



**Year 2 Home learning**  
**week beginning Monday 15<sup>th</sup> June 2020**



Merhaba Year 2,

We hope that you have had a good week and that you have been trying your hardest in your home learning activities. Without further ado, here is this week's home learning.

**Maths**

This week in Maths we will be learning all about position and direction. By the end of this week, children should be able to do the following:

- a) Identify patterns and sequences, being able to continue them and create their own.
- b) Rotate themselves clockwise and anti-clockwise.
- c) Rotate themselves using the language of quarter, half, three quarters and whole.
- d) Solve problems using the language from above.

It is important that children experience physically moving themselves in these activities in order to fully understand the language and what is being asked of them.

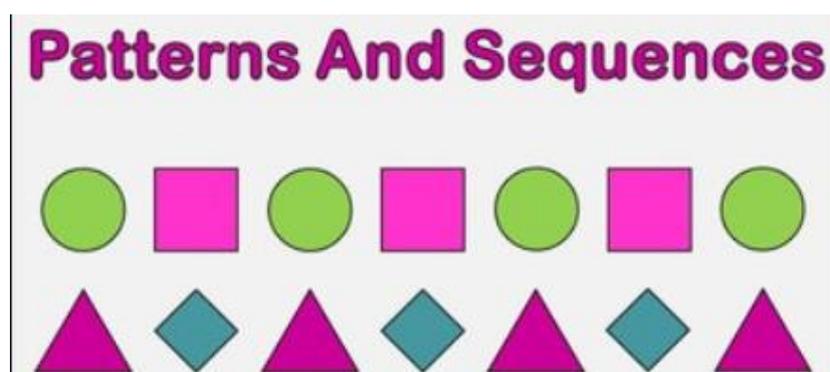
**Morning Mental Starter (odd or even)** <https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even>

Coconut Odd or Even is a Maths game which can help children aged 5 - 7 years identify odd and even numbers. Recognising odd and even numbers is an important concept in learning to count in Key Stage 1. Children need to identify which of the numbers presented before them are odd or even.

**Activity 1**

Patterns and sequences appear all around us in everyday life. For example, the seasons are a prime representation of this. (Winter, Spring, Summer, Autumn, Winter, Spring...) Discuss with your children where patterns appear in their lives/environment. It might be that a shape pattern appears on a plate or on the tiles in your bathroom. It might be that a duvet or a rug has a pattern on it.

Today's activity is split into two parts. The first is to identify a pattern and then continue it on. The second is to create a pattern of your own using everyday objects from around the house. Please see the tutorial and the attached worksheet on Seesaw to complete this activity.

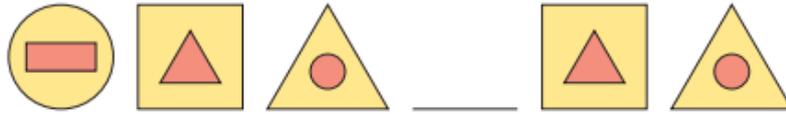


## Activity 2

### Mastery with Greater Depth

a)

Fill in the missing shape to complete the pattern.



If the pattern continued what would the tenth shape be?

Explain your reasoning.

b)

The 9th shape in this sequence will be  TRUE/FALSE

Explain your answer



YES/NO because \_\_\_\_\_

\_\_\_\_\_

## Activity 3

This activity is all about learning and using the language of rotation. As mentioned earlier, the key objectives of this activity are to be able to:

- Rotate clockwise and anti-clockwise.
- Rotate using the language of quarter, half, three quarters and whole.

It is really important that you watch the tutorial on Seesaw to be able to complete this activity. The first thing you will need to achieve is getting your child to know the difference between a clockwise turn and an anti-clockwise turn. When you are satisfied they have secured this, then you can bring in the different types of turns (quarter, half, three quarter and whole.) Please feel free to send us videos, via Seesaw, of your children following your directional instructions so we may see their successes.

## Activity 4

Using the skills that your children developed during yesterday's activity, solve the following word problems, giving your answer as a compass point (north, south, east or west.)

- Start at north. Rotate a quarter turn clockwise. Where do I finish?
- Start at north. Rotate a half turn anti-clockwise. Where do I finish?
- Start at north. Rotate a three quarter turn anti-clockwise. Where do I finish?
- Start at south. Rotate a quarter turn clockwise. Where do I finish?
- Start at west. Rotate a three quarter turn clockwise. Where do I finish?
- Start at east. Rotate a half turn anti-clockwise. Where do I finish?

As an extension, the children could write some of their own word problems.

## Activity 5

Today we are going to use compass directions to find our way around a map. There are 2 activities to choose from, you can either complete one of them or both. Both templates will be available to print from Seesaw or alternatively on the school website: Curriculum/Home Learning/Year 2/wc 15 June.

**MyMaths activities:** Activities based on position and direction will be available to complete on MyMaths. Remember to encourage your children to have another go at an activity if they have not fully understood it the first time around.



<https://play.numbots.com/#/account/school-login/56391>

The person who has answered the most correct answers on Numbots, is a girl from Badger class, who has answered 5665 questions correctly. The top coin scorer this week has a grand total of 55,877 coins and again is a boy from Rabbit Class. The person on the highest level so far is a boy from Fox Class, who has completed 283 levels and is on Steel 62. Well done to all of you who have been working your hardest in Numbots and keep up the good work.



To access the Maths game: <https://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zf4sscw>

To access the English game: <https://www.bbc.co.uk/bitesize/topics/zd63xyc/articles/zdp4pg8>

## English

### Activity 1

You have been learning about creatures who live in rock pools. You might have found out about a limpet. A limpet is a shellfish that clings VERY tightly to rocks. If you've ever tried to prise a limpet from a rock, you will know it is almost impossible.

Over the next couple of weeks, we are going to be looking at a new story by Simon James called 'Sally and the Limpet'. On Seesaw there is a video linked to activity 1, in which Mrs. Winkworth reads the first half of the story (the beginning and the problem). You will not find out what happens at the end of the story until you watch the video linked with activity 2!

#### **Activity 1, part 1 – Help Sally**

The problem is that Sally has a limpet stuck to her finger and is beginning to feel upset. If you had a limpet stuck to your finger how would you get it off? Think of 3 or 4 ideas for Sally to get the poor limpet safely off her finger. Write your ideas in your English book.

#### **Activity 1, part 2 – Make a prediction**

What do you think will happen at the end of the story? Will the limpet stay on Sally's finger forever? Or will it find a better place to live? We would like to hear your prediction. You could record yourself telling us your idea or make a video to tell us. Or, if you prefer, you could draw a picture or write what you think will happen in your English book.

## **Activity 2**

Watch the video on Seesaw, which is the resolution and the ending of the story 'Sally and the Limpet'. Then answer these questions in your English book. Write your answers in a sentence, starting with a capital letter and ending with a full stop (except questions 3 and 5!)

Q1. Why did Sally want to take the limpet home?

Q2. How do you think Sally felt when her teacher told her limpets could live for 20 years on the same rock? Why?

Q3. List three ways in which the doctor tried to get the limpet off Sally's finger.

Q4. On the last page of the story, why do you think Sally chose to walk the long way home?

Q5. Draw your favourite part of the story.

## **Activity 3 - Map the beginning and the problem of the story**

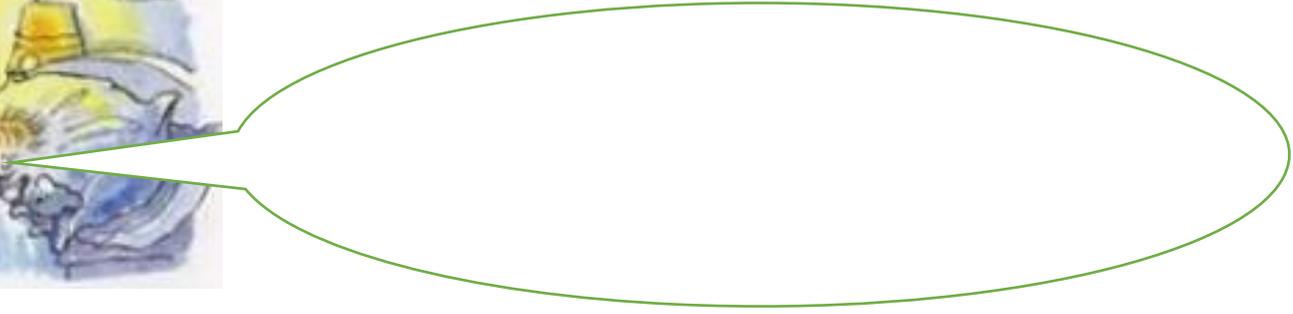
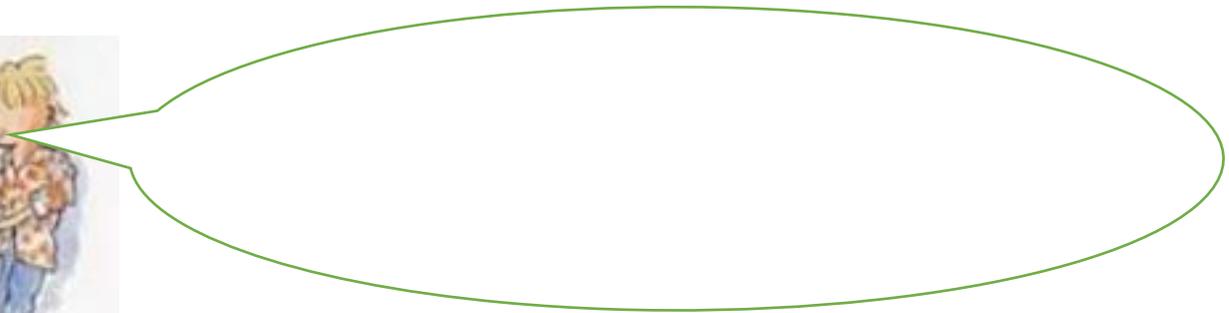
Re-watch the video in which Mrs. Winkworth tells the beginning and the problem of the story. In your English book, draw a story map to retell these parts of the story. You could draw it out as a story map (like we have often done at school) or as a series of 3 or 4 pictures to retell the story (like a comic book).

## **Activity 4 - Map the resolution and end of the story**

Re-watch the video in which Mrs. Winkworth tells the resolution and end of the story. In your English book, draw a story map to retell these parts of the story. You could draw it out as a story map (like we have often done at school) or as a series of 3 or 4 pictures to retell the story (like a comic book).

## **Activity 5 - What are they saying?**

Look at the pictures below. What is Sally's brother saying in picture 1? What is Sally saying to her teddy bear in picture 2? Use the template to write in the speech bubble or draw your own speech bubbles in your English book.



Choose 3 other characters from the story. In your English book, draw the characters and add a speech bubble for each.

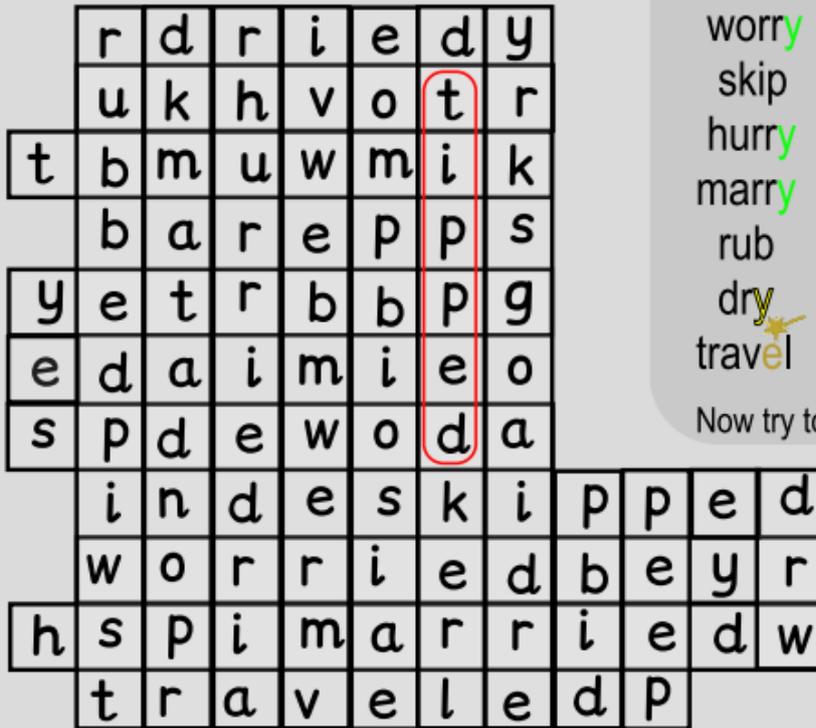
## Spelling/Phonics

The spellings this week focus on the suffix 'ed', looking specifically at what happens when we need to double a constant and also what happens when we need to add it to words ending in 'y'. There is one mistake in the word search, can you find it and correct it?

### Suffix ed (Double Constant & y to i)

### Day 3 Worksheet

## Word Search



Change the words to the past tense.

tip	<u>tipped</u>	<input checked="" type="checkbox"/>
worry	_____	<input type="checkbox"/>
skip	_____	<input type="checkbox"/>
hurry	_____	<input type="checkbox"/>
marry	_____	<input type="checkbox"/>
rub	_____	<input type="checkbox"/>
dry	_____	<input type="checkbox"/>
travel	_____	<input type="checkbox"/>

Now try to find them in the word search!



### Cornerstones: Science - Beach habitats



Ask a grown up to help you read the information about beach habitats first. This is on Seesaw and also on the home learning page of the website.

There is a sorting activity on Seesaw for you to do after you have read the information.

### Cornerstones: Science - Hermit crabs



One of the creatures you might find in a beach habitat is a hermit crab. The hermit crab is a type of crab that does not have a hard shell. Instead, they use old shells for protection. They especially like old whelk shells. Did you know, hermit crabs swap their shells for a bigger one as they grow?

Watch this amazing film of a group of hermit crabs on Seesaw or <https://safeYouTube.net/w/jrNK>

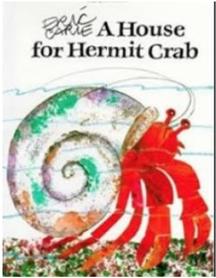
How do they work together to get new shells?

You might like to do some research to find out more about hermit crabs. Other videos you might like to watch to find out more about hermit crabs:

Hermit Crab fact file -Ocean life: <https://safeYouTube.net/w/yP8K>

Hermit crab facts, what's under the shell? Animal Fact File: <https://safeYouTube.net/w/IQ8K>

### **Cornerstones: Art - A home for a hermit crab**



Enjoy the story about a hermit crab creating a new home: 'A House For Hermit Crab' by Eric Carle on Seesaw or <https://safeYouTube.net/w/wsNK> (11 min 40).

Can you design a new home for a hermit crab? You could draw a picture or make a model using plasticine, clay, play dough or recyclable materials.

We would love to see a photo of your finished picture or model!

### **Computing – Decorate a shell**

For Computing this week please decorate a shell using the 2do on Purple Mash. Think about what creatures might want to hide in your shell and where the shell may be found. If you are feeling proud of your shell, then why not put it up on the display board so that all the children in KS1 can see it.



### **PSHE (Personal Social and Health Education)**

One of our school values is courage. Courage isn't just for superheroes! Courage is needed if we feel a bit scared, nervous or worried about something. Having courage and being brave can help us learn new things and help us achieve our goals. Everyone feels like this at times, children and adults.

Listen to Miss Tilley read the story 'The Lion Inside'.

Afterwards, ask your child to think of a time when they have needed to be brave.

For example: starting in a new class, standing on the stage in the Christmas Play, tripping over in a race and getting back up again, standing up for someone if someone else isn't being fair, trying new things, asking for help. How did you feel afterwards?



## Music – Rhythm

We absolutely loved seeing the videos posted on Seesaw of the home-made percussion instruments with children playing along to well-known and improvised songs. A great effort!

This week we would like you to explore rhythm a little bit more using body percussion. Create your own rhythm, keep it simple to start with e.g. clap, clap, stamp and 'hey' (shout) then repeat. If you made a percussion instrument last week, then why not use this to create a rhythm pattern?

Watch the attached clip to inspire your rhythm patterns. Have fun!

Ollie from 'Beat Goes On' teaching Body Percussion on CBeebies' 'Let's Go club!'

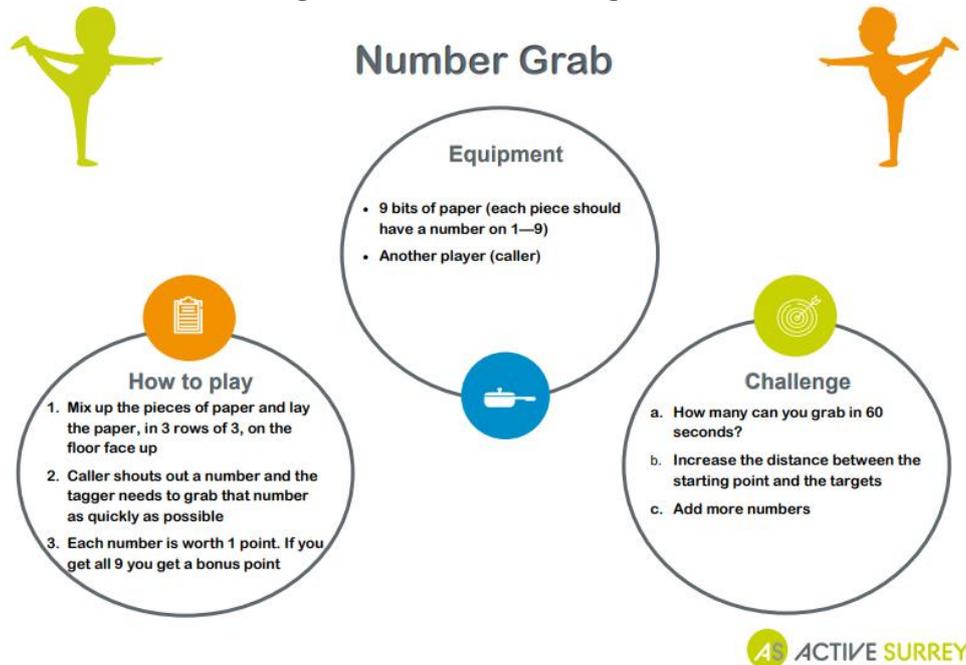
<https://safeYouTube.net/w/kd8K>

Here is a second clip to watch with Ollie for more ideas.

<https://safeYouTube.net/w/0g8K>

## P.E

Have a go at 'Number Grab' and message us to tell us how the game went.



## Riddle of the Week (Email your answers)

Last week's riddle: I am often following you and copying your every move. Yet you can never touch me or catch me. What am I? (A shadow)

This week's riddle: Mary has four daughters, and each of her daughters has a brother — how many children does Mary have?"

We look forward to seeing all your wonderful work and hope that you and your family are staying well.

From Mr Wicksey and Mrs Winkworth

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