

Dear Year 2 families,

We hope you are still staying safe and keeping well. Are you ready for another week of home learning? We understand that it is not easy, and you are all doing brilliantly! Thank you so much for your efforts, keep going!

We appreciate that everyone's situations at home are different and as ever do what you can. As May 8<sup>th</sup> is supposed to be a national bank holiday to mark 75 years since the end of WW2, we have a special DT activity you could do as a family that day. We do hope you can keep learning and having fun until we can be together at school again. Where we refer you to an online resource, remember we are assuming that an adult is supervising with online safety in mind We miss you so much!

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



Year 2 Handy Hints.

Week Beginning 4.5.20

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Grammar Hammer with answers

Topic

DT- May 8<sup>th</sup> VE day activity!

Science

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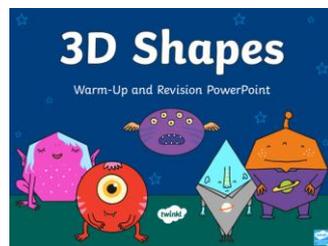
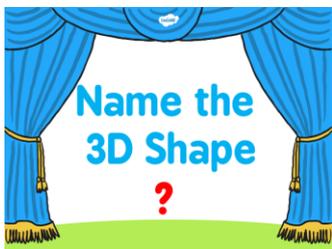
## Maths

Please click on the White Rose link on the home learning page of our school website, click on Home Learning Year 2 or follow this link

<https://whiterosemaths.com/homelearning/year-2/>

### Shape challenge!

After all this time can you remember the names and properties of 3D shapes? There are some PowerPoints in the resource section you can use to check!



### 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)

Please see below for the calculations.

Monday	Tuesday	Wednesday	Thursday	Friday
$51 + 10 =$	$31$ $+ 46$ _____	$49$ $+ 36$ _____	$8 + 4 + 2 =$	$\square = 40 + 37$
$39 + 20 =$	$25 + 4 =$	$5 + 35 =$	$13 + 5 + 7 =$	$\square = 15 + 66$
$44 - 20 =$	$76$ $- 30$ _____	$51$ $- 25$ _____	$9 - 1 - 3 =$	$\square = 48 - 14$
$72 - 10 =$	$48 - 14 =$	$74 - 26 =$	$18 - 8 - 5 =$	$\square = 82 - 35$
$5 \times 5 =$	$5 \times 8 =$	$9 \times 2 =$	$\square \times 5 = 20$	$\square = 0 \times 10$
$7 \times 10 =$	$10 \times 6 =$	$5 \times 9 =$	$11 \times \square = 110$	$\square = 5 \times 2$
$15 \div 5 =$	$60 \div 5 =$	$40 \div 5 =$	$\square \div 5 = 6$	$\square = 22 \div 2$
$80 \div 10 =$	$24 \div 2 =$	$55 \div 5 =$	$90 \div \square = 9$	$\square = 16 \div 2$

### Spellings.

The 's' sound spelt 'c' before letters e, i and y.

race	ice	cell	city	fancy
face	space	bicycle	circle	spicy

There is a link to a PowerPoint to help you, as well as a word search on the main Year 2 page.

## Reading tasks.

(We suggest completing the reading tasks before the writing tasks as they are linked)

### Task 1- Reading comprehension.

There are some tricky words in this text that you may need to discuss with an adult.

Zoom in if you need the text to be bigger.

## Butterfly Life Cycle

Butterflies have a complete life cycle with four separate stages.



### What happens during the first stage?

During the first stage of the butterfly life cycle, the female butterfly lays her eggs, most often onto a leaf. The new butterfly starts life as a very small egg. They can be round, oval or cylindrical and some are ribbed.



### What happens during the second stage?

During the second stage, a caterpillar (or larva) hatches. It is the long, worm-like stage of the butterfly life cycle. Most caterpillars have patterns, stripes or patches and sometimes spine-like hairs. In this stage, the caterpillar needs to eat lots to grow. As it gets bigger, it sheds its skin four or more times.



### What happens during the third stage?

During the third stage, the caterpillar forms a chrysalis (or pupa) which is usually brown or green so it is camouflaged.

This is the transformation stage, when it starts to grow wings.



### What happens during the fourth stage?

The caterpillar changes into a colourful adult butterfly. When it first emerges, its wings are soft and folded against its body because it had to fit inside the pupa. The butterfly rests and then blood pumps into its wings and they start working and flapping. The butterfly usually learns to fly in 3 or 4 hours. The adults also mate and the female butterflies lay eggs, beginning the life cycle again.

## Reading comprehension questions

### First stage

1. How many stages are there in the life cycle of a butterfly? \_\_\_\_\_
2. Where does the female lay the eggs? **Tick one**  
in a bush  on a leaf  in the grass
3. Find and copy two words to describe the eggs.  
\_\_\_\_\_

### Second stage

4. What is a larva? \_\_\_\_\_
5. Why do you think a caterpillar sheds its skin?  
\_\_\_\_\_  
\_\_\_\_\_

### Third stage.

6. Tick true or false for each statement.

	true	false
a caterpillar forms a balloon around it		
the pupa is orange, so it is camouflaged		
a caterpillar starts to grow wings inside the pupa		
caterpillars can have spine- like hairs		

### Fourth stage.

7. Which word tells us that the butterfly has come out of the chrysalis? \_\_\_\_\_
8. How long does it take for a butterfly to learn how to fly? \_\_\_\_\_

## Task 2- writing a glossary.



### **What happens during the second stage?**

During the second stage, a caterpillar (or larva) hatches. It is the long, worm-like stage of the butterfly life cycle. Most caterpillars have patterns, stripes or patches and sometimes spine-like hairs. In this stage, the caterpillar needs to eat lots to grow. As it gets bigger, it sheds its skin four or more times.

Read this part of the text again. Make sure that you read it three times so that you fully understand what it is about. In this paragraph there are some topic words. In non-fiction books you would find a glossary at the back of the book. This is an alphabetical list of words with their meanings. We would like your help to make the glossary for this text. If you do not know the meanings, look them up with the help of an adult. Here is an online dictionary resource <https://kids.britannica.com/kids/browse/dictionary> be careful as sometimes words have more than one meaning. You must choose the correct one.

*For example:*

*Leaf-one of the green, usually flat parts of a plant that grow from a stem or twig.*

**Here are the words, you have a go at writing the meanings.**

Butterfly-

Caterpillar -

Larva-

Shed-

Spines-

### Task 3- Visualisation.

Read the text three times so that you can imagine Sam's space rocket. Do you remember Sam is Bob's friend who works on Saturn? We loved that book didn't we Year 2, reading all about Bob's day on the moon.

After reading it draw 3 and label three things that are inside it. Use the text for your ideas.

#### Sam's supersonic space rocket.

All around the rocket are brightly coloured buttons **but** Sam must be careful not to press the emergency stop button accidentally. **When** he wants to steer the rocket, Sam pulls the long levers downwards. After a long day working on Saturn Sam feels tired, **so** he has a comfy blue seat to sit on. **If** Sam needs a drink, there is a cool jug of icy water. There are two clocks on the wall **because** Sam likes to know what the time is on both Saturn and Earth. Sam can either zoom at supersonic speed into space **or** he can glide slowly down to Earth.

#### Draw and label three things that are inside Sam's rocket.



You can even draw Sam in his rocket on a separate piece of paper if you like.

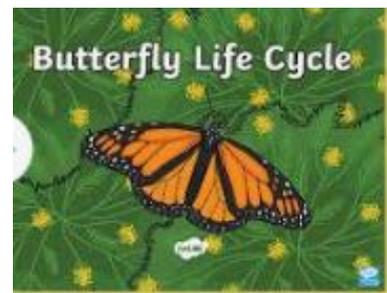
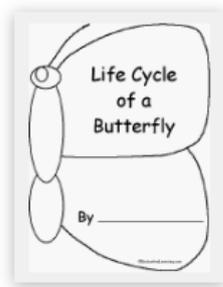
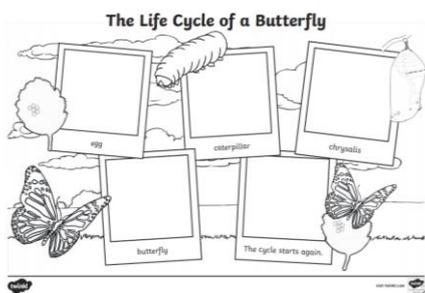


## Writing tasks.

This week we will be linking science and English together. We will be looking at non-fiction writing, and we thought that you would enjoy writing about the lifecycle of a butterfly. We have asked you to do some reading tasks about the lifecycle and we would like you to use the information that you read to help you write your own book out of any paper that you have at home.

Your book will need a front cover.

Here are some ideas.



Then you will need a contents page. These headings will tell you what you need to write about on every page.

The egg ..... Page 1

The caterpillar ..... Page 2

The chrysalis ..... Page 3

The butterfly ..... Page 4

The cycle starts again ... Page 5

Glossary ..... Page 6

(this is reading task 2 this week, but you can add any other words that you wish to)

## Task 1:

Read the information text and collect any key words for each page.

In class Vocabulary Victor helps us to collect words and phrases when we are reading.

Word Work				
Words				
Phrases				

Before you can do any writing, you will need to collect words and phrases from your reading. Make yourself a heading on a small piece of paper and jot down any key words and phrases that you may need to help you write each page. We suggest that you concentrate on one page at a time so that you do not get confused. Then move onto Task 2 & 3 and repeat another page at another time during the week.

## Task 2 & 3: I can write an information text.

Using your words that you have collected you can now write your page. You may choose to do some pages in more detail than others, we will leave it up to you and your child. Some children will want to write lots and others may just want to write 2/3 succinct sentences. You can also draw pictures. The layout of the page can vary, and you may choose to draw a picture at the top of the page or on the next page it could be at the bottom. However, you must always put the heading at the top of the page, and it needs to stand out. The page layouts can be mixed up and each page can look different just like a non-fiction book. If you have a non-fiction book at home look to see if it has a contents page, headings, page numbers and a glossary. You may even find an index and make up your own.

We hope that you enjoy making your books.



## Grammar Hammer (questions)

1 and 2. Put in the apostrophe to show possession.					
has not				wasn't	
3. Underline the correct word to use in this sentence.			4. Underline the correct word to use in this sentence.		
Where have you ( bean / been )?			I have got ( for / four ) cats.		
5. Underline the <b>suffix</b> that turns this <b>adjective</b> into an <b>noun</b> .			6. Underline the <b>prefix</b> to give this word the opposite meaning.		
cold	less	ness	dis	un	certain
7. Underline the word with the correct spelling.			8. Underline the word with the correct spelling.		
dri	driy	dry	cute	cyoot	cyute
9. Write the <b>comparative</b> for the <b>adjective</b> below.			10. Write the <b>superlative</b> for the <b>adjective</b> below.		
brave				wise	
11. Underline any letters which should be in <b>capitals</b> .			12. Underline any letters which should be in <b>capitals</b> .		
can sam and i come to your party?			i live near hillbank street.		
13. Put the missing <b>commas</b> ( , ) in this sentence.					
I have a dog two cats a hamster and seven fish.					
14. <b>Punctuate</b> the end of this sentence.			15. Underline the <b>type of sentence</b> it is.		
Stop it			statement	question	exclamation command
16. Underline any <b>nouns</b> in this sentence.			17. Underline any <b>verbs</b> in this sentence.		
The box was full of clothes.			The clown tumbled round the stage.		
18. Underline any <b>adjectives</b> in this sentence.			19. Underline the <b>adjectives</b> in this <b>expanded noun phrase</b> .		
The new, expensive computer arrived.			my pretty, orange fish		
20 and 21. Write the <b>past tense</b> of these <b>verbs</b> .					
wave			smile		
22. Underline the word which will make this sentence correct.					
Next Tuesday, David	( is / was / will be )	having his party.			
23. Co-ordination: Underline the best word (conjunction) to join these sentences.					
The pond is full of fish.	( and / or / but )	The pond is full of frogs.			
24. Subordination: Underline the best word (conjunction) to join these sentences.					
He turned on the television.	( so that / if / because )	He could watch the film.			
25. Underline any words which can join with the word given to make a <b>compound word</b> .					
fire	place	work	tank	fighter	
<b>Total:</b>		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)	

## 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.					
has not	<b>hasn't</b>	<b>was not</b>	wasn't		
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.					
Where have you (bean / <b>been</b> )?			I have got (for / <b>four</b> ) cats.		
5-6. (W2:6,22,24. Sp 2:27,28) The <b>suffix</b> 'ness' does not change the meaning of the root word. It turns an adjective into a noun (sad-sadness). 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)					
<b>cold</b>	less	<b>ness</b>	dis	<b>un</b>	certain
7. (W2:7, Sp 2:10) 'y' is the most common way of making the 'eye' sound at the end of the word..			8. (W2: 7, Sp 1:15) Magic 'e' makes the vowel 'u' say its name.		
dri	driy	<b>dry</b>	<b>cute</b>	cyoot	cyute
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.					
brave	<b>braver</b>		wise	<b>wisest</b>	
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.					
Can Sam and I come to your party?			I live near <b>Hillbank Street</b> .		
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.					
I have a dog, two cats, a hamster and seven fish.					
14. (W2:17) An <b>exclamation</b> is usually an abrupt or excited cry or shout. It requires an <b>exclamation mark</b> to let the reader know to emphasise it.			15. (W2:18) There are four types of sentence. A question is an asking sentence and must end with a question mark.		
Stop it!			statement	question	<b>exclamation</b> 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.					
The <b>box</b> was full of <b>clothes</b> .			The clown <b>tumbled</b> round the stage.		
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)		
The <b>new, expensive</b> computer arrived.			my <b>pretty, orange</b> fish		
20-21. (W2:7,20,24. Sp 2:22) Verbs can be written in <b>past, present</b> or future tense.					
wave	<b>waved</b>		smile	<b>smiled</b>	
22. (W2:20) A <b>fronted adverbial</b> which sets an action in the future (tomorrow, next week) means the verb must be in the future tense.					
Next Tuesday, David	( is / was / <b>will be</b> )		having his party.		
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.					
The pond is full of fish	( <b>and</b> / or / but )		the pond is full of frogs.		
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.					
He turned on the television	( <b>so that</b> / if / because )		he could watch the film.		
25. (W2:24) A <b>compound word</b> is a word made up of two smaller words (horse + shoe = horseshoe).					
fire	<b>place</b>	<b>work</b>	tank	<b>fighter</b>	

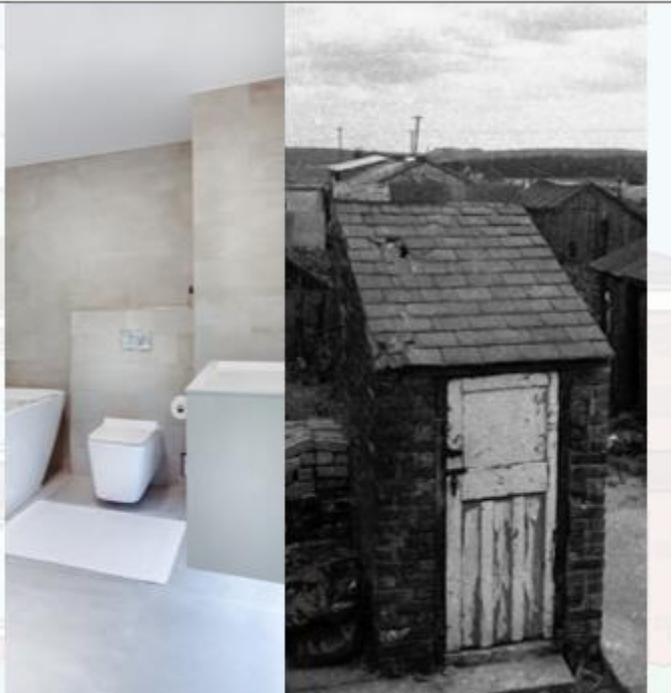
## Topic

This week we carry on learning about life in the Victorian times. As we found out last week Victorian houses were quite different to ours! This week, we are learning about bath time during the Victorian times. Watch the Magic Grandad video to find out more.

[https://www.youtube.com/watch?v=mRH\\_i655Vkw](https://www.youtube.com/watch?v=mRH_i655Vkw)

## Bathroom

Many Victorian homes didn't have a bathroom. The toilet would have been outside like the one shown. Poorer people had to share toilets with other houses. Most poorer families would have bath night once a week. Water would be heated on the range and put in a tin bath in front of the range in the kitchen.



Look at the pictures of the objects used for bath time on the next page.

Either cut and stick to match the pictures with the labels, match them on the screen or draw them yourself and label.



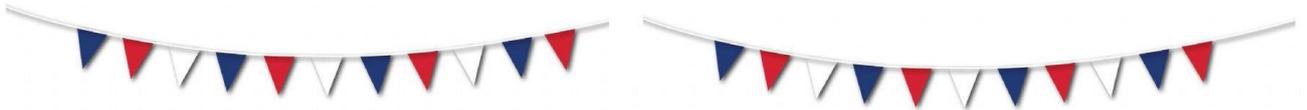
Copper- to heat water

Tin bucket- to carry water from the copper to the bath.

Chamber pot- for going to the toilet during the night

Carbolic soap- this was used to clean everything in the house, even the people!

Tin bath- bath time took place once a week in front of the fire



On Friday 8<sup>th</sup> May it is 75 years since the end of World War 2. It was supposed to be a day to celebrate as a nation. Since we are all at home, we want you to mark the occasion together as a family. So, dress up in clothes that are red, white or blue or all 3 if you have them. If not maybe put some party clothes on. Enjoy the day and take lots of photos to look back on.

### Your task:

Design and make some bunting to decorate your lounge with. There are some templates on the resource area that you could use or make your own.

Now we would like you to use whatever food you have for your lunch or tea and maybe have a family carpet picnic together. You could play music to make it feel like a mini party, maybe have a little dance or play some games together.



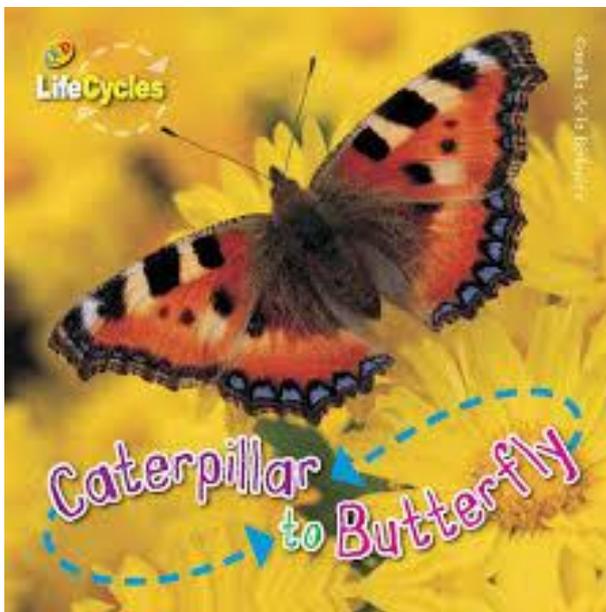
## Science

We have found this fascinating video showing the life cycle of the butterfly. There is no narration.

<https://www.bbc.co.uk/teach/class-clips-video/how-caterpillars-change-into-butterflies-no-narration/zn4rkmn>

Imagine this is a DVD.

Here is the front cover of the DVD.



Can you write the blurb for the back of the case?

e.g.

How do caterpillars grow and change into butterflies? Did you know caterpillars were so spiky? We all know butterflies are beautiful, graceful creatures but just how do they look when they hatch out of the chrysalis? Watch this amazing DVD to find out more.

RE

What do Christians believe about caring for others?

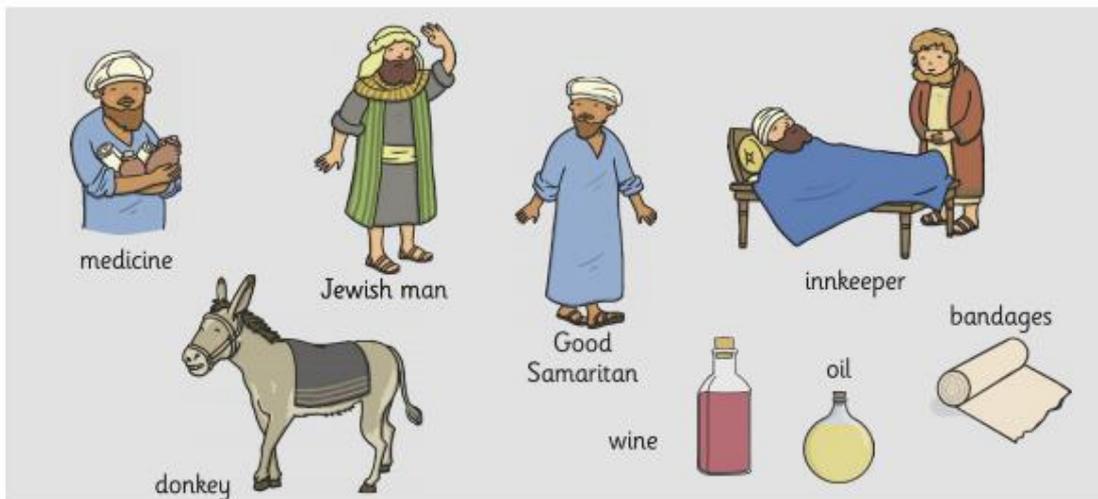
Jesus told stories such as 'The Good Samaritan' to teach us to care for others.

You can read the story on the PowerPoint in the resources. Now complete this activity.



# The Good Samaritan

Draw and label two pictures which show acts of kindness from the story. Use the pictures and word bank to help you.



## Forest school

Miss Buckley and Mrs Felton have been missing forest school and they know how much you love going there. They have been looking at signs of spring and they have found this lovely idea that you could try if you wish to.



Step 1: make a tree from an old box or draw a tree on some paper.

Step 2: draw or collect (only from your own garden and with your parent's permission) objects and stick them to your tree.

Miss Buckley has taken some photographs for you to see. These were taken on our orchard at school. Look at the beautiful blossom!



## PE

Whilst staying at home it is important to stay as active as you can. For this week try:

Learning a dance all about silent letters on BBC Super Movers:

<https://www.bbc.co.uk/teach/supermovers/ks1-english-silent-letters-with-marlon-wallen/zmkpwty>

Cosmic Kids Yoga- episode about Trolls

<https://www.youtube.com/watch?v=U9Q6FKFI2Qs>

Some of the Tokyo Ten Activities:

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

**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.

