

# Year 2 Supported Home Learning - wk bg 20.04.20

**Maths:** <https://play.ttrockstars.com/> **10 minutes per day**

Topmarks - number bonds to 10

Think about what is meant by '1 more and 2 more'. Have a go at completing the 1 more and 2 more activity sheets below.

**Reading - read for 20 minutes per day**

Ask an adult to record you reading a story and then ask them to send it to a family member. You could watch some videos of authors reading to help with your expression.

Recap the phonic sounds sh, th and ng. Have a go at completing the activity sheets below.

## Writing

Alphabet noun search - write down a word for nouns that you can see around you for each letter of the alphabet. Remember a noun is a person, place or object. E.g. A - apple, B - bed, C - cat. Challenge - add an adjective to describe the noun. An alphabet template is included below.

Read the poem 'I really want to be a cat'. Discuss what it would be like to be a dog and see if you can complete the poem. Instructions and templates are at the end of this document.

## Topic History/Geography

Speak to a family member - ask them what school was like in the past. Write your findings in a table of similarities and differences. You could use the BBC Bitesize history lesson to help.

<https://www.bbc.co.uk/bitesize/articles/zrb492p>.

Draw a map of your local area and highlight any landmarks e.g. your house, shops, churches, school, Leek Monument etc. See if you can draw a key to go with it.

Learn about the 4 countries of the UK and their capital cities.

<https://www.bbc.co.uk/bitesize/articles/z42pnrd>

## Wider Curriculum

Watch Newsround each day (on the TV or on the internet with parental permission).

### PE

PE with Joe Monday - Friday 9am live on Youtube.

Design and create an obstacle course at home and see if you can complete it.

### Music

Try and clap a rhythm and see if someone can clap it back to you.

BBC Bitesize sing along with Gareth Malone <https://www.bbc.co.uk/bitesize/articles/zr4nscw>

### PSHE/Computing

Make a thank you card for a keyworker to show your appreciation.

BBC Bitesize lesson all about managing emotions <https://www.bbc.co.uk/bitesize/articles/zmmgrj6>

### Science

Spring time Scavenger hunt.

# **A** TO **Z** ABOUT

<b>A</b>	<b>B</b>	<b>C</b>
<b>D</b>	<b>E</b>	<b>F</b>
<b>G</b>	<b>H</b>	<b>I</b>
<b>J</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>O</b>
<b>P</b>	<b>Q</b>	<b>R</b>
<b>S</b>	<b>T</b>	<b>U</b>
<b>V</b>	<b>W</b>	<b>X</b>
<b>Y</b>	<b>Z</b>	

Ask a grown-up about what life was like when they were at school. Can you write a list of things that were similar/different to your life at school?

Similarities	Differences

# SPRING SCAVENGER HUNT

- 🌸 Find a yellow flower. [primaryplayground.com](http://primaryplayground.com)
- 🌸 Find 3 different shaped leaves.
- 🌸 Find something that is red.
- 🌸 Find a spider web.
- 🌸 Find something that flies.
- 🌸 Name 2 things you see in the sky.
- 🌸 Find something that is long.
- 🌸 Find something that grows that is green.
- 🌸 Find 2 birds.
- 🌸 Find some water.
- 🌸 Find something purple.
- 🌸 Find something that crawls.



# 'sh' Spelling Activity

1. Trace over 'sh'.

sh sh sh sh sh sh sh  
sh sh sh sh sh sh sh

2. Just add 'sh'.

\_\_ell

\_\_ed

\_\_ock

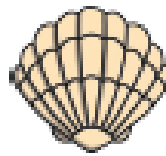
fi\_\_

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3. Write the correct 'sh' words under the pictures.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

# 'th' Spelling Activity

1. Trace over 'th'.

th th th th th th th  
th th th th th th th

2. Just add 'th'.

mo\_\_

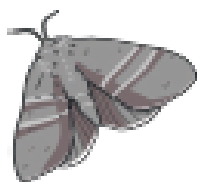
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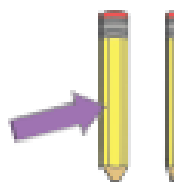
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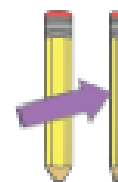
3. Write the correct 'th' words under the pictures.



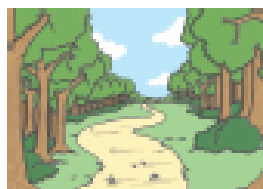
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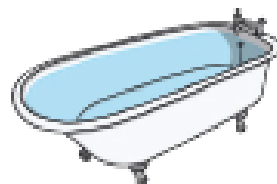
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\_\_\_\_\_



\_\_\_\_\_

# 'ng' Spelling Activity

1. Trace over 'ng'.

ng ng ng ng ng ng ng ng  
ng ng ng ng ng ng ng ng

2. Just add 'ng'.

ha\_\_

ri\_\_

go\_\_

lo\_\_

si\_\_

3. Write the correct 'ng' words under the pictures.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

# 1 More Than

Use this number line to help the bunny hop 1 more than...



1 more than 5 =

1 more than 6 =

1 more than 7 =

1 more than 8 =

1 more than 9 =

1 more than 1 =

1 more than 2 =

1 more than 3 =

Now try these!



1 more than 10 =

1 more than 14 =

1 more than 12 =

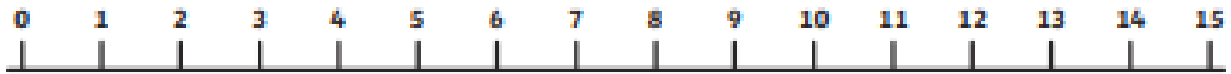
1 more than 11 =

1 more than 13 =



# 2 More Than

Use this number line to help the bunny hop 2 more than...



2 more than 5 =

2 more than 6 =

2 more than 7 =

2 more than 8 =

2 more than 1 =

2 more than 4 =

2 more than 2 =

2 more than 3 =

Now try these!



2 more than 10 =

2 more than 9 =

2 more than 13 =

2 more than 11 =

2 more than 12 =

## What to do

### Writing

*IMPORTANT Parent or Carer –*

*Please check that you are happy with any weblinks or use of the internet.*

**Our focus today is writing**

#### **1. Read a poem**

Share and read together to enjoy *I really want to be a cat*. Pause to discuss it as you read. Read it again, thinking about all the reasons that it would be so cool to be a cat!

#### **2. Write your own poem**

- Talk about being a dog. Would it be fun to be a dog? Brainstorm ideas about what you could get up to if you were a dog.
  - I could run faster than any person!
  - I could jump over fences or walls.
- Now look at the poem sheet *I really want to be a dog*, and discuss which things we might write to create our poem.
- Together, with your child writing some parts and you writing other parts from their dictation, write a poem about being a dog.

*NB. Getting young children to write is not easy!*

*See [Guidance and handwriting groups below](#).*

## I really want to be a cat

I really want to be a cat,  
what's so very wrong with that?

I want to scratch and slink and prowl  
but all I do is bark and growl.

I want to chase the birds and mice -  
I know it isn't very nice!

I want to jump upon the table  
to steal some food when I am able.  
I want to climb the highest tree  
but solid ground is all I see.

I want to purr and go meow,  
the problem is I don't know how!  
I want to prowl around at night  
but all I do is get a fright.

I really want to be a cat,  
what's so very wrong with that?



## I really want to be a dog

I really want to be a dog

I really want to \_\_\_\_\_

I know it isn't very nice!

I really want to \_\_\_\_\_

But \_\_\_\_\_

I really want to \_\_\_\_\_

I really want to



\_\_\_\_\_

What's so very wrong with that?