- 3 of the shapes are squares.
- The rest are circles.
- Draw a picture to show this.



How many circles are there?

Complete the number sentence.

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

- Complete the number sentences.

$$4 + \square = 5$$

$$4 + \square = 4$$

$$\square + 1 = 4$$

$$5 = \square + 4$$

Thursday 9th July – Writing

You are now on the final part of your story. This is called the ending. You must solve your problem so that your good characters have a traditional happy ending.

The woodcutter hit the wolf over the head. The wolf ran away and Little Red Riding Hood never saw him again.

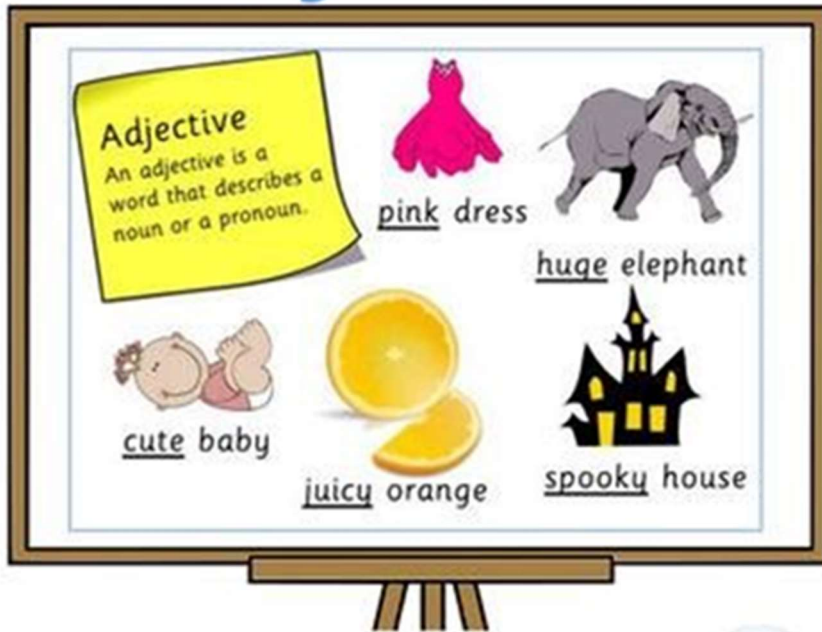


In traditional versions of Little Red Riding Hood, the woodcutter is the hero as he saves Little Red and Grandma from the wolf.

Group 2

Today, we would like you to design a new hero to save your characters. You need to draw your hero and include adjectives to describe them. A reminder...

Adjectives



Group 2

Super woman

quick

muscular

|

strong

powerful

brave



My Hero:



I

Thursday 9th July – Phonics

Watch the video <https://www.youtube.com/watch?v=ZojmFjUAGh4> to recap how to say the 'ew' grapheme.

Today's grapheme

ew like in



n	u	g	s	c	a	g	g	p	s	f	d
e	w	h	h	b	f	r	r	b	t	l	e
w	p	c	r	e	w	d	e	l	e	e	w
t	e	n	e	w	k	v	w	e	w	w	f
h	s	l	w	g	n	w	a	w	b	a	c
o	c	c	r	v	e	k	r	d	r	e	w
q	r	h	y	f	w	a	c	x	k	r	o
g	e	e	x	e	y	i	w	z	g	e	v
c	w	w	p	w	p	c	h	n	b	l	b
n	w	i	w	t	h	r	e	w	b	y	h

- | | | | |
|---------|---------|----------|-----------|
| 1. dew | 5. chew | 9. grew | 13. screw |
| 2. few | 6. crew | 10. knew | 14. shrew |
| 3. new | 7. drew | 11. newt | 15. threw |
| 4. blew | 8. flew | 12. stew | |

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?

Group 2

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.



Group 2



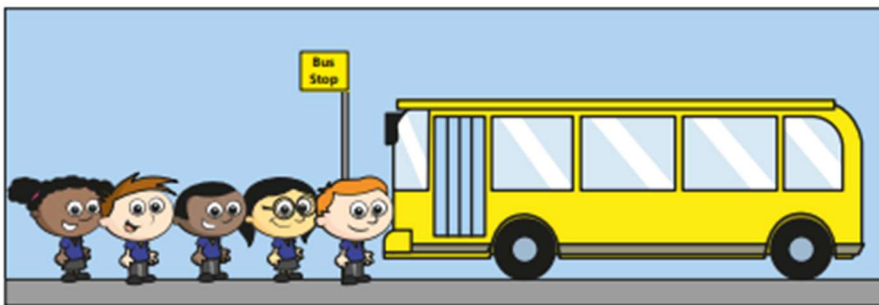
Group 2

Friday 10th July – Maths

$3 \times 2 =$	$3 \times 5 =$	$3 \times 10 =$	$4 \times 5 =$
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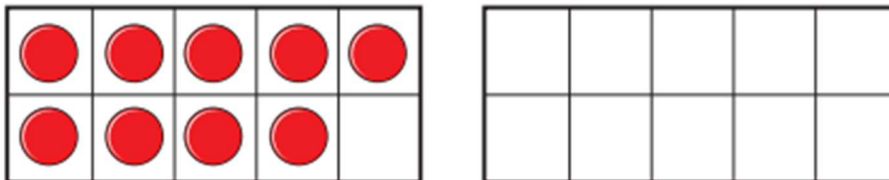
Watch the video <https://vimeo.com/413495632> to add amounts within 20.

- I** There are 9 children on the bus.
5 more children get on the bus.



How many children are on the bus now?

Complete the ten frames and the sentences.

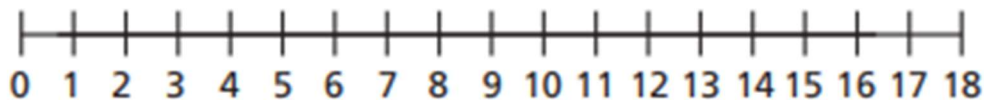


$$\square + \square = \square$$

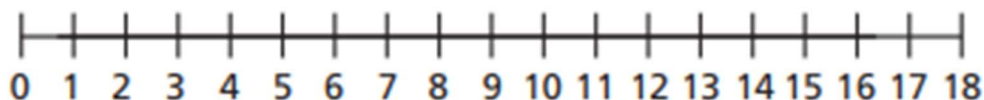
There are children on the bus now.

Use the number lines to work out the additions.

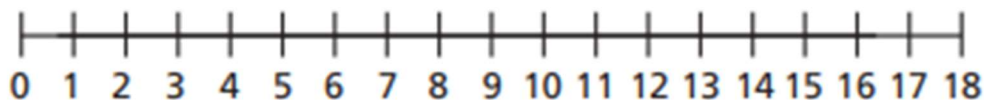
a) $2 + 13 =$



b) $4 + 9 =$



c) $1 + 17 =$

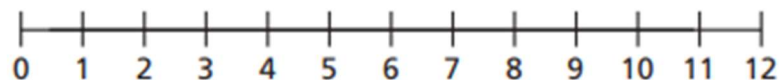


- 2 Eva has 4 coins.

Jack gives her 7 more coins.

How many coins does Eva have now?

Draw on the number line and complete the sentences.



+ =

Eva has coins now.

'U' on its can also make a long 'u' sound. Read these words below:

unicorn

unit

duty

ukulele

Highlight a Long u Word

Highlight the long u words. Then write the long u words.

fuse	lump	rude	mud	due
must	clue	club	dude	hum
tune	plum	mute	June	stuff
duke	flute	stump	use	prune
fluff	mule	glue	shut	blue

Write the long u words.

-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----

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Group 2

Friday 10th July – Writing

Today, you will be writing your story ending.

You should also read the examples of story endings (below), before writing your own ending. Make sure you include your hero that you designed yesterday to help save your characters.

Please write this onto your special story template.

Ending 1:

Little Red ran across the room and through the door, shouting, "Help! Wolf!" as loudly as she could. A brave and handsome woodsman who was chopping logs nearby heard her cry and ran towards the cottage as fast as he could. He grabbed the wolf and made him spit out the poor Grandmother who was a bit frazzled by the whole experience, but still in one piece. "Oh Grandma, I was so scared!" sobbed Little Red, "I'll never speak to strangers or dawdle in the forest again."

Ending 2:

Now Little Red Riding Hood saw his fat tummy and she screamed, "Help, help! The Big Bad Wolf has eaten my Grandma, and he wants to eat me too!" Luckily, the Wise Owl had already sent for the Storyland Vets. They burst through the door with their magic medicine, and in no time the wolf was fast asleep. Inside his tummy, I'm pleased to say, they found Grandma safe and well, but when they sewed him up again – they ACCIDENTALLY left her two pointy shoes inside! So now, whenever the Big Bad Wolf feels hungry, those two shoes DANCE and PRANCE until he howls

Ending 3:

Suddenly, the wolf jumped out of bed and began to chase after Little Red. Luckily, the strong and fearless woodcutter heard the fuss and came to the rescue. He chased the wolf away and he never came back again. Little Red and her grandma were safe and lived happily ever after.



Send your work to your class teacher so they can provide you with feedback.

Friday 10th July – RE

Watch the video <https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zjc2bdm> and write or draw three things that you have learnt about Ramadan.

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?



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/> and complete Year 2-Unit 5-lesson 5.



Email: parent@northfield-2.com

Password: northfield