



## Year 2 Learning at home: week 9 beginning 18.05.20

				<b>CLIMB?</b>	
<b>HOW</b>	<b>HIGH</b>	<b>CAN</b>	<b>YOU</b>		
I can organise what I need to use when I am learning and I can pack away when I have finished.	I can get started on my own or with just a little help.	I can concentrate and keep going on a task.	I can set my own learning goals  I can talk about / evaluate my success.	I have good ideas, ask interesting questions and find solutions to problems.	I can talk clearly about what I have learnt and tell someone else about it.
<b>Step 1:</b> get organised.	<b>Step 2:</b> be independent.	<b>Step 3:</b> focus and persevere.	<b>Step 4:</b> set your own standards.	<b>Step 5:</b> be creative and use your initiative.	<b>Step 6:</b> secure what you know.

### Punctuation

I can use capital letters, full stops, question marks or exclamation marks to begin and end sentences almost all the time.

### Fiction texts

I can plan and write own stories with a clear sequence of events, using complete sentences grouped together to tell the different parts of the story - beginning, middle and end.

### Maths

I can count in 2's 5's and 10's from zero up to 100.  
I can tell the time on a clock with hands: o'clock, half past, quarter to and past and five minute intervals. I can write the time.

**Read aloud to an adult every day.**  
**FREE BANDED READING BOOKS:**  
<https://www.oxfordowl.co.uk/>

**Talk with an adult about your book.**  
Read any book on [oxfordowl.co.uk](https://www.oxfordowl.co.uk) and use the questions in the front and back covers to talk about your reading.

### **This week's reading book is: The Lazy Giant**

**read:** <https://www.oxfordowl.co.uk/api/interactives/27295.html>

Talk about how the title and predict what the story might be about.

Talk about cover using the cover clues questions on the inside of the front cover.

Talk about the tricky words listed on the inside of the front cover.



### **This week's reading book is: The Lazy Giant**

**This book is on gold reading band. Read:** <https://www.oxfordowl.co.uk/api/interactives/27295.html>

#### **Writing**

Handwriting, spelling, punctuation and grammar tasks.

#### **Remember:**

- Date
- Leave a line
- Title
- Leave a line
- Then get started ....



#### **Handwriting every day:**

Use the words from your spelling list below to copy out as handwriting practise. This means you are learning 2 things in one go! Remember ... Thursday is speed day.



#### **Monday**

**Read The Lazy Giant on Oxford Owl (see link above). It is a gold band book.**

- Answer the 'Think back' questions at the back of the book and write your answers using the text to help you.
- Write 5 proper nouns from the story. Remember capital letters.
- Can you make up some names for some other children?

#### **Tuesday**

**Read The Lazy Giant again.**

- Find some **time words** that start sentences e.g. One day, Every morning, But one morning. How many can you find?
- Write some of your own sentences with time words e.g. Later that day ..., Early in the morning..., Just after tea time..., When the Giant woke up .... What are the best time words you can use at the start of sentences?

#### **Wednesday**

- Think about what else the giant could make the children. He could order them to cook a barbeque, a nice roast dinner or make a picnic, or get the children to do his gardening. Draw a picture of the children getting their own back and making it all go wrong for the giant just like in the story
- Talk about and plan a new chapter about the Giant ready to write the story tomorrow. What does the giant order

	the children to do? What do the children do to make it go wrong? How does the giant react? How does the chapter end?
	<p><b>Thursday</b></p> <p>Use your picture and story plan to write a new chapter about the Giant and the children. Use some really good time words to start some sentences in your story.</p> <p><b>Remember the target:</b> I can plan and write own stories with a clear sequence of events, using complete sentences grouped together to tell the different parts of the story - beginning, middle and end.</p>
	<p><b>Friday</b></p> <ul style="list-style-type: none"> <li>• Finish your story / read your story out loud to someone. Use a green pen or pencil to write down how well you met the target. Did your story have a beginning, a middle and an end that sounded finished (not just 'the end!!)?</li> <li>• Ask someone to do your spelling test with you.</li> <li>• Use your spelling list to write some sentences. Use some time words to start your sentences.</li> </ul>

<h1 style="font-size: 2em; margin: 0;">Maths</h1> <div style="background-color: yellow; padding: 2px; display: inline-block; margin: 10px 0;"><b>NEW!</b></div> <p style="font-size: 1.2em; margin: 5px 0;">Herts for Learning maths games:</p> <p style="font-size: 1.2em; margin: 5px 0;"><a href="https://www.youtube.com/channel/UCsMwexWt3xUZY10Gjj6jgqQ" style="color: white;">https://www.youtube.com/channel/UCsMwexWt3xUZY10Gjj6jgqQ</a></p> <p style="font-size: 1.5em; color: red; margin: 0;"><i>Keep going</i></p>	<p>You don't have to do all this maths. Here are lots of suggestions so everyone can find something. We've also added ideas for making it harder (or you could make it easier) if you want!</p>	
	<p><b>Fluency every day:</b> Use the fluency feeder 9 page below. Use the Sumdog maths games to warm up your brain. Lots of great games to play and learn with.</p>	<p><b>Mental maths every week:</b> Do a page of your mental arithmetic homework book each week. Ask someone to mark it with you.</p>
	<p><b>Monday</b> <b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>• Count in 2's up to 100 and back down to zero. Play 'Number chains': set a timer for 30 seconds and see how quickly you can <u>write</u> numbers in 2's. Have a race with someone. Who gets to the highest number in 30 seconds?</li> <li>• <b>Make it harder:</b> Now start on 1 and count in 2's up to 99. Count back down to 1 again! Play 'Number chains': write numbers and race again but start on 1. Ready, steady, go!</li> </ul> <p><b>Time:</b> Play the interactive telling the time game. Select your level. <a href="https://mathsframe.co.uk/en/resources/resource/116/telling-the-time" style="color: white;">https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</a></p> <ul style="list-style-type: none"> <li>• Start by <b>revising o'clock times and half past times</b>. Then check you know <b>quarter past times</b>. If you know these move on to <b>quarter to times</b>. If you know all these, see if you can read <b>5 minute interval times</b> on the clock.</li> </ul> <p><b>Family Challenge:</b> Make a time line for the life of someone who changed the world. Include all their important dates.</p>	<p><b>Tuesday</b></p> <ul style="list-style-type: none"> <li>• Get some 2p coins (real or plastic) and ask someone to drop them into a tin or pot, one at a time. Count in 2's as you listen. Count out loud. Count in your thinking voice. Say the total when they stop.</li> </ul>

# with 'Sumdog'

- **Make it harder:** When they stop can you say how many 2p coins are in the pot? What is the relationship between the total and the number of coins? Is it always the same relationship? Why do you think that?

## **Time: Telling the time**

Play the interactive telling the time game. Select your level. <https://mathsframe.co.uk/en/resources/resource/116/telling-the-time-> and practise the times you find tricky. 'Past' times are easier than 'to' times. The quarter hours are quite hard and so are the 5 minute intervals. Practise what you need to improve.

- **Use a stopwatch to try the one minute challenges - see the list below. Make up your own 1 minute challenge.**

## Wednesday

- Count in 5's up to 100 and back down to zero. Play '**Number chains**': set a timer for 30 seconds and see how quickly you can write numbers in 5's. Have a race with someone. Can you see a pattern in your numbers? Why is it like that?
- **Make it harder:** Now start on 1, 2, 3, or 4 and count in 5's. If you can, count back down again! Play '**Number chains**' and race again starting on 1, 2, 3, or 4. Can you see a pattern in your numbers? Why is it like that?

## **Time:**

- Scroll down to the end of this home learning grid and use the clocks sheets to practise drawing the time clearly. Watch out for the little hand. It must be in the right place.

## Thursday

- Count in 10's up to 100 and back down to zero. Play '**Number chains**': set a timer for 30 seconds and see how quickly you can write numbers in 10's. Have a race with someone. Can you write numbers over 100? What do you notice is the same?
- **Make it harder:** Now start on any number between 1 and 9 instead and count in 10's. If you can, count back down again! Play '**Number chains**' again starting on any number between 1 and 9. Can you write numbers over 100?

## **Time:**

- Complete the clocks sheets from Wednesday - or make some more of your own to practise writing the time. Watch out for the little hand again.

## Friday

- Play any of the **number chains games** from this week. If you have found them too easy try number chains using 3's or 9's ... and don't always start from zero.

**Time:** Ted is planning his home learning. He starts work at 9.00am and ends at 3pm (phew!). Make a timetable for him.

Joe Wicks workout = 30 minutes

Maths = 1 hour

Reading = 30 minutes

Break and snack = 15 minutes

Story time = 15 minutes

Handwriting = 30 minutes

Lunch = 1 hour

Writing = 45 minutes

Draw a picture = 15 minutes

Lego model making 1 hour

**Make it harder:** Add 2 activities of your own that last for 15 minutes each instead of handwriting.

## 1 minute challenges

In 1 minute I can...

Write my name \_\_\_\_\_ times.

Do \_\_\_\_\_ star jumps.

Hop on 1 leg \_\_\_\_\_ times.

Put \_\_\_\_\_ beads in a jar.

Stick \_\_\_\_\_ multi-link cubes together.

Jump on the spot \_\_\_\_\_ times.

**Fluency Feeder 9:** Pick a different 2 digit number each day to do these

<b>Add 9</b>	<b>Odd or even?</b>	<b>Is it a multiple of 2?</b>
<b>Double is ...</b>	<b>10 less</b>	<b>Use the best coins...</b>
<b>How many tens, how many ones?</b>	<b>Start a subtraction sentence with it</b> $\square =$	$\square - \square 9 =$

# Family challenge project for the week beginning 01.06.20

## 'People Who Changed the World'

*Who would you like to find out about? You choose.*

<b>Science</b>	<p><b>Scientists who changed the world: Find out about one / some of these amazing scientists.</b>          Choose from this page? <a href="https://www.dkfindout.com/uk/science/famous-scientists/">https://www.dkfindout.com/uk/science/famous-scientists/</a>          Or this list? <a href="https://www.discovermagazine.com/the-sciences/meet-10-women-in-science-who-changed-the-world">https://www.discovermagazine.com/the-sciences/meet-10-women-in-science-who-changed-the-world</a> or          Marie Currie <a href="https://www.dkfindout.com/uk/science/famous-scientists/marie-curie/">https://www.dkfindout.com/uk/science/famous-scientists/marie-curie/</a>          Alexander Fleming <a href="http://www.bbc.co.uk/history/historic_figures/fleming_alexander.shtml">http://www.bbc.co.uk/history/historic_figures/fleming_alexander.shtml</a>          Louis Pasteur <a href="https://www.dkfindout.com/uk/science/famous-scientists/louis-pasteur/">https://www.dkfindout.com/uk/science/famous-scientists/louis-pasteur/</a>          Alan Turing <a href="https://www.dkfindout.com/uk/science/famous-scientists/alan-turing/">https://www.dkfindout.com/uk/science/famous-scientists/alan-turing/</a>          Jane Goodall <a href="https://www.dkfindout.com/uk/science/famous-scientists/jane-goodall/">https://www.dkfindout.com/uk/science/famous-scientists/jane-goodall/</a></p>
<b>History and Geography</b>	<p><b>Find out about the lives of these people and how they changed the world.</b>          Nelson Mandela <a href="https://www.bbc.co.uk/bitesize/topics/zjk382/articles/zj3p8xs">https://www.bbc.co.uk/bitesize/topics/zjk382/articles/zj3p8xs</a>          Rosa Park <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-rosa-parks/z7rtvk7">https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-rosa-parks/z7rtvk7</a>          Teenagers who changed the world <a href="https://www.bbc.co.uk/bbcthree/article/0e9e80de-62cb-4782-a26f-1cd480d28f26">https://www.bbc.co.uk/bbcthree/article/0e9e80de-62cb-4782-a26f-1cd480d28f26</a>          Saving the rainforest a bit at a time: Fixing the rainforest: <a href="https://www.bbc.co.uk/programmes/p088c7t9">https://www.bbc.co.uk/programmes/p088c7t9</a>          King Henry VIII - and how he changed the English church <a href="https://www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/3">https://www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/3</a>          William Shakespeare – the greatest writer ever <a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks2-shakespeares-world/z7hxpg8">https://www.bbc.co.uk/teach/class-clips-video/english-ks2-shakespeares-world/z7hxpg8</a></p>
<b>Art and DT</b>	<p><b>Inventors who changed the world</b>          Pick from this list: <a href="https://www.entrepreneur.com/slideshow/271993">https://www.entrepreneur.com/slideshow/271993</a>          Elon Musk, Steve Jobs, Mark Zuckerberg          Henry Ford – the car: <a href="https://www.youtube.com/watch?v=J9OgpHGxDbY">https://www.youtube.com/watch?v=J9OgpHGxDbY</a>          Tim Berners Lee – the inventor of the internet <a href="http://www.bbc.co.uk/history/historic_figures/berners_lee_tim.shtml">http://www.bbc.co.uk/history/historic_figures/berners_lee_tim.shtml</a>          Art that changed the way we look at things: <a href="https://www.voicemag.uk/feature/885/ten-paintings-that-changed-the-world">https://www.voicemag.uk/feature/885/ten-paintings-that-changed-the-world</a>          Or pick from this list: <a href="https://therake.com/stories/icons/artists-changed-world/">https://therake.com/stories/icons/artists-changed-world/</a></p>
<b>RE</b>	<p><b>Find out about Mother Theresa and how she changed the world:</b> <a href="https://www.historyforkids.net/mother-teresa.html">https://www.historyforkids.net/mother-teresa.html</a>          The man who moved a mountain: <a href="https://www.theguardian.com/world/2018/jan/11/india-man-carves-road-through-hills-children-attend-school">https://www.theguardian.com/world/2018/jan/11/india-man-carves-road-through-hills-children-attend-school</a></p>
<b>Music</b>	<p><b>Music that changed the sounds we love:</b> <a href="https://theculturetrip.com/north-america/articles/the-10-influential-songs-that-changed-the-world/">https://theculturetrip.com/north-america/articles/the-10-influential-songs-that-changed-the-world/</a></p>
<b>Other ideas</b>	<p><b>Find out about the environmental movement and how you could change the world:</b> <a href="https://www.theschoolrun.com/homework-help/caring-environment">https://www.theschoolrun.com/homework-help/caring-environment</a></p>

## Spelling groups

### Blue group spellings: ear and are

bear pear tear wear  could would should	bare care dare fare hare mare scare share square stare	<p><b><u>Spelling dictation:</u></b></p> <p>Tom stared at his bare feet. Did he dare tell his mother about the tear in his socks and share the news here? Mother would be like a bear and scare everyone! Should she care? Was there somewhere they could talk and not be heard?</p>
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### Green group spellings: ear and are

bear tear wear  could would should	bare care dare scare share square stare	<p><b><u>Spelling dictation:</u></b></p> <p>Tom stared at his bare feet. Did he dare tell his mother about the tear in his socks? Mother would be like a bear and really cross! Would she care?</p>
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### Red group spellings: are saying 'air'

bare care dare scare	share square stare stared	<p><b><u>Spelling dictation:</u></b></p> <p>Tom had bare feet. Did he dare tell Mum about his lost socks? Tom stared at the wall.</p>
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# Sumdog at WSM!



Need help?? Email the school magazine email address with your questions and we will try to help.

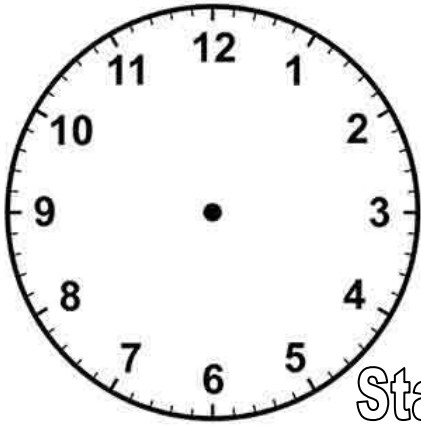
- The username is **your first name and first letter of your surname** e.g. Joe Bloggs= joeb

If this username does not work it may be because you have the same name as another child in school. Try adding a 1 at the end e.g. **Joe Bloggs = joeb1**

- The password for your account is **WSM**. This will be changed and made more secure once we all return to school.
- The school code is **welwynst**.

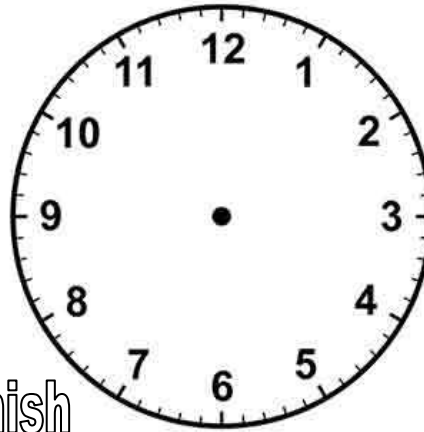
**We have set challenges on Sumdog. Earn points to get rewards.**

**Download the APP for free and start playing and having FUN, FUN, FUN!!**

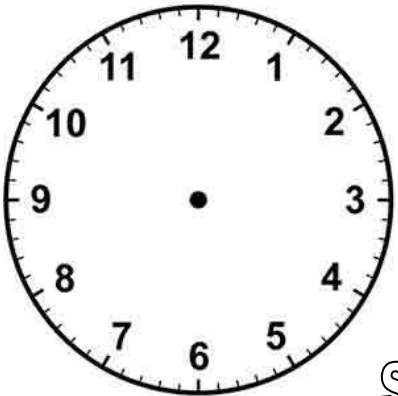


Start

Jon goes out at 4 o'clock. He comes home 1 hour later.

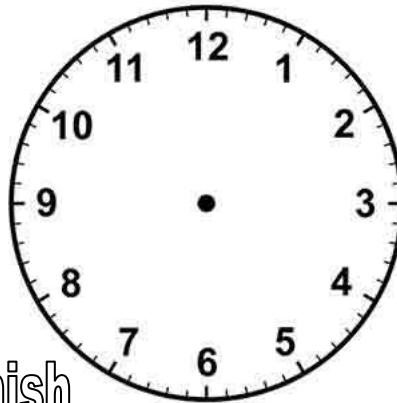


Finish

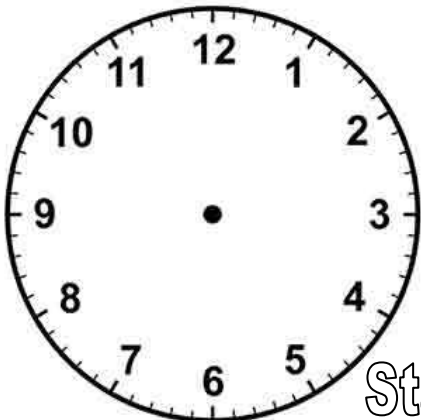


Start

Kim starts reading at 8:30. She stops  $\frac{1}{2}$  hour later.

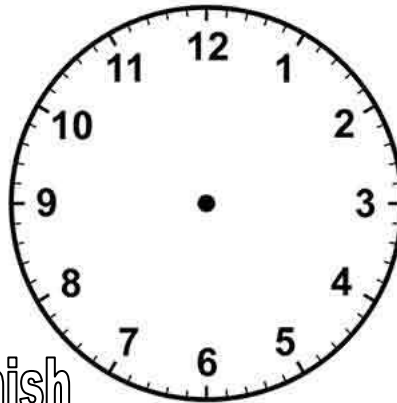


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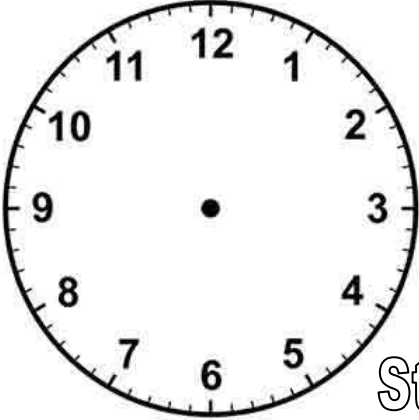


Start

Bob gets to the park at 2 o'clock. He stays for  $\frac{1}{2}$  hour.



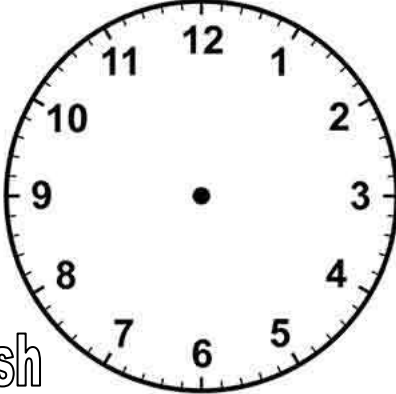
Finish



Start

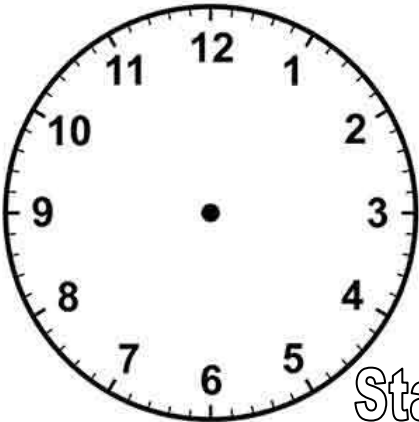
Jo watches a 2 hour film.  
She starts at 2:30.

Finish



L.O. To draw the time correctly and answer duration problems.

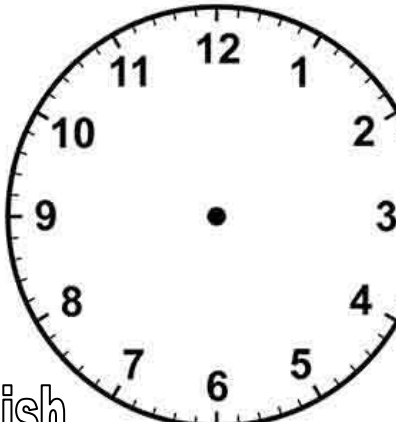
2

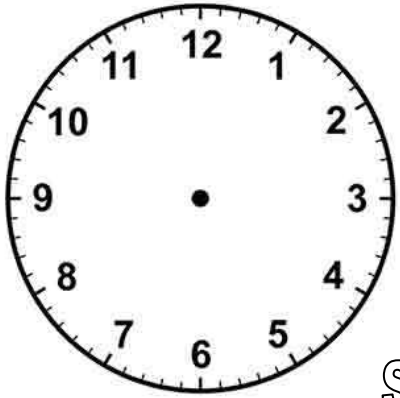


Start

Jon goes out at  $\frac{1}{4}$  past 9.  
He comes home  $\frac{1}{2}$  hour later.

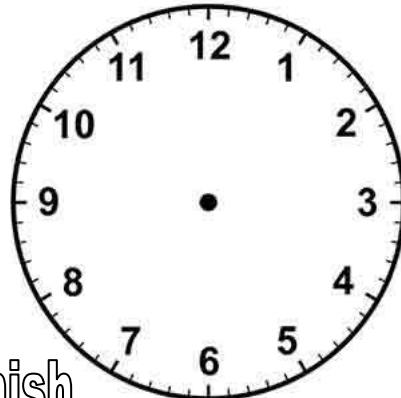
Finish



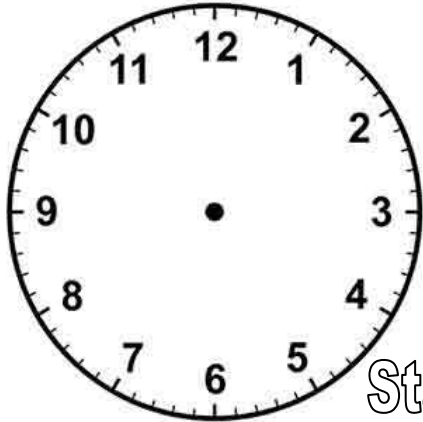


Start

Kim starts reading at 8:30. She stops 45 minutes later.

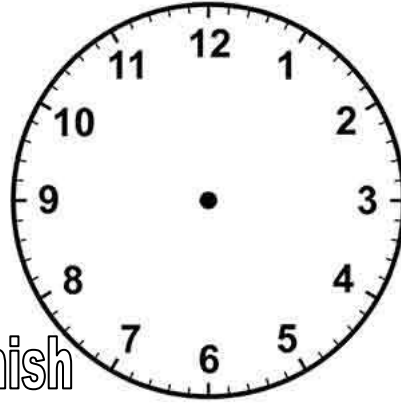


Finish

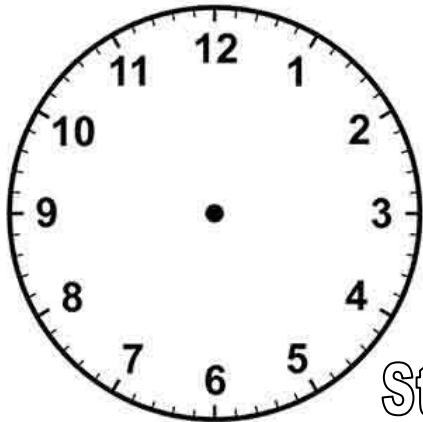


Start

Bob gets to the park at 2:20. He stays for 45 minutes later.

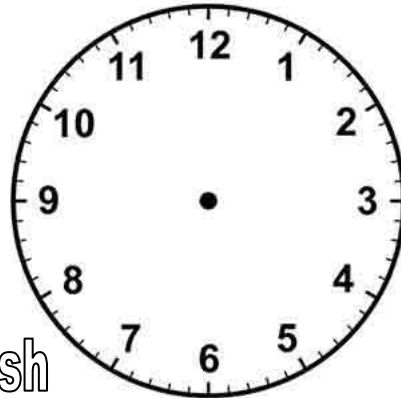


Finish



Start

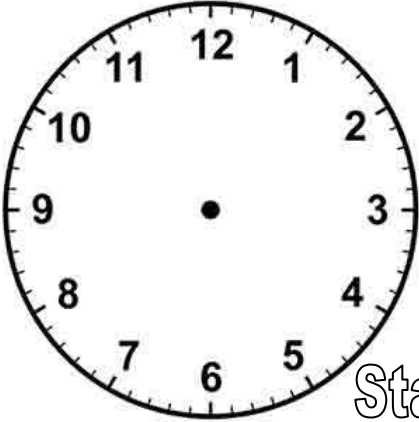
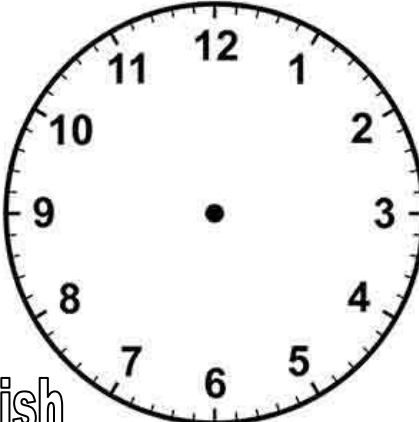
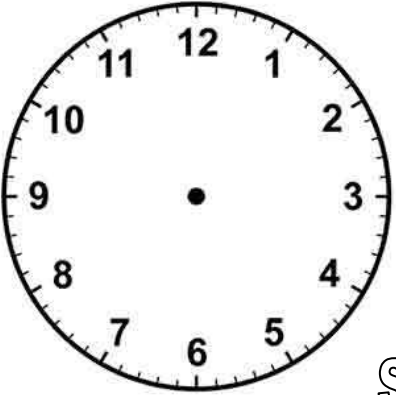
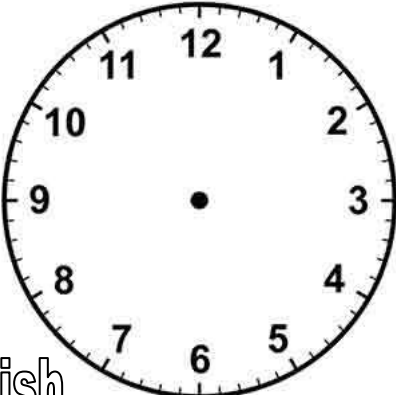
Jo watches a 50 minute film. She starts at 25 past 7.

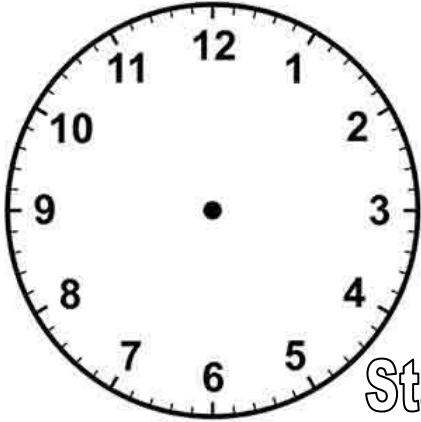


Finish

L.O. To draw the time correctly and answer duration problems.

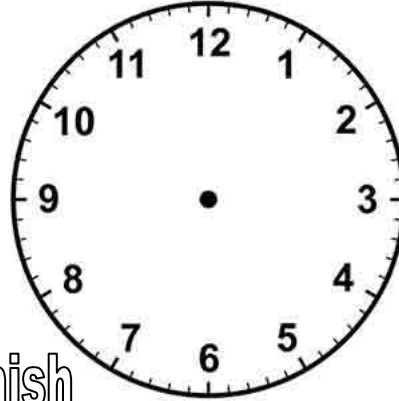
3

	<p>Jon goes out at 10 to 6. He comes home 25 minutes later.</p>	
<p>Start</p>		<p>Finish</p>
	<p>Kim starts reading at <math>\frac{1}{4}</math> to 3. She stops 40 minutes later.</p>	
<p>Start</p>		<p>Finish</p>

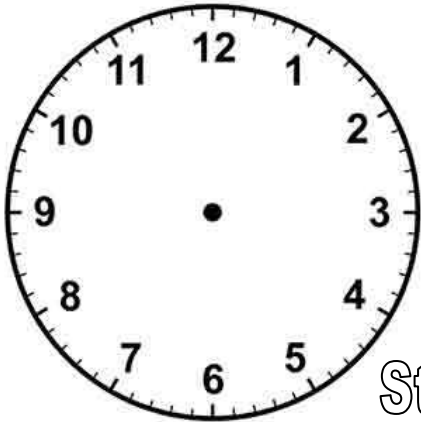


Start

Bob gets to the park at 5:55. He stays for  $\frac{1}{2}$  hour.

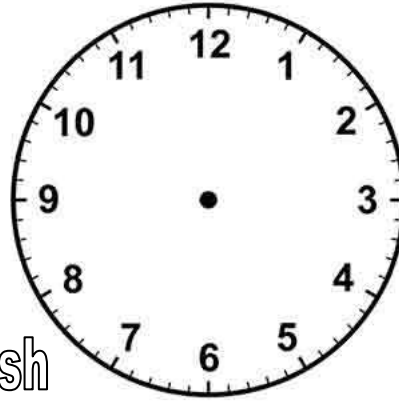


Finish



Start

Jo watches a 65 minute film. She starts at 20 to 7.



Finish