

Dear Year 2 families,

We hope that you are managing to get outside and enjoy some of the gorgeous weather we have been having. Whether playing in your garden or going out for a nice walk. It is lovely to see the changes in nature happening all around us, the birds tweeting and the buds blooming. Make sure that you take time to look and listen when you are outside.

Did you manage to complete last week's learning activities together? We hope so and thank you once again for all the effort and time you are giving to your child's learning. We know that home learning is not easy, and we are very proud of you all.

As ever we miss you all so much and we think of you often. We look forwards to the day when we are all back at St James's together. Until then stay safe and happy.

Many thanks Mrs Betts, Mrs Lloyd, Miss Buckley and Mrs Felton.



# Year 2 Handy Hints.

Week Beginning 18.5.20

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## Maths

### **White Rose online lessons**

St James's recommends that pupils complete the daily online White Rose maths lessons - these cover the Summer term maths topics that your child would be learning at school. You don't have to do one a day or complete the lesson on the date shown, but it is important that you complete them in order as the learning builds on the previous lessons. So whenever you start, start at **Summer term - week 1, (w/c 20 April)** for the special 12 week course (the previous tabs labelled simply week 1, week 2 can be ignored).

Here is a link to the White Rose home learning page <https://whiterosemaths.com/homelearning/>

Before each lesson make sure your child has something to write on and with, and you may want to have printed the lesson worksheets out in advance. These worksheets and answers are available to download from the St James's school website using this link <https://www.st-james.dudley.sch.uk/wh-rose-worksheets>. If you don't have a printer don't worry, pupils can still have a go at the worksheets, just display them on a screen and the children can answer most questions on blank paper.

On the White Rose site, there is a video for pupils to watch which begins with a Flashback 4. This first slide recaps previous learning. Each video then goes on to introduce new learning. After the video pupils can have a go at the worksheets. The worksheets and answers are available to download from the St James's website at <https://www.st-james.dudley.sch.uk/wh-rose-worksheets>.

If you have any questions about the White Rose website and lessons on offer, please email [info@st-james.dudley.sch.uk](mailto:info@st-james.dudley.sch.uk) and we will get back to you as soon as possible.

## Daily calculations.

We have set some daily warm up calculations for the children to complete. Many children will need to do jottings to complete them. Feel free to add more if your child is whizzing through them!

Adding and subtracting 2 -digit numbers use the column method. Don't forget if they cross the tens boundary in subtraction we exchange and in addition we add another ten in the ten's column.

Adding and subtracting 1- digit numbers use mental strategies and any patterns noticed.

Multiplication is counting on in groups of the same number (repeated addition)

Division is counting back in groups of the same number (repeated subtraction)

Monday	Tuesday	Wednesday	Thursday	Friday
$72 + 20 =$	$41$ $+ 34$ —	$64$ $+ 17$ —	$6 + 3 + 4 =$	$\square = 30 + 35$
$60 + 20 =$	$35 + 5 =$	$8 + 63 =$	$13 + 7 + 8 =$	$\square = 15 + 63$
$73 - 2 =$	$96$ $- 20$ —	$65$ $- 38$ —	$10 - 7 - 0 =$	$\square = 74 - 24$
$98 - 10 =$	$56 - 16 =$	$77 - 49 =$	$17 - 3 - 4 =$	$\square = 62 - 27$
$6 \times 5 =$	$5 \times 8 =$	$2 \times 6 =$	$\square \times 5 = 25$	$\square = 0 \times 2$
$7 \times 10 =$	$10 \times 4 =$	$5 \times 9 =$	$6 \times \square = 60$	$\square = 11 \times 5$
$55 \div 5 =$	$5 \div 5 =$	$35 \div 5 =$	$\square \div 2 = 3$	$\square = 16 \div 2$
$80 \div 10 =$	$20 \div 2 =$	$40 \div 5 =$	$8 \div \square = 4$	$\square = 90 \div 10$

## Maths revision

Have a look at these little revision questions here-

### Section 1

three days before

**Wednesday**

three days after

### Section 2

Circle the tens in these numbers.

**158**

**74**

**182**

### Section 3

Continue the pattern.



### Section 4

$$35 - 15 = \square + \square$$

$$21 - 7 = \square + \square$$

### Section 5

Complete this sentence.

A —

B —————

Line A is  cm shorter than line B.

### Section 6

What is the total?



### Section 7

Name a 3D shape that has a circle as one of its faces.



### Section 8

Insert a number to make these calculations correct.

$$77 < \square$$

$$46 > \square$$

**Spellings** — the 'j' sound. It is spelt with **g** before letters **e, i** and **y** and with a **j** before letters **a, o** and **u**.

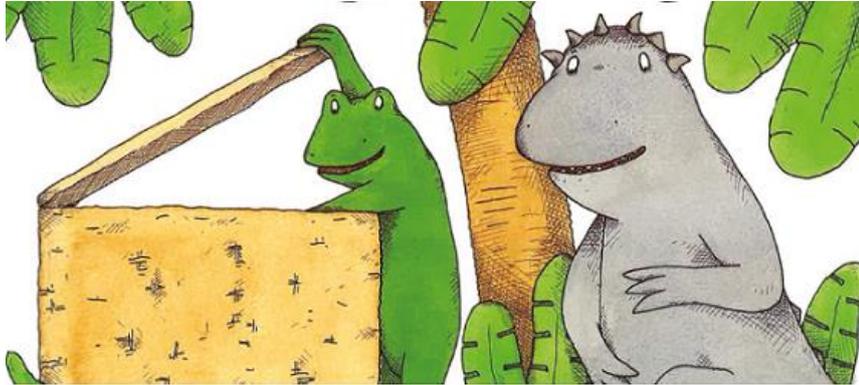
gem	giant	magic	giraffe	energy
jacket	jar	jog	join	adjust

There is a link to a poster as well as a practise sheet on the main Year 2 page.

## Reading tasks.

### Task 1- Reading comprehension

#### Monster and Frog at Sea continued



Just in time they reached the island and carried the basket ashore. Frog lifted the lid. "This is definitely our lucky day," he said. It was somebody's picnic... "This is what I call an adventure," said Frog. Monster ate and ate until he was full up. He stretched out in the shade of a palm tree. Frog felt tired too. Soon they were both fast asleep.

- 1) How do you know that Frog felt excited? \_\_\_\_\_
- 2) What was inside the basket? \_\_\_\_\_
- 3) Why did Monster go to sleep? \_\_\_\_\_

When they woke up the sun had nearly disappeared. "Our boat has drifted off!" said Frog. "This adventure gets better and better!" he said. "Cast away on a desert island!" "I wish I had never come on this adventure," said Monster, almost in tears. "Don't worry, old friend," said Frog. "I will think of something."



4) **Find and copy** the words from the text that tell you that it was later when Monster and Frog woke up. \_\_\_\_\_

5) How did Monster feel when he woke up?

Tick **one**.

Cheerful	<input type="checkbox"/>	tired	<input type="checkbox"/>
bored	<input type="checkbox"/>	upset	<input type="checkbox"/>

6) What does the boat had 'drifted off' mean? \_\_\_\_\_

Frog lifted the lid of the basket again. Inside was a huge red balloon. "We could float home," said Frog. Frog blew up the balloon until it was full of air. Then he tied the balloon to the basket. "I've never been in a balloon before," said Monster. Neither had Frog, but he didn't tell Monster that.



7) What was Frog's plan for getting them home? \_\_\_\_\_

8) Frog had not been in a balloon before, but he did not tell Monster because...

Tick **one**.

he didn't want to  
talk to Monster

he didn't want to  
go in the balloon.

he didn't want  
Monster to worry.

he didn't have time  
to say anything.



Monster climbed into the basket and Frog jumped in after him. The balloon began to rise high into the air and float over the sea. "Frog..." said Monster, nervously "when we get home... how do we get down?" "Leave it to me," Frog said. "I will think of something. I'm ever so good at adventures."

9) Number the sentences below from 1 to 4 to show the order they happen in the story.

The first one has been done for you.

They found a big basket.

They fell asleep on the island.

They went in a boat.

The boat drifted away from them.

## Task 2- Prediction

We want you to think carefully about the character Frog.

We know he likes adventures and that he is good at thinking of ideas.

He is also a great friend to Monster. When they get home, they need to get down from the basket.



Can you think of Frog's idea for how they might do this?

Draw a picture and write down what will happen next to explain your idea.

### Task 3

## The Animal Show by Leroy F. Jackson

Father and mother and Bobbie will go  
To see all the sights at the animal show.

Where lions and bears  
Sit on dining room chairs,  
Where a camel is able  
To stand on a table,  
Where monkeys and seals  
All travel on wheels,  
And a hairy baboon  
Rides a baby balloon.

The sooner you're ready, the sooner we'll go.  
Aboard, all aboard, for the animal show!



1. Draw a **line** to match the animal to the trick it performs.



baboon   
monkey   
lion

travels on wheels  
 rides a baby balloon  
 sits on dining room chairs



2. **Find** and **copy** the adjective used to describe the baboon.

\_\_\_\_\_

3. What else might the family see if they go to the animal show?

\_\_\_\_\_  
\_\_\_\_\_



4. Number the animals below from **1 to 4** to show the order they appear in the poem.



baboon  
 camel

seal  
 bear

## Writing tasks.

This week in writing our 3 tasks will be:

Task 1: I can describe a character.

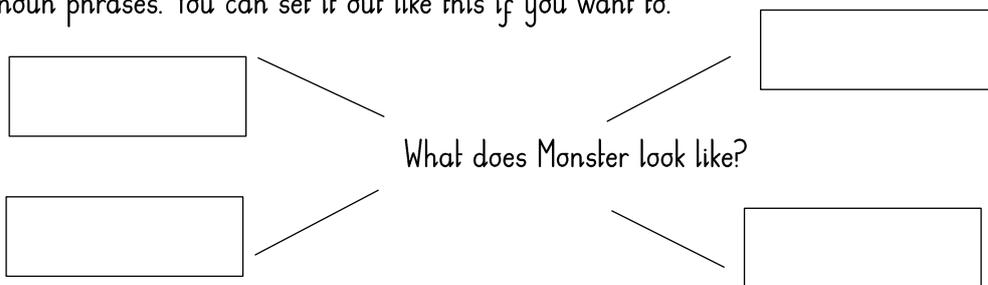
Task 2: I can plan a story.

Task 3: I can write a story.

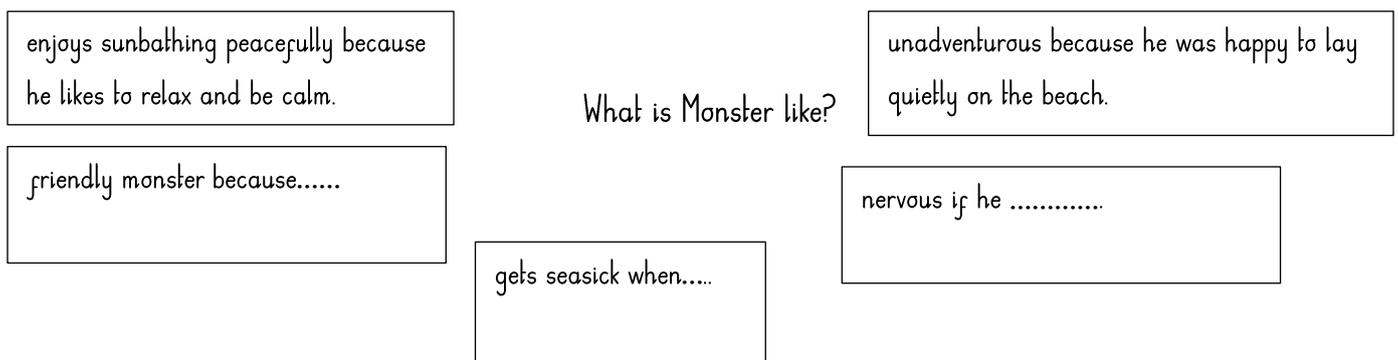
This week we will be using the story 'Monster and Frog at sea.' You have read the first part of the story last week in your reading tasks and will read the end this week. Please read the whole story before you complete the writing tasks. There is a copy of the whole story in the resource section.

Task 1 – I can write a character description about Monster.

First draw Monster. He can look how you want him to look and does not have to look like the picture from the book unless you want him to. Then jot down some words and phrases that describe what he looks like. Remember to use expanded noun phrases. You can set it out like this if you want to.



Then re-read the story and collect any words and phrases that tell you about Monster's character. Remember how Victor Vocabulary collects his words and phrases by jotting them down as he reads them.



Now you are ready to write your description about Monster. Write it in two separate paragraphs. The first paragraph describing what Monster looks like and the next paragraph telling us all about Monster's character. If you enjoyed this you could repeat with Frog or use a character from a story book that you have at home.

**Task 2:** I can plan a story. Title - Adventure at sea.

The story 'Monster and Frog at sea' has a very simple plot. We would like you to make a plan so that you can write a story based on this book. Choose from the choices below.

**Story 1** – Rewrite the story 'Monster and Frog at sea'

that you have read and retell it in your own words.

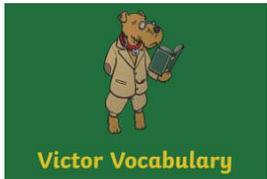
**OR**

**Story 2** – Use the basic story plot but change something – change the characters, what they find in the sea or the way that they get home. It's up to you how many you change.

Now it's time to plan.

Introduction

Characters in my story (only 2)	
1.	2.



Words and phrases in the story that I could use to help introduce and describe my characters.

bored and restless      lay on the sand      explorers      always looking for adventure

There was a boat in the sea
--------------------------------



drifting      lucky day      cheered up      excited      worried

Here is the order for the rest of your story. You can plan each part.

They saw an island
--------------------

They saw something in the sea
----------------------------------

They got to the island
---------------------------

What happened?
-------------------

How did they get home?
---------------------------

### Task 3 – I can write a story.

You are nearly ready to write your story. Try to follow your plan. Write each part separately, read it through and edit where you need to

Don't forget to use our Year 2 writing checklist.

- Write in sentences using the correct punctuation.
- Read after you have completed a sentence to check that it sounds ok.
- Use a pencil and kinetic letters.
- Jot down conjunctions as you use them.

Once you have completed your story you can now edit your work with a pen.

You are looking to check:

- ✓ Punctuation
- ✓ Spelling (Year 1 & 2 words, correct suffixes)
- ✓ Expanded nouns
- ✓ Conjunctions.

You may want to make a front cover for your story or even write a blurb!

Mrs Lloyd and Mrs Belts hope that you have enjoyed your writing tasks this week. We know how hard you work at school and we are sure that you are really working hard at home. We hope that your families enjoy reading your writing.

Well done Year 2



## Grammar Hammer (questions)

1. Put in the <b>apostrophe</b> to show possession.			2. Write the contracted form. Remember the <b>apostrophe</b> .		
The <i>l a d y s</i> purse was stolen.			where is		
3. Underline the correct word to use in this sentence.			4. Underline the correct word to use in this sentence.		
Do you like my ( <i>knew / new</i> ) shoes?			I am too ( <i>week / weak</i> ) to lift the box.		
5. Underline the <b>suffix</b> that turns this <b>noun</b> into an <b>adjective</b> .			6. Underline the <b>prefix</b> to give this word the opposite meaning.		
shame	ness	ful	dis	un	dress
7. Underline the word with the correct spelling.			8. Underline the word with the correct spelling.		
bayby	baby	babee	chork	chorc	chalk

9. Write the <b>comparative</b> for the <b>adjective</b> below.		10. Write the <b>superlative</b> for the <b>adjective</b> below.			
cute		pure			
11. Underline any letters which should be in <b>capitals</b> .		12. Underline any letters which should be in <b>capitals</b> .			
we go to spain on saturday.		i am in mrs moore's class next year.			
13. Put the missing <b>commas</b> ( , ) in this sentence.					
In my bag I found a pencil a ruler my book and an apple.					
14. <b>Punctuate</b> the end of this sentence.			15. Underline the <b>type of sentence</b> it is.		
I put my bike in the garage			statement	question	exclamation command

16. Underline any <b>nouns</b> in this sentence.		17. Underline any <b>verbs</b> in this sentence.	
He hung his shirt in the wardrobe.		She reached up and picked the fruit.	
18. Underline any <b>adjectives</b> in this sentence.		19. Underline the <b>adjectives</b> in this <b>expanded noun phrase</b> .	
He enjoyed the cold, sweet ice-cream.		his new, blue bike	
20 and 21. Add a <b>suffix</b> to the <b>verb</b> to change it from <b>past</b> to <b>present tense</b> .			
I waited.	I am wait_____	She helped.	she is help_____

22. Underline the word which will make this sentence correct.				
Last week, my sister	( is / was / will be )	staying at her friend's.		
23. Co-ordination: Underline the best word (conjunction) to join these sentences.				
I like to drink milk.	( and / or / but )	I like to drink juice.		
24. Subordination: Underline the best word (conjunction) to join these sentences.				
I went to bed.	( so that / if / because )	I was tired.		
25. Underline any words which can join with the word given to make a <b>compound word</b> .				
black	road	bird	berry	mail

<b>Total:</b>		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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## Grammar Hammer (answers)

1-2. (W2:4,17,24. Sp 2:7-9) The <b>apostrophe</b> represents missing letters and not the joining of two words (I have / I've). It can also be used to show possession (the voice belonging to the man – the man's voice) In either case, it must be placed precisely.					
The lady's purse was stolen.		where is		where's	
3-4. (W2:2,5. Sp 2:17-20) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.					
Do you like my ( knew / <u>new</u> ) shoes?			I am too ( week / <u>weak</u> ) to lift the box.		
5-6. (W2:6,22,24. Sp 2:27,28) The <b>suffix</b> 'ful' means 'full' or 'full of' (but with only one 'l'). It changes a noun into an adjective (hopeful). The <b>prefixes</b> 'un' and 'dis' mean 'not' or 'opposite'. When added to a word, they give it the opposite meaning (Sp 1:30)					
shame	ness	ful	dis	<u>un</u>	dress
7. (W2:7, Sp 2:11) With long vowel sounds (ay) the consonant before the final 'y' does not need to be doubled.			8. (W2:7 Sp 2:13) The 'or' sound before 'l' is usually spelt with an 'a' (chalk, talk, stalk).		
bayby	<u>baby</u>	babee	chork	chorc	<u>chalk</u>
9-10. (W2:7. Sp 1:29, 2:21,25) A comparative compares two things. For most one syllable adjectives just add 'er' to make the comparative. A superlative compares three or more things. For most one syllable adjectives just add 'est' to make the superlative.					
cute	cuter		pure	purest	
11-12. (W2:17) A <b>capital letter</b> is used to show the start of a sentence. It must also be used for the first letter of a person's name (proper noun), the personal pronoun 'I' meaning 'me' and for the names of places and the days of the week.					
We go to Spain on Saturday.			I am in Mrs Moore's class next year.		
13. (W2:17,24) A <b>comma</b> is used to separate items in a list. It is not used before the last item which has 'and' in front of it. It tells the reader to pause, but not for as long as a full stop.					
In my bag I found a pencil, a ruler, my book and an apple.					
14. (W2:17) A full stop is used at the end of a word, phrase or sentence.			15. (W2:18) There are four types of sentence. A question is an asking sentence and must end with a question mark.		
I put my bike in the garage.		statement	question	exclamation	command
16-17. (W2:24) A <b>noun</b> is a naming word. It names of a person, place or thing. A <b>verb</b> is a doing word. It is an action or a thing you do.					
He hung his <u>shirt</u> in the <u>wardrobe</u> .			She <u>reached</u> up and <u>picked</u> the fruit.		
18. (W2:24) An <b>adjective</b> is a describing word. It describes a noun (small, pretty, fast, broken)			19. (W2:19,24) A <b>phrase</b> has no verb and does not make sense alone. A noun phrase is a noun with any modifier ( the dog; some tiny blue beads)		
He enjoyed the <u>cold, sweet</u> ice-cream.			his <u>new, blue</u> bike		
20-21. (W2:7,20,24. Sp 1:28, 2:22) Verbs can be written in past, present or future tense.					
I waited.	I am waiting.	She helped.		She is helping.	
22. (W2:20) A fronted adverbial which sets an action in the past (yesterday, last week) means the verb must be in the past tense.					
Last week, my sister	( is / <u>was</u> / will be )		staying at her friend's.		
23. (W2:21) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a <b>compound</b> sentence. The conjunction usually occurs mid-sentence. The seven coordinating conjunctions are: and, but, so, yet, for, nor, or.					
I like to drink milk	( <u>and</u> / or / but )		I like to drink juice.		
24. (W2:21) Subordinating conjunctions join a main clause (independent) to a subordinate (dependent) clause to make a <b>complex</b> sentence. The conjunction comes at the beginning of the subordinate clause.					
I went to bed	( so that / if / <u>because</u> )		I was tired.		
25. (W2:24) A <b>compound word</b> is a word made up of two smaller words (horse + shoe = horseshoe).					
black	road	<u>bird</u>	<u>berry</u>	<u>mail</u>	

Topic

## Visiting a museum

The Black Country Living Museum is an open-air museum in the West Midlands. It is in Dudley near to the zoo.



### What can you see there?

You can visit an old fashioned village with shops, a school and a church. There is even an old coal mine and a tram. This is all built alongside the canal.

### Where can you eat?

There is an old-fashioned sweet shop selling all sorts of delicious treats. As well as a bakery that sells fresh biscuits. For lunch why not try some tasty fish and chips from our popular fish and chip shop. For warm drinks try the cafe. Here you can relax and watch the world go by.

### What can you do there?

You can take part in a Victorian school lesson. Watch out the teachers were extremely strict. If you are feeling brave you can go down the mines to see where they got the coal from. You can sit back and relax in the old cinema, be prepared to laugh at the funny films they show.

Did you know that we have costumed characters in all areas of the museum?

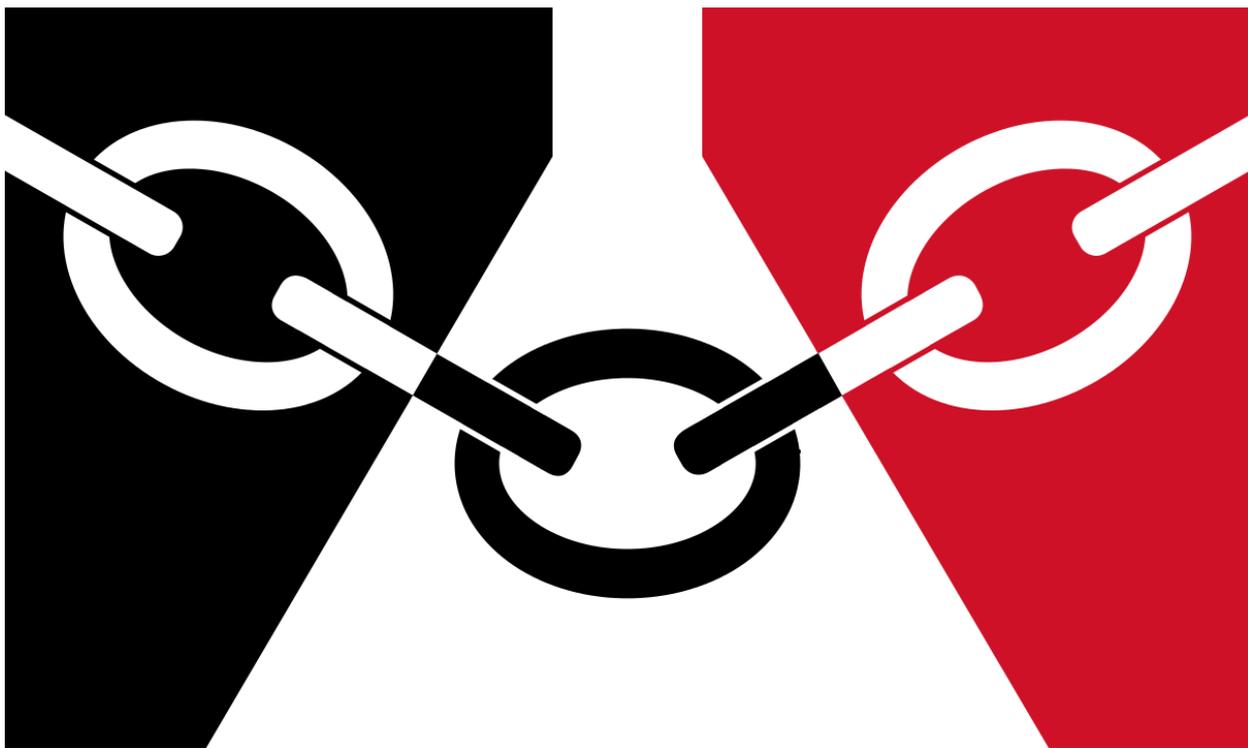
As you know we were supposed to be going to visit The Black Country Living Museum in Dudley. We have made you a little fact sheet here about the museum.

You can explore their website here - <https://www.bclm.co.uk/>

Watch this video about The Black Country - [https://www.youtube.com/watch?v=frl5U\\_nbACs](https://www.youtube.com/watch?v=frl5U_nbACs)

We are enormously proud to come from The Black Country, as many exciting things were made here, even anchors for The Titanic!

Here is the flag that represents The Black Country, it was designed by a local schoolgirl from Redhill school. She won a competition organised by the museum in 2012. Can you see what is on the design? Why do you think that is?



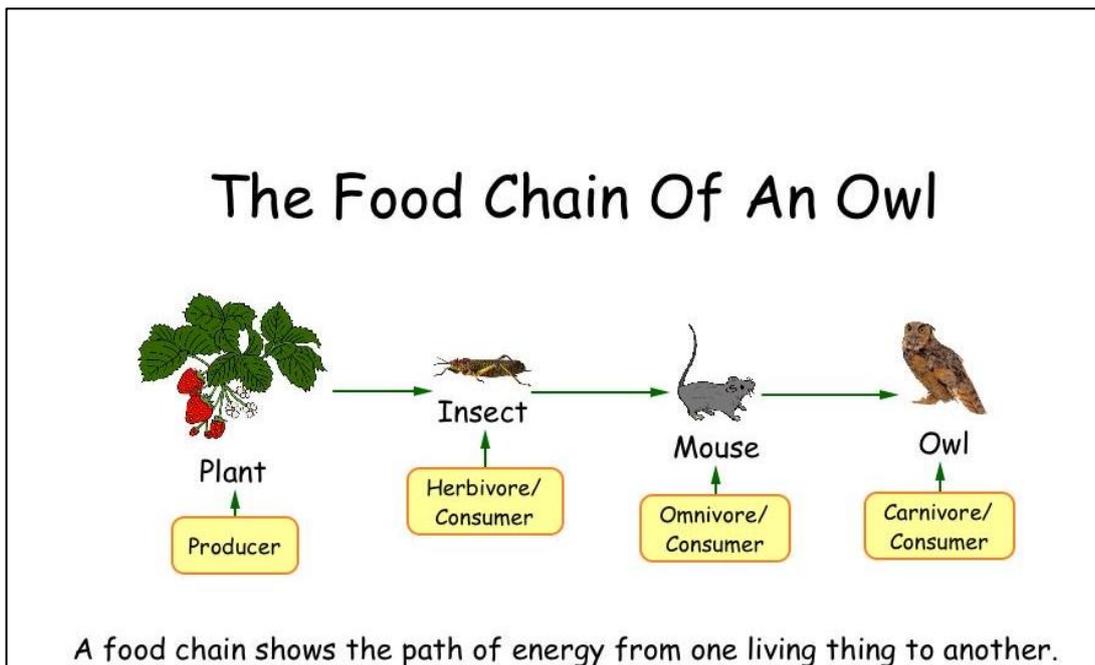
We would like you to have a go at designing your own flag for The Black Country.

What could you draw on there to represent all that is great about it? Remember Stourbridge is a big part of The Black Country as are the surrounding canals.

Dependency

We have learnt a lot about habitats and the animals living within them. We have also learnt about what animals need to survive. Do you remember when we learnt about food chains? In case you have forgotten, here is a video to watch - <https://www.bbc.co.uk/bitesize/clips/z96r82p>

Here is an example of a simple food chain you might find in a woodland.



Believe it or not, plants and animals depend upon each other. This means that they need each other for survival. Look at the PowerPoint in the resources section to find out more.

Now that you have seen examples of how plants and animals depend upon each other complete the activity from the resources section. There are three habitats to choose from-

a desert ★

the Arctic ★★

a rainforest ★★★

You can choose just one or you can do all three if you so wish. The number of stars shows the difficulty of each.

For each habitat there are pictures to label. The labels can be found below and at the bottom of the resource file. Look for the number of stars to match it to the corresponding habitat.

You can print them off or simply choose your picture, take a piece of paper, and make an answer sheet. Write down numbers to represent each label box and then use the labels below and write the correct one next to each number.



**Plants** provide food and water for animals.



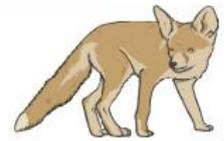
**Birds** eat cactus fruits and spread seeds.



**Insects** eat the leaves, flowers and fruit.



**Desert foxes** eat insects, birds and plants.



**Polar bears** eat seals, reindeer and foxes.

**Seals** eat fish.

**Fish** provide food for many animals.

**Arctic plants** provide food for reindeer and arctic foxes.

**Reindeer** eat plants and spread seeds.

**Arctic foxes** eat seeds, plants, berries and small creatures.



**Monkeys** live in trees and eat fruit, insects, frogs and birds.

**Trees** give shelter and food to animals.

**Jaguars** eat deer, monkeys, frogs, snakes and fish.

**Deer** shelter in fallen leaves and eat leaves, grass, fruit and berries.

**Birds** eat fruit and scatter seeds so new trees can grow.

**Snakes** live in fallen leaves and eat insects and frogs.

**Insects** shelter in trees and eat the leaves.

**Frogs** shelter in trees and eat the insects.

## Computing

See how many Karate belts you can earn on Karate Cats English- work on grammar, punctuation and spelling

<https://www.bbc.co.uk/bitesize/topics/zd63xyc/articles/zdp4pg8>

Now have a go at the Karate Cats Maths- there are lots of topics to choose from

<https://www.bbc.co.uk/bitesize/topics/zjkphbk/articles/zf4sscw>

## Music

<https://www.youtube.com/watch?v=sW2DYIOpgrI>

Take a look at this body percussion video. Can you copy the rhythms? Can you make up your own using just body percussion- claps, stomps, clicks, thigh slap, noises with your voice and many more.

## PE

Whilst staying at home it is important to stay as active as you can.

Remember to complete Joe Wicks daily PE lesson, shown live at 9.00 am each morning.

More action songs to sing and move along to.

Learning the trolls dance with GoNoodle - <https://www.youtube.com/watch?v=KhfkYzUwYFk>

Join the force, the Danger Force- can you collect the gum balls? All you have to do is keep running, jumping, stretching and reaching - <https://www.youtube.com/watch?v=7Li2qwdUsxU>

Additional staying active ideas can be found on:

Tokyo Ten Activities <https://www.getset.co.uk/resources/travel-to-tokyo/tokyo-ten>

BBC super movers <https://www.bbc.co.uk/teach/supermovers>

## RE

### Dr Barnado

Some people have shown care for others in a very specific way like Dr Barnardo. Look at the PowerPoint to learn more about the work he did to help children living on the streets in London.

Why do you think Dr Barnardo helped these children?

Do you think it was easy for him to do what he did?



Barnardo's is a charity that still works to help children now. They protect, nurture and support vulnerable children just like Dr Barnardo did. You may have seen the charity shops in towns selling unwanted clothes, toys, books and many more items to raise money to help children.

Why is it important to help others? Can you write a prayer about helping others?

e.g



Dear God,

Thank you for the beautiful weather we have had lately. Please help those that are in need at this time and please help me to recognise when I can help someone. Give me the strength to help others as you have helped me.

Amen

Dear God,

Thank you for people like Thomas Barnardo.

Thank you for people who don't look the other way when someone needs help,

But instead go out of their way to be helpful.

Please help us to follow good examples.

Please help us to be people who care.

Please help us to put our care into action.

Amen.

## Additional learning activities- there are links on the home learning part of our school website

Education City <https://www.educationcity.com/>

The children were sent log ins for this in their original packs.

TT Rockstars <https://trockstars.com/>

The children were also sent log ins for this in their original packs- it has been set up so that the children only practise their 2, 5 and 10x tables as this is the Year 2 curriculum.

Numbots (use the same log in as TT Rockstars)

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

Sumdog [https://www.sumdog.com/user/sign\\_in](https://www.sumdog.com/user/sign_in)

If you do not have passwords to any of these please email Miss Mason

[info@st-james.dudley.sch.uk](mailto:info@st-james.dudley.sch.uk)

There are also a range of other resources linked on the school website.

